

Napa High School

Curriculum Guide

2016-2017

Dear Families:

The faculty and staff at Napa High School believe in the success of each and every student. We will do everything we can to support the academic success and personal growth of all our students. Our goal is for students to graduate “College and Career” ready. *You* hold the keys that will open the doors to the fulfillment of your individual academic achievements and educational growth.

The introductory pages of the course catalog outline district graduation requirements and site enrollment requirements. Also included is information about college entrance requirements. Course offerings are listed by department. It is intended that families review this catalog together making informed decisions about an educational program that will interest and challenge a student’s intellect. Students should be encouraged to select an academically rigorous program in order to develop their full potential. We hope that students will find time in their schedule to become involved in athletics and/or other co-curricular programs which can be a very enriching part of a well-rounded educational experience.



Graduation Requirements

Students shall receive diplomas of graduation from high school only after completing the prescribed course of study and meeting the standards of proficiency established by the District. The prescribed course of study for students shall include (Ed Code 51225.3):

| Subject Area | Class of 2018 |
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| English | 40 |
| Mathematics | 30 |
| World History | 10 |
| US History | 10 |
| American Government | 5 |
| Economics | 5 |
| Physical Science | 10 |
| Life Science | 10 |
| World Language | 20 |
| Visual / Performing Art | 10 |
| Physical Education | 20 |
| Electives | 50 |
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| Credits Required for Graduation | 220 |

Additional Requirements

- Senior Project
- Earn 220 units. For each class passed with a grade of “D-“ or better the student will receive 5 units of credits. To meet the minimum college entrance requirements, students must pass all classes with a “C”.

UC/CSU College Entrance Requirements “a-g”

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| “a” | History/Social Science | 2 yrs. required |
| “b” | English | 4 yrs. required |
| “c” | Mathematics | 3 yrs. required, 4 recommended |
| “d” | Laboratory Science | 2 yrs. required (in biology, chemistry and/or physics), 3 recommended |
| “e” | Language other than English | 2 yrs. required, 3 years recommended |
| “f” | Visual and Performing Arts | 1 full year of the same class |
| “g” | College Preparatory Electives | 1 year required |

Advanced Placement (AP) Courses: The University assigns extra grade points as follows for up to four units (8 semesters) of certified AP level work: A = 5 points, B = 4 points, C = 3 points, D = 1. Students can see their counselor for details.

Honors Courses: Napa Valley Unified assigns extra grade points as follows for up to four units of certified honors level work: A = 5 points, B = 4 points, C = 3 points, D = 1. Students can see their counselor for details.

D and F Grades: D and F grades in "a-g" courses must be repeated. Students need to consult with their counselor to determine how these grades can be improved.

STUDENT SERVICES

Counselors

Our High School Counselors are dedicated to student success. Our counselors provide comprehensive academic support, while recognizing the individual needs of students within a diverse population. Counselors work with students in assessing, planning, and achieving their immediate and long-term goals as well as assisting students in developing self-knowledge, self-esteem, and self-confidence to enhance student learning and success. Students are encouraged to visit their school's Student Services/Counseling web page for college and career planning.

English Learner Services

The English Learner Program provides services for students who do not speak English as their primary language and whose scores on a language test qualify them for the program. We offer three (3) levels of English Language Development (ELD) and sheltered instruction in core academic areas.

Parent/Student Portal

Parents and Students can view attendance and grades electronically through a web based Aeries Program. To access the Parent/Student Portal follow the steps below:

- Go to the NHS website www.napahigh.org
- Click Parent Portal link
- Enter your User Name and Password and make sure that the correct school is selected

Report Cards & Grading System

Report cards are available to the student four times a year at the close of each nine-week grading period. Progress reports are given to student's mid-way through the second and fourth grading periods.

- A = Superior achievement
- B = Above average achievement
- C = Average
- D = Below average achievement
- F = Failure to achieve minimum requirement
- I = Incomplete will be converted to "F" if work is not completed within 6 weeks
- W = Withdrawal from course.
- "+" = Near requirements of next high scholarship mark
- "-" = Near requirements of next lower scholarship mark

Mid-Year Graduation Requirements

Students who wish to graduate before the completion of eight semesters must request permission for mid-year graduation from their counselor, their principal, and their parents. In addition, they must complete the mid-year graduation process. To be considered for mid-year graduation, a student must be within thirty-five (35) credits of the required two hundred twenty (220) credits at the beginning of his/her last semester. Other requirements apply - Please see your counselor for assistance with this process.

Health Services

School health services help to protect and improve the health of students, thus aiding their growth and development and enabling them to benefit fully from school experiences. **Record of immunizations as required by California law must be presented at the time of student enrollment.** A qualified school nurse is available at the school site to provide health services, health conferences and health education. In the event of illness, parents are notified before a student is sent home. If an accident or emergency exists and a parent cannot be reached, local municipal emergency services are contacted. A doctor's permission slip may be requested for a student to be re-admitted to school. The goal is to develop in each student a sense of responsibility for his or her own health and an understanding of the principles upon which good health is based.

Athletic Program and Eligibility

The athletic program provides students with opportunities in high school athletics and for participation in competitive sports. It also encourages good scholastic standing and the completion of high school. To be eligible to participate in the program, a student must receive an un-weighted 2.0 grade point average on the previous grading period and complete 20 credits. By rule of California Interscholastic Federation (C.I.F.), a player is limited to eight semesters of eligibility and shall not participate in interscholastic activities after he/she has reached his/her 19th birthday prior to June 15. At the present time, many Graduates enjoy the benefits of athletic scholarships earned on the basis of their participation in the high school athletic program. In order to participate in the college athletics program, students must clear through the NCAA Eligibility center.

The following sports are highly organized, competitive activities for the participant who has a degree of athletic ability. In addition to developing athletic skills, fitness, and health, this program teaches student-athletes to value fair play and cooperation, and fosters a positive self-image and sense of self-worth.

Fall Season: Boys Water Polo, Cross Country (co-ed), Girls Golf, Girls Tennis, Girls Water Polo, Girls Volleyball, Football

Winter Season: Boys Basketball, Girls Basketball, Wrestling (co-ed), Boy's Soccer, Girl's Soccer

Spring Season: Boys Baseball, Boys Golf, Boys Tennis, Girls Badminton, Girls Softball, Swimming (co-ed), Track & Field (co-ed).

State championships are held in football, cross-country, volleyball, basketball, soccer, wrestling and track.

Career Technical Education

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| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>CTE912</p> <p>10-12</p> <p>Year</p> <p>Elective</p> <p>None</p> | <p>Construction Core Technology 1</p> <p>This is a course that will provide high school students with an introduction into the growing field of Green technologies and Sustainable Construction, such as alternative energy, sustainable development/careers, green building assessment (LEED accreditation and certification) and more. Students will receive a broad range of exposure to construction as they work through modules such as: framing, electrical wiring, plumbing, HVAC, roofing, masonry, power tools, weatherization, tile setting, painting and power tools. Students will begin to take these skills and apply them to hands on projects. The program will be enhanced with guest speakers, presenters and field trips.</p> <p>Career Pathway: Construction Core Technology 1 -> Construction Technology 2</p> |
| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>CTE913</p> <p>11-12</p> <p>Year</p> <p>Elective</p> <p>None</p> | <p>Construction Technology 2</p> <p>Construction II builds directly upon the skill sets developed from Construction I. Students will gain a deeper understanding and skill sets in sustainable construction and green technologies utilized in construction as they work through modules such as: blue print reading, green construction, finish carpentry, electrical, solar technology and HVAC to name a few. Students in Construction II will have a greater exposure to developing and building actual structures, utilizing the skills sets from their construction modules. Presenters and field trips will emphasize the trades and avenues students can take to work their new skills into a profession.</p> <p>Career Pathway: Construction Core Technology 1 -> Construction Technology 2</p> |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: CTE993</p> <p>Grade Level: 10-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Elective</p> <p>UC/CSU Credit: None</p> | | <p>CTE Public Safety Careers</p> <p>This course is the introductory level course in the Public Safety Pathway. It is designed to help students consider occupations in Public Safety through classroom instruction, hands-on training and community experience. This pathway encompasses career opportunities in a variety of jobs in which the main focus is ensuring the general safety and well-being of the community. The careers included in this pathway primarily address public order, law enforcement, fire protection, corrections, homeland security, private security, dispatch and emergency medical services. This pathway is aligned to the California Model CTE Curriculum Standards, including common core.</p> <p>Students will learn how each of these groups interacts and are interdependent. Instruction will focus on understanding the multitude of careers in the field of Public Safety and the various industry certifications available in that industry. Integrated throughout the course are career preparation standards, which include report writing, communication, interpersonal skills, problem solving, workplace safety and technology. Students will take part in a variety of work based learning activities along a continuum of career awareness, career exploration, career preparation, and career training. Work based learning activities may include: career exploration, guest speakers, job shadows, mentors, informational interviews, internships, and work readiness (applications, resumes, cover letters, interviewing, etc).</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: CTE998</p> <p>Grade Level: 11-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Elective</p> <p>UC/CSU Credit: (g) Elective Credit</p> | | <p>CTE Intro to First Responder</p> <p>PREREQUISITES: INTRODUCTION TO PUBLIC SAFETY</p> <p>DESCRIPTION OF COURSE:</p> <p>This is the second course in the Public Safety Pathway. It is designed to prepare students to be successful in the Napa Valley College EMT 90 – First Responder course. The First Responder course is an introductory course designed for lay persons interested in or for professionals who require First Responder training per State of California (Title 22) and U.S. Department of Transportation standards. The Introduction to First Responder course will cover basic pre-hospital care skills needed to render care at the scene of an emergency until more highly trained emergency medical response personnel arrive. The course will cover such subjects as basic anatomy and body systems, lifting and moving of patients, airway management, patient assessment, medical/behavioral/trauma emergencies, terrorism awareness, and an overview of the Emergency Medical Services (EMS) system. Professional rescuers, such as sheriff, police, lifeguards, and firefighter personnel are expected to have First Responder training. The course is aligned to the California Model CTE Curriculum Standards and Common Core.</p> <p>Integrated throughout the course are career preparation standards, which include report writing, communication, interpersonal skills, problem solving, workplace safety and technology. Students will take part in a variety of work based learning activities along a continuum of career awareness, career exploration, career preparation, and career training. Work based learning activities may include: career exploration, guest speakers, job shadows, mentors, informational interviews, internships, and work readiness (applications, resumes, cover letters, interviewing, etc).</p> |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: CTE 908</p> <p>Grade Level: 10-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Elective</p> <p>UC/CSU Credit: None</p> | | <p>CTE Mach,Mfg & Prod Dev 1</p> <p>In this hands on class students are introduced to traditional metalworking techniques including precision measurement, design and layout, hand tools, drilling, sawing, turning, milling, and fabrication through a series of projects where they manufacture common hand tools.</p> <p>Students will also be introduced to advanced manufacturing techniques such as computer aided design (CAD), computer aided manufacturing (CAM), computer numerical control machining (CNC), and 3-D printing.</p> <p>This class is designed for future engineers, careers related to machining and manufacturing, potential entrepreneurs, and creative kids that like to design and build things.</p> <p>In order to thrive in this class students should not be afraid of math. A strong understanding of how to measure, how to add and subtract fractions and decimals, and exposure to algebra and geometry is highly recommended.</p> <p>Career Pathway: CTE Mach, Mfg & Prod 1 -> Precision CTE Mach, Mfg & Prod 2</p> |
| <p>Course Title:</p> <p>School Site: NHS</p> <p>Course Number: CTE909</p> <p>Grade Level: 11-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Elective</p> <p>UC/CSU Credit: None</p> | | <p>CTE Mach, MFG & Prod 2</p> <p>Building from Machining, Manufacturing and Product Development 1:</p> <p>Students will sharpen their skills with traditional machine tools and head more into advanced manufacturing by designing and building projects using computer aided design (CAD), computer aided manufacturing CAM), computer numerical control machine (CNC), and more technical traditional machining and manufacturing techniques.</p> <p>Students will move to the next level of precision with a focus on higher accuracy, more rigorous measurement techniques, and introduction to quality control techniques. Students will also explore the financial side of manufacturing machining and product development. They will learn, product costing, justification, and basic financial statements by building business plans.</p> <p>A goal of this class is to have students design, build, and take products to market.</p> <p>Machining, Manufacturing and Product Development 1 is required for this course. If the student wants to challenge this requirement, they should see the instructor, have relatively strong computer skills, excellent math skills, and be ready to prove it.</p> <p>SAFETY IS A MUST in this class and will be taught rigorously. Students are expected to follow all safety rules and will be dismissed if they choose not to comply.</p> <p>Career Pathway: Introduction to Machine Technology 1 -> Precision Machining Technology 2</p> <p>Prerequisite: Introduction to Precision Machining Technology</p> |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: CTE851</p> <p>Grade Level: 9-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Elective</p> <p>UC/CSU Credit: Lab Science or Elective</p> | | <p>P CTE Medical Biology</p> <p>Medical Science is an academically challenging laboratory science course that examines anatomy, physiology, biochemistry, and medical terminology while applying scientific knowledge and research to the study of the human body and its diseases. Students will focus on the physiological, biological, and structural details of the human body, including a rigorous study of the body systems. Students will apply scientific methodologies (inquiry, developing hypotheses, gathering factual information, evaluating data, and drawing conclusions) to the practices employed by medical professionals. Medical terminology will be integrated as students understand each of the body systems. Students will exceed core academic knowledge and demonstrate critical thinking skills as they apply knowledge to laboratory experimentation, real-life scenarios, medical case studies, and physiological and pathological disorders. A variety of resources will be accessed (Internet, medical journals and books, and medical professionals) for the purpose of creating written and oral presentations that demonstrate students' knowledge and application of scientific principles.</p> <p>Career Pathway: Medical Biology 1 -> Anatomy and Medicine</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: CTE859</p> <p>Grade Level: 10-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: elective</p> <p>UC/CSU Credit: None</p> | | <p>P CTE Human Anatomy and Med</p> <p>P CTE Human Anatomy and Medicine is an academically challenging advanced science course for students in grades eleven and twelve who are pursuing a career in the medical health field requiring post-secondary education. It is a continuance of Medical Science I and builds on a common set of skills and knowledge necessary for all health care employees. A variety of resources will be accessed (Internet, medical journals and books, and medical professionals) for the purpose of creating written and oral presentations that demonstrate students' knowledge and application of scientific principles. P CTE Human Anatomy and Medicine instructs students in Human Biology, Medical Ethics and Legal Questions, Bioethics, patient and Family Interaction, Medication Administration, Infection control, Lab Techniques and Procedures, and Workplace Safety. Students will complete a career portfolio and participate in work-based and outreach experiences including job shadowing, research and discovery experiences, and volunteer or community service related to the health career field of choice.</p> <p>Career Pathway: Medical Biology 1 -> Anatomy and Medicine</p> |

AVID – Advancement Via Individual Determination

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| Course Title | | AVID 9 |
| School Site: | NHS | <p>This course is designed to prepare motivated students for entrance into college. Students will focus on writing, inquiry, collaboration, reading, note-taking, time management, and organization to support their growth academically. Twice a week, students will receive academic support through a collaborative tutorial model. Students will learn skills to prepare them for college entrance examinations, including the SAT I and ACT. Students will be required to develop a Multi-Grade Level Portfolio and participate in student-led conferences. Students who take this course should be enrolled in other courses that meet the four-year college entrance requirements. Prerequisite: AVID in the 8th grade or application & interview.</p> |
| Course Number: | MS927 | |
| Grade Level: | 9 | |
| Length of Course: | Year | |
| Graduation Credit: | Elective | |
| UC/CSU Credit: | None | |
| Course Title | | AVID 10 |
| School Site: | NHS | <p>Similar to AVID 9, This course is designed to prepare motivated students for entrance into college. Students will focus on writing, inquiry, collaboration, reading, note-taking, time management, and organization to support their growth academically. Twice a week, students will receive academic support through a collaborative tutorial model. Students will learn skills to prepare them for college entrance examinations, including the SAT I and ACT. Students will become experienced speakers and participate in timed writing assessments. Students will be required to develop a MultiGrade Level Portfolio and participate in student-led conferences. Students who take this course should be enrolled in other courses that meet the four-year college entrance requirements and participate in the PSAT. Prerequisite: Completion of AVID 9, or application & interview.</p> |
| Course Number: | MS928 | |
| Grade Level: | 10 | |
| Length of Course: | Year | |
| Graduation Credit: | Elective | |
| UC/CSU Credit: | None | |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: MS929</p> <p>Grade Level: 11</p> <p>Length of Course: Year</p> <p>Graduation Credit: Elective</p> <p>UC/CSU Credit: None</p> | | <p>AVID 11</p> <p>Similar to AVID 9 and 10, AVID 11 involves substantial critical reading, writing, and preparation for external exams such as the SAT, ACT, and EAP. Students continue to hone their organizational skills, timed writing ability and analytical discourses in subjects across the curriculum. In addition, students make oral presentations in class on subjects related to college entrance, contemporary issues, and social concerns. Twice a week, students will receive academic support through a collaborative tutorial model. Students will be required to develop a Multi-Grade Level Portfolio and participate in student-led conferences. Students who take this course should be enrolled in other courses that meet the four-year college entrance requirements and participate in the PSAT, SAT and/or ACT. Prerequisite: Completion of AVID 10, or application & interview.</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: MS931</p> <p>Grade Level: 12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Elective</p> <p>UC/CSU Credit: (g) Elective</p> | | <p>P AVID 12</p> <p>AVID 12 is the culmination of the AVID program. Student will participate in weekly Socratic Seminars as well as make oral presentations to their class. AVID seniors will complete a research paper, and explore issues in college access. Students will learn to evaluate their own and other's writing, using rubrics and scoring guides modeled on the UC and CSU entrance requirements. Students enrolled in their course will complete four-year college requirements and will complete and present a portfolio on their work representing their four years of work in the AVID program. Prerequisite: Completion of AVID 11</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: MS930</p> <p>Grade Level: 12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Elective</p> <p>UC/CSU Credit: (g) Elective</p> | | <p>P AVID Seminar</p> <p>AVID seminar is the culmination of the AVID program. Seminar students will participate in weekly Socratic Seminars as well as make oral presentations to their class. AVID seniors will complete a research paper, and explore issues in college access. Students will learn to evaluate their own and other's writing, using rubrics and scoring guides modeled on the UC and CSU entrance requirements. Students enrolled in this course will complete four-year college requirements and will complete and present a portfolio of their work representing their four years of work in the AVID program. Prerequisite: Completion of AVID 11 as well as enrollment in at least one Advanced Placement course during junior and/or senior year.</p> |

| Course Title | | AVID Tutor |
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| School Site: | NHS | <p>AVID tutor is a one year elective course for students wishing to be tutors in the AVID elective program. Students will tutor 5-7 AVID students twice a week during the tutorial portion of the AVID elective class, and assist the teacher in providing academic and organizational skills to students. The tutors are expected to be able to help in at least three academic subjects in whom they themselves have been successful at an Honors or Advanced Placement level. These could include, but are not limited to: World Languages, Language Arts, Mathematics, Sciences, and Social Sciences. Tutors will receive instruction and training using the inquiry method that encourages higher level thinking by students.</p> |
| Course Number: | MS932 | |
| Grade Level: | 11-12 | |
| Length of Course: | Year | |
| Graduation Credit: | Elective | |
| UC/CSU Credit: | None | |

English Language Arts – Grade 9

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| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>EN135</p> <p>9</p> <p>Year</p> <p>English</p> <p>(b) English</p> | <p>Honors English 9</p> <p>This course is designed for students who are willing to meet the higher demands of a rigorous academic program. The students will strengthen reading, speaking, listening, writing, and study skills. Students will become familiar with all genres of literature (poetry, drama, fiction) as well as non-fiction with an overall emphasis on critical thinking and interpretative skills in the language arts. Students must be capable of working independently and have demonstrated superior achievement in English.</p> <p><i>Placement Criteria: Multiple measures</i></p> <ul style="list-style-type: none"> ● <i>District Writing Assessment – 8 or higher</i> |
| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>EN137</p> <p>9</p> <p>Year</p> <p>English</p> <p>(b) English</p> | <p>P English 9</p> <p>Students will strengthen reading, speaking, listening, writing, and study skills. Students will become familiar with all genres of literature (poetry, drama, fiction) as well as non-fiction with an overall emphasis on critical thinking and interpretative skills in the language arts areas.</p> <p><i>Placement Criteria: Multiple Measures</i></p> <ul style="list-style-type: none"> ● <i>District Writing Assessment – 7 or higher</i> ● <i>CELDT – Early Advanced to Advanced)</i> ● <i>Most recent IEP recommendations</i> |

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| Course Title | | | |
| School Site: | NHS | D O U B L E B L O C K E D C L A S S | P English 9 |
| Course Number: | EN137 | | P English 9 is a college prep English class for students at the Strategic Level (ELA CST score of 300-349). The curriculum includes literary works by Shakespeare, Steinbeck, Homer, and contemporary authors. Genres include mythology, short stories, poetry, novels, plays, and non-fiction. An extensive writing program develops skills vital to critical thinking and mechanics. Students write in a variety of modes including interview, autobiographical interpretation of an incident in literature, and literary analysis. |
| Grade Level: | 9 | | |
| Length of Course: | Year | | |
| Graduation Credit: | English (b) English | | |
| UC/CSU Credit: | | | |
| School Site: | NHS | | English Plus 9 (Strategic Support) |
| Course Number: | EN234 | | In this freshman English course, students will increase skills in the five language arts areas of grammar, reading, writing, speaking, listening and study skills, supplemented by literary genres. Students in this class will have displayed a level of proficiency on previous CST assessments on their English classes that indicate they need additional support in increasing their reading and writing skills in order to access grade level standards. |
| Grade Level: | 9 | | |
| Length of Course: | Year | | |
| Graduation Credit: | Elective | | |
| UC/CSU Credit: | None | | <i>Placement Criteria: Multiple Measures</i> |
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| Course Title | | D O U B L E B L O C K E D C L A S S | English 9 |
| School Site: | NHS | | <p>English 9 is a non-college preparatory English class <u>required</u> for all students at the intensive intervention level (ELA CST score of 299 or below) and taken concurrently with Academic Reading Development 9. This course uses the <i>READ 180</i> instructional model, a state-approved comprehensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level.</p> |
| Course Number: | EN228 | | |
| Grade Level: | 9 | | |
| Length of Course: | Year | | |
| Graduation Credit: | English | | |
| UC/CSU Credit: | None | | |
| School Site: | NHS | | <p>Academic Reading Development 9 (Intensive Support)</p> <p>Academic Reading Development is a non-college preparatory elective class <u>required</u> for all students at the intensive intervention level (ELA CST score of 299 or below) and taken concurrently with English 9 (EN228). This course uses the READ 180 instructional model, a state-approved comprehensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level.</p> <p><i>Placement Criteria: Multiple Measures</i></p> <ul style="list-style-type: none"> ● <i>Spring SRI (8th = <850</i> ● <i>District Writing Assessment – 6 or below</i> ● <i>Most recent IEP recommendations</i> |
| Course Number: | EN231 | | |
| Grade Level: | 9 | | |
| Length of Course: | Year | | |
| Graduation Credit: | Elective | | |
| UC/CSU Credit: | None | | |

English Language Arts – Grade 10

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| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>EN130</p> <p>10</p> <p>Year</p> <p>English</p> <p>(b) English</p> | <p>Honors English 10</p> <p>This course continues the intensive program of analytical reading and writing begun in Honors English 9, and is intended to prepare students for success in Advanced Placement English. Beginning with the summer assignments, students read extensively from works by covering multiple genres of fiction, nonfiction, poetry and drama. The course includes a rigorous writing program that requires students to write clearly and thoughtfully in a variety of modes, with special emphasis on interpretive, analytical, and persuasive writing.</p> <p><i>Placement Criteria: Multiple Measures</i></p> <ul style="list-style-type: none"> ● District Writing Assessment – 8 or higher ● Grade of C or better in H English 9 ● Grade of A or B in P English 9 |
| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>EN129</p> <p>10</p> <p>Year</p> <p>English</p> <p>(b) English</p> | <p>P English 10</p> <p>This course prepares students for the challenges of college and the workplace. Students will read a variety of literature, fiction, nonfiction, poetry, drama and learn to identify and discuss crucial ideas themes. The course includes extensive writing that sharpens and extends students’ repertoire of writing skills; students write in multiple modes: autobiographical, creative, analytical, reflective, and persuasive. Students also develop public speaking skills.</p> <p><i>Placement Criteria: Multiple Measures</i></p> <ul style="list-style-type: none"> ● District Writing Assessment – 7 or higher |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: EN129</p> <p>Grade Level: 10</p> <p>Length of Course: Year</p> <p>Graduation Credit: English (b) English</p> <p>UC/CSU Credit:</p> <p>School Site: NHS</p> <p>Course Number: EN235</p> <p>Grade Level: 10</p> <p>Length of Course: Year</p> <p>Graduation Credit: Elective</p> <p>UC/CSU Credit: None</p> | <p>NHS</p> <p>EN129</p> <p>10</p> <p>Year</p> <p>English (b) English</p> <p></p> <p>NHS</p> <p>EN235</p> <p>10</p> <p>Year</p> <p>Elective</p> <p>None</p> | <p style="text-align: center;">D O U B L E B L O C K E D C L A S S</p> | <p>P English 10</p> <p>P English 10 is a college prep English class for students at the Strategic Level (ELA CST score of 300-349). The curriculum includes literary works by Shakespeare, Steinbeck, and contemporary authors. Genres include mythology, short stories, poetry, novels, plays, and non-fiction. An extensive writing program develops skills vital to critical thinking and mechanics. Students write in a variety of modes and their presentation skills.</p> <p>P English Plus 10 (Strategic Support)</p> <p>This course is designed to assist students who demonstrate strategic reading, writing, listening and/or speaking difficulties in their classes and on state and local standardized tests. In addition, the class aims to help students understand the concept of literacy. <i>Placement Criteria: Recommendation from English 9 Strategic Team.</i></p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: EN229 & EN232</p> <p>Grade Level: 10</p> <p>Length of Course: Year</p> <p>Graduation Credit: English</p> <p>UC/CSU Credit: None</p> | <p>NHS</p> <p>EN229 & EN232</p> <p>10</p> <p>Year</p> <p>English</p> <p>None</p> | <p style="text-align: center;">D O U B L E B L O C K E D C L A S S</p> | <p>English 10</p> <p>This course uses the <i>READ 180</i> instructional model, a state approved comprehensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. Students receive direct instruction in phonics, fluency, vocabulary, comprehension, spelling and writing using the core textbook.</p> <p>Academic Reading Development 10 (Intensive Support)</p> <p>This class directly addresses individual needs through instructional software, high-interest literature, and direct instruction in reading skills. <i>Placement Criteria: Recommendation from Read 180 Team</i></p> |

English Language Arts – Grade 11

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: EN140</p> <p>Grade Level: 11</p> <p>Length of Course: Year</p> <p>Graduation Credit: English</p> <p>UC/CSU Credit: (b) English</p> | | <p>P Composition & Themes in American Lit</p> <p>This thematically-organized course features intensive reading of American novels, plays, poetry, and non-fiction. Students will examine style, form, literary techniques, historical relevance and culture. Students are evaluated on oral contributions, group work, tests, short writing assignments, a minimum of five critical essays, and a final. Instruction focuses on all stages of the writing process: extensive writing assignments will be required. Assignments will vary in length, tone, mode and audience.</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: EN242</p> <p>Grade Level: 11</p> <p>Length of Course: Year</p> <p>Graduation Credit: English</p> <p>UC/CSU Credit: (b) English</p> | | <p>English Enrichment</p> <p>This non college prep course, is designed to help students who have not yet passed the CAHSEE ELA develop and refine their language arts skills. Students will also expand their crosscurricular academic literacy by way of A.V.I.D. teaching methodologies. The focus skills are critical and interpretive reading, essay writing, (Timed and process), Cornell note taking, organization, time management, and collaborative learning. Students will explore literary and rhetorical concepts through a variety of genres using appropriate instructional structures and scaffolds. The course includes frequent writing assignments – including note taking – which will give students a further understanding of their reading and improve their essay writing.</p> |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: EN194</p> <p>Grade Level: 11</p> <p>Length of Course: Year</p> <p>Graduation Credit: English</p> <p>UC/CSU Credit: (b) English</p> | | <p>English Enrichment</p> <p>This non college prep course, is designed to help students who have not yet passed the CAHSEE ELA develop and refine their language arts skills. Students will also expand their crosscurricular academic literacy by way of A.V.I.D. teaching methodologies. The focus skills are critical and interpretive reading, essay writing, (Timed and process), Cornell note taking, organization, time management, and collaborative learning. Students will explore literary and rhetorical concepts through a variety of genres using appropriate instructional structures and scaffolds. The course includes frequent writing assignments – including note taking – which will give students a further understanding of their reading and improve their essay writing.</p> |
| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | | <p>English Enrichment</p> <p>This non college prep course, is designed to help students who have not yet passed the CAHSEE ELA develop and refine their language arts skills. Students will also expand their crosscurricular academic literacy by way of A.V.I.D. teaching methodologies. The focus skills are critical and interpretive reading, essay writing, (Timed and process), Cornell note taking, organization, time management, and collaborative learning. Students will explore literary and rhetorical concepts through a variety of genres using appropriate instructional structures and scaffolds. The course includes frequent writing assignments – including note taking – which will give students a further understanding of their reading and improve their essay writing.</p> |

English Language Arts – Grade 12

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: EN218</p> <p>Grade Level: 12</p> <p>Length of Course: Year</p> <p>Graduation Credit: English (b) English</p> <p>UC/CSU Credit:</p> | | <p>AP English Language and Composition</p> <p>This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Students will become aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to the effectiveness in writing. The Advanced Placement test, designed by Educational Testing Service, is given in May. Students enrolled in this course will be expected to take the Advanced Placement exam.</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: EN272</p> <p>Grade Level: 12</p> <p>Length of Course: Year</p> <p>Graduation Credit: English (b) English</p> <p>UC/CSU Credit:</p> | | <p>P Expository Reading and Writing</p> <p>This course is designed to prepare students to meet the reading and writing expectations of college English. Course assignments emphasize the in-depth study of expository, analytical, and argumentative reading and writing. Each unit includes a sequence of integrated reading and writing experiences, beginning with pre-reading activities, moving into reading and post-reading activities, and continuing through informal and formal writing assignments. The course includes an extended research project (Senior Project).</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: EN004</p> <p>Grade Level: 12</p> <p>Length of Course: Year</p> <p>Graduation Credit: English (b) English</p> <p>UC/CSU Credit:</p> | | <p>P Literature and Film</p> <p>Students will study classics of literature as well as the classics of American and Foreign Cinema. Students will respond to works studied with various modes of creative and composition writing. Themes studied include the power of technology, censorship, the media, and the future.</p> |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: EN219</p> <p>Grade Level: 12</p> <p>Length of Course: Year</p> <p>Graduation Credit: English</p> <p>UC/CSU Credit: (b) English</p> | | <p>P Literature For The New Millennium</p> <p>This brand-new course will take you on a literary tour around the modern world. The theme of this course is cultural “borderlands,” places of contact and conflict among people and nations. The course is anchored by one memoir and five works of literature (from Africa, the Middle East, Asia, and Latin America) which will be supplemented by essays, short stories, poems, historical background, and newspaper articles which will help you understand the background of the works. A balance of writing, digital composition, creative and artistic works, and collaborative projects will help you both to make sense of and show your understanding of complex global issues.</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: EN117</p> <p>Grade Level: 12</p> <p>Length of Course: Year</p> <p>Graduation Credit: English</p> <p>UC/CSU Credit: (b) English</p> | | <p>P Modern Literature</p> <p>Students will explore the works and themes of 20th Century writers from post WWII to the present through novels, short stories, and plays. Students will study common themes and cultural connections of modern literature while improving composition and grammar through intensive writing.</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: EN150</p> <p>Grade Level: 12</p> <p>Length of Course: Year</p> <p>Graduation Credit: English</p> <p>UC/CSU Credit: (b) English</p> | | <p>P World Lit / Search for Meaning</p> <p>This course explores humanity’s quest for meaning through struggle, ceremony, ritual, value systems and creative expression. Students will study world literature, philosophy, and religion. Units of study will include art history, architecture, and classical and contemporary history. Genres of literature include fiction, non-fiction, novels, plays, essays, poetry, film, and art. Students will seek to define the central values of writers and artists from around the world and most importantly make connections to their own lives.</p> |

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| Course Title | | English 12 |
| School Site: | NHS | <p>This course is designed to serve all students receiving special education services and whose IEPs call for modified English/Language Arts instruction in a Special Day Class setting, in addition in some cases it may serve a student receiving specialized services through a 504 Plan, if determined appropriate by the 504 Team. This course is designed for 12th grade students needing fundamental instruction in reading, basic composition skills, and essential problems of English usage.</p> |
| Course Number: | EN142 | |
| Grade Level: | 12 | |
| Length of Course: | Year | |
| Graduation Credit: | English | |
| UC/CSU Credit: | | |

English Language Development

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| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>EN171</p> <p>12</p> <p>Year</p> <p>English</p> | <p>ELD 1</p> <p>The purpose of this course is to provide students with the knowledge of the structure of the English language and enable them to acquire the necessary proficiency in reading, writing, listening, and speaking to function proficiently in the ELA standards for their grade level. Students enrolled in this ELD course are concurrently enrolled in an additional ELD lab course. Proficiency in English is at Beginning.</p> |
| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>EN172</p> <p>12</p> <p>Year</p> <p>English</p> | <p>ELD 2</p> <p>The purpose of this course is to provide students with the knowledge of the structure of the English language and enable them to acquire the necessary proficiency in reading, writing, listening, and speaking to function proficiently in the ELA standards for their grade level. Students enrolled in this ELD course are concurrently enrolled in an additional ELD course. Proficiency in English is at the Beginning or Early Intermediate level.</p> |

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| Course Title | | ELD 3 |
| School Site: | NHS | <p>The purpose of this course is to provide students with the knowledge of the structure of the English language and enable them to acquire the necessary proficiency in reading, writing, listening, and speaking to function proficiently in the ELA standards for their grade level. Students enrolled in this ELD course are concurrently enrolled in an additional ELD course. Proficiency in English is at the Early Intermediate level.</p> |
| Course Number: | EN173 | |
| Grade Level: | 12 | |
| Length of Course: | Year | |
| Graduation Credit: | English (b) English | |
| UC/CSU Credit: | | |

Mathematics

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| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>MA289</p> <p>9-12</p> <p>Year</p> <p>Math</p> <p>(c) Mathematics</p> | <p>P Mathematics 1</p> <p>Mathematics I focuses on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.</p> |
| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>MA294</p> <p>10-12</p> <p>Year</p> <p>Mathematics</p> <p>(c) Mathematics</p> | <p>H Mathematics II</p> <p>Honors Mathematics II is the second course of a four-year sequence of mathematics classes which satisfy college entrance requirements. This course expands on the content of Mathematics I while introducing concepts and techniques that will be essential for more advanced mathematics and science courses. Honors Mathematics II extends students' understanding of quadratic expressions, equations and functions, focusing on five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning. The course is based on the Common Core Mathematics Content Standards adopted by the State Board of Education in August 2010 with real world application of higher level math.</p> <p>Honors Mathematics II represents extension, acceleration and enrichment of the Common Core State Standards for Math II. Curriculum indicates depth, rigor, accelerated pacing, complexity, challenges, and creativity beyond the standard level course.</p> <p>COURSE PREREQUISITES B or above in Algebra I or A in Mathematics I</p> |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: MA290</p> <p>Grade Level: 10-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Mathematics</p> <p>UC/CSU Credit: (c) Mathematics</p> | | <p>P Mathematics II</p> <p>Mathematics II extends students' understanding of quadratic expressions, equations and functions, focusing on five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: MA295</p> <p>Grade Level: 10-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Mathematics</p> <p>UC/CSU Credit: (c) Mathematics</p> | | <p>H Mathematics III</p> <p>Honors Mathematics III is the third course of a four-year sequence of mathematics classes which satisfy college entrance requirements. This course expands on the content of Honors Mathematics II while introducing concepts and techniques that will be essential for more advanced mathematics and science courses. Honors Mathematics III focuses on four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems. The course is based on the Common Core Mathematics Content Standards</p> |

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| | | <p>adopted by the State Board of Education in August 2010 with real world application of higher level math.</p> <p>Honors Mathematics III represents extension, acceleration and enrichment of the Common Core State Standards for Math III. Curriculum indicates depth, rigor, accelerated pacing, complexity, challenges, and creativity beyond the standard level course.</p> <p>COURSE PREREQUISITES B- or above in Honors Mathematics II, or A in P Mathematics II</p> |
| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>MA291</p> <p>10-12</p> <p>Year</p> <p>Mathematics</p> <p>(c) Mathematics</p> | <p>P Mathematics III</p> <p>Mathematics III focuses on four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems.</p> |
| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>MA292</p> <p>10-12</p> <p>Year</p> <p>Mathematics</p> <p>(c) Mathematics</p> | <p>P Financial Algebra</p> <p>Advanced Algebra with Financial Applications is a college preparatory course that uses sophisticated mathematics to become financially responsible. The course employs advanced algebra, probability and statistics to solve financial problems occurring in everyday life. Inquiry-based problem units involving investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics. Field projects, computer spreadsheets and graphing calculators are key components of the course. Students will apply the Common Core Mathematical Practice Standards when solving problems and completing performance tasks.</p> |

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| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>MA234</p> <p>10-12</p> <p>Year</p> <p>Mathematics</p> <p>(c) Mathematics</p> | <p>Honor Pre-Calculus</p> <p>This course covers the mathematics of angles and triangles, the use of various functions, the proving of trigonometric identities, and the solution of conditional trigonometric equations. Topics include plane analytical geometry including: functions, loci, graphs, conics, distance, vectors, transcendental functions, polar coordinates, and parametric equations. A graphing calculator is recommended. Only grades of “C” or better will be weighted. <u>A graphing calculator is recommended.</u> <i>Placement Criteria: Multiple Measures A or B in Honors Math III A in P Math III</i></p> |
| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>MA230</p> <p>10-12</p> <p>Year</p> <p>Mathematics</p> <p>(c) Mathematics</p> | <p>P Pre-Calculus</p> <p>This course extends the study of Algebra 2 and provides preparation for calculus. Topics included are polynomial functions, theory of equations, trigonometric functions, sequences and series, exponential and logarithmic functions, parametric equations, vectors, and polar coordinates. <u>A graphing calculator is recommended.</u> <i>Placement Criteria: Multiple Measures Grade of C or better in Math II ad Math III</i></p> |
| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>MA205</p> <p>10-12</p> <p>Year</p> <p>Mathematics</p> <p>(c) Mathematics</p> | <p>P Probability & Statistics</p> <p>The Statistics and Probability course offers an alternative fourth course to Pre-calculus. In this class students continue to develop a more formal and precise understanding of statistical inference. Students learn that formal inference procedures are designed for studies in which the sampling or assignments of treatments was random, and these procedures may be less applicable to nonrandomized observational studies. Probability is still viewed as long-run relative frequency but the emphasis now shifts to conditional probability and independence.</p> |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: MA216</p> <p>Grade Level: 10-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Mathematics</p> <p>UC/CSU Credit: (c) Mathematics</p> | | <p>AP Calculus</p> <p>This is an introduction to differential and integral calculus functions of one variable with applications. It includes techniques of integration, introduction to differential equations and infinite series. The Advanced Placement test is given in May. Students enrolled in this course will be expected to take the Advanced Placement exam.</p> <p><i>Placement Criteria: Multiple Measures</i></p> <p>C or better in Pre Calculus</p> <p>Teacher recommendation</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: MA210</p> <p>Grade Level: 10-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Mathematics</p> <p>UC/CSU Credit: (c) Mathematics</p> | | <p>AP Calculus B/C</p> <p>Calculus B/C is a one-year course designed for students that have completed the normal course of mathematics study offered at a four-year high school. The class gives the students a chance to learn college-level material in a high school environment. The class offers both the chance to sample college mathematics and the chance to receive one year of math college credit by passing the AP Calculus B/C exam. Students enrolled in this course will be expected to take the Advanced Placement exam.</p> <p>A or better in Pre Calculus</p> <p>Teacher recommendation</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number:</p> <p>Grade Level: 10-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Mathematics</p> <p>UC/CSU Credit: (c) Mathematics</p> | | <p>AP Computer Science Principals</p> |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: MA189</p> <p>Grade Level: 10-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Mathematics</p> <p>UC/CSU Credit:</p> | | <p>Basic Math</p> <p>Course Description: Basic Math is a one-year course that may be repeated for credit in grades 9-12.</p> <p>Course Goals: Students will continue to develop their arithmetic and pre-algebra skills within the context of reaching a level of proficiency that enables a successful transition into Pre-General Algebra.</p> <p>Course Objectives: During the course, students will master the following skills:</p> <ul style="list-style-type: none"> • Represent a ratio as a fraction. • Add, subtract, and multiply positive numbers and place positive and negative integers on a number line. • Draw pictures to represent fractions. • Begin plotting ordered pairs. • Find the perimeter and area of rectangles and triangles. • Interpret a simple bar graph, tell time, and make change. |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: MA191</p> <p>Grade Level: 10-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Mathematics</p> <p>UC/CSU Credit:</p> | | <p>Math 1A</p> <p>Course Description Math 1A is a one-year course that may be repeated for credit in grades 9-12.</p> <p>Course Goals Students will develop pre-algebra, pre-geometry, and pre-statistics skills within the context of reaching a level of proficiency that enables a successful transition into Intro to Math 1.</p> <p>Course Objectives: During the course, students will master the following skills:</p> <ul style="list-style-type: none"> • Connect ratios and fractions and apply rates to real world problems. • Understand and apply concepts of the rational number system using all four operations with positive numbers, adding positive and negative numbers using a number line and simplifying fractions. • Create and solve one step equations, simplify expressions and graph simple equations. • Calculate and apply area and perimeter to two dimensional shapes. • Read and create scatter plots, line graphs, and bar graphs. |

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| Course Title | | Introduction to Math 1 |
| School Site: | NHS | Course Description: Intro to Math 1 is a one-year course for grades 9-12 |
| Course Number: | MA192 | Course Goals: Students will develop pre-algebra, pre-geometry, and algebra skills within the context of reaching a level of proficiency that enables a successful transition into P Math 1. |
| Grade Level: | 10-12 | Course Objectives: During the course, students will master the following skills: |
| Length of Course: | Year | <ul style="list-style-type: none"> • Understand rates, ratios, fractions, unit rates and apply to real world problems and finding the slope of a line. • Understand and apply concepts of the rational number system using all four operations with positive and negative numbers, and converting fractions to decimals and percents. • Create and solve multi-step equations using and understanding of simplifying expressions. |
| Graduation Credit: | Mathematics | Graph equations and inequalities in two variables. |
| UC/CSU Credit: | | <ul style="list-style-type: none"> • Calculate and apply area, perimeter, volume, circumference, and surface area to two and three dimensional shapes. • Read and create scatter plots, line graphs, bar graphs, and circle graphs, calculate basic probabilities and the mean, median, and mode of a data set. |

Physical Education and Health

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| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>PE298</p> <p>9</p> <p>Year</p> <p>Physical Education</p> <p>None</p> | <p>Physical Education, Fitness & Your Health</p> <p>This year-long course is required for all freshmen and is part of a two-year program. Students will develop and design physical fitness plans that will enhance their individual fitness goals. They will assess their personal needs, abilities, and interests while experiencing various opportunities in the area of fitness. The course will emphasize the physiological, psychological, and social benefits of a healthy, active lifestyle. Students will engage in activities that promote lifelong values of a healthy, active lifestyle during and after the school years. Class activities will include lacrosse, floor hockey, tennis, pickle ball, self defense, tumbling, dance, various games and aquatics. Students will progress toward developing characteristics of a physically educated person as defined by the National Association of Sport and Physical Education included in the California Physical Education Framework.</p> |
| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>PE265</p> <p>10-12</p> <p>Year</p> <p>Physical Education</p> <p>None</p> | <p>Physical Education 10-12</p> <p>This year-long course is for students in grade 10 - 12. It is recommended that sophomores fulfill their PE requirement during grade 10; however, in some instances students may defer this requirement until grades 11-12. This course engages students in activities covering a broad range of interests, including aquatics, field sports, movement fundamentals, rhythmic activities, individual and dual sports, and physical fitness activities. The curriculum is designed to allow students to examine the benefits gained from regular exercise and to stimulate the desire to participate in lifetime physical activity.</p> |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: PE299</p> <p>Grade Level: 10-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Physical Education</p> <p>UC/CSU Credit: None</p> | | <p>Fitness for Life – Low Impact</p> <p>Designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining lifetime wellness. Students will benefit from comprehensive fitness training, cardio respiratory endurance, and life time physical activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness and conditioning. The course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors that promote lifetime wellness.</p> <p><i>Prerequisite: For students who have not met the “healthy fit zone” standards on 5 of 6 components of the State Physical Fitness Test (Fitness Gram)</i></p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: PE286</p> <p>Grade Level: 10-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Physical Education</p> <p>UC/CSU Credit: None</p> | | <p>Soccer and Conditioning</p> <p>This course is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies of soccer activities, as well as physical conditioning. Students will learn basic fundamentals and advanced techniques of soccer, aerobic fitness and strength training. The course will include both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in team activities, aerobic fitness, and wellness for a lifetime.</p> <p><i>Prerequisite: Student with a grade of “B” or better in previous Physical Education course</i></p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: PE256</p> <p>Grade Level: 10-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Physical Education</p> <p>UC/CSU Credit: None</p> | | <p>Weight Training & Conditioning</p> <p>This year-long course is designed to encourage student-athletes to develop high levels of strength and conditioning through free-weight training, Olympic-style lifting, plyometrics, multiple joint movements, agility exercises, speed drills and sport specific training.</p> <p><i>Prerequisite: Grade of “B” or better in last PE class</i></p> |

| Course Title | | Adaptive PE |
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| School Site: | NHS | <p>Adaptive physical education is offered to those students who are unable to participate in the regular physical education program because of a physical disability. The disability must be verified by a physician on forms available from the school nurse. In general, the program will provide basic instruction and include the following: 1. General developmental and conditioning activities, 2. Development of correct body mechanics, 3. Modified physical education and recreational activities and 4. Counseling, guidance and assistance in the adjustment and acceptance of each individual handicap. The Adaptive P.E. program also provides direct instruction and consultation to assist with the redemption of specific developmental delays in the areas of motor skills and physical fitness. The program provides individual activities and group games and sports.</p> |
| Course Number: | PE269 | |
| Grade Level: | 9-12 | |
| Length of Course: | Year | |
| Graduation Credit: | Physical Education | |
| UC/CSU Credit: | None | |

School Service/Leadership Opportunities

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: MS941</p> <p>Grade Level: 11-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Elective</p> <p>UC/CSU Credit: None</p> | <p>Academic Tutor (After School)</p> <p>One-year elective course for students wishing to be tutors during lunch or after school. Tutors will receive credits based on the number of hours per semester they tutor. Tutors will build their tutoring schedule at the beginning of the semester. Tutors will work one-on-one or in small group settings with 9th and 10th grade students who are academically at risk. Tutors will also serve as role models by demonstrating good behavior and attendance. Tutors will be expected to have successfully completed the course they are assigned to. Student tutors will need to be able to work independently and show initiative when interacting with students.</p> <p><i>Prerequisite: On-track for graduation, and has good attendance and discipline records. Tutor should be English-proficient and meet minimum GPA expectation of 2.0 or higher.</i></p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: MS932</p> <p>Grade Level: 11-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Elective</p> <p>UC/CSU Credit: None</p> | <p>AVID Tutor</p> <p>AVID tutor is a one year elective course for students wishing to be tutors in the AVID elective program. Students will tutor 5-7 AVID students twice a week during the tutorial portion of the AVID elective class, and assist the teacher in providing academic and organizational skills to students. The tutors are expected to be able to help in at least three academic subjects in whom they themselves have been successful at an Honors or Advanced Placement level. These could include, but are not limited to : World Languages, Language Arts, Mathematics, Sciences, and Social Sciences. Tutors will receive instruction and training using the inquiry method that encourages higher level thinking by students.</p> <p><i>Prerequisite: Tutor should have taken 1 or more Honors or AP class with good attendance and discipline records.</i></p> |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: MS933</p> <p>Grade Level: 11-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Elective</p> <p>UC/CSU Credit: None</p> | | <p>Bilingual Tutor</p> <p>Bilingual Tutor is an elective course for students wishing to be tutors in any of the sheltered classes that have either beginning or intermediate EL students enrolled. The tutor will help with translation during the class such as directions to an assignment or putting context into the student's primary language. Tutors will help EL students with their English language, note-taking, and organization skills. Tutors will also serve as role models to the EL students by demonstrating good behavior and attendance.</p> <p><i>Prerequisite: On-track for graduation, and has good attendance and discipline records. Tutor should be English-proficient and meet minimum GPA expectation of 2.0 or higher. Bilingual is a plus.</i></p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: EN273</p> <p>Grade Level: 11-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Elective</p> <p>UC/CSU Credit: None</p> | | <p>English Tutor</p> <p>English tutor is a one-year elective course for students who wish to tutor in English. Tutors will work one-on-one or in small group settings with students in the classroom. Along with English support, tutors will help students with note-taking and organization skills. Tutors will also serve as role models by demonstrating good behavior and attendance. Tutors are expected to have successfully completed the course to which they are assigned. Tutors will receive instruction and training using the AVID inquiry method that encourages higher level thinking by students. Tutors will need to be able to work independently and show initiative when interacting with students in the class.</p> <p><i>Prerequisite: On-track for graduation and demonstrate good attendance, as well as a clean discipline records. He/she should be English-proficient and meet minimum GPA expectations of 2.0 or higher.</i></p> |
| <p>Course Title</p> <p>Course Number: MA288</p> <p>Grade Level: 11-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Elective</p> <p>UC/CSU Credit: None</p> <p>School Site: NHS</p> | | <p>Mathematics Peer Tutor</p> <p>One year elective course for 11-12th grade students wishing to be tutors in Math. Tutors will work one on one or in small group settings with students in the math classroom. Tutors will also serve as role models by demonstrating good behavior and attendance. Tutors will be expected to have successfully completed the math course they are assigned to. Tutors will receive instruction and training using the inquiry method that encourages higher level thinking by students. Students will need to be able to work independently and show imitative when interacting with students in the class.</p> <p><i>Prerequisite: Completion of P Algebra I with a grade of C or better, exhibit potential for leadership.</i></p> |

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| <p>Course Title</p> <p>Course Number: SC395</p> <p>Grade Level: 11-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Elective</p> <p>UC/CSU Credit: None</p> <p>School Site: NHS</p> | | <p>Science Tutor</p> <p>Science tutor is a one-year elective course for students who wish to tutor in science. Tutors will work one-on-one or in small group settings with students in the classroom. Along with science support, tutors will help students with note-taking and organization skills. Tutors will also serve as role models by demonstrating good behavior and attendance. Tutors are expected to have successfully completed the course to which they are assigned. Tutors will receive instruction and training using the AVID inquiry method that encourages higher level thinking by students. Tutors will need to be able to work independently and show initiative when interacting with students in the class.</p> <p><i>Prerequisite: On-track for graduation and demonstrate good attendance, as well as a clean discipline records. He/she should be English-proficient and meet minimum GPA expectations of 2.0 or higher. The tutor must have completed P Biology, P Chemistry, and/or P Physics with a grade of B or better.</i></p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: MS859</p> <p>Grade Level: 11-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Elective</p> <p>UC/CSU Credit: None</p> | | <p>Teacher Assistant</p> <p>The role of a teacher assistant in an honor and a privilege. The teacher assistant should support t the teacher, not create additional management problems. Students assist staff members with instructional duties and with clerical duties that support the instructional program. Teacher Assistants are assigned by counselors and administrators where needed to support the instructional mission of the school.</p> <p><i>Prerequisite: Consent of instructor and School Services Coordinator and a good attendance record for the past two years.</i></p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: EN857</p> <p>Grade Level: 11-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Elective</p> <p>UC/CSU Credit: None</p> | | <p>Library Practice</p> <p>A limited number of students are assigned as a student library assistant to learn the elements of librarianship and to serve as members of the library staff. Students are given an opportunity to develop research skills needed to succeed in college.</p> <p><i>Prerequisite: Consent of Librarian</i></p> |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: MS827</p> <p>Grade Level: 11-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Elective</p> <p>UC/CSU Credit: None</p> | | <p>Peer Support</p> <p>This class provides continued training and practical experience for students interested in counseling and social/emotional support. These students will serve as peer mediators for their peers and at the Middle Schools and/or their High School.</p> <p><i>Prerequisite: Genuine willingness to help others. Students must be on track for graduation, good attendance, & discipline record. Teacher recommendation.</i></p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: MS942</p> <p>Grade Level: 11-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Elective</p> <p>UC/CSU Credit: None</p> | | <p>Student Leader Mentor</p> <p>Student Leader Mentors are involved in a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, As positive role models, Mentors are motivators, leaders and teachers who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success.</p> <p><i>Prerequisite: 11th or 12th grade student nominated by one or more teachers. 2.0 G.P.A and above with no Fs and good attendance and discipline.</i></p> |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: MS908</p> <p>Grade Level: 10-12 (NHS)</p> <p>Length of Course: Year</p> <p>Graduation Credit: Elective</p> <p>UC/CSU Credit: None</p> | | <p>Student Leadership</p> <p>Student Leadership is for students who want to improve their leadership skills. (Students elected to serve as class or student body officers are expected to sign up for the classroom activities, student forum, student body activities and events, on campus programs, clubs, and school/community service programs. They develop leadership skills by participating in the planning and implementation of a variety of student and staff activities. Leadership students will participate in teacher led discussions about topics such as goal setting, communication, decision making, habits of highly effective teens and leadership styles. Students who apply for the Leadership Class must have outstanding citizenship and no discipline referrals during the school year; students who do not meet these criteria may be removed from the course.</p> <p><i>Prerequisite: Application, interview and teacher recommendations for enrollment, minimum 2.25 GPA and no loss of credits during the previous semester.</i></p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: SS001 – P Social Science Elective MS275 – P Community Service (12th)</p> <p>Grade Level: 9-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Elective</p> <p>UC/CSU Credit: “g” Elective – 5 credits</p> | | <p>LAYLA (Leadership Academy Youth Leaders in Action)</p> <p>LAYLA is an excellent opportunity for committed student to develop leadership skills through academic, community organizing, and personal experiences. This class meets at McPherson Elementary School where students develop community projects that benefit the children and families living within the McPherson Neighborhood. 9th and 10th grade students are expected to commit to the LAYLA program for 4 years. This is an exciting program and looks great on college and scholarship applications.</p> <p><i>Prerequisite: Application</i></p> |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: MS881</p> <p>Grade Level: 9-10 Year</p> <p>Length of Course: Elective</p> <p>Graduation Credit: None</p> <p>UC/CSU Credit:</p> | | <p>Directed Studies (IEP required)</p> <p>This one year Directed Studies course is designed to assist the special education or 504 Plan students to progress in his/her general education classes and to prepare for the exit exam. The students who need assistance with all or part of the exit exam will be given materials specifically designed for this purpose. AVID strategies will be used in this course and students will be required to keep a binder, participate in Socratic Seminar, tutorials, and Cornell note taking. This course is required for all 9th grade RS students and will be required for 10th grade students who do not meet the exit criteria in the 9th grade.</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: EN181</p> <p>Grade Level: 9-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Elective</p> <p>UC/CSU Credit: “g” Elective</p> | | <p>P Journalism</p> <p>This class produces the monthly school newspaper, the Beat of the Drum. Become a member of the staff and have your work published as you report on campus events, school culture and other topics of interest to you and your classmates. Includes instruction in various forms of journalistic writing, page layout and design, photography, interviewing skills, website design and advertising. Motivated students will have an opportunity to become a member of the editorial staff. Positions include Editor in Chief, Business Manager, Webmaster, and section editors for News, Sports, Features, Opinion/Editorial, and Arts and Entertainment.</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: FA006</p> <p>Grade Level: 9-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Elective</p> <p>UC/CSU Credit: “f” Visual/Performing Art or “g” Elective</p> | | <p>Broadcast Journalism</p> <p>Students enrolled in Broadcast Journalism will explore elements of Internet and television broadcasting. Those enrolled will videotape school activities. Students will learn techniques in audio and video recording. Students will become proficient in video editing using digital video editing equipment. Students in this class will help in pre-production, taping and postproduction of a bi-weekly newscast for the school journalism website, thebeatofthedrum.org. Students will get experience on camera and behind the scenes for the of the NHS bi-weekly bulletin and newscast. Students will participate in writing of commercials, public service announcements and newscasts. Students will also do outside videotaping of school events (sports, concerts, performance, ceremonies, etc.) using the school’s equipment.</p> |

| Course Title | | Yearbook |
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| School Site: | NHS | <p>Students work in an office like atmosphere and are responsible for planning, designing, marketing, and distributing the book, all while meeting publisher's deadlines. Students will use the latest technology while learning about reporting, writing, editing, marketing, photography, design and business. Seniors who have been on staff for two or more consecutive years will be eligible to become the editor-in-chief. Summer get-togethers are held for new and experienced staff members, and meetings are mandatory for those who wish to participate in selecting the design of the book. This course does not fulfill the English graduation requirement.</p> |
| Course Number: | MS865 | |
| Grade Level: | 9-12 | |
| Length of Course: | Year | |
| Graduation Credit: | Elective | |
| UC/CSU Credit: | None | |

Science

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| Course Title | | AP Biology |
| School Site: | NHS | AP Biology gives students the opportunity to study the broad themes and interconnections of biology at an introductory college level. Current research and new discoveries will provide a realistic understanding of how science works through the ongoing process of investigation. Direct application of laboratory work will be emphasized. Extensive reading, independent practice, and group work is required of all students. The themes of the course include: 1) Evolution, 2) Homeostasis, 3) Genetics, and 4) Interactions among living systems. Students enrolled in this course will be expected to take the Advanced Placement exam in May. Only grades of “C” or better will be weighted. |
| Course Number: | SC312 | |
| Grade Level: | 9-12 | |
| Length of Course: | Year | |
| Graduation Credit: | Life Science | |
| UC/CSU Credit: | (d) Laboratory Science | |
| Course Title | | P Biology |
| School Site: | NHS | This course will provide students with the introductory concepts necessary for college biological science courses. It is a study of scientific method, biochemistry, cells, DNA, cell division, genetics, evolution, ecology and physiology. It will be driven by laboratory investigations. |
| Course Number: | SC303 | |
| Grade Level: | 9-12 | |
| Length of Course: | Year | |
| Graduation Credit: | Life Science | |
| UC/CSU Credit: | (d) Laboratory Science | |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: SC306</p> <p>Grade Level: 10-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Life Science</p> <p>UC/CSU Credit: None</p> | | <p>Life Science</p> <p>This course meets the state and district requirements for Life Science and is taught using various modalities to meet the needs of the students. The course provides an overview of the nature of life as well as the structure and function of living organisms and their relationships to the environment. Practice in using the scientific method is accomplished through laboratory experiences.</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: SC327</p> <p>Grade Level: 10-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Physical Science</p> <p>UC/CSU Credit: None</p> | | <p>Physical Science</p> <p>This course meets the state and district requirements for Physical Science and is taught using various modalities to meet the needs of the students.</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: SC356</p> <p>Grade Level: 10-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Physical Science</p> <p>UC/CSU Credit: (d) Laboratory Science</p> | | <p>AP Chemistry</p> <p>This course is designed for college-bound students who have demonstrated a high level of proficiency in mathematics and science. The course includes laboratory work where the students will develop skills in efficient data collection, analysis and reasoning. Topics include atomic theory, matter and energy, gas laws, bonding, solutions, kinetics and equilibrium, acids and bases, and electrochemistry. AP Chemistry is based on a first-year college chemistry course. The Advanced Placement test is given in May. Students enrolled in this course will be expected to take the Advanced Placement exam. Only grades of “C” or better will be weighted.</p> |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: SC350</p> <p>Grade Level: 9-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Physical Science</p> <p>UC/CSU Credit: (d) Laboratory Science</p> | | <p>P Chemistry</p> <p>This course introduces the student to fundamental chemical concepts such as atomic structure, gas laws, and acid-base reactions. The student has an opportunity to explore molecular and atomic structures and behavior, substantially supported by laboratory activities. Strong algebraic skills are necessary in this course. There will be a fee for broken glassware.</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: SC363</p> <p>Grade Level: 10-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Physical Science</p> <p>UC/CSU Credit: (d) Laboratory Science</p> | | <p>AP Physics</p> <p>The study of the interaction of matter, energy, and the fundamental forces of nature. This course provides a systematic introduction to the principles of physics and emphasizes the development of problem solving ability in preparation for the National Advanced Placement Physics exam. The course of study is modeled on a one year college level course, providing a foundation in physics for students planning a college major in science or engineering. Areas of study include light, sound, motion, electricity, magnetism, atomic structure, nuclear reactions, gravity, and heat. Emphasis is placed on applied mathematics, laboratory work, and computer modeling. Solid mathematical ability (algebra, geometry, and introductory trigonometry) are necessary prerequisites. Only grades of "C" or better will be weighted.</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: SC362</p> <p>Grade Level: 10-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Physical Science</p> <p>UC/CSU Credit: (d) Laboratory Science</p> | | <p>P Physics</p> <p>This is a laboratory course investigating forces, work and energy, and matter. Topics covered will include: the laws of motion; forces in nature (gravitational, electric, and magnetic); heat; wave motion; sound; and light.</p> |

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| Course Title | | AP Environmental Science |
| School Site: | NHS | <p>In this Advanced Placement, college-level course, students will explore interrelationships in the natural world and the environmental challenges facing us today. The class focuses on the scientific background knowledge needed to analyze issues in water and air quality, energy use, hazardous materials, climate changes, etc. Students will perform experiments and field ecology work. Students with good study and writing skills and an interest in environmental issues can succeed in this course even if it is their first AP course. Highly recommended that students have a passing grade in Biology and Chemistry or Physics. Only grades of “C” or better will be weighted.</p> |
| Course Number: | SC317 | |
| Grade Level: | 11-12 | |
| Length of Course: | Year | |
| Graduation Credit: | Life Science | |
| UC/CSU Credit: | (d) Laboratory Science | |

Social Science

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: SS866</p> <p>Grade Level: 10</p> <p>Length of Course: Year</p> <p>Graduation Credit: World History</p> <p>UC/CSU Credit: (a) History</p> | | <p>P World Geography Immersion (ISA Only)</p> <p>World Geography focuses on the study of the world’s peoples, places and environments, with an emphasis on world regions. Spatial concepts of geography will be used as a framework for studying interactions between humans and their environments. Using geographic resources, students will employ inquiry, research, and technology skills to ask and answer geographic questions. Particular emphasis is placed on student’s understanding and applying geographic concepts and skills to their daily lives.</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: SS840</p> <p>Grade Level: 10</p> <p>Length of Course: Year</p> <p>Graduation Credit: World History</p> <p>UC/CSU Credit: (a) History</p> | | <p>AP World History</p> <p>This college level course focuses on the connections within and between different societies through trade, migration, war, and diplomacy. Weekly analysis of ancient documents and group discussion of the “web of human history” will explore intriguing events in world history. Students will learn examine six periods in World History which include the technological and environmental factors that led to civilization (8000 B.C.E. – 600 B.C.E), the organization and reorganization of human societies during the classical period (600 B.C.E. – 600 C.E.), the regional and trans-regional interaction of the post-classical period (600-1450), the age of global interactions (1450-1750), the time of the Industrial Revolution and Western imperialism (1750-1900), and the global change of the modern era (1900present). Students will learn to use informed judgment and critical analysis to arrive at their own conclusions about historical issues. Each student enrolled is expected to take the Advanced Placement World History Exam in May. Only grades of “C” or better will be weighted.</p> |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: SS836 SS876 Sheltered SS842 SDC</p> <p>Grade Level: 10</p> <p>Length of Course: Year</p> <p>Graduation Credit: World History</p> <p>UC/CSU Credit: (a) History</p> | | <p>P World History</p> <p>Among the topics covered are political thought, democracy, industrialization, imperialism, World War I, totalitarianism, World War II, and the Cold War. Students will develop an understanding of and make considered judgments regarding the historical roots of contemporary world issues, especially as they relate to international relations. Major turning points that shaped the modern world, from the late eighteenth century through the present, are the focus of this year long course.</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: SS835</p> <p>Grade Level: 10</p> <p>Length of Course: Year</p> <p>Graduation Credit: World History</p> <p>UC/CSU Credit: (a) History</p> | | <p>P World History Immersion (ISA Only)</p> <p>Major turning points that shaped the modern world, from the late eighteenth century through the present, are the focus of this year-long course. After tracing the development of Western political thought, students compare and contrast the Glorious Revolution, the American Revolution, and the French Revolution and their worldwide effects. They study the effects of the Industrial Revolution and patterns of change in the era of New Imperialism, as well as the causes, course, and effects of the First World War. The rise of totalitarian governments after World War I is analyzed; so are the causes and consequences of World War II. An emphasis is placed on the international developments in the post-World War II world, including the consideration of nation-building in the contemporary world from a variety of perspectives. Students develop an understanding and make considered judgments regarding the historical roots of contemporary world issues, especially as they relate to international relations.</p> <p>This unique college prep level course will expose students to the studies of world history utilizing the Spanish language for all aspects of learning. The course is conducted fully in Spanish, including materials, lectures, exams, and projects.</p> <p>COURSE PREREQUISITES</p> <p>Students must have a background in a two-way immersion classroom environment or be able to show fluency in English</p> |

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| | | <p>and Spanish. Students need to complete P Globalization and International Relations Immersion.</p> |
| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>SS813</p> <p>11</p> <p>Year</p> <p>US History</p> <p>(a) History</p> | <p>AP United States History</p> <p>AP United States History engages in a study of the origins of European exploration in the Americas and concludes with an inquiry into modern America and its development as the dominant world power. The program is designed to develop the analytical skills and factual knowledge that are necessary to critically examine the problems and challenges of American history. It prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by a full year introductory college course and draws upon the standards and requirements of this country's major universities. Each student enrolled is expected to take the Advanced Placement U.S. History examination in May. Only grades of "C" or better will be weighted.</p> |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: SS801 SS873 Sheltered SS804 SDC</p> <p>Grade Level: 11</p> <p>Length of Course: Year</p> <p>Graduation Credit: US History</p> <p>UC/CSU Credit: (a) History</p> | | <p>P United States History</p> <p>This course is designed to introduce students to the major turning points in American history during the twentieth century. Major topics covered in the class include the development of the U.S. as a world power, World War I, the 1920's, the Great Depression and New Deal, World War II, the 1950s, and the development of civil rights. The class emphasizes the major social problems and domestic policy issues in contemporary American society, helping students understand the rights and responsibilities of American citizenship.</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: SS883</p> <p>Grade Level: 11</p> <p>Length of Course: Year</p> <p>Graduation Credit: US History</p> <p>UC/CSU Credit: (a) History</p> | | <p>P Race and Social Justice in the United States</p> <p>The purpose of this course is to teach U.S. History from a different perspective-- one which emphasizes the role of race and justice in American history. The course learn about the history of the United Stated through a multicultural lens. Through the multicultural perspective, students will better understand their own cultural relevance and place in the history of our country. This course is open to all 11th grade students and will meet the same academic, graduation, and UC/CSU requirements as the traditional P U.S. History.</p> |

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| Course Title | | AP United States Government and Politics |
| School Site: | NHS | <p>AP United States Government and Politics provides an analytical evaluation of the foundations and practices of governance as they have evolved over the last 200+ years in the United States. Students will evaluate those foundations and principles at the core of our government. In addition, they will analyze the purpose of the Constitution and its changing interpretation, the role of amendments with regard to civil rights and liberties, the roles of each of the three branches, the role of an ever enlarging bureaucracy, the role and increasing importance of public opinion and interest groups in the election process, and the changing role of political parties and evolving process of making government policy. Students in this course are expected to take the Advanced Placement exam in May. Only grades of “C” or better will be weighted.</p> |
| Course Number: | SS851 | |
| Grade Level: | 12 | |
| Length of Course: | Semester | |
| Graduation Credit: | American Government | |
| UC/CSU Credit: | (a) History | |
| School Site: | NHS | H Economics |
| Course Number: | SS816 | <p>This course provides students with information related to micro and macroeconomics. Students are exposed to the role of government in national economic policy as well as the interaction between government policy and personal finance. Honors Economics includes the study of the stock market and its relationship to economic expansion and contraction. Students will examine government monetary policy as it is affected by the operation of the Federal Reserve, federal budget/debt, as well as personal debt. Finally, students will study the increasing importance of the global economy and its interrelation with the U.S. economy.</p> |
| Grade Level: | 12 | |
| Length of Course: | Semester | |
| Graduation Credit: | Economics | |
| UC/CSU Credit: | (g) Elective | |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: SS823 SS870 Sheltered SS831 SDC</p> <p>Grade Level: 12</p> <p>Length of Course: Semester</p> <p>Graduation Credit: Economics</p> <p>UC/CSU Credit: (g) Elective</p> | | <p>P Economics</p> <p>This one semester course will deepen students' understanding of the economic issues and institutions of the nation and world in which we live. Students will first understand common economic terms and concepts and then compare and contrast economic systems with a focus on the market system. Students will then take an in-depth look at microeconomics and macroeconomics. Students will complete the semester concentrating on issues of international trade and will consider what factors, conditions, and policies help developing nations sustain economic growth.</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: SS802 SS867 Sheltered SS815 SDC</p> <p>Grade Level: 12</p> <p>Length of Course: Semester</p> <p>Graduation Credit: American Government</p> <p>UC/CSU Credit: (a) History</p> | | <p>P American Government</p> <p>The successful completion of American Government is required for graduation. This course studies American political institutions, political processes and key political documents. It examines the values underlying our governmental system. Included is a study of the conflicts and problems facing the American political system in the modern world. The structure and function of our federal government is of primary concern in this course; however, state and local government is also studied. This course helps the student to understand the ways in which human beings govern themselves and helps cultivate habits of democratic citizenship.</p> |

Visual & Performing Arts

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| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>FA607 Level 1 FA605 Level 2 FA606 Level 3 FA602 Level 4</p> <p>9-12</p> <p>Year</p> <p>Fine Arts/ Foreign Language</p> <p>(f)Visual and Performing Arts</p> | <p>P Art 1, 2, 3</p> <p>This one year, college prep art course is designed for the beginning student of any ability interested in developing a foundation in drawing and painting. The course explores art fundamentals with emphasis on the elements of art: line, shape, form, space, texture, value and color, and an introduction to the principles of art. The development of aesthetic perception, creative expression, historical and cultural context, aesthetic valuing and connecting and applying learned art knowledge toward careers in the arts are fundamental components of all instruction in visual arts.</p> |
| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>FA646</p> <p>11-12</p> <p>Year</p> <p>Fine Arts/ Foreign Language</p> <p>(f)Visual and Performing Arts</p> | <p>AP Studio Art</p> <p>This course is for highly motivated students who are seriously interested in the study of art and who wish to pursue college level studies while still in high school. Students have the choice of producing a Drawing or 2D Design Portfolio. Requirements include submitting five (5) quality original works and 24 slides of artwork for the Breadth and Concentration sections. Portfolios are sent to the AP College Board in May.</p> |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: FA610 Level 1 FA613 Level 2 FA615 Level 3</p> <p>Grade Level: 9-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Fine Arts/ Foreign Language</p> <p>UC/CSU Credit: (f)Visual and Performing Arts</p> | | <p>P Ceramics 1, 2, 3</p> <p>This is a college prep introduction in basic ceramics. It is designed for the beginning art student of any ability level interested in developing his/her artistic knowledge and skill for recreation, higher education and careers related to the arts and ceramics in particular. Students will explore ceramic fundamentals in handling, wheel throwing, sculpture and glazing, decoration with emphasis on the development aesthetic awareness, artistic knowledge, art heritage, art appreciation and careers in art ceramics.</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: FA647</p> <p>Grade Level: 11-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Fine Arts</p> <p>UC/CSU Credit: (f)Visual and Performing Arts</p> | | <p>AP Studio Art: 3D Design</p> <p>Ceramics AP covers special problems in wheel throwing and hand building techniques, with an emphasis on independent study and self-motivation. Students will continue to work developing glazes, and will be introduced to kiln firing. Students will also continue to gain the ability to analyze and respond to various ceramic pieces including their own. Students will be introduced to numerous cultural and historical styles and motifs. They will make decisions as to areas of preference, and explore areas leading to originality and workmanship in their work. Students will compile enough work to demonstrate their abilities through the use of a portfolio, which can be used for college entrance or employment in a visual art field. Portfolios are sent to the AP College Board in May.</p> <p><i>Prerequisites: Completion of Ceramics 1, 2, with a grade of B or higher</i></p> |

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| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>FA630 Level 1 FA627 Level 2</p> <p>9-12</p> <p>Year</p> <p>Fine Arts/ Foreign Language</p> <p>(f)Visual and Performing Arts</p> | <p>P Drama 1, 2</p> <p>This college prep drama course is designed for the beginning student in any ability group interested in developing a foundation in the theater arts. In the process of creating and viewing theater, students develop knowledge and skills that relate to multiple areas of learning. The course includes the study of pantomime, improvisation, voice and diction, scene study and analysis, character development, and commercial video acting. The development of aesthetic perception and creative expression, study of historical and cultural context, aesthetic valuing and connecting and applying learned theater arts knowledge toward careers in the arts are fundamental components of all instruction in the theater arts. Public performance is optional.</p> |
| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>FA629</p> <p>9-12</p> <p>Year</p> <p>Fine Arts/ Foreign Language</p> <p>(f)Visual and Performing Arts</p> | <p>P Advanced Drama</p> <p>This course is a continued study of acting and directing technique and styles. It includes providing support for Vintage Theater productions and creating and producing the annual Children's Play. May be repeated for credit with consent of instructor.</p> <p><i>Prerequisite: P Drama I or instructor consent, Audition</i></p> |

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| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>FA614 Level 1 FA616 Level 2 FA617 Level 3 FA621 Level 4</p> <p>9-12</p> <p>Year</p> <p>Fine Arts/ Foreign Language</p> <p>(f)Visual and Performing Arts</p> | <p>P Jazz Dance 1, 2, 3, 4</p> <p>Jazz Dance is for students interested in dance training. Students study the fundamentals of various dance styles, techniques, characteristics and the history and development of dance in America. Class begins with a warm up, moves into isolation exercises, jazz/ballet technique, transitional movement and end with a combination. Students will be given the opportunity to choreograph their own small group dances for evaluation.</p> <p><i>Prerequisite: Audition, jazz uniform</i></p> |
| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>FA650</p> <p>9-12</p> <p>Year</p> <p>Fine Arts/ Foreign Language</p> <p>None</p> | <p>Production & Performance</p> <p>For advanced students who want who want to develop their technical and performance skills in the performance and competition arena. Elite choreography material from the Production and Performance Instructor as well as top guest choreographers from various genres will challenge the students and prepare them for National Dance Competitions, Community Performances, College Auditions and Professional Auditions. This class is for the serious student who would like to pursue dance/performance after high school either at the collegiate level or as a profession, and also learn various aspects of the production side of performances.</p> <p><i>Prerequisite: Audition</i></p> |

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| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>FA631 Level 1 FA635 Level 2 FA636 Level 3</p> <p>9-12</p> <p>Year</p> <p>Fine Arts/ Foreign Language</p> <p>(f)Visual and Performing Arts</p> | <p>P Photography 1, 2, 3</p> <p>This college prep course is an introduction to black and white photographic techniques and focuses on the students' ability to translate creative ideas into visual terms. In addition to photographic composition and the tools and techniques of photography, students will study historical work and contemporary artists. Students are required to do independent work in the form of reports and papers on techniques, materials and individual photographers. The course covers the history of photography, use of the camera, composition, photography as an art form, film and enlargement processing, digital photography as an art form, computer technology in digital photography, and methods to present finished work.</p> <p><i>Prerequisite: Photo 1: Digital Camera needed Photo 2: 35mm film camera</i></p> |
| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>FA729</p> <p>10-12</p> <p>Year</p> <p>Fine Arts or Elective</p> <p>(f)Visual and Performing Arts</p> | <p>P Beginning Guitar</p> <p>This class is a year long, college prep class intended for the beginning level music student. Course content be at a beginning instrumental music fundamentals with emphasis on the elements of musical performance; concepts of pitch, rhythm, tone production, harmony, form, texture, dynamics, tempo, timber. The development of aesthetic perception, creative expression, historical and cultural context, aesthetic valuing and connecting and applying learned performance toward careers in the performing arts are fundamental components of all instruction in the performing arts.</p> |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: FA719</p> <p>Grade Level: 9-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Fine Arts/ Foreign Language</p> <p>UC/CSU Credit: (f) Visual and Performing Arts</p> | | <p>P Concert Band</p> <p>This band class is the entry level band for all incoming band students. The course content involves a remedial review of instrumental music fundamentals with the emphasis on the elements of musical performance: concepts or pitch, rhythm, tone production, harmony, form, texture, dynamics, tempo and timbre. The development of aesthetic perception, creative expression, historical and cultural context, aesthetic valuing and connecting and applying learned performance toward careers in the performing arts are fundamental components of all instruction in the performing arts.</p> <p><i>Prerequisite: Should have 1-4 years of instrumental instruction.</i></p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: FA736</p> <p>Grade Level: 9-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Fine Arts/ Foreign Language</p> <p>UC/CSU Credit: (f) Visual and Performing Arts</p> | | <p>P Jazz Ensemble</p> <p>This college prep course is intended for advanced instrumental music students. The course involves an advanced promotion of instrumental music fundamentals, emphasizing the jazz elements of musical performance, including pitch, rhythm, tone production, harmony, form, texture, dynamics, tempo and timbre. The development of aesthetic perception, creative expression, historical and cultural context, aesthetic valuing, and connecting and applying learned performance toward careers in the performing arts are fundamental components of all instruction in the performing arts. This is a traditional jazz band. Trombone, saxophone, trumpet, piano, bass, guitar and drums are standard personnel in ensemble. Public performances are required as are some after school and evening rehearsals.</p> <p><i>Prerequisite: Audition</i></p> |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: FA726</p> <p>Grade Level: 9-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Fine Arts/ Foreign Language</p> <p>UC/CSU Credit: (f) Visual and Performing Arts</p> | | <p>P Performing Band</p> <p>This course is for the intermediate skill level wind/percussion student. The band will play at a large number of performances including all home football games. Public performances are required as are some after school and evening rehearsals. During the months on August through November 15th, this ensemble is part of the High School Marching Band. Beginning mid-November through June, the band acts as a symphonic band.</p> <p><i>Prerequisite: Audition, Should have at least two successful years of instrumental instruction, recommendation of previous teacher, or adequately demonstrated proficiency</i></p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: FA727</p> <p>Grade Level: 9-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Fine Arts/ Foreign Language</p> <p>UC/CSU Credit: (f) Visual and Performing Arts</p> | | <p>P String Orchestra</p> <p>This course is for students of orchestral string instruments having approximately grade 3 or better level of musical skill on the standard musician's scale of 1 to 6. Late to midyear enrollment is possible in cases of demonstrated ability.</p> <p><i>Prerequisite: Audition</i></p> |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: FA748</p> <p>Grade Level: 9-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Fine Arts/ Foreign Language</p> <p>UC/CSU Credit: (f) Visual and Performing Arts</p> | | <p>Independent Color Guard</p> <p>This class is open to students who want to perform with Marching Band/ Color Guard as non-instrumentalists. To enroll students must audition and be interviewed by director. Class involves year round activities. Marching Band, Winter Guard, recruiting, and public performances are required for this class. The band will play at all home league football games. Public performances are required as are some after school and evening rehearsals.</p> <p><i>Prerequisite: Sufficient background to permit student to pursue his/her goals with minimum assistance or supervision.</i></p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: FA707</p> <p>Grade Level: 10-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Fine Arts/ Foreign Language</p> <p>UC/CSU Credit: (f) Visual and Performing Arts</p> | | <p>P Chamber Choir</p> <p>A small, but select group of mixed voices who study and perform advanced a cappella choral literature. Frequent outside performances are required. May be repeated for credit.</p> <p><i>Prerequisite: Must be a member of another choral performing group, consent of instructor and audition.</i></p> |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: FA708</p> <p>Grade Level: 9-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Fine Arts/ Foreign Language</p> <p>UC/CSU Credit: (g) Visual and Performing Arts</p> | | <p>P Chorus</p> <p>A non-selective class designed to make participation in vocal music available to all interested students. At least one year of high school singing experience preferable by not required. The course is designed for students to move beyond basic understanding of choral/vocal music typically learned in a beginning high school choral/vocal music class to a more advanced understanding of literature, technique and expression.</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: FA702</p> <p>Grade Level: 10-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Fine Arts/ Foreign Language</p> <p>UC/CSU Credit: (f) Visual and Performing Arts</p> | | <p>P Concert Choir</p> <p>This large, but select group of mixed voices, chosen by audition, studies music theory and performs choral literature. Public performances are required. May be repeated for credit.</p> |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: FA703</p> <p>Grade Level: 9-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Fine Arts/ Foreign Language</p> <p>UC/CSU Credit: (f) Visual and Performing Arts</p> | | <p>P Bass / Men's Choir</p> <p>This college prep course meets the equivalent of a five period per week class and is designed for the beginning music student of any ability. Students study and perform various styles of choral music for bass and tenor voice ranges. Course includes practical singing technique, music performance practices and basic music reading skills. Students will develop aesthetic perception, creative expression and aesthetic valuing. They will study the historical and cultural context of music and learn to connect and apply learned music skills toward a career. Public performances are required. May be repeated for credit.</p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: FA704</p> <p>Grade Level: 9-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Fine Arts/ Foreign Language</p> <p>UC/CSU Credit: (f) Visual and Performing Arts</p> | | <p>P Treble Choir/Women's Choir</p> <p>This college prep course meets the equivalent of a five period per week class and is designed for the beginning music student of any ability. Students will study and perform various styles of choral music for soprano and alto voice ranges. Course includes practical singing technique, music performance practices and basic music reading skills. Students will develop aesthetic perception, creative expression, and aesthetic valuing. They will study the historical and cultural context of music and learn to connect and apply learned music skills toward a career. Public performances are required. May be repeated for credit.</p> |

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| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: FA712</p> <p>Grade Level: 10-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Fine Arts/ Foreign Language</p> <p>UC/CSU Credit: (f) Visual and Performing Arts</p> | | <p>P Vocal Music Workshop</p> <p>Students will be part of a select group of soprano and alto voices. They will be learning to read music, tone production, and musical style while performing a wide variety of choral music. Public performances are required; however, this group performs less frequently than Concert Choir. <i>Prerequisite: Must be a member of another choral performing group, with consent of instructor and audition.</i></p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: FA608</p> <p>Grade Level: 11-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: Fine Arts/ Foreign Language</p> <p>UC/CSU Credit: (f) Visual and Performing Arts</p> | | <p>AP Art History</p> <p>This course is open to 11th and 12th graders and gives students the opportunity to examine, appreciate and immerse themselves into the world of art history through the ages. The course involves critical thinking and extensive writing (analysis / argumentative) as students learn to examine and analyze major forms of artistic expression from diverse cultures the around world in order to understand the major contributors of the arts. Various media and styles will be studied including architecture, manuscripts, painting, sculpture, drawing, and printmaking to make connections to periods of history from the Paleolithic era to contemporary civilization. Students will be equipped with a sophisticated vocabulary to describe and critically analyze works of art. Students will develop an aesthetic appreciation of the arts which will allow them to be better acclimated with the higher realm of academia. A combination of materials will be used such as selected readings, visual presentations, videos, written critiques, student lead discussions (seminar), lectures, reading, guest speakers and museum visits. Curriculum is modeled after introductory college level art history survey courses and reflects the College Board AP Art History Course Description. Test/quizzes will be given throughout the year using the format of the AP Art History Exam. Assessments will include multiple-choice, short and long essay writing (synthesis, analysis, comparison, critique), based on slide comparisons and readings.</p> <p>COURSE PREREQUISITES</p> <p>This class targets disciplined 11th and 12th grade students with a high degree of commitment to academic work. Some prior knowledge of literature, religion, history is helpful. Reading is extensive and challenging so strong reading and writing skills is recommended. A self-disciplined approach towards learning</p> |

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| | | <p>including preparedness for class, nightly reading, note taking, essay writing and active class participation is ideal. Students enrolled in this course are expected to take the AP Art History examination in the spring.</p> |
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World Languages

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| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>FL401 Level 1 FL402 Level 2 FL404 Level 3</p> <p>9-12</p> <p>Year</p> <p>VPA/ World Language</p> <p>(e) Language Other than English</p> | <p>P French 1, 2, 3</p> <p>Students will develop their communicative skills by using French daily, with integrated practice in listening, speaking, reading and writing in French. They will use the language to explore Francophone countries and cultures, and will make comparisons and connections with their own. This course is taught primarily in French, and requires daily preparation and practice.</p> <p><i>Prerequisite: Students must receive a grade of “C” or higher to move to next level</i></p> |
| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>FL415 Level 2 FL409 Level 3 FL410 Level 4</p> <p>10-12</p> <p>Year</p> <p>VPA/ World Language</p> <p>(e) Language Other than English</p> | <p>H French 2, 3, 4</p> <p>This is an accelerated version of the college prep course. It offers additional enrichment activities, which focus on acquiring language with a cultural context.</p> <p><i>Prerequisite: Students must receive a grade of “B” or higher to move to next level</i></p> |

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| <p>Course Title</p> <p>Course Number: FL438 Level 1 FL440 Level 2 FL442 Level 3</p> <p>Grade Level: 9-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: VPA/ World Language</p> <p>UC/CSU Credit: (e) Language Other than English</p> | | <p>P Spanish 1, 2, 3</p> <p>Students will develop their communicative skills by using Spanish daily, with integrated practice in listening, speaking, reading and writing in Spanish. They will use the language to explore Hispanic countries and cultures, and will make comparisons and connections with their own. This course is taught primarily in Spanish, and requires daily preparation and practice.</p> <p><i>Prerequisite: Students must receive a grade of "C" or higher to move to next level</i></p> |
| <p>Course Title</p> <p>School Site: NHS</p> <p>Course Number: FL441 Level 2 FL445 Level 3</p> <p>Grade Level: 10-12</p> <p>Length of Course: Year</p> <p>Graduation Credit: VPA/ World Language</p> <p>UC/CSU Credit: (e) Language Other than English</p> | | <p>H Spanish 2, 3, 4</p> <p>This is an accelerated version of the college prep course. It offers additional enrichment activities which focus on acquiring language with a cultural context.</p> <p><i>Prerequisite: Students must receive a grade of "B" or higher to move to next level</i></p> |

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| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>FL392 Level 1 FL420 Level 2 FL398 Level 3</p> <p>9-12</p> <p>Year</p> <p>VPA/ World Language</p> <p>(e) Language Other than English</p> | <p>P Spanish for Spanish Speakers 1, 2, 3</p> <p>This college prep course is designed for students who are proficient in spoken Spanish. It is also an immersion class for students who have completed two years of Spanish. The course is designed to enrich reading and writing skills with integrated instruction in history, geography, culture, and literature</p> <p><i>Prerequisite: Oral proficiency in Spanish and students must receive a grade of “C” or higher to move to next level</i></p> |
| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>FL396</p> <p>9-12</p> <p>Year</p> <p>VPA/ World Language</p> <p>(e) Language Other than English</p> | <p>H Spanish for Spanish Speakers 2</p> <p>This is a one-year honors literature and content based course designed for students who are proficient in Spanish. H Spanish for Spanish Speakers 2 is also an immersion class for students who have completed 3 or more years of Spanish. This is an accelerated course and is taught entirely in Spanish. This course will continue to develop the oral and written proficiency skills in the native language begun in Spanish for Spanish Speakers I, integrating history, geography, culture, and literature at a higher critical thinking level.</p> <p><i>Prerequisite: Students must receive a grade of “B” or higher to move to next level</i></p> |

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| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>FL393</p> <p>11-12</p> <p>Year</p> <p>VPA/ World Language</p> <p>(e) Language Other than English</p> | <p>AP Spanish Language</p> <p>This class is taught entirely in Spanish, with the goal that students will move toward advanced level proficiency, using Spanish to support their work goals and to enhance their personal experience of the world. Students need excellent communication skills in order to participate in both prepared and spontaneous oral communication, to understand complex spoken and written language from a variety of authentic sources, and to write in both informal and academic formats. This course requires a significant investment in daily preparation and practice. Students are encouraged to take the A.P. Spanish Language examination in May. <i>Prerequisite: One of the following: Four years of Spanish as a foreign language, three years of Spanish for Spanish Speakers, taking the Advanced Placement Spanish Language Exam.</i></p> |
| <p>Course Title</p> <p>School Site:</p> <p>Course Number:</p> <p>Grade Level:</p> <p>Length of Course:</p> <p>Graduation Credit:</p> <p>UC/CSU Credit:</p> | <p>NHS</p> <p>FL456</p> <p>11-12</p> <p>Year</p> <p>VPA/World Language</p> <p>(e) Language Other than English</p> | <p>AP Spanish Literature</p> <p>This is a college level advanced Spanish course designed to prepare students for the AP Spanish Literature examination in May. The course presents examples of literary development from the Hispanic World, acquainting students with various genres, themes and styles of authors designated by the College Board. The class focuses on the close reading of individual literary works, while emphasizing the four skills of language: listening, speaking, reading, and writing. Students are expected to discuss and interpret literary themes, and write comparative analysis of the literature. The main elements of literature will be included in this course. <i>Prerequisite: One of the following: Four years of Spanish as a foreign language, three years of Spanish for Spanish Speakers, taking the Advanced Placement Spanish Language Exam.</i></p> |