

Poise, Respect, Integrity, Diligence, Enthusiasm

EDGEWOOD HIGH SCHOOL

Course Descriptions
2020-2021



Edgewood High School

**1625 W. Durness Street
West Covina, California 91790**

Phone (626) 939-0600 Fax (626) 939-0800

Edgewood High School Website: <https://edgewoodib.wcusd.org/>

Administrative Staff

Roni Maddox, Ed.D.	IB Head of School
Mario Morales	IB MYP Principal
Ciara Perez	IB DP Principal
Jinesha Udeshi	Assistant Principal
Sara Arce	Counselor (10-12th A-Mc)
Jamie Hobbs	Counselor (10-12th Md-Z/9th N-Z)
Thomas Richardson	Counselor (9th A-M)
Jennifer Zampielo	IB DP/CP Coordinator
Manny Co	MYP Coordinator
Kristina Kampen	School Psychologist
Jeremy Neal	School Resource Officer
Nicholas Sanchez	EL Coordinator
Manuel Barron	ASB Coordinator
Anthony Soto	Athletic Director

Office Staff

Deanna Cesena	EHS Administrative Secretary I
Diane Bernhard	EMS Administrative Secretary I
Seandee Brown	School Office Assistant
Jenny Franco	School Office Assistant
Veronica Olvera	School Office Assistant
Graciela Avila	School Office Assistant/Receptionist
Coco Flores	School Office Assistant
Russell Burrows	Library Technician
Hsien Tsay	Media Center Assistant III
Moises Velasquez	Computer Technician
Marina Magana	Computer Instructional Assistant
Jimmy Morris	Campus Security
Greg Gilmore	Campus Security
Rosemary Martinez	Campus Security
Rollin Van Simaey	Campus Security

Edgewood High School

Mission Statement

Edgewood is an IB World School, committed to building a globally aware community of lifelong learners who achieve high academic standards. Edgewood provides a diverse, challenging curriculum that is student-centered and develops inquisitive, knowledgeable, and empathetic students who actively engage in and contribute to their family, community, and the world around them.

Vision Statement

Edgewood High School is a safe, diverse, and culturally sensitive learning community committed to fostering the academic, social, physical, emotional, and creative development of all students. Instruction is engaging, academically rigorous and promotes technological literacy. Students are empowered to take responsibility for their education and pursue individual post-secondary goals.

Edgewood High School students will develop...

Thinking Skills:

- Engage in critical thinking through inquiry, problem solving, and evaluation of evidence and arguments by producing work that reflects their analysis.

Social Skills:

- Collaborate in order to understand the perspectives of others, give and receive feedback, and respect the ideas of their peers and the world community.

Communication Skills:

- Employ various methods and techniques to both communicate and listen to messages, ideas, thoughts, feelings and beliefs.

Self Management Skills:

- By engaging in self-management practices students will keep an organized and logical system in order to set, achieve, and reflect on personal and academic goals.

Research Skills:

- Seek a range of perspectives from varied and appropriate sources, and cite evidence of these sources in final products.

Edgewood Lions have...

**P---poise
R---respect
I---integrity
D---diligence
E---enthusiasm**



College Admissions “A-G” Requirements

A. History/Social Science US History, World History, Government	2 years required 3 recommended
B. English/Composition and Literature	4 years required
C. Mathematics	3 years required 4 recommended
D. Laboratory Science Biology, Chemistry and Physics	2 years required 3-4 recommended
E. Language Other than English	2 years required 3-4 recommended
F. Visual and Performing Arts (drama, band, art photography, etc.)	1 year required
G. College Preparatory Electives	1 year required
The UC/CSU requires applicants to complete at least 15 college preparatory courses with a grade of C or better in each course.	
Total A-G Requirements	15 courses

WCUSD Graduation Requirements

History/Social Science	3 years required 30 credits
English/Composition and Literature	4 years required 40 credits
Mathematics	2 years required 20 credits
Laboratory Science Life Science and Physical Science	2 years required 20 credits
Fine Arts or World Languages	1 year required 10 credits
Physical Education	2 years required 20 credits
Electives	8 total classes 80 credits
Total Graduation Requirements	220 total credits

CREDIT

Credit is earned for grades of A through D in all courses. Standard credit is 5 units for each semester course passed. An “F” or “WF” earns zero credit. Credits may be acquired by other WASC accredited institutions with prior approval from a counselor or administration.

CSU/UC Course Identification

All courses approved by the Cal State University (CSU) and/or University of California (UC) system, as college prep, will be identified on each course listing by the symbol CSU/UC. Students must earn a grade of “C” or better in each course for that course to be recognized by the CSU/UC system. Weighted courses are also indicated by each course description. Courses that are pending CSU/UC approval will be identified as “CP.” # Courses Pending School Board Approval.

Citizenship Marks

Citizenship is indicated on the student report cards to inform parents, however, these marks are not a part of the student’s transcript or permanent record. Citizenship marks are defined as:

O = Outstanding
G = Good
S = Satisfactory

N = Needs to Improve
U = Unsatisfactory

Grade Point Averages

Grade point average is calculated by multiplying credits by grade points earned for each grade in each course. Add the results for all courses then divide by the number of credits attempted.

Non-Weighted/Weighted

A = 4 Grade points 5 points in Honors and IB courses
B = 3 Grade points 4 points in Honors and IB courses
C = 2 Grade points 3 points in Honors and IB courses
D = 1 Grade point Grades of “D” earned in honors and IB are not assigned extra points.
F = 0 Grade points Not all Honors courses are weighted by the CSU or UC

Honor Roll

The EHS Honor Roll recognizes students with outstanding academic achievement at the end of each semester’s grading periods. The following guidelines determine eligibility:

3.75+	Grade Point Average	Principal’s Honor Roll
3.5 - 3.74	Grade Point Average	High Honor Roll
3.0 - 3.49	Grade Point Average	Honor Roll

International Baccalaureate Program

Edgewood High School is an International Baccalaureate (IB) world school and authorized to offer the Middle Years Programme (MYP) and the Diploma Programme (DP). Edgewood High School is a candidate school for the Career Programme (CP). Students in the ninth and tenth grade are automatically enrolled in the MYP. Freshman and sophomores will take IB coursework that includes eight MYP subjects, providing a broad and balanced education for early adolescents. Eleventh and Twelfth grade students take two or more DP courses including English and History. Juniors and seniors have the option to complete all DP requirements and earn the IB Diploma in addition to a WCUSD high school diploma.

Renaissance Program

Renaissance is a school-wide program that celebrates accomplishments and motivates the school community to strive for excellence through recognition, challenges, and incentives. Students are rewarded for effort, attendance, and academic achievement. Students who carry ASB CARDS are given extra incentives, such as Renaissance T-Shirts and Renaissance Cards based on their GPA.

Qualifications:

LION – King of the Jungle	4.0
Gold Card	3.5 – 3.99
Blue Card	3.0 – 3.49
Pride Card	2.5 – 2.99

No F's or U's on semester report cards

Academic Honesty Policy

Edgewood High School places a high importance on academic honesty. Please refer to our comprehensive academic honesty policy which is available on our school's website or in hard copy by visiting the school's administrative office.

What is ASB?

All EHS enrolled students are automatically members of the **Associated Student Body** or ASB. All students are governed by the ASB constitution and have the opportunity to elect officers to the ASB Cabinet. Many students purchase and carry ASB Cards and therefore are extended special privileges.

ASB Cards

The purchase of an ASB Card turns your ID card into a savings card. Students holding an ASB card receive reduced rates for all ASB events, discounts on all dances, free activity and athletic letters, full privileges in the Renaissance Program (when academic requirements are met), as well as numerous other perks and incentives throughout the school year. The cost of an ASB Card is \$50.00. ASB Cards are non-transferable and non-refundable, and at no time shall a student lend his/her card to another student. If caught, the card will be forfeited for the year.

Any student experiencing difficulty with the purchase of an ASB Card is encouraged to speak with the ASB Advisor to arrange an alternate plan.

Eligibility for Participation in Extracurricular Activities

In order to be eligible to participate in extra/co-curricular activities, a student must have earned a minimum 2.0 or "C" grade point average during the preceding grading period. Grading periods as designated on the Calendar at 6-week intervals. In addition, to be eligible, a student must maintain minimum progress toward meeting high school graduation requirements.

In addition, students with excessive tardies or truancies will not be permitted to participate in extracurricular activities until the tardies or truancies have been cleared.

Athletics

Since ASB sponsors our athletic teams and programs with letters, awards, tournament and invitational entry fees, CIF playoff expenses, etc., all athletes are encouraged to purchase an ASB I.D. card. If financial hardship is a concern, please contact the administrator supervising athletics for support.

Requirements for Athletics:

EHS offers a variety of competitive events and team sports. Student athletes must:

- 1) Complete a physical examination
- 2) Have private health coverage or purchase coverage through the school,
- 3) Complete online athletic clearance.
- 4) Maintain a 2.0 GPA throughout the season,
- 5) Receive no more than one (1) N or one (1) U in Citizenship for the preceding grading period.
- 6) If Saturday School is issued for tardies you must attend. If you do not make up the time issued and you have a game you will be pulled from that next game until your time is made up.

Clubs and Organizations

Clubs and organizations provide an opportunity for students to get together outside class, help their community, work toward a common cause and take ownership in our school. To remain active, clubs must meet once per month to discuss activities, events and fundraising plans. Clubs and organizations must be approved by the ASB Cabinet and must comply with guidelines established. Applications and guidelines are available in the ASB office.

Discrimination

No student shall, on the basis of sex, race, sexual orientation or religious preference, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity provided by any school in the West Covina Unified School District.

Honors Courses:

Edgewood High School offers motivated students one of the most comprehensive honors programs available. With an emphasis on flexibility, the honors courses allow students to select among International Baccalaureate (IB) and other advanced offerings to chart an individual path suited to their own goals and talents. The seven-period school day also allows students to take more electives.

English	Math	Science	Social Science	Language/ VAPA	Mt. SAC Dual Enrollment
English I Honors*	Integrated Math II Enhanced	Biology Honors*	World History Honors*	IB Spanish SL**	Life Management
English II Honors*	Integrated Math III Enhanced	Chemistry Honors**	Government Honors**	IB Mandarin SL**	Fire Protection
IB English SL**	Math Analysis Honors**	Physics Honors**	Economics Honors**	IB Visual Art SL**	Medical Terminology
IB English III HL**	IB Math Applications SL**	Anatomy Honors**	US History Honors**	IB Vis Art HLII**	Contemporary Health Issues
IB English 4 HL**	IB Math Analysis SL**	IB Biology HL I**	IB Hist. of Amer. HL**	IB Dance SL*	Administration of Justice System
TOK**		IB Biology HLII**	IB Global Politics **	IB Dance HLII**	Concepts of Criminal Law
		IB Physics SL**	IB History SL**	IB Film SL/HL**	

**Denotes site-based gpa weighting*

*** Denotes site-based and UC/CSU gpa weighting*

Career Pathways

Arts, Media, and Entertainment		
Game Design Integration	Production and Managerial Arts (Film/Video Production)	Performing Arts
Concentrator 3D Game Art Capstone Game Design Game Portfolio Development	Concentrator Video Production I Capstone Video Production II Video Production III	Concentrator Performance Dance Capstone Professional Dance
Health Science and Medical Technology		Public Services
Public and Community Health		Public Safety
Concentrator Sports Medicine Capstone Athletic Training		Concentrator Introduction to Forensic Science Capstone Administration of Justice

Course Descriptions

APPLIED ARTS

Public Safety

6AC130 ROP FORENSIC SCIENCE (Grades 10-12) Year

This course is designed as an introduction to the field of forensic science. The course will introduce the students to crime scene investigation, sketch, photographing the crime scene collection, preservation of evidence and fingerprint techniques. This includes comparison, rolling of prints, pattern identification, and the Henry Classification. This course also examines the role that law enforcement, courts, and corrections play in the criminal justice system.

6AC157 ROP ADMINISTRATION OF JUSTICE (10-12) Year

Meets the UC/CSU entrance "g" requirement.

Meets Mt. SAC articulation requirements

The course is designed to introduce the student to the Criminal Justice System, its organizational components and processes, as well as its legal and public policy contexts. This includes

terminology, career opportunities, and the US Constitution. This course examines the role that police, courts and corrections play in the criminal justice system. In addition, this course will provide the student with practical experience in the areas of interviewing, use of force techniques, traffic stops, criminal investigations, searching, handcuffing, and arrest techniques.

Public and Community Health

6AC147 ROP INTRO TO SPORTS MEDICINE (Grades 10-12) Year

Meets Graduation Health Requirement

Meets the UC/CSU entrance "g" requirement

Meets Mt. SAC articulation requirements

This course is designed to provide students with an introduction to athletic training, sports medicine, physical therapy and other health and medicine related careers. Students will learn the methods of prevention and evaluation of athletic injuries. Lectures and laboratory activities will provide an overview of musculoskeletal anatomy. A major focus of the course will be the recognition of athletic injuries that occur and the ability to properly evaluate these injuries. Students will also learn proper emergency procedures and basic first aid. Preventative taping and wrapping techniques will also be included. Students will have the opportunity to assist the athletic trainer and other allied health care professionals at a variety of health care settings to gain a "hands on" application of topics covered in the course.

6AC150 ATHLETIC TRAINING (Grades 11-12) Year

Meets Graduation Health Requirement

Meets Mt. SAC articulation requirements

Discusses human anatomy, sports related injuries and pathologies specific to the relationship to athletic activity. Explores the evaluation process and recognition of common sports related injuries and pathologies of the body. Provides a discussion regarding the treatment and rehabilitation of sports related injuries and pathologies. Includes laboratory practice on the evaluation process, special tests, outcome measures, functional rehabilitation, therapeutic exercise. Students must maintain a B throughout both semesters to be eligible for the exit exam and subsequent college credit.

Entertainment Arts Pathway-Game Design

6ACI06 3D GAME ART (Grades 9-10)

Meets UC/CSU entrance "f" requirement

Completion of this course meets the computer literacy requirement for graduation.

Students receive a foundation of up-to-classroom instruction in creating 3D content, the likes of which is used in today's top movies, TV shows, music videos, video games, commercials, and other media. This includes lessons in prop and character modeling, lighting, U.V. layout and texturing, rigging, and animation using industry standard software such as Autodesk Maya and Adobe Photoshop.

6AC107 GAME DESIGN (Grades 11-12)

Recommended: Completion of 3D Game Art

Meets UC/CSU entrance “f” requirement

This course develops and refines computer programming skills. This course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. This course also includes the study of data structures. Students will gain a basic understanding of the core concepts in computer programming, such as: types and variables, methods, conditional statements, loops and collections, and exceptions handling. In addition, the course will focus on programming skills, but also on each discipline related to STEM (science, technology, engineering and math). Applying knowledge, concepts and skills of game design and development, students will be introduced to a wide range of programming languages, concepts and technical skills. Video Game Design and Development is a capstone course within the pathway of Entertainment Arts.

6AC108 GAME PORTFOLIO DEVELOPMENT (Grades 11-12)

Meets UC/CSU entrance “f” requirement

Recommended: Completion of 3D Game Art course and Game Design course

In this advanced course, students will build upon their knowledge and experience from the 3D Game Art and Game Design courses. Through the process of researching, analyzing, and building functional video games, students will continue to develop technical, artistic, and collaborative skills which are transferable to many careers, including those in film, special effects, illustration, computer programming, storyboarding, and developing conceptual and comic art. The course may be repeated, and as students return they will be able to explore the differing roles within the design team; design lead, mechanics engineer, level designer, character designer, animator or motion designer, sound designer, and conceptual artist/digital painter.

Entertainment Arts Pathway- Video Production

6SA162 VIDEO PRODUCTION I (Grades 9-10) Year

Recommended: Computer Applications

Meets UC/CSU entrance “f” requirement

Video Production I focuses on all aspects of content creation and consumption. Students will focus on gaining experience in production skills including screenwriting, cinematography, and editing using the Adobe Suite in addition to important film history, theory, and basics of digital literacy. Students will also take part in leadership activities, learn about career preparation, and engage in community service. Class projects include both group and individual work. Additional time outside of class will be necessary to the success of the class.

6SA163 VIDEO PRODUCTION II (Grades 10-12) Year

Recommended: B or higher in Video Production I

Meets UC/CSU entrance “f” requirement

Video Production II is not just a continuation of Video Production I, it's a course for students considering the subject as a potential career. The entire class participates as a SkillsUSA chapter, meaning students will participate in competitions and focus on personal growth as young professionals. Students will learn more in depth about the Adobe Suite, DSLR and camcorders, and various roles on a film crew and a set. They will continue to work both in groups and as

individuals. Additional time outside of class will be necessary to the success of the class.

6AC164 VIDEO PRODUCTION III (Grades 11-12) Year

Recommended: B or higher in Video Production II

Meets UC/CSU entrance "f" requirement

Video Production III focuses on using the professional and personal development learned from Video Production II to prepare for life after graduation. Students will work on the creation and development of a digital portfolio that they can use to apply for jobs and/or college. They will work on projects of their choosing within a community of practice setting. They will also compete in local film festivals and film scholarship opportunities. Video Production III is all about the preparation and curation of the art of video making for a professional setting. Additional time outside of class will be necessary to the success of the class.

Entertainment Arts Pathway- Performing Arts

6AC101 PERFORMANCE DANCE (Grades 9-12) Year

Meets UC/CSU entrance "f" requirement

This course is designed to introduce students to the beginning elements of Hip-Hop, Ballet and Jazz. Students will build and expand their dance terminology, dance technique, and performance experience. They will learn about basic movement and choreographic elements, the choreographic process, and will compose their own pieces. In this course, different styles of dance moves will be presented with an emphasis on improving anatomical awareness and alignment, developing integrated movement patterns and internal connections, rhythmic awareness and using dance as a form of expression. Students will also be expected to write in this class by way of notes, self-reflections, choreographic analyzations, class discussions, inspirations, feedback from the instructor, and group projects, research and inquiry activities and projects. As this is a performance class, students are expected to participate in our dance showcases.

6AC101 PROFESSIONAL DANCE (Grades 9-12) Year

Recommended: Completion of Performance Dance

Meets UC/CSU entrance "f" requirement

This course will apply dance and choreographic skills to create project based performances for live, film and video production. Students will prepare audition or choreographic portfolios and develop a professional career plan.

Professional Dance builds upon the dance techniques and concepts learned in Performance Dance. Students will have the opportunity to continue to learn in the dance styles that may include hip hop, jazz, ballet, and contemporary dance techniques. Teamwork is emphasized to learn staged choreography and create performances. Students will learn the importance of teamwork and competition for success in the dance industry. Students will also be expected to write in this class by way of notes, self-reflections, choreographic analyzations, class discussions, inspirations, feedback from the instructor, and group projects, research and inquiry activities and projects. As this is a performance class, students are expected to participate in our Edgewood dance showcases: the Winter Dance Showcase, and the Spring Dance Showcase.

CISCO

6IT909 IT ESSENTIALS

Meets UC/CSU entrance “g” requirement

The IT Essentials (ITE) course introduces students to the fundamentals of computer hardware and software, mobile devices, security and networking concepts, and the responsibilities of an IT professional. This includes mobile devices, Linux, and client side virtualization, as well as expanded information about Microsoft Windows operating systems, security, networking, and troubleshooting.

Mt. SAC Dual Enrollment

6SSFC4 LIFE MANAGEMENT (Grades 11-12) Semester

3 Units; Degree Applicable CSU

Life skills for effective self-management now and in the future. Examines theories of life management including Maslow's Hierarchy of Needs and how it can be applied to daily use of one's resources including energy, abilities, priorities, and money. Major topics include steps in value clarification, goal setting, resource allocation, decision-making, priority management, money management, workplace management, communication skills, and healthy habits. In addition, the course explores the effect of cultural forces and future trends.

6SCFI1 FIRE PROTECTION (Grades 11-12) Semester

3 Units; Degree Applicable CSU

Careers in fire protection and related fields, history of fire protection, fire loss analysis, and public, quasi-public, and private fire protection services. Also includes specific fire protection functions and fire behavior, suppression, and extinguishment.

6SCME9 MEDICAL TERMINOLOGY (Grades 11-12) Semester

3 Units; Degree Applicable CSU

This course is an introduction to the use and meaning of the medical terminology used in various allied health fields.

6SCBI5 CONTEMPORARY HEALTH ISSUES (Grades 11-12) Semester

3 Units; Degree Applicable CSU, UC

Contemporary health issues known to affect the quality and longevity of life. Topics include sexuality and reproduction, stress management, fitness and nutrition, substance use and abuse, and environmental quality. Emphasis on prevention of illness and injuries.

6*** ADMINISTRATION OF JUSTICE SYSTEM** (Grades 11-12) Semester

Pending Mt. SAC Approval

3 Units; Degree Applicable CSU, UC

History and philosophy of the justice system, subsystems, roles, relationships and theories of crime causation and correction.

6*** CONCEPTS OF CRIMINAL LAW (Grades 11-12) Semester**

Pending Mt. SAC Approval

3 Units; Degree Applicable CSU, UC

Classification of crime, elements of crimes, common and statutory law, and evidence as observed through the study of case law decisions by state and federal courts.

ENGLISH

6EN111 ENGLISH I (Grade 9) Year

Meets the UC/CSU entrance “b” requirement.

English I builds on middle school skills in a general survey of language, literature, and composition. This course focuses on literature while developing students’ reading, writing, speaking, and listening skills and preparing students for success in IB English SL.

6EN112 ENGLISH I HONORS (Grade 9) Year

Meets the UC/CSU entrance “b” requirement.

English I (H) is a demanding and accelerated course that will present students with many new challenges in the areas of writing, literature, speaking, listening, grammar, and vocabulary. The course is designed to give students the skills they need to be successful in IB English HL.

6EN113 ENGLISH II (Grade 10) Year

Meets the UC/CSU entrance “b” requirement.

English II is an integrated study of language, literature, and composition. This intermediate course focuses on literature while developing students’ reading, writing, speaking, and listening skills and preparing students for success in IB English SL.

6EN114 ENGLISH II HONORS (Grade 10) Year

Meets the UC/CSU entrance “b” requirement.

Recommended: Previous English grade of B or better or teacher recommendation

English Honors is an advanced, integrated study of literature. This intermediate course provides greater academic challenges. The course focuses on literature, language, composition, speaking, and listening skills in order to prepare students for success in IB English HL.

6EN701 IB ENGLISH SL (Grade 11) Year

Meets the UC/CSU entrance “b” requirement.

IB English SL focuses on American and world literature, literary analysis, composition, and speaking and listening.. This International Baccalaureate course covers a wide range of American and world literature, and will equip students with the written and oral skills needed to pass the IB Language A examinations. It may also fulfill an SL component of the International Baccalaureate Programme Full Diploma

6EN710/6EN810 IB ENGLISH III & IV HL (Grade 11-12) Two Years

Meets the UC/CSU entrance “b” requirement.

Recommended: Previous English grade of B or better in English II Honors and/or teacher recommendation

IB English HL is a two-year, college-level course in American and world literature, literary analysis, composition, and speaking and listening. This intellectually rigorous International Baccalaureate course equips students with the written and oral skills needed to pass the IB Language A examinations. It also fulfills an HL requirement for those students pursuing the International Baccalaureate Programme Full Diploma.

6EN03L ENGLISH III (SH)/6EN04L ENGLISH IV (SH) (Grades 11-12)

Meets the UC/CSU entrance “b” requirement

English III/ IV is a course in which newly arrived immigrant students, who are in their third or fourth year of high school, learn English language, literature, and composition proficiency in tandem with their designated ELD class. This course meets all the English Language Arts standards with necessary support for emerging English learners.

6EN117 COMPARATIVE LITERATURE (Grade 12)

Meets the UC/CSU entrance “b” requirement.

Comparative Literature is an upper level course in which students focus on language, literature, and composition while completing a two-year research project. Students focus on oral and written commentaries of poetry and prose, as well as a study of three novels and a comparative essay.

6ENL01/6ENL02 ENGLISH LANGUAGE DEVELOPMENT (ELD) I/II (Grades 9-12)

English Language Development I (ELD I) is a course for designated English language instruction for emerging and low/mid expanding English Language Learners (ELL). Focusing on reading, writing, listening, and speaking, the course draws upon English Language Development standards to prepare students for the rigors of academic English and advancement to ELD III.

6ENL03 ENGLISH LANGUAGE DEVELOPMENT (ELD) III (Grades 9-12)

Meets UC/CSU entrance “b” requirement

English Language Development III (ELD III) is a course for designated English language instruction for high expanding and bridging English Language Learners (ELL). Focusing on reading, writing, listening, and speaking, the course draws upon English Language Development standards to prepare students for mastery of academic English and reclassification.

FINE ARTS

VISUAL ARTS

6FA101 ART I (Grades 9-12) Year

Meets UC/CSU entrance “f” requirement

This is an introductory art class that focuses on visual awareness, teaching students to create, interact with, and evaluate artworks using the elements of art and principles of design. Students will develop both sculptural and two-dimensional art making skills, using a variety of media, including pencil and charcoal drawing, watercolor and acrylic painting, ceramic and plaster sculpting, and photography.

6FA120 MULTIMEDIA SCULPTURE I (Grades 10-12) Year

Meets UC/CSU entrance “f” requirement

Recommended: Completion of Art I

Students will design and create three-dimensional works of art using a variety of materials, including wire, plaster, wood, paper, and clay. Basic design and technical skills are developed with each media, while students explore historical artworks, personal expression, public art installations, and demonstrated design principles.

6FA701 IB ART SL/HL (Grades 11-12) Two Years

Meets UC/CSU entrance “f” requirement

Recommended: teacher recommendation

This is a two year course where students will prepare for a senior year Exhibition and develop a Portfolio of their process. Students will work on developing a personal style by studying art history, various contemporary artists and develop a wide range of techniques and use of media including drawing, painting, ceramics, sculpture, installation, photography and more. Exhibition, process portfolio and comparative study are required to take the IB external exam in Visual Arts.

6FA701 CERAMICS (Grades 11-12) One Year

Meets UC/CSU entrance “f” requirement.

Ceramics is a one-year course emphasizing studio production working with the medium of clay.

Students create works of art in clay utilizing hand building techniques of pinch, coil, and slab to enable them to make vases, dishes, animals, tiles, coil pots, small sculptures, and all other forms made from clay. Students will learn decorative techniques, particularly using glaze. The course is designed to develop high-level thinking and ceramic and art-related technology skills. the course also includes art criticism, art history, and aesthetic awareness. Students will be introduced to the Elements and Principles of Art. Students will become acquainted with historical culturally diverse examples of ceramic art and view work by contemporary artists as they develop their ceramic works of art.

6FA720 IB FILM SL/HL (Grades 11-12) Two Years

Meets UC/CSU entrance “f” requirement.

In the two-year IB Film course, students will analyze and create films. Year one of the two-year course focuses primarily on film analysis, history, and theory, with some practice in filmmaking, while year two shifts to greater focus on film production, culminating in a short film created for assessment and exhibition. Designed to prepare students for the IB assessment, this course may be taken for an IB certificate, or to fulfill the SL/HL requirement for those students pursuing the International Baccalaureate Programme Full Diploma.

MUSIC-INSTRUMENTAL

6MU140 JAZZ ENSEMBLE (Grades 9-12) Year

Meets UC/CSU entrance “f” requirement.

This performance-based group explores the unique identity of jazz stylization and improvisation through the broad and diverse repertoire of jazz music. The group is open to the experienced

musician. Instrumentation includes: Drum Set, Electric Bass, Electric Guitar, Keyboard/Piano, Auxiliary Percussion, Saxophones (Alto, Tenor, Baritone), Trombones, and Trumpets.

6MU138 SYMPHONIC BAND (Grades 9-12) Year

Meets UC/CSU entrance “f” requirement.

This is Edgewood High School’s premier instrumental ensemble. Students have the opportunity to develop musical knowledge and skill, while participating in a quality large ensemble experience and explore the musical standards of wind band literature. Rehearsals include an emphasis on technique, theory, teamwork, and complete student cooperation. Throughout the year, the band performs at concerts, festivals, special events, and travels for various appearances representing the school and the community.

MUSIC-VOCAL

6MU121 CONCERT CHOIR (Grades 9-12) Year

Meets UC/CSU entrance “f” requirement.

This course is a mixed ensemble for 9th to 12th graders that will accommodate various levels of experience. Concert Choir is great for students who have never sung in a choir before, or for singers with experience. Concert Choir pursues the highest ideals of choral music, both classical and non-traditional. Members have specialized music, public concerts, and special social activities throughout the year. Membership is open to all students. Make a ton of friends, take a stress break during a busy school day, and create amazing music!

6MU124 SHOW CHOIR (Grades 9-12) Year

Meets UC/CSU entrance “f” requirement.

Show Choir (also known as EHS Encore) is a group of 9th-12th graders that perform a variety of music and dance styles. Members sing songs while performing choreography (dancing is a requirement). The director strongly suggests students choose this class only if they have had choral experience in the past or a strong musical background. Although the membership’s musical requirements are high, the foremost qualification is a strong desire to contribute extra time and effort for the overall benefit of the Vocal Music Department. Show Choir has many public performances throughout the year as well as social events. This is a great place to make friends, have fun, and create exciting performances.

PERFORMING ARTS-THEATER

6FA161 THEATRE (Grades 9-12) Year

Meets UC/CSU entrance “f” requirement.

This course was designed for those who want to focus on acting. Whether you have no experience at all or have taken acting lessons before, this class is the great equalizer. Students work with partners and groups to learn essential teamwork skills to overcome stage fright, perform scenes, develop improvisation techniques, and use stage combat. Most rehearsals are done within the scheduled school day, with additional in-part and full dress rehearsals, and performances taking place outside of normal school hours. Each semester will conclude with a culminating performance; however, students may have the opportunity to attend and participate in additional events as scheduled.

6FA162 THEATRE II (Grades 9-12) Year

Meets UC/CSU entrance “f” requirement.

This is a second-level acting course designed to improve a student’s ability to process, analyze and respond to sensory information through the language and skills unique to theatre. Increased levels of individual and group projects them to create, perform and participate in theatre, and understand the historical contributions and cultural dimensions of theatre. The course also involves analyzing and critiquing theatrical experiences, as well as the information to other art forms and careers. Most rehearsals are done within the scheduled school day, with additional in-part and full dress rehearsals and performances taking place outside of normal school hours.

6FA148 MYP DANCE PERFORMANCE I (Grades 9-12) Year

Meets UC/CSU entrance “f” requirement.

Meets Physical Education requirement if Fine Art requirement is met.

Recommended: None

This course is designed to introduce students to the beginning elements of the following genres: Hip-Hop, Ballet, and Jazz. Within these genres the elements of movement (space, time, force) and choreography (body awareness, space, time, energy, and relationship) will be explored.

Students will learn about the choreographic process and will compose their own pieces.

Students will also explore topics pertinent to dance such as body image, injury prevention, nutrition, and dance careers. Students will be expected to write in this class by way of personal reflection and research reports. As this is a performance class, students are expected to participate in our Edgewood dance productions: The Winter Dance Showcase, and the year-end Spring Dance Concert.

6FA149 MYP DANCE PERFORMANCE II (Grades 10-12) Year

Meets UC/CSU entrance “f” requirement.

Meets Physical Education requirement if Fine Art requirement is met.

Recommended: Dance Performance I or permission from instructor

This intermediate dance course is designed for students to learn and apply intermediate level dance technique in the following genres: Hip-Hop, Contemporary, Jazz, and Lyrical. Other possible genres explored are social dance forms, partnering, lifts, and improvisation. In addition to composing their own choreography pieces, elements of performance and presentation, including design, lighting, costuming, music, and make-up will also be explored. Students will be expected to write in this class by way of personal reflection and research reports. As this is a performance class, students are expected to participate in our Edgewood dance productions: The Winter Dance Showcase, and the year-end Spring Dance Concert.

6FA702 IB DANCE SL (Grades 11-12) Two Years

Meets UC/CSU entrance “f” requirement.

Recommended: Dance Performance II or permission from instructor

This rigorous dance course takes a holistic approach to dance and embraces a variety of dance traditions, genres, and dance cultures. Through performance, composition (choreography), and world studies, students will develop performance, creative, and analytical skills. Whether students want to develop as performers, choreographers, or seek life enrichment through dance,

this course offers students an opportunity to create, participate in, and reflect upon dance forms and styles from a range of cultures and traditions, both familiar and unfamiliar. Students will be expected to write in this class by way of personal reflection, research, and comparative investigations. This course is designed to prepare students for the IB Dance exam, either as an IB diploma candidate, or as a (HL) Dance certificate candidate (option for those not pursuing the full IB diploma). Students are expected to participate in our Edgewood dance productions: The Winter Dance Showcase, and the year-end Spring Dance Concert.

6FA702 IB DANCE HL (Grades 11- 12) Two Years

Meets UC/CSU entrance “f” requirement.

Recommended - Dance Performance II or permission from instructor

This rigorous dance course takes a holistic approach to dance and embraces a variety of dance traditions, genres, and dance cultures. Through performance, composition (choreography), and world studies, students will develop performance, creative, and analytical skills. Students will include personal reflection, research, and comparative investigations. This course is designed to prepare students for the IB Dance examination, either as an IB Diploma Candidate, or as a HL certificate candidate. Students are expected to participate in our Edgewood dance productions: The Winter Dance Showcase, and the year-end Spring Dance Concert.

WORLD LANGUAGES

RECOMMENDS FOR ALL LANGUAGES

ALL LEVEL ONE

(Grades 9-11) Year

*Recommended: C or better in **English***

ALL LEVEL TWO

(Grades 9-12) Year

*Recommended: C or better in **Level One***

ALL LEVEL THREE

(Grades 9-12) Year

*Recommended: C or better in **Level Two***

ALL LEVEL IV OR SL/HL

(Grades 11-12) Year

*Recommended: C or better in **Level Three***

All World Language classes meet the UC/CSU entrance “e” requirement. They also meet the high school Fine Arts requirement.

6MYMD1 MYP MANDARIN CHINESE I (Grade 9-12) Year

This is a beginning Mandarin Chinese course intended for students with no prior knowledge of any Chinese dialect or written Chinese. Mandarin Chinese is based on the Beijing dialect and is the national standard language of the People’s Republic of China and the Republic of China

(Taiwan). This course will focus on the Chinese Pinyin Romanization system: tones, rules of phonetic spelling, and pronunciation drill; Chinese characters: creation and evolution, stroke order, structure, the writing system, and calligraphic techniques. Reading and writing skills are introduced; these include basic sentence pattern analysis, and development of language skills in listening, speaking, reading, and writing.

6MYMD2 MYP MANDARIN CHINESE II (Grade 9-12) Year

Building on the skills acquired in Mandarin I, this course will introduce students to more complex sentence structures in Mandarin and expand on vocabulary and expressions appropriate to different occasions. By the end of the course, students are expected to master the pinyin Romanization system, to speak Mandarin with improved accuracy, and to be able to understand and sustain simple conversations with others on topics beyond one's immediate environment (e.g. sports, fashion, shopping, cuisine, entertainment and vacation). The students should also develop a good understanding of Chinese culture in general and begin to appreciate Chinese arts and literature.

6FL143 MANDARIN CHINESE III (Grade 10-12) Year

This course is a continuation of Chinese II with a review of grammar and further development of reading and writing skills in Mandarin. A supplemental introduction to Chinese culture will also be included. The course will further emphasize Chinese pronunciation, the pinyin Romanization system, the Chinese character writing system, calligraphic techniques, and sentence composition. Students will gain additional proficiency in understanding, speaking, reading, and writing Mandarin in practical situation.

6FL741 IB MANDARIN CHINESE SL (Grade 11-12) Year

This is the fourth course in a series Mandarin courses designed to advance students' learning in Mandarin. The course will focus on developing students' abilities in communicating accurately and effectively in listening, speaking, reading and writing in the Chinese language. Additionally, the course will help students apply their knowledge of vocabulary words and sentence structures to writing essays. Throughout the course, students will learn to respond in Chinese to complex and high level demands in day-to-day communication for a wide variety of topics.

The course will also examine the Chinese culture within an international context, helping students broaden their worldview by comparing Chinese cultural products, practices and perspectives with those of their own society.

6MYSP1 MYP SPANISH I (Grade 9-12) Year

This is a beginning course in Spanish intended for students with no previous knowledge of the Spanish language. This course is entirely based on the California Standards in Foreign Language Education which encompasses the instruction of communication, cultures, connections, comparisons and communities. It involves the instruction of the grammar necessary to prepare students to effectively communicate by listening, speaking, reading, and writing.

6MYSP2 MYP SPANISH II (Grade 9-12) Year

This course continues the introduction of the grammatical structure in an attempt to give the student a basic understanding of and ability to use the language. The main focus is on the past

tense. Besides the emphasis on written and oral language skills, the course continues to provide an understanding of the civilization, culture, and customs of Hispanic countries.

6FL135 SPANISH III (Grade 10-12) Year

This course furthers the knowledge of students' language skills through the review of the fundamentals of Spanish structure, and by emphasizing oral reading comprehension and self-expression in speaking and writing. The grammar focus is the future tense and the subjunctive. The course also expands students' understanding of the civilization, culture, and customs of Spanish-speaking people. Many Students begin to consider an IB Spanish Language class for the following year.

6FL731 IB SPANISH SL (Grade 11-12) Year

*Recommended: C or better in **Level Three***

This course will refine students' ability to communicate in Spanish through activities that integrate reading, writing, speaking, and listening skills, as well as the use of authentic materials and sources. Students will increase their understanding of the Spanish-speaking world through the study of a variety of topics, including communication and the media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, and science and technology. The topics studied will allow students to access valuable cultural information and develop international-mindedness. This course is designed for students who wish to complete studies comparable in difficulty and content to an advanced level of Spanish language college course.

MATHEMATICS

6MA501 CONSUMER MATHEMATICS (Grades 11-12) Year

This is a one-year course for those students who desire additional mathematics, not as a major subject, but as a learning experience to cope with the basic mathematics needed in everyday life. Topics covered are consumer buying and selling, income tax, understanding better business concepts, home management, credit, banking, taxes, budgeting, and purchasing.

6IM100 INTEGRATED MATH I (Grade 9-11) Year

Meets UC/CSU entrance "c" requirement

All math class placements will be determined based on multiple measures.

The fundamental purpose of Integrated Math I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential models, and in part by applying linear models to data that exhibit a linear trend. Integrated Math I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

6IM01A INTEGRATED MATH IA (Grade 9) Year

Meets UC/CSU entrance “c” requirement

Integrated Math IA is the first course in a two year course sequence designed to support students in the successful completion of Integrated Math I. Students in this course will complete IM I over a two-year cycle comprised of Math IA and IB. In IM IA students will develop their conceptual concepts of number and quantity and Algebra.

6IM01B INTEGRATED MATH IB (Grade 10) Year

Meets UC/CSU entrance “c” requirement

Integrated Math IB is the second course in a two year course sequence designed to support students in the successful completion of Integrated Math I. Students in this course will complete Integrated Math I over a two-year cycle comprised of Integrated Math IA and Math IB. In IM IB students will develop their conceptual understanding of the concepts of functions, congruence and proofs, statistics, modeling with data, and will connect what they have learned about Algebra to Geometry.

6IM200 INTEGRATED MATH II (Grade 10-12) Year

Meets UC/CSU entrance “c” requirement

It is recommended that Math Placement be based on multiple measures determined by department.

Integrated Math II is designed to combine some of the intermediate principles of algebra, geometry, and probability. The course emphasizes the mathematical practices and standards of Integrated Math II in the Common Core. Course focus includes quadratic functions, similarity and congruence, circles, basic trigonometric functions, and probability.

6IM2EN INTEGRATED MATH II ENHANCED (Grade 9 & 10) Year

Meets UC/CSU entrance “c” requirement

Integrated Math II is designed to combine some of the intermediate principles of algebra, geometry, and probability. The course emphasizes the mathematical practices and standards of Integrated Math II in the Common Core. Course focus includes quadratic functions, similarity and congruence, circles, basic trigonometric functions, and probability triangle congruence, proportional reasoning, formulas for area and volume, the Pythagorean Theorem in the coordinate plane, and further work on probability. This course will also introduce topics from Integrated Math III so that students can move forward to Integrated Math III Enhanced.

6IM300 INTEGRATED MATH III (Grade 10-12) Year

Meets UC/CSU entrance “c” requirement

Integrated Math III is the third course in a three course sequence. This course will build and strengthen the skills learned in previous courses. It will focus on functions and parent graphs, inequalities, inverses and logarithms, rational expressions, trigonometry and statistics.

6IM000 INTEGRATED MATH III ENHANCED (Grade 9-12) Year

Meets UC/CSU entrance “c” requirement

Integrated Math III Enhanced is the second course in a sequence of rigorous college preparatory mathematics courses that aims to apply and extend what students have learned in previous

courses by focusing on finding connections between multiple presentations of functions and applications to real world problems. This course will cover all standards in Integrated Math III as well as the additional standards necessary to prepare the student for Calculus and/or IB math courses the following school years.

6AC300 BUSINESS MATH: Algebra for Business & Technology (Grades 11 - 12) Year

Meets UC/CSU entrance “c” requirement

This is an alternative math course offering students a different approach to Integrated I content compared to EHS’ normal Integrated I curriculum. This course helps students develop their understanding of Integrated I concepts as well as emphasizes on the variety of basic math content. Passing this course meets the Integrated I graduation requirements.

6MA545 HONORS MATH ANALYSIS (Grades 10-12) Year

Meets UC/CSU entrance “c” requirement

This course caters to students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, business administration, physics, engineering and technology. The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way. Students will, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

6MA740 IB MATH APPLICATIONS AND INTERPRETATIONS SL (Grades 11-12) Year

Meets UC/CSU entrance “c” requirement

It is recommended that Math Placement be based on multiple measures determined by department.

IB Mathematical Studies SL concentrates on mathematics that can be applied to contexts related as far as possible to other subjects being studied, to common real-world occurrences and to topics that relate to home, work and leisure situations. This course is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies.

6MA745 IB MATH ANALYSIS AND APPROACHES SL (Grades 11-12) Year

Meets UC/CSU entrance “c” requirement

It is recommended that Math Placement be based on multiple measures determined by department.

IB Mathematics SL is a one year course that introduces important mathematical concepts through the study of functions and equations, with the inclusion of trigonometry and sequences and series, two and three dimensional vectors and complex numbers, statistics and probability, and differential and integral calculus. Students will apply contextual mathematical knowledge to solve realistic problems. This course is intended for students who expect to need a sound mathematical background as they prepare for future studies.

PHYSICAL EDUCATION

6MYPE1 MYP PHYSICAL AND HEALTH EDUCATION I (Grade 9) *Year*

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, physical and health education courses foster the development of knowledge, skills, and attitudes contributing to a balanced and healthy lifestyle. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, as well as positive social interaction. Physical activity and health are of central importance to human identity and global communities, creating meaningful connections among people, nations, cultures and the natural world. Examples: basketball, soccer, softball, volleyball, volley tennis, badminton, tennis, and track. Knowledge of rules and techniques are also stressed. There are some written assignments associated with the course. Physical fitness is stressed.

6MYPE2 MYP PHYSICAL AND HEALTH EDUCATION II (Grade 10) *Year*

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, physical and health education courses foster the development of knowledge, skills, and attitudes contributing to a balanced and healthy lifestyle. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, as well as positive social interaction. Physical activity and health are of central importance to human identity and global communities, creating meaningful connections among people, nations, cultures and the natural world. This class will review basic skills and present more advanced skills in the activities covered at 9th grade level. New sports will be introduced which were not a part of Physical Education I curriculum. The emphasis continues to be about lifetime activities and lifelong fitness. There are some written assignments within the course. Physical fitness is stressed throughout the year.

6PE105 PHYSICAL EDUCATION II (Grades 11-12) *Year*

This class will review basic skills and present more advanced skills in the activities covered at 9th grade level. New sports will be introduced which were not a part of Physical Education I curriculum. The emphasis continues to be about lifetime activities and lifelong fitness. There are some written assignments within the course. Physical fitness is stressed throughout the year.

6PE137 SPORTS PE/ATHLETICS (Grades 9-12) *Seasonal*

Recommended: Coach, Athletic Director, and Administrator approval

Open to students who wish to participate in interscholastic sports after school. Students must be eligible to participate in this program. This class mostly resembles PE II and it will review basic skills and present more advanced techniques in the activities covered. The emphasis continues to

be about lifetime activities and lifelong fitness. There are some written assignments within the course. Physical fitness is stressed throughout the year.

Sports:

Fall

Boys Cross Country
Girls Cross Country
Girls Tennis
Girls Volleyball
Boys Water Polo

Winter

Boys Basketball
Girls Basketball
Boys Soccer
Girls Soccer
Girls Water Polo
Boys Wrestling
Girls Wrestling

Spring

Baseball
Softball
Boys Swimming
Girl Swimming
Cheerleading
Boys Tennis
Boys Volleyball
Boys Track and Field
Girls Track and Field

SCIENCE

6MYBIO MYP BIOLOGY (Grades 9 -12) Year

Meets UC/CSU entrance “d” requirement.

This course covers major areas of life forms from one-celled organisms to the interactions of plants and animals in global ecosystems. Students will learn about the scientific process, molecules and cells, cellular reproduction and genetics, evolution, ecology, and the form and function of animals.

6MYBIH MYP BIOLOGY HONORS (Grade 9) Year

Meets UC/CSU entrance “d” requirement.

This course is an advanced college preparatory lab science designed to teach students the concepts and principles of biology. Students will develop a conceptual framework for modern biology and recognize unifying themes that integrate the major topics of biology. Laboratory activities stress the development of important skills such as detailed observation, accurate recording, experimental design, and data interpretation and analysis.

6SC710 IB BIOLOGY HL (Grade 11-12) Two Years

Meets UC/CSU entrance “d” requirement

Recommended: B or better in Biology

This course covers the relationship of structure and function at all levels of complexity. Students learn about cell theory, the chemistry of living things, plant science, genetics and many other topics to further their understanding of and learning about biology in a local and global context. Emphasis will be placed on external and internal assessments.

6SC123 HONORS ANATOMY & 6SC821 IB SPORTS, EXERCISE AND HEALTH SCIENCE SL

(Grades 11-12) Two Years

Meets UC/CSU entrance “d” requirement

The IB DP course in sports, exercise and health science standard level (SL) involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of international dimensions and ethics by considering sport, exercise and health relative to the individual in a global context.

6SC541 ENVIRONMENTAL SCIENCE (Grades 10-12) Year

Meets UC/CSU entrance “d” requirement.

This course provides students with a foundation of understanding, knowledge and skills to deal effectively with environmental problems. Students also gain a broad awareness of environmental science and technological career opportunities. An emphasis is placed on students making a positive impact on the environment.

6MYCHM MYP CHEMISTRY (Grades 10-12) Year

Meets UC/CSU entrance “d” requirement.

Recommended: Grade of C or better in Biology.

Recommended: Concurrent enrollment in IM II.

Chemistry is a math intensive college prep science course. The course covers the structure of the atom relating to how elements interact in chemical reactions. (Laboratory experiments are designed to reinforce concepts that are covered in class.)

6MYCHH MYP CHEMISTRY HONORS (Grade 10) Year

Meets UC/CSU entrance “d” requirement.

Recommended: Grade of C or better in Biology.

At least concurrent enrollment in IM II

Chemistry honors is a math intensive, in depth honors level science course. The course covers the structure of the atom relating to how elements interact in chemical reactions. (Laboratory experiments are designed to reinforce concepts that are covered in class.)

6SC532 PHYSICS HONORS (Grades 11-12) Year

Meets UC/CSU entrance “d” requirement.

Recommended: C or better in Chemistry. Suggested at least concurrent enrollment in IM II

Physics is a math intensive college prep course. Newtonian mechanics and waves are covered during the first semester. Electricity and magnetism are covered the second semester. Labs are designed to introduce as well as reinforce concepts.

6SC703 IB PHYSICS SL (Grades 11-12) Year

Meets UC/CSU entrance “d” requirement.

Recommended:

The principles of physics seek to explain the nature of the universe. Physics is the science concerned with the discovery and characterization of the universal laws which govern matter, movement and forces, and space and time, and other features of the natural world. The Diploma

Programme physics course allows students to develop traditional practical skills and techniques and increase their abilities in the use of mathematics, which is the language of physics. DP physics will study principles and theories of physics combined with experimental methods. It also allows students to develop interpersonal and digital communication skills which are essential in modern scientific endeavour and are important life-enhancing, transferable skills in their own right.

SOCIAL SCIENCE

6SS501 WORLD HISTORY (Grade 9) Year

Meets UC/CSU entrance “a” requirement.

World History focuses on major turning points that shaped the modern world, from the late eighteenth century through the present, including political revolutions, industrialization, imperialism, nationalism, the causes and course of two world wars and the rise of communism. This course will allow students to gain exposure to the rigor and skills necessary for IB SL program.

6SS502 WORLD HISTORY HONORS (Grade 9) Year

Meets UC/CSU entrance “a” requirement.

World History Honors is the first course in a conceptualized history program at EHS. Topics focus on major turning points that shaped the modern world, from the late eighteenth century through the present, including political revolutions, industrialization, imperialism, nationalism, the causes and course of two world wars and the rise of communism. This course will allow students to gain exposure to the rigor and expectations requisite of the IB History program.

6SS801 IB HISTORY OF THE AMERICAS SL/ 6SS511 US HISTORY (Grade 11-12) Two Year

Meets UC/CSU entrance “a” requirement.

History of the Americas SL is a two-year standard level International Baccalaureate course. This year of the course traces the political, economic, and cultural growth of American society and America’s changing role in the world. Year 1 emphasizes the 20th century, with a brief review of earlier time periods, their lasting impact, and themes and trends that continue to impact modern America. The study of US history is a graduation requirement that will help to prepare students for the IB history exams. Topics for Year 2 of this course include case studies in rights and protest, 20th century wars, and authoritarian states. Presenting historical explanations from an international perspective is an objective of this history course and, therefore, candidates will be expected to study the histories of a selection of countries and themes within the chosen region. This course also requires that students complete a historical investigation to deepen their understanding of the complex and interconnected nature of past and present events

6SS810 IB HISTORY OF THE AMERICAS HL/ 6SS711 US HISTORY HONORS (Grades 11-12) Two Year

Meets UC/CSU entrance “a” requirement.

Recommended: C or better in previous honors history courses.

History of the Americas is a two-year higher level International Baccalaureate course. This course is a systematic and critical study of the human experience, including social, economic,

political and cultural events through the 19th and 20th centuries. Presenting historical explanations from an international perspective is an objective of this history course and, therefore, candidates will be expected to study the histories of a selection of countries and themes within the chosen region. The study of a country's national history will be in the comparative, regional framework of the History of the Americas. History of the Americas aims to provide a college level course that will prepare the

6SS521 GOVERNMENT & 6SS531 ECONOMICS (Grade 10 and 12) Year

Government meets UC/CSU entrance "a" requirement; Economics meets UC/CSU entrance "g" requirement.

These courses presented in two separate semesters investigate the way government works, the interaction between government and the economy, and how individuals can make the system work. Constitutional perspectives of privacy, search, speech, and gender become the focus for decision-making activities. In addition, students will study the core principles of both micro and macroeconomics. This course will expose students to the necessary rigor and skill sets needed for the SL IB program.

6SS522 GOVERNMENT HONORS & 6SS532 ECONOMICS HONORS (Grade 10) Year

Government meets UC/CSU entrance "a" requirement; Economics meets UC/CSU entrance "g" requirement.

Recommended: C or better in Honors World History.

These courses cover the required twelfth grade government and economics curriculum during the tenth grade and are designed to prepare students for IB History of the Americas in the eleventh grade. These advanced courses investigate the way government works, the interaction between government and the economy, and how individuals wants and needs make the system work. In addition, students will compare American Government to other systems around the world and use case studies to examine the core principles of micro and macro-economics. This course will expose students to the rigor and skill sets needed for the IB program.

6SS541 PSYCHOLOGY (Grade 11-12) Year

Meets UC/CSU entrance "g" requirement.

Psychology is the scientific study of human thought processes & behavior. Students will learn to use the scientific method, correlation and other research methods to study topics such as how biology affects behavior, various theories of consciousness, perception, learning, memory, lifelong development, mental illness and therapy.

6SS730 IB GLOBAL POLITICS SL (Grades 11-12)

Meets UC/CSU entrance "g" requirement

The global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective. The core units of the course together make up a central unifying theme of "people, power and politics". The emphasis on "people" reflects the fact that the course explores politics

not only at a state level but also explores the function and impact of non-state actors, communities, groups and individuals.

INTER - DEPARTMENTAL ELECTIVES

6SA127 LEADERSHIP/ASB (Grades 9-12) Year

Recommended: Election/appointment to class or ASB office

Students will develop an understanding and appreciation of the benefits of living in a democratic society guided by group decision making. This class combines instruction with leadership practice in the laboratory of practical school-community relations.

6SA122 RENAISSANCE/SPORTS LEADERSHIP (Grades 11-12) Year

Recommended: Athletes with Strong Leadership Skills

While some student-athletes have the characteristics to be a leader, leadership is a learned skill. This course develops high school team leaders and enhances their athletic leadership skills. Students develop an understanding for sports marketing utilizing social media and other communication outlets. This class provides them the opportunity to reflect on the important role of the student-athlete.

6SA147 YEARBOOK DESIGN AND PUBLICATION (Grades 9-12) Year

Meets UC/CSU entrance "g" requirement.

Required: Interview; editor and advisor approval; and a C or better in English.

Yearbook Design and Publication is a production class to put out the yearly volume of *The Portfoleo*. Yearbook provides students with skills in page design, publishing, copywriting, editing, and photography, while producing a creative, innovative yearbook which records school memories and events. Participants gain useful, real world skills in time management, marketing, teamwork, and design principles that will serve them well for years to come. Communication, ability to work as a team, full commitment, and dedication are essential to the success of the year-end publication of the yearbook.

6SA701 THEORY OF KNOWLEDGE/SENIOR SEMINAR (Grades 11-12) Two Years

Meets UC/CSU entrance "g" requirement.

Required: Be enrolled in full IB Diploma Programme course of study

Theory of Knowledge (TOK) is mandatory for all IB Full Diploma candidates. It is a course in critical thinking that affords students the opportunity to reflect on the nature of knowledge and the knower and how they know what they claim to know. As such, the skills acquired in TOK are central to the educational philosophy of the IB Diploma Programme and are applied in every IB Diploma course. It is a thoughtful and purposeful inquiry into different Core Themes, Knowledge Communities, and different Areas of Knowledge (AOKs) and is facilitated almost entirely by Socratic dialogue.

6CP750 PERSONAL AND PROFESSIONAL SKILLS (Grades 11-12) Two Years

Pending Authorization of Career-related Programme

Meets UC/CSU entrance "g" requirement.

Required: Be enrolled in full IB Career-related Programme course of study

Personal and professional skills is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations. The personal and professional skills course (PPS) is a compulsory component of the Career-related Programme (CP) core.

6SASS0 DIRECTED STUDIES (Grades 9-12) Year

Recommended: Education Specialist/ Administrative Approval

This course is designed to support students in their other courses. Students receive instruction on note taking, organization and other skills to help support their academic success.

688126 SKILLS FOR COMMUNICATION (Grades 9-12) Year

Recommended: Education Specialist/ Administrative Approval

This course specifically addresses students' individual phonological and/or orthographic challenges impacting reading using research based curriculum designed for this purpose.

6SA120 PEER TUTOR (Grades 11-12) Year

Recommended: Teacher/ Administrative Approval

The purpose of the Academic Peer Tutoring course is to empower and include the student body as an intervention and prevention resource for students in need of academic support. Tutors will be modeling and practicing effective tutorial group strategies and reviewing methods of working with students. Under the direct supervision of the classroom teacher, peer tutors provide extra support individually and in small groups, assisting in all subject areas using class notes and materials, and determining from these materials the concepts that need to be reviewed.

6SA135 OFFICE/TECHNOLOGY AIDE (Grades 11-12) Year

Recommended: Administrative Approval

The Office Aide provides office and clerical support to assist with the efficient operation of the school. To accomplish these tasks, the Office Aide works closely with the staff and administration of Edgewood High/Middle School. The Technology Aide works with the site computer technician to ensure that school technology components work smoothly to help support staff and students.