

**COURSE CATALOG**  
**AND**  
**CURRICULUM GUIDE**  
**2017-2018**

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# Mission & Vision

To create accomplished life-long learners, The SAE's standard-aligned, college-preparatory high school program emphasizes arts and business through innovative project-based learning.

## PHILOSOPHY, GOALS, AND OBJECTIVES

The Governing Board and staff of the School of Arts and Enterprise believes that the effectiveness of the educational program of the school depends fundamentally upon a sound philosophic base, a set of agreed upon goals and detailed objectives consistent with these goals. These are presented in this section.

Education is the life-long development and cultivation of the mind, body and character. The role of The School of Arts and Enterprise and its Board in this process is to provide the best possible educational opportunities for its community that emphasizes the education of the whole person by promoting intellectual, emotional, physical, and social growth upon which each student may build his or her future as an individual and as a responsible member of a democratic society and a changing world.

An educated person in the 21st Century will have accumulated a large base of global knowledge upon which to build in order to achieve success in a highly technical and sophisticated society. The global economy and international interdependence will demand a strong knowledge of information technology, including usage of the internet. A core of knowledge in the subjects of language arts, math, geography, history, science, art and entrepreneurship will be basic requirements. Moreover, the ability to work well in teams, think critically and creatively, solve complex problems, communicate effectively and employ the skills of a life-long learner will be essential for success in the workplace. However, such knowledge must be coupled with core knowledge in and a basic appreciation for the visual and performing arts as a gateway to work cooperatively and to understand and respect people from diverse cultural and social backgrounds. Finally, an educated person in the 21st century will understand the need for civic responsibility and social justice.

Students come to school at different levels of development and with a variety of experiences. They learn at different rates and in different ways. The School of Arts and Enterprise shall provide an educational experience that allows for these individual differences and ensure that each student has an equal opportunity to reach his or her full potential.

# Learning and Standards-Based Grading Policy

Mastery Learning is an instructional approach that is designed to help all students improve their learning. Some key aspects of mastery learning include:

- Learning objectives will be transparent from the first day of a unit and on each assignment.
- Students will have opportunities to track and reflect on their progress on the standards.
- Formative assessments are opportunities for students to practice the standards.
- Summative assessments are the primary factor in academic grades.
- Multiple summative assessments that address various learning styles will be used.
- Grades are based ONLY on mastery of academic standards and UNLOCK skills;
- Students must earn a C to pass a course; unless a C or higher is unearned no credit (NC) will be given.

## **Standards-based Grading**

The SAE has adopted the Mastery Learning model of standards-based grading. Students are evaluated based on specific academic standards and UNLOCK skills. Students are not given “points” for simply completing work or participating. Student must demonstrate their knowledge and abilities on a variety of assessment types (quizzes, oral quizzes, discussions, tests, essays, reports, speeches, projects, presentations, portfolios).

For every assignment, students are evaluated on a **4-point rubric**:

**4.0 = Advanced**

**3.5 = Approaching Advanced**

**3.0 = Proficient**

**2.5 = Approaching Proficient**

**2.0 = Basic**

**1.5 or 1 = Below Basic**

## **Formative vs. Summative Assessments**

For the purpose of Mastery Learning, it is important to recognize the difference between “formative” and “summative” assessments.

**Formative Assessments** are activities given during the instructional process to inform teachers how students are progressing toward the learning goals and help students understand and track their progress towards standards mastery. Every formative assessment is aligned to a specific standard or standards. Formative assessments are included in the grade book to guide instruction and inform teachers of student

learning needs. However, final grades are tabulated utilizing summative assessments. Students are given ample chances to move towards mastery of standards.

**Summative Assessments** are given to enable students to display their mastery of the standards. Students take summative assessments after feedback from formative assessments have been given. Every summative assessment is aligned to a specific standard or standards. Retakes on summative assessments will be given according to teachers' grading policies as outlined in their syllabi. **Retakes on summative assessments must be completed within two weeks from when the student receives their assessment grade.**

### **Final Course Mark for Mastery Learning**

A student's final course grade should be an accurate reflection the level of standards that have been mastered by the end of the course. Final grades will be an average of the most recent assessment of each standard as well as UNLOCK Skill assessments. UNLOCK Skills will count for about 10% of the final grade for academic courses.

### **A Note on Quarterly Progress Reporting for Mastery Learning**

Please note that in the Mastery Learning model, a student's grade shows the level of mastery they have achieved on specific standards in that content area. It is NOT necessarily an indication of how hard a student is working or how well they behave in class.

If a student is failing (below 60%) for the overall course at the quarter, please refer to the individual progress report or grade book entries from that teacher in the online portal to see which standards the student needs more practice or help with during tutoring. (If you have trouble accessing the online portal, please call The SAE main office for assistance.) Mastering knowledge and skills happens over time, with many opportunities for application and practice. Students may not yet have a passing grade because the course is only half over at the quarter progress report. Students will have opportunities to retake assessments and therefore show their mastery of skills and knowledge as the semester continues.

Mastery Learning hugely improves student success in high school, and preparation for college; based on research, Mastery Learning makes a difference in students' lives.

# Mastery Learning and Standards-Based Grading

## Common Misconceptions about Mastery Learning

Key aspects of mastery learning can sometimes be simplified to the point of not being correct. It is important to clearly explain the concept of mastery learning to students, and to reinforce the aspects of mastery learning consistently throughout the school year. Some examples of common misconceptions about mastery learning include:

- **“Only tests count toward my grade.”** – Teachers will use multiple summative assessments (e.g., traditional tests, essays, reports, performance assessments, projects, oral examinations) to measure student proficiency. Formative assessments drive student learning and summative assessments display what they know.
- **“I don’t need to do classwork or homework anymore because they don’t count toward my grade.”** – Mastery Learning is about student depth of understanding. This is achieved through different kinds of evaluations. Homework and classwork can be summative or formative assessments, depending on the teacher’s discretion and needs of the students. Both homework and classwork may be entered into grade books as part of the final grade.
- **“I can turn in work late/I have as many chances as I want to re-try completing summative assessments.”** – Late work may not always be accepted as determined by teachers and the nature of the assessment. Students must be given additional practice or support (i.e. mandatory tutoring) prior to retaking summative assessments. The number of retakes allowed is limited as determined by the teacher. Students will be given an appropriate time period to retake summative assessments, not to exceed two weeks
- **“I don’t test well, so I won’t perform well under this system.”** – Feedback from formative assessments as well as multiple assessment types support students who are challenged with traditional test taking.

## Some important tips for parents:

- Ask students each day about what standards were covered in their classes.
- Ask students when their next summative (end of unit) assessments will be.
- Ask students to explain their proficiency level on the standards for their classes.
- Ask students to review at home the standards that they are the weakest in.
- Ask students to show you evidence that they are proficient at a standard.

Please contact us for further explanation or examples of your child's progress or the Mastery Learning process.

# The SAE College Preparatory Course Programming

Subject Requirements	The SAE College Preparatory Course Programming	UC/ CSU Requirements for Freshman Admissions
English*	4 years	4 years
Mathematics*	4 years Students must pass Integrated Math I and an additional course in Algebra, Geometry OR Integrated Math II & III	3 years Includes Algebra, Geometry, and Algebra II, OR Integrated Math I, II & III 4 years recommended
Social Science	3 years US History & World History + US Government and Economics	2 years World History & US History
Science**	3 years 1 Yearlong Physical Science 1 Yearlong Biological Science 1 Additional Yearlong Lab Science Course	2 years, 3 years recommended 1 Yearlong Physical Science 1 Yearlong Biological Science
World Language	2 years in the same language Or waiver exam	2 years in the same language Or waiver exam 3 years recommended
Visual and Performing Arts & Electives	6 yearlong courses (60 credits) of Arts and/or Business	1 year
College Preparatory Course		1 year
<b>Additional Requirements for Graduation</b>		
Physical Education	2 years	

\*All students must be enrolled in an English and Mathematics course all 4 years at The SAE to prepare for the rigor of college.

\*\* All students must be enrolled in a science course for three years and successfully pass at least one yearlong course in the Biological science discipline **AND** one yearlong course in the physical science discipline

### **Participation in High School Graduation Ceremony**

High School students who successfully complete The School of Arts and Enterprise recommended course of study are eligible to participate in the graduation ceremony. Students must also successfully present their Portfolio and complete any remediation deemed necessary by members of the portfolio panels.

Any student participating in a graduation ceremony shall comply with The SAE policies and regulations pertaining to student conduct outlined in The SAE Student-Parent Handbook 2017-18. For more information on eligibility status, please see counselor.

### **Receiving High School Diploma**

High School students who successfully complete The School of Arts and Enterprise recommended course of study are eligible to receive their diploma. At the discretion of The Graduation Appeals Committee, students who do not meet The School of Arts and Enterprise recommended course of study may be eligible to receive their diploma.

All eligible students will be able to pick up their diploma from The SAE registrar or have it mailed

to them upon request. For more information on eligibility status, please see counselor.

# Academic

# Scope and Sequence

## **6TH GRADE**

English Language Arts

Math Core Connections Course 1

History Grade 6

Science Grade 6

PE: Dance for Fitness, Movement and Voice, or Musical Theater

Support Classes (if needed)

House Class

ASB (if elected)

## **7TH GRADE**

English Language Arts

Math Core Connections Course 2

History Grade 7

Science Grade 7

PE: Dance for Fitness, Movement and Voice, or Musical Theater

Support Classes (if needed)

House Class

ASB (if elected)

## **8TH GRADE**

English Language Arts

Math Core Connections Course 3

History Grade 8

Science Grade 8

PE: Dance for Fitness, Movement and Voice, or Musical Theater

Support Classes (if needed)

House

ASB (if elected)

### **9th GRADE**

Composition & Literature 9

Integrated Math I

Biology

Business Foundations

Other Programmatic Offerings: PE, Spanish, ASB, Academic Electives

Support Classes (if needed)

### **10th GRADE**

World Composition & Literature 10

Integrated Math 2

Physical Science

World History

Other Programmatic Offerings: PE, Spanish, ASB, Academic Electives

Support Classes (if needed)

### **11th GRADE**

American Composition & Literature 11

Integrated Math III

Environmental Science (AP option available)

United States History Honors

Other Programmatic Offerings: PE, Spanish, ASB, Academic Electives

AP Human Geography

Support Classes (if needed)

### **12th GRADE**

CSU Expository Reading and Writing

Pre-Calculus or Calculus or AP Calculus

United States Government Honors (AP option available)- one semester

Economics- one semester

Business Entrepreneurship

Other Programmatic Offerings: PE, Spanish, ASB, Academic Electives

Support Classes (if needed)

# Arts

## Scope and Sequence

### **Middle School Art Offerings**

#### Theater

- Musical Theater
- Movement and Voice for Theater

#### Dance

- Dance Team
- Dance Company
- Dance

#### Visual Arts

- Graphic Novel
- Visual Arts

#### Music

- Symphonic Band
- Music
- Choir

#### Digital Arts

- Digital Media Arts
- Computer Literacy

## High School Major Course Sequence

All new students to The SAE start at the the foundational level unless they pass to a higher level based on a placement interview, regardless of grade.

### Dance

- Dance Foundations
- Dance I
- Dance II
- Dance III
- Choreographic Process

***Dance Company Available as a zero block***

### Digital Arts- Filmmaking

- Filmmaking Foundations
- Filmmaking I
- Filmmaking II
- Filmmaking III
- Senior Project

### Digital Arts- Graphic Design

- Graphic Design Foundations
- Graphic Design I
- Graphic Design II
- Graphic Design III
- Senior Project

### Music- Instrumental

- Music Foundations- Instrumental
- Wind Ensemble I
- Wind Ensemble II

- Wind Ensemble III
- Pop Rock Ensemble I
- Pop Rock Ensemble II
- Jazz Combo

***Concert Jazz Ensemble available as a zero block***

### **Music- Vocal**

- Music Foundations- Vocal
- Voice I
- Voice II
- Voice III
- AP Music Theory

### **Theatre**

- Theatre Foundations
- Acting I
- Acting II
- Acting III
- Stage Technology and Design (can be taken at any point in the sequence)

***Musical Theatre Lab and Stage Management offered during Block 8 after school***

### **Visual Arts**

- Art Foundations
- Drawing and Painting I
- Drawing and Painting II
- Portfolio
  
- AP Studio Art: 2-D Design

# **Course Descriptions :**

## **Academic Core**

### **Social Science**

**Course Title: 6th Grade History**

**Course Length: One Year**

**Prerequisite: None**

Sixth Grade History investigates ancient civilizations which encompasses early humans, Ancient Egypt and the Middle East, Ancient India, Ancient China, Ancient Greece, and Ancient Rome. Within each topic we will learn about the founding societies and their development. Major academic skills that will be implemented include analyzing these early communities, comparing different historical figures, and understanding the influence of ancient civilizations in the Modern World.

**Course Title: 7th Grade History**

**Course Length: One Year**

**Prerequisite: None**

Seventh Grade History studies the major events and turning points that shaped the medieval world, from the late eighteenth century through the present. Students will trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students explore the world through reading, writing, artwork, simulations, projects, movies, literature, acting, and other activities.

**Course Title: 8th Grade History**

**Course Length: One Year**

**Prerequisite: None**

Eighth Grade History studies the major events and turning points that shaped the United States, from framing the Constitution up to World War I. Students will trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. Students will be able to make connections between the rise of the nation and contemporary social and economic conditions. Students will explore the history of the United States through reading, writing, artwork, simulations, projects, movies, literature, acting, and other activities.

**Course Title: World History**

**Course Length: One Year (10 credits), meets requirement "A" for CSU/UC**

**Grade level: 10th**

**Prerequisite: None**

Students in this course will be expected to master course content and display this mastery through written, oral, and artistic means. Grades will be given based on the mastery of the course content. The course will cover World History broken down into its most important areas: political, military, social, artistic and cultural. Students will trace historical events in units of study, beginning with the Enlightenment and ending with modern revolutions. The SAE is a school of arts and enterprise and as such the course will have a significantly more intense focus on arts and enterprise and its connections with and importance in World History.

**Course Title: World History Honors**

**Course Length: One Year (10 credits), meets requirement "A" for CSU/UC, Meets UC Honors designation requirements**

**Grade level: 10th, 11th, 12th**

**Prerequisite: none**

In this course, students will understand and evaluate the major events in modern world history from a global perspective. Students will trace historical events in units of study, beginning with the Enlightenment and ending with modern revolutions. While taking a chronological approach, students will identify, analyze, and evaluate major historical themes from their units of study. Students will be able to critically interpret these major events of world history through the analysis of primary and secondary documents, including speeches, political cartoons, maps, excerpts of historical texts, etc. In addition to analyzing documents, students will be able to craft articulate, well-written responses. Students will be assessed on their mastery through written assessments, essays, and inquiry-based projects. At the conclusion of this course, all Honors students will complete a comprehensive written and multiple-choice exam that covers all content and skills mastered over the course of the year.

**Course Title: United States History Honors**

**Course Length: One Year (10 credits), meets requirement "A" for CSU/UC, Meets UC Honors designation requirements**

**Grade level: 11th, 12th**

**Prerequisite: Must have a C or better in World History**

This class will examine the development of the United States from the Pre-Columbian period through the contemporary era. In order to question the existence of a single historical truth, students will critique traditional historical interpretations from multiple perspectives, carefully considering the roles played by race, class and religion in the formation of the political and cultural traditions of the United States. Students will complete historical research methods, analyze and interpret primary sources. Students will also be responsible for extended assignments and presentations throughout the year.

**Course Title: United States Government Honors**

**Course Length: One Semester (5 credits), meets requirement "A" or "G" for CSU/UC, Meets UC Honors designation requirements**

**Grade level: 12th**

**Prerequisite: None**

Through the study of American government and its institutions, students will gain an understanding of our political system in preparation to vote, become involved members of their community, and assume the responsibilities of citizenship. Throughout the semester, students will evaluate possible answers to the question: What role should government play in our economy? Students debate the assumption that government exists for the purpose of economics. Through essays, projects, and business experience, students will analyze the effects of government on the economy.

**Course Title: AP United States Government AP**

**Course Length: One Semester (5 credits), meets requirement “A” or “G” for CSU/UC, Meets UC Honors designation requirements**

**Grade level: 12th**

**Prerequisite: None**

This course explores the political theory and everyday practice that direct the daily operation of our government and shape our public policies. The express purpose of this course is to prepare students to take the AP U.S. Government and Politics Exam. The course is taught on a college level, and it requires a substantial amount of reading and preparation for every class. The objectives of this course go beyond a basic analysis of how our government “works.” Students will develop a critical understanding of the strengths and weaknesses of the American political system, as well as their rights and responsibilities as citizens.

**Course Title: Economics**

**Course Length: One Semester (5 credits), meets requirement “G” for CSU/UC**

**Grade level: 12th**

**Prerequisite: None**

In line with the arts and enterprise philosophy of The SAE, students will gain a deeper understanding and experience of entrepreneurship through the study of economics and the development of our U.S. economic system. Throughout the semester, students will continue to evaluate possible answers to this question: What role should government play in our economy? Students debate the assumption that government exists for the purpose of economics. Through essays, projects, and business experience, students will analyze the effects of government on the economy.

## English Language Arts

**Course Title: 6th Grade English Language Arts**

**Course Length: One Year**

**Prerequisite: None**

Sixth grade Language Arts has four major components: reading, writing, language conventions, and listening and speaking. These different academic skills will be addressed through a variety

of texts including but not limited to fiction, expository texts, poetry, narratives, and autobiographies. This class often has group or whole-class discussions regarding the material we are reading and analyzing.

**Course Title: 7th Grade English Language Arts**

**Course Length: One Year**

**Prerequisite: None**

This course will examine, through written word, oral and visual presentations, and other communicative mediums, the choices that people make. Moreover, this course will examine why those choices are made and how students can make the best choices to reach the very ambitious goals that they set. Students will be expected to progress through the Seventh Grade ELA Common Core Standards throughout the year.

**Course Title: 8th Grade English Language Arts**

**Course Length: One Year**

**Prerequisite: None**

This course is designed to prepare students for the academic and social rigor that awaits them at the high school level and beyond. Students will be challenged to critically think and increase their communication skills through oral presentations, written work, and other mediums. The themes for Eighth Grade English/Language Arts are Challenges and Greatness. Students will interact with the challenges they have faced, are facing, and will face throughout life. Moreover, they will analyze challenges that occur outside of their immediate view, including those that affect their community, the country, and the world. Finally, they will come out of those challenges to assess their greatness and the enormous potential they have. Students will be expected to progress through the Eighth Grade ELA Common Core Standards.

**Course Title: Composition & Literature 9**

**Course Length: One Year (10 credits), meets requirement “B” for CSU/UC**

**Grade level: 9th**

**Prerequisite: None**

Composition and Literature 9 is a comprehensive course of study developing an understanding of the world we live in as we develop our understanding of the rules, laws, conventions, traditions, and theories that combine to create, maintain, and/or destroy the physical, societal, and personal worlds we live in. In addition, once we have analyzed our world according to these concepts and principles, students begin developing a sense of place about their world, beginning with their own community and their roles within this community. Course content is driven by the SAE Projects as well as CA state standards. Students are guided through the comprehension, analysis, and critique of multiple genres including literary, expository, informational and technical documents in order to gain insight and develop a unique perspective into their world and their place within this world.

**Course Title: World Composition & Literature 10**

**Course Length: One Year (10 credits), meets requirement “B” for CSU/UC**

**Grade level: 10th**

**Prerequisite: None**

This is a comprehensive course of study developing an understanding of global peoples and cultures through in-depth analysis of literature and rhetoric from around the globe including the development of expository and literary writing skills. Each semester will focus on the writing process (pre-writing, writing, editing, revising and publishing) and the writing traits (ideas, content, voice, word choice, sentence fluency, conventions and presentation) as students develop skills in autobiographical, biographical, persuasive and expository writing. This class is structured to include the California State Standards in English-Language Arts. All of the readings, discussions, and writing skills directly support a comprehensive understanding of literature.

**Course Title: English Composition & Literature 11**

**Course Length: One Year (10 credits), meets requirement “B” for CSU/UC**

**Grade level: 11th**

**Prerequisite: None**

English Composition & Literature 11 is designed to prepare students for college and career readiness based on the Common Core Standards. Students will focus on composition (argumentative, persuasive, narrative, informational), vocabulary, themes and symbols. Students will read a variety of texts including non-fiction, novels, plays, poems and short stories. The goal is to prepare students to become fully participating members in a democratic society. As such, students will focus on identity, eliminating stereotypes, and the constantly changing society. Class projects will integrate various art forms with writing, listening and speaking skills.

**Course Title: Expository Reading and Writing Course (ERWC)**

**Course Length: One Year (10 credits), meets requirement “B” for CSU/UC, meets CSU Early Assessment Program requirements for English**

**Grade level: 12th**

**Prerequisite: None**

Expository Reading and Writing Course (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. Students develop advanced proficiency in expository, analytical, and argumentative reading and writing. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, interviews, memos, assorted public documents, scholarly studies, and other nonfiction texts. This course integrates text-based grammar study with rhetorical reading and writing. This course also provides instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them.

# Mathematics

## **Course Title: 6th Grade Core Mathematics**

**Course Length: One Year**

**Prerequisite: None**

In 6th Grade Core Mathematics, students will explore many topics, such as number representations, integers, geometry, coordinates, fractions, and percent. All of these topics are very important in the real world, and the math explore the content through authentic applications that connect to students' lives.

## **Course Title: 7th Grade Core Mathematics**

**Course Length: One Year**

**Prerequisite: None**

7th Grade Core Mathematics prepares students for their future education and career, by relating mathematics to everything from science to art. Students will primarily focus on understanding and applying numerical values and proportional relationships, building and solving expressions and inequalities, understanding and computing area and volume of two and three dimensional figures. Students will learn about computation and will apply of all mathematical concepts through reasoning.

## **Course Title: 8th Grade Core Mathematics**

**Course Length: One Year**

**Prerequisite: None**

In 8th Grade Core Mathematics, students will primarily focus on formulating and reasoning about expressions and linear equations, using functions to describe quantitative relationships, and analyzing two- and three- dimensional figures. Students will learn about computation and application of all mathematical concepts and reasoning.

## **Course Title: Integrated Math I**

**Course Length: One Year (10 credits), meets requirement "C" for CSU/UC**

**Grade level: 9th**

**Prerequisite: None**

This first integrated math course allows students to build understanding and competency of the key mathematical concepts as reflected in Common Core State Standards. Students will focus on concepts and techniques dealing with basic Algebraic and Geometric principles including: solving and graphing linear equations and systems of two linear equations in two unknowns; solving quadratic equations through factoring, completing the square, using the quadratic formula, and graphing; dealing with polynomial and rational expressions; understanding the applications of inequalities, exponential functions, and proportions. Students will learn and critically analyze algebraic and geometric concepts. They will be introduced to concepts of

mathematical modeling and active learning leading to the application of concepts. Solving applied problems will take the form of experimentation, hypothesis, conjecture, and written analysis/justification (mathematical proof). Students will make connections, discovering relationships, figuring out what strategies can be used to solve problems, and explaining their thinking. Cooperative and closely facilitated instruction will assist each student in problem solving, gaining confidence with mathematical skills and abilities.

**Course Title: Integrated Math II**

**Course Length: One Year (10 credits), meets requirement “C” for CSU/UC**

**Grade level: 9th - 12th**

**Prerequisite: Completion of Integrated Math I with a “C” or better in the second semester**

Integrated Math II allows students to build understanding and competency of the key mathematical concepts as reflected in Common Core State Standards. Students will continue to focus on concepts and techniques dealing with advanced Algebraic and Geometric principles including: quadratic expressions, equations, and functions; basics of Geometry sequences and series and probability and statistics. They will advance their ability to expand their concepts of mathematical modeling, which builds on their acquisition of previous algebraic and geometric concepts and skills, expanding their ability to apply concepts to real-world situations. Critical thinking and life-long learning in the form of self-guided investigation is vital to success in this course. Solving applied problems will take the form of experimentation, deconstruction of complex algebraic problems, construction of algebraic models that describe real-world problems, and written analysis/justification through algebraic proof. Cooperative instruction, less directed instruction and a heavier focus on student-driven inquiry and analysis will be emphasized. Instructors begin to assist each student in gaining their own confidence in problem-solving, developing mathematical skills and abilities, and creating meaning for themselves.

**Course Title: Integrated Math III**

**Course Length: One Year (10 credits), meets requirement “C” for CSU/UC**

**Grade level: 10th - 11th**

**Prerequisite: Completion of Integrated Math I and Integrated Math II with a “C” or better in the second semester.**

Integrated Math III allows students to build understanding and competency of the key mathematical concepts as reflected in Common Core State Standards. Students will focus on concepts and techniques dealing with Algebraic and Geometric principles including: equations and inequalities, linear equations and functions, systems of linear equations and inequalities, quadratic functions, polynomials and polynomial functions, rational expressions, basics of Geometry, reasoning and proof, perpendicular and parallel lines, congruent triangles, properties of triangles, quadrilaterals, transformations, similarity, right triangles and basic trigonometry, circles, areas of polygons, surface area and volume. Students will learn and critically analyze algebraic and geometric concepts. They will continue to expand their concepts of mathematical modeling, which builds on their acquisition of previous algebraic concepts and skills and expand their ability to apply concepts to real world situations. Solving applied problems will take the

form of experimentation, inductive/deductive reasoning, conjecture, and written analysis/justification through geometric proof. Cooperative instruction and facilitation, which leads to increased student-driven inquiry will be emphasized. Instructors will provide less directed-instruction in this course and begin to assist each student in gaining their own confidence in problem-solving and developing mathematical skills and abilities.

**Course Title: Pre-Calculus**

**Course Length: One Year (10 credits), meets requirement “C” for CSU/UC**

**Grade level: 11th – 12th**

**Prerequisite: Completion of Integrated Math III with a “C” or better in the second semester**

This is a college preparatory course in pre-calculus. Students will use the skills previously acquired in Integrated Math coursework to solve applied real-world applications in advanced mathematical concepts. This course is designed to cover topics in Algebra ranging from polynomial, rational, and exponential functions to conic sections. Trigonometry concepts such as Law of Sines and Cosines will be introduced. Students will then begin analytic geometry and calculus concepts such as limits, derivatives, and integrals. This class is important for any student planning to take a college algebra or college pre-calculus class as it covers techniques needed to prepare students for the study of calculus and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems. Students who are successful in this course will demonstrate the ability to think mathematically through critical thinking, be independent problem solvers, and gain mastery of difficult mathematical skills.

**Course Title: AP Calculus AB**

**Course Length: One Year (10 credits), meets requirement “C” for CSU/UC, Meets UC Honors designation requirements**

**Grade level: 12th**

**Prerequisite: Completion of Pre-Calculus with a “C” or better in the second semester**

The overall goal of this course is to help students understand and apply the three big ideas of AB Calculus: limits, derivatives, and integrals and the Fundamental Theorem of Calculus. Imbedded throughout the big ideas are the mathematical practices for AP Calculus: reasoning with definitions and theorems, connecting concepts, implementing algebraic/computational processes, connecting multiple representations, building notational fluency, and communicating mathematics orally and in well-written sentences. All students are required to complete summer work reviewing precalculus and Algebra 2 concepts prior to entry in the course.

**Course Title: AP Calculus BC**

**Course Length: One Year (10 credits), meets requirement “C” for CSU/UC, Meets UC Honors designation requirements**

**Grade level: 12th**

**Prerequisite: Completion of AP Calculus AB with a “C” or better in the second semester.**

This is a college-level calculus course designed to meet the Advanced Placement curricular requirements for Calculus BC (equivalent to one year of college calculus). The major topics of

this course are limits, derivatives, integrals, the Fundamental Theorem of Calculus, and series. We will investigate and analyze course topics using equations, graphs, tables, and words, with a particular emphasis on a conceptual understanding of calculus. Applications, in particular to solid geometry and physics, will be studied where appropriate.

## Science

### **Course Title: 6th Grade Earth Science**

**Course Length: One Year**

**Prerequisite: None**

6th grade Earth Science studies the Earth's structure, earthquakes, volcanoes, and other events caused by tectonic plates. In addition, the course covers energy sources on Earth, biomes, and ecosystems. Students will use hands-on activities and experiments to make the content come to life, and will walk away from this class with a wider knowledge of the world.

### **Course Title: 7th Grade Life Science**

**Course Length: One Year**

**Prerequisite: None**

Life Science is the study of cells, heredity, biological populations and their changes over time. It includes human biology, ecology, diversity of organisms and the history and nature of science. In this course, students will have the opportunity to conduct and design experiments, identify and classify organisms. Students will work on developing skills in data recording, classifying, measuring, observing, hypothesizing, analyzing, evaluation, and inferring.

### **Course Title: 8th Grade Physical Science**

**Course Length: One Year**

**Prerequisite: None**

The 8th grade Physical Science curriculum focuses on topics that include forces and motion, the solar system, and chemistry. Basic math skills and equations will be used as part of data interpretation and analysis. Instruction is given in the form of lectures, demos, videos, labs, and group discussions. Labs are designed to help students develop their higher critical thinking skills through observation and inquiry. Cooperative participation in class activities and discussions is expected as it is a key part to being a successful student.

### **Course Title: Biology**

**Course Length: One Year (10 credits), meets requirement "D" for CSU/UC**

**Grade level: 9th - 10th**

**Prerequisite: None**

Biology is the study of life. This course is aligned to the California State Standards for Biology and lab science and will emphasize cell biology, physiology, ecology, evolution, genetics, neurology, immune system and experiments and investigations. Emphasis will be placed on the

skills relevant to practicing responsible citizenship, critical thinking, effective communication, and scientific literacy.

**Course Title: Physical Science**

**Course Length: One Year (10 credits), meets requirement “D” for CSU/UC (pending)**

**Grade level: 10th - 12th**

**Prerequisite: None. Integrated I completion. recommended.**

This physical science course addresses overarching ideas of two branches of science, chemistry and physics. Students will focus on understanding matters through characteristics of their subatomic particles, periodic trends and chemical reactions. Students will practice communicating their thoughts using the scientific method. Students will be exposed to scientific theories and laws that can predict, manipulate and explain macroscopic interactions. Students will understand Newton’s laws that govern motion, energy transfers on earth through waves, electricity and magnetism and their work on the system. Students will learn about theories behind various technologies and provide suggestions on how to make them better based on the knowledge gained throughout this class.

**Course Title: Environmental Science**

**Course Length: One Year (10 credits), meets requirement “D” for CSU/UC**

**Grade level: 11th - 12th**

**Prerequisite: None.**

Environmental Science will show the interconnectedness of a variety of subjects, integrating chemistry, biology, earth science, physics, political science, social science, and economics in a course that will teach students the science behind various environmental issues challenging our world and the complexities of addressing these issues from a variety of viewpoints. Students will use a variety of laboratory activities and class projects to explore the risks associated with a variety of issues. The goal of the Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students will be challenged to form their own questions and apply their knowledge in their own community.

**Course Title: AP Environmental Science**

**Course Length: One Year (10 credits), meets requirement “D” for CSU/UC, Meets UC Honors designation requirements**

**Grade level: 11th - 12th**

**Prerequisite: Teacher Recommendation.**

In this college level course, students will explore the interconnectedness of a variety of subjects, integrating chemistry, biology, earth science, physics, political science, social science, and economics in a course that will teach students the science behind various environmental issues challenging our world and the complexities of addressing these issues from a variety of

viewpoints. Students will use a variety of laboratory activities and class projects to explore the risks associated with a variety of issues. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students will be challenged to form their own questions and apply their knowledge in their own community. The goal of this course is to provide students with the scientific principles, concepts, and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, and to evaluate the risks associated with these problems and examine alternative solutions for resolving and/or preventing them.

## World Language

**Course Title: Spanish I**

**Course Length: One Year (10 credits), meets requirement “E” for CSU/UC**

**Grade level: 9th - 12th grade**

**Prerequisite: None**

This course is designed to help students develop basic listening, speaking, reading, and writing skills in Spanish, and to provide them with an introduction to the geography and cultures of the Spanish-speaking world. Students will be exposed to large amounts of Spanish vocabulary and grammar, as well as getting accustomed to communicating in that language even when one does not understand every word. When possible, students are encouraged to limit their use of English in the classroom. As the year progresses, the course will be conducted predominantly in the target language. Students are expected to participate, complete classwork assignments and homework on a daily basis.

**Course Title: Spanish II**

**Course Length: One Year (10 credits), meets requirement “E” for CSU/UC**

**Grade level: 9th – 12th grade**

**Prerequisite: Completion of Spanish I with a “C” or better in second semester, or proficiency exam**

The primary focus of Spanish II is to develop the student’s ability to understand native spoken and written Spanish and to increase skill at expressing oneself in basic situations. Students will be exposed to the study of Spanish and the various cultures of Spanish speaking countries. This course will use reading and writing activities to enhance the student’s grasp of vocabulary and provide students with opportunities to express themselves in Spanish. This course will allow students to perform basic functions of the language and to become familiar with elements of Spanish speaking countries. The emphasis is placed on the development of the four skills of listening, speaking, reading and writing. These four skills will be practiced in order to get students to use the target language inside and outside of the classroom. Grammar is integrated throughout the course and is selected according to the language needs. Students acquire

insight into how languages and cultures work by comparing the target language and culture(s) to their own.

**Course Title: Spanish III**

**Course Length: One Year (10 credits), meets requirement “E” for CSU/UC**

**Grade level: 9th – 12th grade**

**Prerequisite: Completion of Spanish II with a “C” or better in second semester, or proficiency exam**

The primary focus of this third year of Spanish is to refine the student’s ability to understand native spoken and written Spanish and to polish writing skills. Listening comprehension and reading are the bases for the sound acquisition of a foreign language and our department encourages students to make reading and listening to Spanish part of their everyday routine. Students will continue to be able to understand far more than he or she can produce, that is natural; speaking and writing abilities will always lag slightly behind the ability to understand. This course will use reading and writing activities to enhance the student’s grasp of vocabulary and will also provide opportunities to express themselves clearly in Spanish. Small group and pair work in this class will give more chances to practice speaking and the Actividades escritas (Written Activities) and the Actividades culturales (Cultural Activities) will give added opportunities to write.

**Course Title: AP Spanish Language and Culture**

**Course Length: One Year (10 credits), meets requirement “E” for CSU/UC, Meets UC Honors designation requirements**

**Grade level: 9th – 12th grade**

**Prerequisite: Completion of Spanish III with a “C” or better in second semester, or proficiency exam**

The AP Spanish Language and Culture course is comparable to fifth and sixth semester (3rd year) college and university courses in advanced Spanish writing and conversation. It encompasses oral skills, reading comprehension, composition and grammar studies through a diverse course content of academic and cultural topics (art, history, current events, literature, culture, sports, music, etc.). The course materials include a test preparation book and a variety of authentic resources, such as recordings, films, newspapers, magazines, and internet sources from the Spanish-speaking world. Students will be asked to prepare oral presentations, work on individual and group projects, and research a variety of teacher and student selected topics. All assignments are graded according to AP Scoring Guidelines as this class is preparing students to take the AP Exam at the end of the year.

## Business

**Course Title: Business Foundations**

**Course Length: One Year (10 credits)**

**Grade level: 9th**

**Prerequisite: None**

Business Foundations is a course designed to support business and entrepreneurial thinking and literacy. This is an introductory class to the contemporary world of business. This course will allow students to explore the individual artist as a business person in today's marketplace by exposing students to entrepreneurship, management, financial literacy, and marketing. Students will cover topics including vision setting, effective business strategies, personal finance, and social movements involving business. Through a variety of individual and team projects, students will respond to new business concepts and ideas by conducting extensive research, analyzing complex business texts, as well as by creatively presenting their knowledge.

**Course Title: Business/Entrepreneurship**

**Course Length: One Year (10 credits)**

**Grade level: 12th**

**Prerequisite: None**

A required class for seniors, this is an introductory class to the contemporary world of business, management, and entrepreneurship. An emphasis will be placed upon financial literacy, investments, personal financial management, small group leadership, real world scenarios, and personal initiative. The fundamental aspects of business, management, and entrepreneurship will be explored through several projects including 'The Business of You.'

## Dance

**Title: Dance Foundations**

**Course Length: One Year (10 credits), meets requirement "F" for CSU/UC, Meets CA state requirements for PE**

**Grade Level: Recommended for 9th**

**Prerequisite: None**

Dance Foundations is a beginning class for the student who has had little or no background training in dance and the first course in our Dance major. Through ballet, jazz, and modern, students respond from the center of their bodies to various stimuli and perform movement sequences of increasing complexity, which are taught by the instructor. Students will begin to have a working vocabulary of movement that will help them progress into improvisational work as well as choreography. Students will also have a chance to perform throughout the year. Students will have the opportunity to see live performances and respond through critically written form. Injury prevention, health, and diet for the dancer will also be covered. Dance will be studied in historical context and cultural diversity.

**Course Title: Dance I**

**Course Length: One Year (10 credits), meets requirement "F" for CSU/UC, Meets CA state requirements for PE**

**Grade Level: Recommended for 10th**

**Prerequisite: Dance Foundations**

Dance I is designed to introduce the lay student from any grade level to the foundations of dance. The course is a comprehensive study in the elements of dance: space, time, and energy. Course content includes: dance techniques, theory, history, choreography, and performance. Classical dance will be explored through the kinesthetic knowledge of a ballet barre and floor work. Jazz and modern techniques will be explored through isolation of body parts, rhythms, locomotion and phrasing of dance combinations. Creative movements consist of exploration through improvisational work and the study of the bodyline & design through choreographic assignments. Interviews and lecture presentations will synthesize, cultural and historical contributions with learned vocabulary, while including family to participate in student learning while celebrating the multicultural community in which we reside. Students will obtain and demonstrate aesthetic perception, creative expression through movement and explore and understand dance heritage and overall cultural value.

**Course Title: Dance II**

**Course Length: One Year (10 credits), meets requirement "F" for CSU/UC, Meets CA state requirements for PE**

**Grade Level: Recommended for 11th**

**Prerequisite: Dance I**

Dance II is a proficient level course for students with at least one or more years of formal dance training. Its purpose is to increase one's body awareness, technique and strength training while demonstrating dance movement. Through the continued exploration of a variety of dance genres, students will advance their dance vocabulary, deepen their connection between the physical and emotional components of dance and continue to broaden their choreography and technical skills. Students will continue to explore the elements of self-expression through improvisational work and self-choreographed pieces. The students will prepare for performance opportunities through rehearsal of routines, staging awareness, and technical preparation for live audiences in costumed performances. The goal for this course to give students the opportunity to advance on a technical level, create dance pieces as a means of self-expression, evaluate the process and product of that creation, and to assess their own progress throughout the course

**Course Title: Dance III**

**Course Length: One Year (10 credits), meets requirement "F" for CSU/UC, Meets CA state requirements for PE**

**Grade Level: Recommended for 12th**

**Prerequisite: Dance II**

This dance class is designed to train intermediate and advanced dance students with prior dance experience. This course includes demonstration, verbalization, and identification of dance movements/terminology, as well as a composition component in a variety of Classical Dance Styles such as Ballet, Lyrical and Contemporary. Emphasis will be placed on Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and

Connections Relations and Application. Students achieve advanced proficiency in these standards through technique training, teacher and student choreography projects, development of stage presence and studio etiquette. Student artists will compose and informally perform as individuals and as members of small and large ensembles.

**Course Title: Choreographic Process**

**Course Length: One Year (10 credits), meets requirement "F" for CSU/UC**

**Grade Level: 12th**

**Prerequisite: Dance III or Teacher Approval**

This Choreographic Process class is designed to train advanced dance students with prior dance experience. This course includes exploration of movement, improvisation techniques, and guided practice in choreography. Emphasis will be placed on Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections Relations and Application. Students achieve advanced proficiency in these standards through student choreography projects, development of stage presence and studio etiquette. Student artists will compose and formally perform as individuals and as members of small and large ensembles created solely by themselves or other classmates.

## Digital Arts - Graphic Design

**Course Title: Graphic Design Foundations**

**Course Length: One Year (10 credits), meets requirement "F" for CSU/UC**

**Grade Level: Recommended for 9th**

**Prerequisite: None**

This class will increase students' knowledge of digital media through project based learning, application of theory, Elements of Art, Principles of Design, and relevant terminology as related to the digital media industry. Proficiency of the students will be assessed through the use of hands on experience operating various digital equipment, creating various software manipulations to aesthetically enhance their works of art, along with traditional art foundations as applied to the digital media environment. The course will also cover the history of various arts, media and entertainment pathways. Students will understand the historical importance of digital media incorporating key contributors, significant technological advances, and the progression of the industry artistically and commercially.

**Course Title: Graphic Design I**

**Course Length: One Year (10 credits), meets requirement "F" for CSU/UC**

**Grade Level: Recommended for 10th**

**Prerequisite: Graphic Design Foundations**

The course will encompass a variety of introductory 21st century skills to assist in student success. Coursework will include experience with the following Adobe CC applications: Photoshop, Illustrator, and Animate. This portion of the curriculum will guide students in the introductory skills of media arts. Through Photoshop students will be introduced to selecting and

isolating objects, creating image composites, masking and vignetting images, setting typography, and improving images with retouching and effects. Illustrator skills taught include line art, logos, vector graphics and quick page layouts, as well as, tricks and time efficient techniques. With Animate, students will be able to explore animation, drawing tools, and the basics of ActionScript programming to create interactive experiences.

**Course Title: Graphic Design II**

**Course Length: One Year (10 credits), meets requirement “F” for CSU/UC**

**Grade Level: Recommended for 10th**

**Prerequisite: Graphic Design I**

Graphic Design II further explores, expands, and develops students' creative voice while applying the processes and concepts common to careers in two-dimensional visual design. The five components of The California State Visual and Performing Arts Framework -- Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; and Connections, Relationships, and Applications are fully integrated into the curriculum. Students will review and apply the design process and continue to broaden their knowledge and understanding of two-dimensional design techniques used to reach consumers and the public. Aesthetic valuing and art criticism are infused throughout the curriculum through verbal and written critiques of student work, along with selected artworks being studied.

**Course Title: Graphic Design III**

**Course Length: One Year (10 credits), meets requirement “F” for CSU/UC**

**Grade Level: Recommended for 11th**

**Prerequisite: Graphic Design II**

The class is structured around the evaluation and production of multimedia projects emphasizing the elements of art and principles of design and the reading and evaluation of media "texts". Students will delve deeply into theories and elements of art and the principles of design, and their use and application in digital mediums to inform, persuade and entertain, paying particular attention to the influence of arts and media on culture and society. Students will develop an appreciation and knowledge of traditional and contemporary artistic expression as well as an understanding of the role of contemporary media as a verbal and visual means of communication in today's society through the use and application of digital media and technology as it relates to media production and consumption. Following teacher-led instruction, using technology and software common in the professional world, students will work together to design, create, critique, and present digital media projects.

**Course Title: Senior Project**

**Course Length: One Year (10 credits), meets requirement “F” for CSU/UC**

**Grade Level: Recommended for 12th**

**Prerequisite: Graphic Design III**

Graphic Design Senior Project is an advanced study in contemporary digital art, media and design. This course allows experienced students to further explore, expand, and develop their creative voice while applying the processes and concepts common to careers in

two-dimensional visual design. This yearlong course challenges students to produce a portfolio of work that represents both a breadth of understanding as well as a focused concentration in an area of interest to them, all within the realm of two-dimensional design. The design portfolio may include a variety of media and concepts including but not limited to graphic design, illustration, digital imaging, and photography. As a design course, portfolio development will involve purposeful decision making about how to use the elements of art and principles of design in an integrative way while investigating a variety of concepts and approaches in design, including techniques, composition, execution of ideas, and creative problem-solving.

**Course Title: Filmmaking Foundations**

**Course Length: One Year (10 credits), meets requirement "F" for CSU/UC**

**Grade Level: Recommended for 9th**

**Prerequisite: Survey of the Arts recommended**

Filmmaking Foundations is designed to survey important subjects in digital media that support understanding and acquisition of filmmaking skills. Students will explore elements of visual narrative storytelling and develop a hands-on, working understanding of how these elements interrelate to create meaning and impact in visual storytelling. The year is divided into thematic units covering, Screenwriting, Filmmaking and Editing. It will move between formal lecture presentations, hands on demonstrations and group projects/exercises aimed at developing mastery of concepts learned in class. Projects in this class will be both group based and individual.

## Digital Arts - Filmmaking

**Course Title: Filmmaking I**

**Course Length: One Year (10 credits), meets requirement "F" for CSU/UC**

**Grade Level: Recommended for 10th**

**Prerequisite: Filmmaking Foundations**

Filmmaking I is designed to survey important subjects in digital media that support understanding and acquisition of filmmaking and photography skills at the sophomore level. Students will explore elements of visual narrative storytelling and develop a hands-on, working understanding of how these elements interrelate to create meaning and impact in visual storytelling. The year is divided into thematic units covering Screenwriting, Filmmaking, Editing and Film Theory. It will move between formal lecture presentations, hands on demonstrations and group projects/exercises aimed at developing mastery of concepts learned in class. Projects in this class will be both group based and individual.

**Course Title: Filmmaking II**

**Course Length: One Year (10 credits), meets requirement "F" for CSU/UC**

**Grade Level: Recommended for 11th**

**Prerequisite: Filmmaking I**

Filmmaking II is designed to survey and develop mastery of important subjects in digital media that support the understanding and acquisition of filmmaking skills at the intermediate/advanced levels. Students will explore elements of visual narrative storytelling and develop a hands-on,

working understanding of how these elements interrelate to create meaning and impact in visual storytelling. The year is divided into thematic units covering Screenwriting, Filmmaking, Editing and Film Theory. It will move between formal lecture presentations, hands on demonstrations and group projects/exercises aimed at developing mastery of concepts learned in class. Projects in this class will be both group based and individual. It is important to note that students in Filmmaking II are seen as producers of content to be exhibited to an audience. It is important to engage in each project with the understanding that it may very well be selected and presented before a live movie-going audience.

**Course Title: Filmmaking III**

**Course Length: One Year (10 credits), meets requirement "F" for CSU/UC**

**Grade Level: Recommended for 12th**

**Prerequisite: Filmmaking II**

Filmmaking III is designed to survey and develop mastery of important subjects in digital media that support the understanding and acquisition of filmmaking and skills at the senior/advanced levels. Students will be expected to engage their senses, and nurture their innate talent as a storyteller. The year is divided into thematic units covering Screenwriting, Filmmaking, Editing and Film Theory. It will move between formal lecture presentations, hands on demonstrations and group projects/exercises aimed at developing mastery of concepts learned in class to produce your final senior project. Students are expected to contribute to other student work in a collaborative and respectful way. It is important to note that students in Filmmaking are required to enter film contests, and present their work at community events and culmination. It is important to engage in each project with the understanding that it may very well be selected and presented before a live movie-going audience, uploaded to YouTube and shown to the school as a whole.

**Course Title: Senior Project**

**Course Length: One Year (10 credits), meets requirement "F" for CSU/UC**

**Grade Level: Recommended for 12th**

**Prerequisite: Filmmaking III or teacher approval**

Filmmaking Senior Project will be run as a professional production company. Upon completion of this course, students will be able to: Produce a senior project, a film, 8-10 minutes in length; Understand short and feature length film structures and identify devices employed to keep visual plots moving; Utilize a variety of structures to brainstorm film narratives and take them from visualization to proper screenwriting format using CeltX screenwriting software; develop screenplays; Use a Canon DSLR for video and choose settings in Manual Mode appropriate to the needs of any given project; Use Final Cut X and Adobe Premiere Pro editing software and understand post-production workflow; Edit dialogue and write narration.

## Music-Instrumental

**Course Title: Music Foundations**

**Course Length: One Year (10 credits) meets requirement "F" for CSU/UC**

**Grade Level: 9th**

**Prerequisite: None**

Music Foundations is designed for the beginning music student to teach the concepts and fundamentals of music. It includes a basic overview of music principles including note identification, key and time signatures, scales, basic chord progressions, notation and composition. This course will develop student artist's musical literacy and creativity through written, analytical and composition assignments designed to prepare them for further musical study. Upon completion of this course, student artists will be able to read simple music, and have an understanding of basic music theory.

**Course Title: Pop Rock**

**Course Length: One Year (10 credits), meets requirement "F" for CSU/UC**

**Grade Level: 10th - 12th**

**Prerequisite: Music Foundations**

The Pop/Rock ensemble is one of the premiere performing ensembles at The School of Arts and Enterprise. Students will be encouraged to explore popular music that is relevant to their lives in a way that is educational and authentic to rock history. All students will be required to perform on either guitar, bass, drums, piano, and/or vocals.

**Course Title: Wind Ensemble**

**Course Length: One Year (10 credits), meets requirement "F" for CSU/UC**

**Grade Level: 10th - 12th**

**Prerequisite: Music Foundations**

The Wind Ensemble aims to expand our student artist's musicianship and musical maturity through the study, rehearsal, and performance of traditional and contemporary wind literature. Student artists of the Wind Ensemble will develop their musicianship with a primary focus on audiation, time, balance, blend, tone, articulation, and fundamental music theory. In addition to studying the origins of Western Art Music, student artists will learn advanced instrumental techniques and more comprehensive musical theory. The successful Wind Ensemble student artists will be comfortable performing Classical solos, and pieces in chamber (small) ensembles. The Wind Ensemble is the hub of the music department from which our artists will branch out into contemporary ensembles including The Senior Jazz Combo, The Pop/Rock Ensemble(s), The Commercial Band, and our Mariachi Band.

**Course Title: Jazz Combo**

**Course Length: One Year (10 credits), meets requirement "F" for CSU/UC**

**Grade Level: 12th**

**Prerequisite: Audition, Teacher approval**

The focus of the Senior Jazz Combo is to prepare the young Jazz musician for the rigors of collegiate and professional life. The successful student artists of Jazz will feel comfortable working in a small ensemble and improvising in a number of different styles including: Blues, Swing, Latin, Funk, and Bop. In addition to rehearsals and live performances, student artists will study the history of Jazz and its influences on contemporary music. Student artists will also explore what skills make a marketable and competitive Jazz musician in today's modern performing and recording industry. Student artists will explore form, meter, harmony (including

non-traditional modalities), and most importantly improvisation. Jazz is one of America's richest and most fulfilling traditions and as such student artists are expected to attend regular rehearsals, both during and after school (as scheduled), and must attend all live performance opportunities.

## Music-Voical

**Course Title: Music Foundations-Vocal**

**Course Length: One Year (10 credits) meets requirement "F" for CSU/UC**

**Grade Level: 9th**

**Prerequisite: None**

The purpose of this course is to help students develop musical skill and technique, in addition to an appreciation for singing and the performing arts. Students will learn to sight-read music and interpret musical notation. They will also learn performance techniques such as breath control, facial expression, and posture. Students will learn to blend their voices together and how to create accurate interpretations of each song depending on its genre. Students will study the background, history and purpose genre, and will be able to analyze and articulate the differences between various genres of musical styles.

**Course Title: Voice I**

**Course Length: One Year (10 credits) meets requirement "F" for CSU/UC**

**Grade Level: Recommended for 10th**

**Prerequisite: Music Foundations-Vocal**

Choir is a one-year course in which students will study and perform choral music from a wide variety of cultures, languages, styles, and time periods. Students will listen to, read, write, and perform music. Course activities will include a sequenced sight-singing curriculum, exercises to improve vocal skill, and lessons in critical listening that will help students analyze musical works from different cultures. Students will participate in at least two evening concerts (Winter Concert and Spring Concert), a performance at graduation, and in at least one choral festival.

**Course Title: Voice I**

**Course Length: One Year (10 credits) meets requirement "F" for CSU/UC**

**Grade Level: Recommended for 10th**

**Prerequisite: Music Foundations-Vocal**

Voice I is a one-year course in which students will study and perform choral music from a wide variety of cultures, languages, styles, and time periods. Students will listen to, read, write, and perform music. Course activities will include a sequenced sight-singing curriculum, exercises to improve vocal skill, and lessons in critical listening that will help students analyze musical works from different cultures. Students will participate in at least two evening concerts (Winter Concert and Spring Concert), a performance at graduation, and in at least one choral festival.

**Course Title: Voice II**

**Course Length: One Year (10 credits) meets requirement “F” for CSU/UC**

**Grade Level: Recommended for 10th**

**Prerequisite: Voice I**

This class focuses on solo and choral singing in all genres including Classical, Broadway, Pop, Jazz, Rock, and R&B. Students learn basic music history, theory, sight singing, basic piano and vocal and microphone techniques, as well as stage presence as they workshop songs, evaluate themselves and one another and observe professional music performances. Students will be required to perform at school functions.

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# Course Descriptions

## Music: Instrumental and Vocal

**Course Title: Music Technology/Production**

**Course Length: One Year (10 credits) meets requirement “F” for CSU/UC**

**Grade Level: 9th - 12th**

**Prerequisite: None**

This course provides students the opportunity to develop various skills associated with careers in the Music Industry. Listening to, analyzing, and discussing audio is at the core of what prepares students for the various projects and presentations throughout the year. Students develop a vocabulary to discuss sound quality, aesthetics, and technological aspects of music production. The history of recording technology and the music industry is taught to create a foundation of where the industry began and where it is headed. Students use various pieces of hardware (digital recording interfaces, microphones, playback/monitoring systems) and software (Garageband, Logic, Studio One) to create and produce a variety of audio projects.

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# Course Descriptions

## Theatre Arts

**Course Title: Theatre Foundations**

**Course Length: One Year (10 credits), meets requirement “F” for CSU/UC**

**Grade Level: 9th**

**Prerequisite: None**

This course lays the foundation for students interested in theatre arts. It will explore the basics of performance and production, as well as tie into the historical contexts of the theatre. This is the core beginning to the theatre pathway. Course philosophy: Not only is the study of theatre, acting and careers skills in theatrical production important because of the art’s world wide historical and cultural significance as an art form, but also it is important for the life long learner to study theatre as a means to improve important critical thinking skills, communication skills, creative expression, and develop vital understanding of the complexities of human relationships in modern society.

**Course Title: Acting I**

**Course Length: One Year (10 credits), meets requirement “F” for CSU/UC**

**Grade Level: 9th - 12th**

**Prerequisite: None**

In this year long advanced acting course, students will develop the mind, body and voice as the three elements of the actor’s instrument of creative self-expression. Characterizations, Improvisation, Monologues, two-person acting scenes along with group presentations are the main projects of the course. Students will also read plays in class and learn script analysis techniques that are applicable across the academic curricula. Additionally, students will research and analyze techniques used by professional actors. The first semester will focus on the unique style of acting for the stage and the second semester will focus on acting for television and film.

**Course Title: Acting II/III**

**Course Length: One Year (10 credits), meets requirement “F” for CSU/UC**

**Grade Level: 9th - 12th**

**Prerequisite: None**

In this year long advanced acting course, students will develop the mind, body and voice as the three elements of the actor’s instrument of creative self-expression. Characterizations, Improvisation, Monologues, two-person acting scenes along with group presentations are the main projects of the course. Students will also read plays in class and learn script analysis techniques that are applicable across the academic curricula. Additionally, students will research and analyze techniques used by professional actors. The first semester will focus on the unique style of acting for the stage and the second semester will focus on acting for television and film.

# Course Descriptions

## Theatre Arts

**Course Title: Stage Technology and Design**

**Course Length: One Year (10 credits), meets requirement “F” for CSU/UC**

**Grade Level: 9th – 12th**

**Prerequisite: None**

Stage Technology & Design is the Technical Design Component of Department of Theatre at The SAE. Student Technicians are trained in scenery and props, construction, basic rigging, lighting technology, audio technology, projection design, problem solving, and project management. Theatre Technology students collaborate with the Director of Theatre and other Directors to create the set, props, light, projection and sound for theatre and entertainment productions. Students will be required to attend all after school rehearsals as deemed necessary by the Director of Theatre.

**Course Title: 4th Year Project**

**Course Length: One Year (10 credits), meets requirement “F” for CSU/UC**

**Grade Level: 12th**

**Prerequisite: Audition/Director of Theatre approval**

This course is a continuation of Acting III. As such students are expected to have a thorough understanding of all the acting concepts and theories covered in Acting II and Acting III. Students will continue to fully explore a variety of dramatic action that springs from the theory of Sanford Meisner that focuses on the self with responses from their acting partner, the instructor, and the given circumstances of the moment. The goal of the actor is to embody a character so that the viewer understands the character's struggles and sympathizes with the character's conflict. Students develop a framework to understand dramatic action through a series of well-defined exercises that create short scripted and unscripted scenes with an acting partner, eventually transferring these techniques to a public performance. The course is intended for the student who will transition from secondary advanced theatre education or a post-secondary conservatory study, with the end goal to become a professional actor. Students will closely analyze all the aspects of the human condition that provide insight into character study and development. A variety of play genres will be read and analyzed for time period and era connotation that provide an understanding of how the parameters of time affect acting styles. Student outcomes will be assessed through reading comprehension, oral responses, analytical writing assignments, homework assignments and student-created performance pieces, including monologues and two-person scene studies.

# Course Descriptions

## Visual Arts

**Course Title: AP 2-D Studio Art**

**Course Length: One Year (10 credits), meets requirement “F” for CSU/UC**

**Grade Level: 10th - 12th**

**Prerequisite: Studio Art 1 with a “B” or better or portfolio review**

The AP 2-D Studio Art course is designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. AP Studio Art sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. This College Board program provides the only national standard for performance in the visual arts that allows students to earn college credit and/or advanced placement while still in high school.

**Course Title: Drawing I (Taught with Painting I in year-long format)**

**Course Length: One Year (10 credits), meets requirement “F” for CSU/UC**

**Grade Level: 10th – 12th**

**Prerequisite: Fundamentals of Art recommended**

This course is an introduction and application of the most basic of all visual art forms. In order to create and explore artistic expression, you must learn the fundamentals. Students will study the basic techniques of line drawing, shading, proportions, and perspective as they pertain to portraiture, still life, landscapes, and figurative drawing.

**Course Title: Drawing II (Taught with Painting II in year-long format)**

**Course Length: One Year(10 credits), meets requirement “F” for CSU/UC**

**Grade Level: 10th – 12th**

**Prerequisite: Completion of Drawing I with a C grade or higher**

In this class students will expand upon techniques learned in Drawing I. Students will explore line drawing, shading, and perspective as they pertain to portraiture, still life, landscape, and figure drawing. Students will explore different mediums in drawing including pencil, charcoal, and ink. An emphasis will be placed on composition. Art preparation for display and competitive exhibit will be encouraged.

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# Course Descriptions

## Specialized Workshop Courses

**Course Title: Leadership/ASB**

**Course Length: One Year (10 credits)**

**Grade Level: 9th – 12th**

**Prerequisite: Teacher recommendation, 2.0 cumulative Grade Point Average, exemplary behavior and attendance records. (9th grade officer's only)**

Leadership is a year long class designed to provide students with the opportunity to learn and apply leadership skills. Students will plan, implement, and promote the school's activities program. Students will also fund raise as well as design and implement a community service program. Academically students will engage in master planning, practice decision-making techniques. They will also engage in problem solving processes, assess the needs and wants of large groups, develop communication skills and plan and run meetings effectively and efficiently. Students will be required to sign a behavior contract to remain in class.

**Course Title: Yearbook/Journalism**

**Course Length: One Year (10 credits)**

**Grade Level: 10th – 12th**

**Prerequisite: Requires grade C or better in English Language Arts and Parent Contract**

Yearbook is a yearlong course dedicated to the design and publication of the school yearbook and the school newspaper. Students will learn the elements of professional journalism writing including English conventions, interview techniques, editing, and newspaper design. Students that are interested need to be available to attend school events after school and on some weekends to cover student life and off-campus activities. Students enrolled in this course will get experience with technology, graphic layout and design, and producing the yearbook. Students will also produce a slide show for graduation.

**Course Title: Peer Counseling**

**Course Length: One Year (10 credits)**

**Grade Level: 9th – 12th**

**Prerequisite: None**

The peer-counseling course develops the knowledge and skills necessary to be leaders in our community. Students learn about relevant topics such as Sexually Transmitted Diseases, Teen Pregnancy, Gender Roles, Sexual Identity, Bullying, Online Safety, Suicide Prevention, Gang Violence, Drug Abuse, Eating Disorders, Sexual Harassment and many other topics as desired through a variety of methods so that we may be resources for our peers. The course culminates with a "Teen Expo" providing us the opportunity to share our knowledge with our community.

**Course Title: Poetry**

**Course Length: One Year (10 credits)**

**Grade Level: 9th – 12th**

**Prerequisite: None**

Students will explore the history, genres, and creative process of writing poetry. Students will be given a platform to express themselves through words. Students will have an opportunity to submit their work to a literary journal created on-campus.

**Course Title: Office Assistant**

**Course Length: One Semester (5 credits)**

**Grade level: 10th - 12th**

**Prerequisite: Must have a 2.0 GPA and counselor approval**

High school students enrolled in this class will receive elective credits for assisting the school office staff with answering phones, running errands, and organizing paperwork. Students will learn the routines and skills needed for daily office administrations. Approval form must be turned into the counseling office for approval prior to reporting to assignment. Student/Parent contract is required.

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# Course Descriptions

## Specialized Workshop Courses

**Course Title: Teacher Assistant**

**Course Length: One Semester (5 credits)**

**Grade level: 10th - 12th**

**Prerequisite: Must have a 2.0 GPA and counselor approval**

SAE's students may only become a teacher assistant upon teacher approval. (and receive elective credits). T.A. approval form must be turned into the counseling office for approval prior to reporting to assignment. Student/Parent contract is required.

**Course Title: Speech and Debate**

**Course Length: One Year (10 credits), meets "G" requirement for CSU/UC**

**Grade Level: 9th - 12th**

**Prerequisite: None**

Based on the three elements of creative self-expression, students develop their mind, body and voice to be the most effective and confident public speakers they can be. In this year-long course students will develop logical thought, deductive and inductive reasoning, defense of opinion, and public speaking technique under the California High School Speech Association and the National Forensics League guidelines for speech and debate. Informative and persuasive speeches, Lincoln-Douglas Debates (value debates) and Public Forum Debates (policy debates) are the main projects for the course. Additionally, students will prepare an individual event, which is oral interpretation of poetry, humorous or dramatic text, original oratory, extemporaneous speaking and two- person acting scenes. This is also a current events class and students will become familiar with local, state, and federal government issues, as well

as global politics and the key players in current commentary of such issues. Students may be required to compete in one off-campus speech and debate competition.

## Physical Education

**As part of The School of Arts and Enterprise graduation requirements, students must complete at least 20 credits of Physical Education (P.E.) in high school. The SAE is a unique and specialized school; students may complete these credits through a variety of means:**

- **Any approved on-site dance class**
- **Any other on-site course qualified for P.E. (Refer to approved course descriptions)**
- **Supervised, independent physical activity done outside of school. (1 unit = 20 hours of approved physical activity. (Form can be picked up in the counseling office)**

**NOTE: All Dance course at The SAE also provide PE credit. Please see the DANCE section for course descriptions.**

**Course Title: Basketball**

**Course Length: One Year (10 credits)**

**Grade Level: 9th – 12th**

**Prerequisite: None (P.E. clothes and shoes are required)**

This is Sports Education: Basketball in Physical Education class. Emphasis is on learning team organization, team skills, and team drills. In sport education, there are six key features, which derive from how sport education curriculum is conducted in the community and inside the classroom contexts. They come from the authentic form of the activity within the larger culture. These features are seasons, affiliation, formal competition, culminating events, record keeping, and festivity. Students will be given responsibilities within a team and work together. Every student will be an active member on a team and turn in a group project.

# Course Descriptions

## Physical Education

**Course Title: Cross Country**

**Course Length: One Year (10 credits)**

**Grade Level: 9th – 12th**

**Prerequisite: None (P.E. clothes and shoes are required)**

Students will practice running skills as well as train and condition for the sport of long-distance running. Students will learn health, nutrition, and goal-setting skills.

**Course Title: Yoga**

**Course Length: One Year (10 credits - repeatable)**

**Grade Level: 9th - 12th**

**Prerequisite: None (P.E. clothes and shoes are required)**

This course is designed to introduce students, safely and accessible, to the basic postures, breathing techniques, and relaxation methods of yoga. Students will begin to experience the benefits of stretching, moving, and breathing freely as they relieve built up stress, learn to relax, and ultimately get more out of day to-day life. The aim of this course is to promote vibrant health and to tap the body's latent energy reserves.

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# Course Descriptions

## Support Classes

**Course Title: English Language Learners Support**

**Course Length: One Year**

**Grade level: 9th - 12th**

**Prerequisite: None**

ELL is a comprehensive course to help students develop a greater understanding and control of English through the application of various reading and writing strategies. This class is designed for students who have not yet Redesignated to a Fluent English Proficiency (RFEP) level based on state guidelines. A CLAD-credentialed teacher using the numerous theoretical concepts of Second Language Acquisition teaches students. Course content is driven by the California English Language Development standards.

**Course Title: English Intervention**

**Course Length: One Year (10 credits)**

**Grade level: 9th - 12th**

**Prerequisite: None**

This course is designed to provide extra support for students in English. In, addition students will receive supplemental support in basic skills thereby strengthening their reading comprehension and writing skills. The course reviews and develops skills, in grammar, writing styles, vocabulary building as well as test taking skills.

**Course Title: Mathematics Intervention**

**Course Length: One Year (10 credits)**

**Grade level: 9th - 12th**

**Prerequisite: None**

This course is designed to provide extra support for students in Algebra I. In addition, students will receive supplemental support in basic skills thereby strengthening their mathematical reasoning abilities. The course reviews and develops skills in: real number computation, problem solving, estimation, and mental math. It covers basic graphing, data analysis and geometry as well as simple probability and statistics.

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# Course Descriptions

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