

# Junípero Serra High School

## Course Directory

2021-2022



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# **GRADUATION REQUIREMENTS**

The Junípero Serra High School diploma will be given to those students who have completed a minimum of 26 credits and have passed the required subjects. Usually, each semester of a course meets two or three days a week and is valued at 0.5 credits.

## **REQUIRED COURSES FOR EACH YEAR**

Students are required to take at least six classes each semester

### **FRESHMAN YEAR**

English	1.0 credits
Science	1.0 credits
Mathematics	1.0 credits
World Languages	1.0 credits
Social Studies	1.0 credits
Theology 1	1.0 credits
Christian Service	0.5 credits

### **SOPHOMORE YEAR**

English	1.0 credits
Science	1.0 credits
Mathematics	1.0 credits
World Languages	1.0 credits
Theology 2	0.5 credits
Physical Education/Health	0.5 credits
Elective	1.0 credits
Christian Service	0.5 credits

### **JUNIOR YEAR**

English	1.0 credits
Science	1.0 credits
Mathematics	1.0 credits
Social Studies	1.0 credits
Theology 3A-3B	1.0 credits
Elective	1.0 credits
Christian Service	0.5 credits

### **SENIOR YEAR**

English	1.0 credits
Social Studies	1.0 credits
Theology 4A-4B	1.0 credits
Elective	1.0 credits
Elective	1.0 credits
Elective	1.0 credits
Christian Service	0.5 credits

At least one of the electives before graduation must be:

Upper Division Physical Education	0.5 credits
Visual & Performing Arts	1.0 credits

**TOTAL UNITS Required for Graduation      26.0 credits**

## COLLEGE REQUIREMENTS

1. **STUDENTS, ASSISTED BY PARENTS AND COUNSELORS, SHOULD BE EXTREMELY CAREFUL WHEN CHOOSING THEIR COURSES SO AS TO FULFILL THE ENTRANCE REQUIREMENTS FOR COLLEGES THEY WISH TO ATTEND. YOU SHOULD BE FURTHER AWARE THAT CERTAIN COLLEGES HAVE SPECIAL REQUIREMENTS IN ADDITION TO GENERAL REQUIREMENTS.**
2. Completion of the following general requirements will prepare students for enrollment at most four-year colleges or universities.

English.....	4 years
History/Social Sciences.....	3 years
College Prep Math.....	3 years – 4 years recommended
Lab Science*.....	2 years – 3 years recommended
Language.....	2 years (same language) – 3 years recommended
Visual/Performing Arts.....	1 year required by the CSU and UC systems
Additional Requirement .....	40 units (8 semesters)

- In addition to those requirements listed above, each student can bolster his readiness for college by taking additional courses from the following areas: History, English, Advanced Mathematics, Laboratory Science, World Language, Visual & Performing Arts.

\* 1 year Life Science and 1 year Physical Science

## GENERAL GUIDELINES

1. Prerequisite: Students should note that certain courses have Prerequisites for admission. Students must meet the prerequisite to qualify for the course.
  - a. AP and honors classes will require an additional signature from your counselor. AP classes will also require the completion of an AP Contract, which is due March 3, 2021.
  - b. Some VPA courses may require the additional signature of that course instructor (ie. Art courses, Ms. Merola; Drama courses, Mr. Long; Music courses, Ms. Stephens).
2. Minimum Schedule: The typical student takes at least six courses each semester in order to reach the required 26 credits for graduation. Any exceptions to this must have the support of the counselor and parents, and the approval of the Dean of Studies.
3. Teacher’s Assistant Courses (TA): If an upper division student selects a TA course, he must obtain the approval of the Department Chair. Please check the course description for Prerequisites. Students signing up for more than one semester of TA require the approval of the Dean of Studies.
4. Repeated Courses:
  - a. Failed courses may not be repeated during the school year at Junípero Serra High School. A required course that received a failing grade (or its equivalent) must be passed in summer school.
  - b. Colleges do not accept grades of a “D” for required courses.

5. Advanced Placement and Honors Courses: When selecting Advanced Placement (AP) or Honors level courses, students should be aware of the rigorous academic demands and time commitment of each course. They should check with their counselor and review their academic, athletic and personal commitments so they do not overextend themselves. **Once a student signs up for an advanced placement course he is required to complete an advanced placement contract and turn it in by the posted deadline.** Students should be aware that they are not allowed to drop an AP class after the end of spring semester. The final decision on all changes will be made by the Dean of Studies.
  
6. Summer School: Students may supplement their Serra courses with courses taken for advancement. However, any such course must be pre-approved in writing. All courses used to qualify for more advanced courses at Serra (math or science courses) must be approved by completing a Summer Advancement Contract and getting the necessary approval signatures from the teacher, Department Chair, counselor, and Dean of Studies. Serra is under no obligation to grant course credit for courses taken without acquiring the necessary pre-approvals. Students should begin the pre-approval process by speaking with his counselor.
  
7. Selection of Elective Courses: As you plan for post high school education, it is important to have a well-rounded course of studies. The benefits derived from electives are not only varied and numerous, but they add depth and richness to your program and enable you to acquire skills which will provide pleasure and satisfaction. You are encouraged to take as full and challenging a program as you are able. The broader the program, the more college and career possibilities it will open up for you.
  
8. Special Off-Campus Courses: The following special off-campus instructional programs are available to juniors and seniors (and other students with special permission). These courses can supplement or complement a student's program while attending Serra. These programs are:
  - Tri-School classes at Notre Dame High School, Belmont or Mercy High School, Burlingame
  - Special college programs for students in high school offered at College of San Mateo, Canada and Skyline Colleges. Depending on the course taken, students may receive either college or high school credit.
  - On-line classes described in the course directory
  
9. Department Chair Consultation: Department Chairs will be available for consultation about courses. The Department Chairs are:
 

● English	Mr. Sullivan	English Department Office
● Social Studies	Mr. Boesen	Social Studies Department Office
● Mathematics	Mr. Marheineke	Math Department Office
● Science	Mr. Plett	Science Department Office
● World Languages	Ms. Dowden	World Languages Office
● Theology	Dr. Buckels	Theology Department Office or Room 208
● VPA	Mr. Long	Auditorium
● Physical Education	Mr. Ferdinand	Athletic Director's Office in Locker Room
● Special Classes	Ms. Lee	Main Office

  - o Tri-School, Community College Classes, on-line classes

# INSTRUCTIONS TO STUDENTS

## FRESHMEN

1. Give a great deal of time and thought to both semesters of your program. The Master Schedule is built around what you choose. Course and student schedule changes are only made with the written request of the student, the approval of parents and counselor, and the final approval of the Dean of Studies.
2. Review the course directory online with your parents and counselor to select the courses in which you wish to enroll.
3. A counselor will aid you in the selection of courses for next year. Prior to this conference, a student must have a tentative list of courses he wishes to take.
4. Please discuss with your counselor all of the courses you are interested in taking next year. A Course Selection Report will be created at the end of your conference.
5. Your Course Selection Report is to be signed by you and your parents.
6. **THE COURSE SELECTION REPORT MUST BE SIGNED AND YOUR PARENTS MUST EMAIL THE COMPLETED FORM TO YOUR COUNSELOR BEFORE MARCH 3, 2021.** Note: some elective courses are only offered on a first come, first served basis – based on the date the form is turned in to your counselor.
7. Students and parents should note that course change requests made after the end of spring semester will only be granted if prerequisites are fulfilled and there is space available. Furthermore, it may be difficult to contact teachers, counselors, or administrators during the summer months. For these reasons: All course changes must be made before the end of spring semester.

## SOPHOMORES AND JUNIORS

1. Give a great deal of time and thought to both semesters of your program. The Master Schedule is built around what you choose. Course and student schedule changes are only made with the written request of the student, the approval of parents and counselor, and the final approval of the Dean of Studies.
2. Review the course directory online with your parents to select the courses in which you wish to enroll. If you have any questions about your course requests, please consult with your counselor.
3. Parents and students will submit their Course Requests through the PCR Parent Portal.
4. Print out your Course Selection Report.
5. Your Course Selection Report is to be signed by you and your parents.
6. **THE COURSE SELECTION REPORT MUST BE SIGNED AND YOUR PARENTS MUST EMAIL THE COMPLETED FORM TO YOUR COUNSELOR BEFORE MARCH 3, 2021.** Note: some elective courses are only offered on a first come, first served basis – based on the date the form is turned in to your counselor.
8. Students and parents should note that course change requests made after the end of spring semester will only be granted if prerequisites are fulfilled and there is space available. Furthermore, it may be difficult to contact teachers, counselors, or administrators during the summer months. For these reasons: All course changes must be made before the end of spring semester.

**All course changes must be made BEFORE the end of the spring semester.**

## ENGLISH DEPARTMENT

In general, students will be placed in honors or AP classes based on the following criteria: Students currently in an honors/AP class who earn a **B- or higher** in both semesters qualify for the next honors/AP course. Students in a college prep class who earn an A in either semester qualify to take an honors or AP challenge exam. The Department Chair will make the final determination for eligibility for all courses.

Eight semesters of English are required for graduation. Students should choose next year's English classes according to the following guidelines:

- FRESHMAN YEAR – All students are required to take English 1-2 or Honors English 1-2.
- SOPHOMORE YEAR – All students are required to take English 3-4 or Honors English 3-4.
- JUNIOR YEAR – All students are required to take Junior English or AP English Language. Electives are also available for upper division students.
- SENIOR YEAR – All students are required to take Senior Literature and Composition or AP English Literature. Electives are also available for upper division students.

### LOWER DIVISION

<b>1110 ENGLISH 1-2</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area B – English)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> None	
<p><b>Description:</b>            This standards based course is divided into two semesters, both of which focus on introducing critical thinking, reading comprehension, and writing composition about literature. Using <i>Writers Inc.</i> as the primary writing text, the writing composition instruction is designed to develop the writing process: close reading and annotation, organizing ideas, pre-writing, drafting, editing and revising, while developing sentence structure, paragraph form, style, and voice. Students practice writing single-draft, timed essays as well as longer, multiple-draft essays and short written assignments. In conjunction with their writing, students review the elements of grammar, sentence completion, progression, and variety, and study vocabulary using a weekly, systematic process. Over the course of the year, students develop their writing skills through personal/reflective writing, comparison/contrast, and critical/analytical subject writing. The genre based literature study focuses on short stories, poetry, non-fiction, and drama. Students also read such works as <i>The Catcher in the Rye</i>, <i>The Odyssey</i>, and <i>The Tragedy of Romeo and Juliet</i>. Students identify such literary devices as point of view, plot structure, diction, syntax, foreshadowing, imagery, figures of speech, and others in order to explain the author's purpose, identify tone and mood, and articulate central ideas and themes.</p>	

<b>1120 HONORS ENGLISH 1-2</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area B – English)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> Administrative Approval	
<i>Description:</i> This advanced standards based course is divided into two semesters, both of which focus on introducing critical thinking, reading comprehension, and writing composition about literature. This honors level course covers much of the same material as the English 1-2 course but in greater depth and at a different pace. Students are expected to hold themselves to a higher standard, adapt to the more rigorous course environment, demonstrate a high degree of intellectual curiosity and love for learning. The genre based literature study focuses on short stories, poetry, non-fiction, and drama. Students also read such works as <i>A Separate Peace</i> , <i>The Odyssey</i> , and <i>The Tragedy of Romeo and Juliet</i> . Students identify such literary devices as point of view, plot structure, diction, syntax, foreshadowing, imagery, figures of speech, and others in order to explain the author’s purpose, identify tone and mood, and articulate central ideas and themes.	

<b>1210 ENGLISH 3-4</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area B – English)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> Successful completion of English 1-2	
<i>Description:</i> This standards based course develops the critical thinking, reading, and writing skills introduced in the freshman English 1-2 curriculum. Students will base their writing on the close reading and careful analysis of both fiction and nonfiction, as well as such works as Shakespeare’s <i>Hamlet</i> , <i>I Am Legend</i> , and <i>The Great Gatsby</i> . Using <i>Writers Inc.</i> as the primary writing text, students regularly review and apply the six traits of effective writing with emphasis on developing ideas and voice, making effective word choice, sentence construction, and conventions, while engaging in personal/reflective writing, comparison/contrast, critical/analytical subject writing, and academic paragraphs and essays. In conjunction with their writing, students review the elements of grammar as needed, sentence completion, progression, and variety, and study vocabulary using a weekly, systematic process. Students apply their systematic vocabulary study to their PSAT preparation in the fall semester.	

<b>1215 HONORS ENGLISH 3-4</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area B – English)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> B- both semesters in Honors English 1-2 <u>or</u> A both semesters in English 1-2 and successful completion of challenge test/essay	
<i>Description:</i> This advanced standards based course develops the critical thinking, reading, and writing skills introduced in the freshman Honors English 1-2 curriculum, preparing them for the move to AP English Language in the junior year. This honors level course covers much of the same material as the English 2 course but in greater depth and at a different pace. Students are expected to hold themselves to a higher standard, adapt to the more rigorous course environment, demonstrate a high degree of intellectual curiosity and love for learning. Students will base their writing on the close reading and careful analysis of both fiction and nonfiction, as well as such works as Shakespeare’s <i>Hamlet</i> , <i>I Am the Messenger</i> , and <i>The Great Gatsby</i> . Using <i>Writers Inc.</i> as the primary writing text, students regularly review and apply the six traits of effective writing with emphasis on developing ideas and voice, making effective word choice, sentence construction, and conventions, while engaging in personal/reflective writing, comparison/contrast, critical/analytical subject writing, and academic paragraphs and essays. In conjunction with their writing, students review the elements of grammar as needed, sentence completion, progression, and variety, and study vocabulary using a weekly, systematic process. Students apply their systematic vocabulary study to their PSAT preparation in the fall semester.	

## UPPER DIVISION

<b>1300 JUNIOR ENGLISH</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area B – English)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> Successful completion of English 3-4	
<p><b>Description:</b></p> <p>This upper division course is standards based, applying the critical thinking, reading, and writing skills introduced and developed in grades 9-10. While reading American literature that examines major authors, literary movements, and the myriad relationships between literature and American history, students will base their writing on careful analysis of their reading, which includes selections from the American literary tradition, Shakespeare’s <i>The Tragedy of MacBeth</i>, Krakauer’s <i>Into the Wild</i>, and Twain’s <i>The Adventures of Huckleberry Finn</i>. Using <i>Writers Inc.</i> as the primary writing text, students will consistently apply the six traits of effective writing with emphasis on developing ideas, effective voice, word choice, sentence progression, and conventions. Students develop vocabulary using a weekly, systematic process and apply their vocabulary study to their PSAT preparation in the fall semester.</p>	

<b>1307 AP ENGLISH LANGUAGE AND COMPOSITION</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area B – English)	<i>NCAA Core Course:</i> Yes
<p><b>Prerequisite:</b></p> <ol style="list-style-type: none"> <li>1. B- both semesters in Honors English 3-4 <u>or</u> A both semesters in English 3-4 and successful completion of challenge test/essay</li> <li>2. Completion of the AP contract</li> </ol>	
<p><b>Description:</b></p> <p>A course designed to deepen the student's reading of prose written in a variety of rhetorical contexts, and to enhance a student’s writing ability in a variety of purposes. At the heart of the AP English Language and Composition course is the reading of various texts. Reading facilitates informed citizenship and thus increases a student’s capacity to enter into consequential conversations with others about meaningful issues. A student’s ability to gather source materials as a way of informing his opinion about his reading and use these sources in his writing is an important means of assessing his critical thinking and ability to make inference about what he reads - from any source. While reading represents a significant component of the course, the core skill remains the ability to write well. In reading another writer’s work, students must be able to address four fundamental questions about composition:</p> <ul style="list-style-type: none"> <li>● What is being said?</li> <li>● To whom is it being said?</li> <li>● How is it being said?</li> <li>● Why is it being said?</li> </ul> <p>The answers to these questions inform a student’s composition processes as he learns to read like a writer and write like a reader. In lieu of a spring semester final exam, all students in the class are required to take the AP English Language and Composition Exam - a 60 minute objective exam and a set of three essay questions completed in two hours - which may enable students to receive advanced credit or preferred placement at many colleges.</p>	

<b>1350 SENIOR LITERATURE AND COMPOSITION</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area B – English)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> Successful completion of Junior English	
<b>Description:</b> This upper division course is a standards based survey of fiction and nonfiction works. Students deepen their practice of critical thinking, reading, and writing skills applied in Grade 11, tackling multiple and more complex texts, themes, characters, and concepts, while engaging in close readings of diverse texts such as Tim O'Brien's <i>The Things They Carried</i> , Sandra Cisneros' <i>House on Mango Street</i> , August Wilson's <i>Fences</i> , as well as contemporary short stories, essays, articles and poems, some of which come from the <i>Pearson Literature Anthology - The American Experience</i> . The primary emphases of this course are the critical thinking and reading activities, and the expository, narrative, and critical writing processes, with emphasis on developing ideas, effective voice, word choice, sentence progression, and conventions. Students develop vocabulary using a weekly, systematic process and apply their vocabulary study to their SAT preparation throughout the year.	

<b>1477 AP ENGLISH LITERATURE AND COMPOSITION</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area B – English)	<i>NCAA Core Course:</i> Yes
<i>Prerequisites:</i> <ol style="list-style-type: none"> <li>1. B- both semesters in AP English Language <u>or</u> A both semesters in Junior English and successful completion of challenge test/essay</li> <li>2. Completion of AP contract</li> </ol>	
<b>Description:</b> This course is designed to prepare students for the Advanced Placement examination in English Literature and Composition administered in May. Students read and analyze substantial works of fiction, poetry, and drama, while writing frequent responses of varied length, both timed and untimed. All students complete a comprehensive summer reading program and participate in a seminar-style class, employing a collaborative environment to develop critical thinking, facilitate academic discussion, and analyze literary and critical style. All students are required to moderate a Harkness Presentation - a student led presentation and discussion group focused on a particular short story or poem, rhetorical topic or theme, and the author's biography and style. This presentation culminates in a student centered discussion and written assessment. Throughout the course, emphasis is placed on helping students develop their written stylistic maturity, which, for AP English Literature and Composition, is characterized by the following: <ul style="list-style-type: none"> <li>● A wide-ranging vocabulary</li> <li>● A variety of sentence structures and patterns</li> <li>● A logical organization, enhanced by specific rhetorical techniques</li> <li>● A balance of general and specific illustrative detail</li> <li>● Effective use of rhetoric - including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.</li> </ul> The writing done in this course reinforces a student's reading. Since reading and writing stimulate and support each other, they are taught together in order to underscore both their common and their distinct elements. In lieu of a spring semester final exam, all students in the class are required to take the AP English Literature Exam - a 60 minute objective exam and a set of three essay questions completed in two hours - which may enable students to receive advanced credit or preferred placement at many colleges.	

## UPPER DIVISION – ELECTIVES

<b>1460 PUBLICATIONS 1</b>	<i>Duration:</i> Semester
<i>UC/CSU Approved:</i> Yes (Area B – English)	<i>NCAA Core Course:</i> No
<i>Prerequisites:</i> <ol style="list-style-type: none"> <li>1. B both semesters in most recent English course</li> <li>2. Publications instructor approval</li> </ol>	
<i>Description:</i> The course offers practice and instruction in writing for newspapers and is designed for those students who wish to do full-time writing for the <i>FRLAR</i> . Students are required to submit written articles and to assist in the production of the paper.	

<b>1462 PUBLICATIONS 1-2</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area B – English)	<i>NCAA Core Course:</i> No
<i>Prerequisites:</i> <ol style="list-style-type: none"> <li>1. B both semesters in most recent English course</li> <li>2. Publications instructor approval</li> </ol>	
<i>Description:</i> This course offers practice and instruction in writing for newspapers and is designed for those students who wish to do full-time writing for the <i>FRLAR</i> . Students are required to submit written articles and to assist in the production of the paper.	

<b>10035 FREELANCE NEWSPAPER REPORTING</b>	<i>Duration:</i> Semester
<i>UC/CSU Approved:</i> No	<i>NCAA Core Course:</i> No
<i>Prerequisites:</i> Instructor approval, based on application, writing sample, and recommendation of the English teacher.	
<i>Description:</i> Students will support the Publications class and the Friar newspaper staff. This will be accomplished through learning how to interview subjects, learning AP publication style writing, and learning how to revise and edit articles. The major work of the class will be writing articles for publication in the newspaper. Students will be required to meet at least twice weekly with the editors from the Publications course either before or after school. Students will receive half of a semester course credit (0.25 credits).	

<b>1480 INDEPENDENT STUDY IN ENGLISH</b>	<i>Duration:</i> Semester
<i>UC/CSU Approved:</i> N/A	<i>NCAA Core Course:</i> N/A
<i>Prerequisites:</i> <ol style="list-style-type: none"> <li>1. B both semesters in all prior English courses</li> <li>2. Department Chair approval</li> </ol>	
<i>Description:</i> The student is assigned to an English teacher who directs him in the study of a particular area of English or the Humanities.	

<b>1490 ENGLISH TA</b>	<i>Duration:</i> Semester
<i>UC/CSU Approved:</i> N/A	<i>NCAA Core Course:</i> N/A
<i>Prerequisites:</i> <ol style="list-style-type: none"> <li>1. B both semesters in all prior English courses</li> <li>2. Department Chair approval</li> </ol>	
<i>Description:</i> The student assists the English department during the same period for one semester. This course is taken in place of a study period and is subject to prior approval by the Department Chair. This cannot be applied toward the eight semesters of English required for graduation. Students are required to meet with their teacher every period and complete all work required by the teacher.	

## SOCIAL STUDIES DEPARTMENT

In general, students will be placed in honors or AP classes based on the following criteria: Students currently in an honors/AP class who earn a B- or higher in both semesters qualify for the next honors/AP course. Students in a college prep class who earn an A qualify to take an honors or AP challenge exam. The Department Chair will make the final determination for eligibility for all courses.

Six semesters of Social Studies are required for graduation. Students should choose next year's Social Studies classes according to the following guidelines:

- FRESHMAN YEAR – All students are required to take World History 1 or Honors World History 1
- SOPHOMORE YEAR – Sophomore Social Studies is an elective but Honors World History II/American Studies is required for students who wish to take AP U.S. History their junior year.
- JUNIOR YEAR – All students are required to take U.S. History or AP U.S. History. Electives are also available for upper division students.
- SENIOR YEAR – All students are required to take Government and Economics or AP Government. Electives are also available for upper division students.

### LOWER DIVISION

<b>1510 WORLD HISTORY I</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area A – History/Social Science)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> None	
<i>Description:</i> Global World History – World History I seeks to answer the question “Why does the world look the way it does today?” To that end, this course focuses on the development of ancient peoples and early civilizations, the first empires of Mesopotamia, Egypt, India, China, and Africa, the classical world (Rome, Greece, India, and China), the roots of democracy, the development of Islam, the development of Western Civilization (including the Renaissance and Reformation), the rise of empires in Asia, the Americas and their conquest, and the development of the Modern World. Students analyze the political, economic, and social changes throughout these world cultures. This evaluation includes current political and social issues throughout the world and a comparison of these to the changes and developments of earlier cultures. The textbook is used as the primary resource for this class.	

<b>1515 HONORS WORLD HISTORY I</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area A – History/Social Science)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> Administrative Approval	
<i>Description:</i> Global World History – This advanced course in history and world cultures is open to those students who possess advanced reading and writing skills, and have been enrolled in Honors English 1. Honors World History I seeks to answer the question “Why does the world look the way it does today?” To that end, this course focuses on the development of ancient peoples and early civilizations, the first empires of Mesopotamia, Egypt, India, China, and Africa, the classical world (Rome, Greece, India, and China), the roots of democracy, the development of Islam, the development of Western Civilization (including the Renaissance and Reformation), the rise of empires in Asia, the Americas and their conquest, and the development of the Modern World. Students analyze the political, economic, and social changes throughout these world cultures. This evaluation includes current political and social issues throughout the world and a comparison of these to the changes and developments of earlier cultures. The textbook is used as the primary resource for this class. This class has a stronger emphasis on writing and analysis than World History I.	

<b>1610 THE 20<sup>TH</sup> CENTURY</b>	<b>Duration:</b> Semester
<b>UC/CSU Approved:</b> Yes (Area A – History/Social Science)	<b>NCAA Core Course:</b> Yes
<b>Prerequisite:</b> None	
<b>Description:</b> The 20 <sup>th</sup> Century is a one semester course that studies Modern World History. The 20 <sup>th</sup> Century begins with a brief review of 19 <sup>th</sup> Century Imperialism leading to the build-up and outbreak of WWI and WWII. The course covers both the causes and effects of both world wars and explores the people, events, and movements from approximately 1900 to 1945.	

<b>1615 HONORS WORLD HISTORY II</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area A – History/Social Science)	<b>NCAA Core Course:</b> Yes
<b>Prerequisite:</b> B- both semesters in Honors World History I <u>or</u> an A both semesters in World History I and successful completion of the challenge test or Department Approval	
<b>Description:</b> The first semester focuses on the development of nations, the Enlightenment, and the major “isms” of the 18 <sup>th</sup> , 19 <sup>th</sup> , and 20 <sup>th</sup> centuries. This study also serves to act as a springboard into AP U.S. History with an emphasis on analytic reading and writing. In the second semester, students begin the study of United States History within the AP framework. This first semester of AP includes the political, economic and social growth of the United States from the Colonial period to the Ante Bellum period. <i>Students who take this course should plan on adding 8-10 hours of study time to their weekly work schedules.</i>	

<b>1960 CALIFORNIA HISTORY</b>	<b>Duration:</b> Semester
<b>UC/CSU Approved:</b> Yes (Area G - Elective)	<b>NCAA Core Course:</b> Yes
<b>Prerequisite:</b> None	
<b>Description:</b> California History is a one-semester course that studies California today with inquiry into how and why California's social, economic, political and cultural characteristics have developed. The course includes an examination of the Indian, Spanish, Mexican and American periods, the environment, the institutions and functions of state and local politics and California's membership in the community of the Pacific Basin. A term paper, daily class preparation and a final examination together with periodic tests is mandatory.	

<b>10139 HISTORY OF GENOCIDE: A STUDY OF HUMAN RESPONSIBILITY</b>	<b>Duration:</b> Semester
<b>UC/CSU Approved:</b> Yes (Area A – History/Social Science)	<b>NCAA Core Course:</b> Yes
<b>Prerequisite:</b> None	
<b>Description:</b> Students will explore the histories of human atrocity during the Armenian Genocide, the Holocaust, the Cambodian Genocide, the Rwandan Genocide, and ‘ethnic cleansing’ in Bosnia and Darfur. Students will examine the forces that can lead otherwise ordinary people to commit evil and to act as complicit bystanders, while evaluating the international community’s attempts to prevent genocide and punish its perpetrators. Students will identify the life-affirming process of acknowledging these crimes against humanity by remembering the victims, and exploring proactive steps that students today can have on our world by being upstanders in the face of tremendous evil.	

## UPPER DIVISION

<b>1900 UNITED STATES HISTORY</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area A – History/Social Science)	<b>NCAA Core Course:</b> Yes
<b>Prerequisite:</b> Successful completion of World History I	
<b>Description:</b> This one-year course is required of all juniors except those selected for AP United States History. The history of our nation is studied chronologically using a standard narrative high school textbook and other related materials. Students are expected to master the basic skills needed in order to achieve success in college level work in social sciences and history. Particular emphasis is placed on the continued development of reading, writing, and study skills required in the social sciences. Appropriate attention is focused on the acquisition of topical knowledge, and inquiry skills.	

<b>1905 AP U.S. HISTORY</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area A – History/Social Science)	<b>NCAA Core Course:</b> Yes
<b>Prerequisites:</b> 1. B- both semesters in Honors World History II or Department Approval 2. Completion of the AP contract	
<b>Description:</b> This is a 3-semester course open to those students who demonstrate excellence in World History I. Students who take this course may receive college credit upon achieving a passing grade on the College Entrance Examination Board Advanced Placement Test in American History. In order to achieve this goal, the course gives students a thorough grounding in relevant facts, and facilitates students to read historical material analytically and critically, as well guide students to weigh historical evidence and interpretations and arrive at sound conclusions on the basis of informed judgment. Writing intelligent and analytical essays based on careful analysis of historical problems, issues and events is stressed.	

<b>1945 ECONOMICS</b>	<b>Duration:</b> Semester
<b>UC/CSU Approved:</b> Yes (Area G – Elective)	<b>NCAA Core Course:</b> Yes
<b>Prerequisite:</b> None	
<b>Description:</b> This course introduces students to the basic concepts in Economics. Students examine the principles of both macroeconomics and microeconomics. They examine the principles of supply and demand theory, comparative economic systems, inflation, unemployment, fiscal policies and trade, and make connections to principles of Catholic Social Justice. Emphasis is placed on the United States economy and its role in the world marketplace. This course is required for graduation and satisfies the Economics California State High School graduation requirement.	

<b>1950 GOVERNMENT</b>	<b>Duration:</b> Semester
<b>UC/CSU Approved:</b> Yes (Area A – History/Social Science)	<b>NCAA Core Course:</b> Yes
<b>Prerequisite:</b> None	
<b>Description:</b> This is a course in American government providing students with an analytical perspective on government and politics in the United States. Students examine our governmental institutions and processes through an analysis of the constitutional foundations of American government, public opinion and voting behavior, political parties and interest groups and our civil rights and liberties. This course is required for graduation and satisfies the American Government California State High School graduation requirement.	

<b>1957 AP AMERICAN GOVERNMENT AND POLITICS</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area A – History/Social Science)	<i>NCAA Core Course:</i> Yes
<i>Prerequisites:</i>	
<ol style="list-style-type: none"> <li>1. B- both semesters in AP U.S History <u>or</u> A both semesters in U.S. History and teacher recommendation</li> <li>2. Completion of the AP contract</li> </ol>	
<i>Description:</i>	
<p>A college-level introductory course in American government providing students with an analytical perspective on government and politics in the United States. Successful completion of this course fulfills the Junipero Serra High School graduation requirement for both Government and Economics. Students examine our governmental institutions and processes through an analysis of the constitutional foundations of American government, public opinion and voting behavior, political parties and interest groups and our civil rights and liberties. This course is designed to prepare students for the Advanced Placement Examination administered by the College Board in May.</p>	

### UPPER DIVISION – ELECTIVES

<b>1975 PSYCHOLOGY</b>	<i>Duration:</i> Semester
<i>UC/CSU Approved:</i> Yes (Area G – Elective)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> None	
<i>Description:</i>	
<p>This course surveys what is known about human behavior from birth to old age. Students study subjects such as the biological foundations of human behavior, what is now known about the brain and nervous system, human memory and learning, how to improve our intelligence, and human development through the entire life span. Common concerns of youth, such as addiction, sexuality, family problems, shyness, and the making of friends, are given special emphasis. The course concludes with a survey of personality theory, social psychology (human relationships, group differences, etc.) psychopathology (mental illness), and ways to treat psychopathology (psychotherapy). There is a major emphasis on subject areas in psychology that are important for the growth and development of young people and for their need for increasingly sophisticated levels of understanding regarding human behavior.</p>	

<b>10194 ETHNIC STUDIES</b>	<i>Duration:</i> Semester
<i>UC/CSU Approved:</i> Pending (Area A – History/Social Science)	<i>NCAA Core Course:</i> Pending
<i>Prerequisite:</i> None	
<i>Description:</i>	
<p>Ethnic Studies is a one-semester elective course that evaluates historical and current issues related to race and ethnicity in the United States. The purpose of this course is to provide students with an understanding of the complex issues that have driven American society with the goal of helping drive positive change for the future. Students will analyze concepts such as race, ethnicity, identity, power, assimilation, perspective, representation, diversity, inclusion, resistance, etc. in the context of the American story. The course will use concepts from other social science disciplines and from the humanities, such as anthropology, sociology, psychology, art history, and music history to help students understand the various concepts and historical events.</p>	

<b>10059 AP PSYCHOLOGY</b>	<i>Duration:</i> Year
<i>Description:</i>	
<p>A Tri-School offering at <b>Mercy High School</b>. See the Tri-School section in this directory for details.</p>	

<b>1994 SOCIAL STUDIES TA</b>	<i>Duration:</i> Semester
<i>UC/CSU Approved:</i> No	<i>NCAA Core Course:</i> No
<p><i>Prerequisites:</i></p> <ol style="list-style-type: none"> <li>1. B- average in all prior Social Studies courses</li> <li>2. Approval of the Department Chair</li> </ol>	
<p><i>Description:</i></p> <p>Students assist Social Studies teachers by working with students who are having difficulties with courses, grading tests, making periodic presentations, and working with groups in the resource center. Students are required to meet with their teacher every period and complete all work required by the teacher.</p>	

## MATHEMATICS DEPARTMENT

In general, students will be placed in honors or AP classes based on the following criteria: Students currently in an honors class who earn a B or higher both semesters qualify for the next honors course. Students in a college prep class who earn an A both semesters qualify for consideration for the next honors course. The Department Chair will make the final determination for eligibility for all courses.

Three years of mathematics – and specifically Algebra 1 and Geometry – are required for graduation.

- Business courses, computer courses, and Math TA may not be used to satisfy the third-year graduation requirement.
- The basic college requirements of a three-year curriculum will be met when a student has satisfactorily completed the equivalent of Algebra 1, Geometry, and Algebra 2.
- Students are strongly encouraged to take mathematics in their senior year.

<b>2110 ALGEBRA 1</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area C – Mathematics)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> None	
<i>Description:</i> This is the first course in the college preparatory program, providing an introduction to the basic concepts of higher mathematics, developing mathematical communication skills, providing the opportunity for cooperative learning techniques, and beginning the process of integrating the concepts of all mathematics. The course will integrate components of the CA Common Core State Mathematics Standards and topics covered include: order of operations, solving equations, graphing linear equations, writing linear equations, solving and graphing linear inequalities, solving systems of linear equations and inequalities, properties of exponents, graphing and solving quadratic equations, polynomial operations (including factoring), and operations involving rational and radical expressions and equations.	

<b>2111 HONORS ALGEBRA 1</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area C – Mathematics)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> Department approval & test scores	
<i>Description:</i> This is the first course in the honors college preparatory program and is a more in-depth approach to the Algebra 1 course. It extends beyond the topics from Algebra 1 to also introduce imaginary numbers, trigonometric ratios, circles and ellipses. This course begins with the study of the real number system culminating with work on quadratic equations and integrates components of the CA Common Core State Mathematics Standards. The course is designed to develop critical thinking skills and demonstrate the relevance of mathematics to students' lives. Students regularly encounter more challenging problems and are required to do a project each semester including work in linear programming.	

<b>2210 GEOMETRY</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area C – Mathematics)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> Successful completion of Algebra 1	
<i>Description:</i> This course builds upon the topics and problem-solving techniques from Algebra 1. The emphasis of the course is to explore geometric situations and deepen explanations of geometric and algebraic relationships. Student's will think critically, work collaboratively in groups, communicate clearly, and move toward formal mathematical arguments, while integrating components of the CA Common Core State Mathematics Standards. Topics covered include: Congruence, Constructions, Similarity, Proof, Trigonometry, Three-Dimensional shapes, Polygons, Quadrilaterals, Coordinate Geometry, Circles, Probability, along with applications of Algebra in all areas.	

<b>2211 HONORS GEOMETRY</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area C – Mathematics)	<b>NCAA Core Course:</b> Yes
<b>Prerequisite:</b> B both semesters in Honors Algebra 1 <u>or</u> A both semesters in Algebra 1	
<b>Description:</b> This course follows Honors Algebra 1 and covers all of the topics from Geometry, including the integration of components of the CA Common Core Mathematics Standards. Additional emphasis is placed on laws of logic, transformations, deductive proofs and more complex relationships with material from Algebra 1 such as advanced trigonometry concepts in preparation for the Honors Algebra 2/Trigonometry curriculum.	

<b>2310 ALGEBRA 2</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area C – Mathematics)	<b>NCAA Core Course:</b> Yes
<b>Prerequisite:</b> Successful completion of Algebra 1 <u>and</u> Geometry	
<b>Description:</b> The next course following Geometry, topics covered in Algebra 2 include linear equations and inequalities, systems of linear equations and inequalities, and quadratic functions. Additionally, students begin the exploration of advanced algebraic concepts that will connect them to upper level mathematics. These topics will include conic sections, polynomial functions, radical functions, rational functions, exponential functions, logarithmic functions, statistics, and data analysis. Integration of components of the CA Common Core Mathematics Standards are included and students also work directly on preparation for taking standardized tests such as SAT and ACT.	

<b>2311 HONORS ALGEBRA 2/TRIGONOMETRY</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area C – Mathematics)	<b>NCAA Core Course:</b> Yes
<b>Prerequisite:</b> B both semesters in Honors Algebra 1 and Honors Geometry <u>or</u> A both semesters in Algebra and Geometry.	
<b>Description:</b> The next course following Honors Geometry, topics include all material from Algebra 2. Additional topics include trigonometric functions, matrices, sequences and series, in preparation for the pre-calculus curriculum of the following year. Integration of components of the CA Common Core Mathematics Standards are included and students also work directly on preparation for taking standardized tests such as SAT and ACT.	

<b>10060 BUSINESS ALGEBRA 2</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area C – Mathematics)	<b>NCAA Core Course:</b> Yes
<b>Prerequisite:</b> Successful completion of Algebra 2	
<b>Description:</b> This course can follow Algebra 2 or be taken as a Math elective and provides students with advanced mathematical tools for analyzing business concepts such as revenue, cost, personal finance, and profit maximization, while mastering foundational Algebra 2 concepts. Topics include understanding and application of advanced linear equations (including linear regression and linear programming) and inequalities, systems of equations and inequalities, exponential functions, series and sequences, probability and statistics, exponents and polynomials, quadratic functions, and rational equations. Using this integrated instructional approach provides students with an analytical understanding of fundamental business and finance issues in an engaging manner to better comprehend Algebra 2 content.	

<b>2440 PRE-CALCULUS</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area C - Mathematics)	<b>NCAA Core Course:</b> Yes
<b>Prerequisite:</b> C both semesters in Algebra 2	
<b>Description:</b> This course follows Algebra 2 and content includes Trigonometry and Analytic Trigonometry. Other topics include operations, properties, and graphing of polynomial, rational, exponential, and logarithmic functions. This course also includes an introduction to Calculus in the areas of limits, continuity and derivatives.	

<b>2445 HONORS PRE-CALCULUS</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area C – Mathematics)	<b>NCAA Core Course:</b> Yes
<b>Prerequisite:</b> B both semesters in Honors Algebra 2/Trigonometry	
<b>Description:</b> This course follows Honors Algebra 2 and topics include all those from Pre-Calculus, with additional focus on Trigonometry concepts, Conic Sections, Analytic Geometry, Sequences, Induction, Probability, and an Introduction to Calculus. Students are also recommended to participate in upper division mathematics contests.	

<b>2452 CALCULUS</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area C – Mathematics)	<b>NCAA Core Course:</b> Yes
<b>Prerequisite:</b> C both semesters in Pre-Calculus <u>or</u> C- both semesters in Honors Pre-Calculus	
<b>Description:</b> This course follows Pre-Calculus. Students who have completed Honors Pre-Calculus but do not qualify for AP Calculus AB are also encouraged to take this course. This course presents students the same material as AP Calculus AB, but at a slower pace and without the requirement that students take the AP exam. Topics include limits, derivatives, and applications of the derivative, integrals, applications of the integrals, direction fields, volumes, and analysis of graphs.	

<b>2456 AP CALCULUS AB</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area C – Mathematics)	<b>NCAA Core Course:</b> Yes
<b>Prerequisites:</b> 1. B both semesters in Calculus <u>or</u> B+ both semesters in Honors Pre-Calculus 2. Completion of AP Contract	
<b>Description:</b> Topics include limits, derivatives, anti-derivatives, and integration. This course is designed to prepare students for the Advanced Placement Examination administered by the College Board in May.	

<b>2458 AP CALCULUS BC</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area C – Mathematics)	<b>NCAA Core Course:</b> Yes
<b>Prerequisites:</b> 1. Successful completion of AP Calculus AB <u>or</u> 97%+ both semesters in Honors Pre-Calculus 2. Completion of AP Contract	
<b>Description:</b> Topics covered include: (all AB topics) plus parametric, polar and vector functions; further techniques of integration; sequences and series. This course is designed to prepare students for the Advanced Placement Examination administered by the College Board in May.	

<b>10109 AP STATISTICS</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area C – Mathematics)	<b>NCAA Core Course:</b> Yes
<b>Prerequisites:</b>	
<ol style="list-style-type: none"> <li>1. Successful completion of Honors Pre-Calculus <u>or</u> B+ both semesters in Pre-Calculus</li> <li>2. Completion of AP Contract</li> </ol>	
<b>Description:</b>	
<p>AP Statistics is the high school equivalent of a one semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance behavior. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students use a TI-84 graphing calculator, statistical software, and web-based java applets to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data.</p>	

### **ELECTIVES**

<b>2480 MATHEMATICS TA</b>	<b>Duration:</b> Semester
<b>UC/CSU Approved:</b> N/A	<b>NCAA Core Course:</b> N/A
<b>Prerequisites:</b> B- both semesters in all prior mathematics classes, including at least Algebra 2 or higher	
<b>Description:</b>	
<p>Students assist a mathematics teacher with test and quiz correction. Teacher assistants act as tutors for lower division students when needed. Students are required to meet with their teacher every period and complete all work required by the teacher.</p>	

## PHYSICAL EDUCATION DEPARTMENT

The department of Physical Education offers opportunities for all students to experience physical activity through a variety of courses designed to meet their specific needs. Course offerings are divided into three categories: Interscholastic Athletics, classroom instruction, and areas of support.

Two semesters of Physical Education are required for graduation. Students should choose next year's Physical Education classes according to the following guidelines:

- SOPHOMORE YEAR – All students are required to take one semester of Physical Education/Health.
- JUNIOR OR SENIOR YEAR – All students are required to take one semester of Physical Education 3, PE Athletics or Athletic Assistant.

<b>2501 PHYSICAL EDUCATION/HEALTH</b>	<i>Duration:</i> Semester
<i>UC/CSU Approved:</i> No	<i>NCAA Core Course:</i> No
<i>Prerequisite:</i> None	
<i>Description:</i> This is a required course for all sophomores. Time will be split between classroom time learning about various topics that relate to personal and community health, and physical activity (PE). Athletes on Serra teams will be excused from physical activity on days of competition only. The health topics include Mental and Emotional Health, Diet and Nutrition, Disease Prevention and Recovery, Drugs-Alcohol-Tobacco education, and Physical Fitness education. The focus of the course will be on students acquiring knowledge and skills as well as developing positive attitudes that will help them make responsible choices about their health and the health of others.	

<b>2701 PHYSICAL EDUCATION 3</b>	<i>Duration:</i> Semester
<i>UC/CSU Approved:</i> No	<i>NCAA Core Course:</i> No
<i>Prerequisite:</i> None	
<i>Description:</i> Physical Education – Upper Division – This class meets during the school day during the assigned period. Conditioning and skills are developed through participation in individual and teams sports.	

<b>2710 ATHLETIC ASSISTANT</b>	<i>Duration:</i> Semester
<i>UC/CSU Approved:</i> No	<i>NCAA Core Course:</i> No
<i>Prerequisites:</i> 1. Approval of the Athletic Director 2. Team managers must obtain approval of the head coach	
<i>Description:</i> Athletic Assistant – Upper Division – This class is for students who assist the athletic department in non-competitive areas. Managers, game support staff and office assistants need to sign up for this class. This is an after school class that also requires attendance on some Saturdays and evenings. Students also have the option of being a student trainer – This class is excellent for any student who is interested in Sports Medicine. The student studies under the direct supervision of the school's Athletic Trainer. Subject matter includes taping, treatment of injuries and prevention. As the student increases his expertise, he is given more responsibilities in working with athletes. This is also an after school class that requires some Saturdays and evenings.	

<b>2720 PE TA</b>	<b><i>Duration:</i></b> Semester
<b><i>UC/CSU Approved:</i></b> No	<b><i>NCAA Core Course:</i></b> No
<b><i>Prerequisite:</i></b> Approval of the Athletic Director	
<b><i>Description:</i></b> Teacher Assistant – Upper Division – The student assists the PE instructor. Duties may include set-up of facilities, helping in instruction and skills development and officiating activities. Students are required to meet with their teacher every period and complete all work required by the teacher.	

<b>2730 PE ATHLETICS</b>	<b><i>Duration:</i></b> Semester
<b><i>UC/CSU Approved:</i></b> No	<b><i>NCAA Core Course:</i></b> No
<b><i>Prerequisite:</i></b> Approval of the coach <u>or</u> the Athletic Director	
<b><i>Description:</i></b> Interscholastic Athletics – Upper Division – This class is for those competing on interscholastic teams. The class meets after school.	

## SCIENCE DEPARTMENT

In general, students will be placed in honors or AP classes based on the following criteria: Students currently in an honors class who earn B or higher both semesters qualify for the next honors course. Students in a college prep class who earn A both semesters qualify for consideration for the next honors course. The Department Chair will make the final determination for eligibility for all courses.

Three years of science are required for graduation.

- Students are required to take Biology (Biology, Honors Biology) and Chemistry (Chemistry, Chemistry in the Community, or Honors Chemistry).
- Students who are interested in science or who plan to major in science in college are recommended to take four years of science.

NOTE: U.C. requires two years of lab science and recommends three years of lab science. They also recommend that students take all three disciplines: Biology, Chemistry, and Physics.

<b>3720 BIOLOGY</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area D – Lab Science)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> None	
<i>Description:</i> This is a required course (if Prerequisites are met, Honors Biology may also be taken to fulfill this requirement). "The Science of Life". In Biology, you learn about the structure and function of organisms at the molecular, cellular and organism level. Specific information about plants and animals is dealt with. The final part of this course deals with the "Biology of Man". Laboratory work is correlated with the lecture discussions.	

<b>3723 HONORS BIOLOGY</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area D – Lab Science)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> Administrative Approval	
<i>Description:</i> This is an accelerated course in general Biology. It covers the structure and function of living organisms at the molecular, cellular and organismal level. Laboratory work, dissection, individual and/or group projects and selected readings are incorporated into this accelerated course.	

<b>3708 CHEMISTRY IN THE COMMUNITY</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area D – Lab Science)	<i>NCAA Core Course:</i> Yes
<i>Prerequisites:</i> 1. Successful completion of Biology <u>or</u> Honors Biology 2. Successful completion of Algebra 1 <u>or</u> Honors Algebra 1	
<i>Description:</i> This course explores chemistry as it relates to household, local, and global environments. It is a lab-oriented course that explores chemistry concepts such as: water purity, chemical resources, petroleum resources and alternatives, chemistry of food, nuclear chemistry, atmospheric chemistry, biochemistry, and industrial chemistry.	

<b>3710 CHEMISTRY</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area D – Lab Science)	<i>NCAA Core Course:</i> Yes
<i>Prerequisites:</i>	
<ol style="list-style-type: none"> <li>1. C both semesters in Biology <u>or</u> C- both semesters in Honors Biology</li> <li>2. C+ both semesters in Algebra 1 <u>or</u> C- both semesters in Honors Algebra 1</li> </ol>	
<i>Description:</i>	
<p>A college preparatory course that provides instruction in: metric measurements, the use of the periodic table, chemical bonding, heat transfer, nomenclature, nuclear chemistry, atomic and molecular structure, chemical reactions, plus the chemical equations that describe them, stoichiometry, concentrations of solutions and pH. An introduction to Organic Chemistry is also given if time permits.</p>	

<b>3713 HONORS CHEMISTRY</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area D – Lab Science)	<i>NCAA Core Course:</i> Yes
<i>Prerequisites:</i>	
<ol style="list-style-type: none"> <li>1. A- both semesters in Biology <u>or</u> B both semesters in Honors Biology</li> <li>2. B+ both semesters in Algebra 1 <u>or</u> B both semesters in Honors Algebra 1</li> </ol>	
<i>Description:</i>	
<p>General Chemistry for students who are continuing science in college – This course presents the material of Chemistry in an accelerated fashion, with a greater emphasis on deriving principles rather than simply memorizing those principles. As in Chemistry, a high proficiency in algebraic manipulations and the ability to extract mathematical data from word equations are mandatory. A college preparatory course that covers all the topics in regular chemistry, plus the addition of the gas laws, electrochemistry and oxidation-reduction reactions.</p>	

<b>10104 AP CHEMISTRY</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area D – Lab Science)	<i>NCAA Core Course:</i> Yes
<i>Prerequisites:</i>	
<ol style="list-style-type: none"> <li>1. <u>Grade in previous year Science class:</u> A- both semesters in Chemistry; B both semesters in Honors Chemistry; A both semesters in Physics or Civil Engineering; B both semesters in Honors Physics or Honors Diseases; B both semesters in AP Science course.</li> <li>2. A- both semesters in previous years Math course of Honors Geometry or higher</li> <li>3. Completion of or concurrent enrollment in Honors Algebra 2/Trig, Pre-Calculus or higher</li> <li>4. Completion of AP contract</li> </ol>	
<i>Description:</i>	
<p>Advanced Placement Chemistry is designed to be the equivalent of a first year college Introductory Chemistry course for science majors and as such is a valuable asset for any student with a desire to major in any science at college. Topics covered and presented in considerable depth include atomic theory, molecular bonding, kinetic theory of gases, chemical equilibria, reaction kinetics, acid-base chemistry, and thermodynamics. Given the strong emphasis placed on quantitative problem solving, this course is suitable only for students with very strong math skills. <b>A mandatory summer homework packet must be completed for the first day of class.</b> All students are required to take the Advanced Placement examination in May.</p>	

<b>3810 PHYSICS</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area D – Lab Science)	<i>NCAA Core Course:</i> Yes
<i>Prerequisites:</i> Grade in previous year science class – C in Chemistry; C in Chemistry in the Community; C in Environmental Science; C in Diseases and Human Physiology.	
<i>Description:</i> Pre-college Physics – This course investigates, by means of lecture and laboratory work, the basic concepts of mechanics, force, work, rotation, fluids, heat, sound, light, magnetic fields, AC & DC circuits, and the atomic theory. This course emphasizes the need for the student to be able to draw valid conclusions through mathematical concepts. Outside reading is required and a scientific calculator is needed.	

<b>3813 HONORS PHYSICS</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area D – Lab Science)	<i>NCAA Core Course:</i> Yes
<i>Prerequisites:</i> 1. <u>Grade in previous year science class:</u> B both semesters in Honors Chemistry, A- both semesters in Chemistry, A both semesters in upper division college prep science course. 2. B both semesters in Honors Geometry <u>or</u> B+ both semesters in Geometry	
<i>Description:</i> Pre-college Physics – Physics is a laboratory science that covers the topics of mechanics, energy, heat, sound, light, electricity and magnetism. It is a traditional algebra-based course. Fundamentals and problem solving skills are stressed. The course is taught through the college (and AP listed) textbook and includes demonstrations, lectures, discussions of a wide range of applications, laboratory, projects and computer simulated interactive laboratories.	

<b>10094 AP PHYSICS 1</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area D – Lab Science)	<i>NCAA Core Course:</i> Yes
<i>Prerequisites:</i> 1. <u>Grade in previous year Science class:</u> A- both semesters in Honors Chemistry; B both semesters in Honors Physics or Honors Diseases; B both semesters in AP Science course. 2. B- both semesters in Honors Algebra 2/Trig <u>or</u> B+ both semesters in Algebra 2. 3. Completion of the AP Contract	
<i>Description:</i> This is an algebra-based laboratory science and is the equivalent to a first-semester college course in algebra-based physics. Fundamentals and problem solving skills are stressed. The course covers Newtonian mechanics (including rotational dynamics and angular momentum), work, energy, and power, and mechanical waves and sound. It will also introduce electric circuits. The course is designed to prepare students for the Advanced Placement Exam by the College Board in May. It includes demonstrations, lectures, discussions of a wide variety of applications, projects and computer simulated interactive laboratories. Students should be prepared to meet for additional instruction outside of class a few times a year.	

<b>10117 AP PHYSICS C</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area D – Lab Science)	<b>NCAA Core Course:</b> Yes
<b>Prerequisites:</b>	
<ol style="list-style-type: none"> <li>1. <u>Grade in previous year Science class:</u> A both semesters in Honors Chemistry, A both semesters in Honors Physics, B both semesters in AP science course.</li> <li>2. Completion of or concurrent enrollment in AP Calculus AB or higher</li> <li>3. Completion of the AP Contract</li> </ol>	
<b>Description:</b>	
<p>This is a calculus-based laboratory science and is the equivalent to a first-semester college course in calculus-based physics. Fundamentals and problem solving skills are stressed while studying physical mechanics. The course covers understanding/analyzing physical data, sequence of steps in the analysis of a particular physical phenomenon/model, and using sound mathematical reasoning to perform laboratory experiments and analyze results. The course is designed to prepare students for the Advanced Placement Exam by the College Board in May. It includes demonstrations, lectures, discussions of a wide variety of applications, projects and computer simulated interactive laboratories. Students should be prepared to meet for additional instruction outside of class a few times a year.</p>	

<b>10140 DISEASES AND HUMAN PHYSIOLOGY</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area D – Lab Science)	<b>NCAA Core Course:</b> Yes
<b>Prerequisites:</b> Successful completion of previous year Science class	
<b>Description:</b>	
<p>In this laboratory life science course, students study the structure and function of human body systems. Examples of major body systems covered include the nervous, circulatory, respiratory, immune, digestive and muscular systems. In addition, students will explore what happens to the body when normal function is upset by environmental toxins, lifestyle choices, genetic risk factors or infection. Diseases covered include diabetes, post-concussion syndrome, cancer, heart disease, allergies and influenza. Laboratory investigations include dissection, microscopic observations and testing capabilities of the various body systems.</p>	

<b>10140 HONORS DISEASES &amp; HUMAN PHYSIOLOGY</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area D – Lab Science)	<b>NCAA Core Course:</b> Yes
<b>Prerequisites:</b> <u>Grade in previous year science class:</u> B both semesters in Honors Chemistry, A- both semesters in Chemistry, A both semesters in upper division college prep science course.	
<b>Description:</b>	
<p>In this laboratory life science course, students study the structure and function of human body systems. Examples of major body systems covered include the nervous, circulatory, respiratory, immune, digestive and muscular systems. This course will delve deep into the molecular mechanisms of cell function. We will focus on pathophysiology studying a range of diseases including diabetes, post-concussion syndrome, cancer, heart disease, allergies and influenza. Current public health issues and bioethics will also be discussed. Laboratory investigations include dissection, microscopic observations and testing capabilities of the various body systems.</p>	

<b>3830 AP BIOLOGY</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area D – Lab Science)	<i>NCAA Core Course:</i> Yes
<b>Prerequisites:</b>	
<ol style="list-style-type: none"> <li>1. <u>Grade in previous year Science class:</u> A- both semesters in Chemistry; B both semesters in Honors Chemistry; A both semesters in Physics or Civil Engineering; B both semesters in Honors Physics or Honors Diseases; B both semesters in AP science course.</li> <li>2. Completion of the AP contract</li> </ol>	
<b>Description:</b>	
<p>Primary emphasis in this Advanced Placement Biology course is on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this concept is a grasp of science as a process rather than as an accumulation of facts. Students should have recognition of unifying themes that integrate the major topics of Biology, and be able to apply biological knowledge and critical thinking to environmental and social concerns. This course is designed to prepare students for the Advanced Placement Examination administered by the College Board in May. Students should be prepared to spend time outside of class to complete this rigorous course. The course has the same major themes and topics covered by college level Biology courses. The three major curriculum areas are: 1) Molecules and Cells; 2) Heredity and Evolution, and 3) Organisms and Populations. The course involves extensive lab work and the pace of this course is intense. Students are required to do extensive outside reading. All students who take this course are required to take the AP Exam in Biology.</p>	

<b>10119 CIVIL ENGINEERING AND ARCHITECTURE</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area D – Lab Science)	<i>NCAA Core Course:</i> No
<b>Prerequisites:</b> B both semesters in previous science class of Chemistry or higher. There is a computer device minimum requirement for this class.	
<b>Description:</b>	
<p>This course introduces students to the fundamental aspects of architecture and engineering through building and site design and development. Starting with an overview, students get an introduction to the fields of architecture and civil engineering. Students apply math, science, and standard engineering and architectural practices to design both residential and commercial projects and document their work using Computer Aided Design (CAD) and Building Information Modeling (BIM) software. Students will solve projects and problems that require them to develop planning, documentation, communication, and other professional skills.</p> <p><i>This course has an approximate fee of \$70 which will be charged to your TADS account.</i></p> <p><b><u>Students should have a laptop computer that is capable of running Autodesk educational software: AutoCAD and/or Revit. Minimum device requirements include Windows 10 or later, Intel i5/Ryzen 5 or higher CPU, 8GB of RAM, and dedicated graphics with 1GB Video RAM.</u></b></p>	

<b>10065 ENVIRONMENTAL SCIENCE</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area D – Lab Science)	<i>NCAA Core Course:</i> Yes
<b>Prerequisites:</b> Successful completion of previous year Science class	
<b>Description:</b>	
<p>Environmental science is a multidisciplinary science. This course provides 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 man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. In this class, students will apply knowledge from the basic sciences and mathematics to practical global problems and search for viable solutions to environmental problems.</p>	

<b>10066 FORENSIC BIOLOGY</b>	<i>Duration:</i> Year
<i>Description:</i> A Tri-School offering at <b>Mercy High School offered to SENIORS ONLY</b> . See the Tri-School section of this directory for details.	

<b>3825 ANATOMY AND PHYSIOLOGY</b>	<i>Duration:</i> Year
<i>Description:</i> A Tri-School offering at <b>Mercy High School</b> . See the Tri-School section of this directory for details.	

<b>3826 HONORS ANATOMY AND PHYSIOLOGY</b>	<i>Duration:</i> Year
<i>Description:</i> A Tri-School offering at <b>Mercy High School</b> . See the Tri-School section of this directory for details.	

<b>10181 SPORTS MEDICINE</b>	<i>Duration:</i> Year
<i>Description:</i> A Tri-School offering at <b>Notre Dame High School offered to SENIORS ONLY</b> . See the Tri-School section of this directory for details.	

<b>3895 SCIENCE RESEARCH PROJECT</b>	<i>Duration:</i> Semester
<i>UC/CSU Approved:</i> N/A	<i>NCAA Core Course:</i> N/A
<i>Prerequisites:</i> 1. Completion of application 2. Department Chair <u>and</u> supervising teacher approval	
<i>Description:</i> Independent Study – This course is taken in addition to the science requirement for graduation. Students may perform a scientific research project in the laboratory or field setting. Topics are of the students own choosing (with Science Department approval.) Areas of study for the research project can be from any of the disciplines of science taught at Serra.	

<b>3899 SCIENCE TA</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> N/A	<i>NCAA Core Course:</i> N/A
<i>Prerequisites:</i> 1. Upper division standing 2. B- both semesters in previous science courses 3. Department Chair approval	
<i>Description:</i> The student is assigned a period to assist the teacher in order to accommodate the needs of the department. The TA helps the science instructor in the classroom and laboratory and in other science-related activities agreed to by the instructor and the TA. Students are required to meet with their teacher every period and complete all work required by the teacher.	

## WORLD LANGUAGES DEPARTMENT

In general, students will be placed in honors or AP classes based on the following criteria: Students currently in an honors class who earn B or higher both semesters qualify for the next honors course. Students in a college prep class who earn A- or higher both semesters qualify for consideration for the next honors course. The Department Chair will make the final determination for eligibility for all courses.

Two years of the same world language is required for graduation.

- Most colleges and universities require a minimum of two years of the same world language for entrance.
- Some schools (such as the University of California system and many private schools) recommend three years of the same world language for entrance.
- It is strongly recommended that students check college world language requirements with their counselor or world languages teacher.

In May of each year, incoming freshmen and transfer students have the option of taking a challenge exam in order to place them in an appropriate level of a language. All students who do not wish to take the exam will be placed in the first level of world language.

### FRENCH

<b>4100 FRENCH I</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area E – Language)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> None	
<i>Description:</i> This is a first year course of French. Emphasis is placed on basic development of the four language skills: understanding, speaking, reading and writing. Students focus on mastering vocabulary and integrating conversational skills in the classroom.	

<b>4200 FRENCH II</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area E – Language)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> C- both semesters in French I	
<i>Description:</i> This is a second year course of French. A continuation of French I, this course maintains and develops oral competency, develops reading skills, writing skills and cultural awareness and begins the formal study of grammar.	

<b>4301 FRENCH III</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area E – Language)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> C both semesters in French II	
<i>Description:</i> This is a third year course of French. The goals of this course are to increase oral competency and fluency, to continue the development of reading comprehension, to reinforce oral and written grammatical structures, and to continue awareness of cultural references.	

<b>4303 FRENCH IV</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area E – Language)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> C both semesters in French III	
<i>Description:</i> This is a fourth year course of French. Students continue their learning and usage of the French language by engaging in complex conversations utilizing correct vocabulary, grammar and multiple verb tenses. Speaking, reading and writing skills are heightened by including cultural/historical units, French literature and creative exercises. New material is introduced using various methods and exercises. Student understanding is reinforced through paired, group and cooperative assignments.	

<b>4308 AP FRENCH LANGUAGE AND CULTURE</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area E – Language)	<i>NCAA Core Course:</i> Pending
<i>Prerequisite:</i> 1. A both semesters in French III <u>or</u> B both semesters in French IV 2. Successful completion of the challenge test 3. Completion of AP contract	
<i>Description:</i> This course is designed to deepen the student’s familiarity with the French language in preparation for the Advanced Placement French Exam in May. In addition to new grammar and vocabulary, students will review and expand on previously learned vocabulary, sentence structure, conversation, reading, writing and culture. The class will be conducted entirely in French and will involve rigorous reading and writing curriculum. All students are required to take the AP exam in May.	

### GERMAN

<b>4331 GERMAN III</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area E – Language)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> C both semesters in German II	
<i>Description:</i> This is a third year course of German. Subject matter in this course is selected on a two-year basis so that students do not duplicate work completed the previous year. Grammar is reinforced as needed with special emphasis on the subjunctive. The four basic skills are stressed with emphasis on oral presentations, analysis and cultural studies such as music and art.	
<b>Special Note:</b> This Tri-School course meets during first period.	

<b>4333 GERMAN IV</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area E – Language)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> C both semesters in German III	
<i>Description:</i> This is a fourth year course of German with continued emphasis and expansion of grammatical usage covered in previous German classes. A good portion of the class is conducted in German. Exceptions are made when discussing grammar or material beyond the capability of the student's level of comprehension. A cultural understanding of the German-speaking world is also a major objective. This is completed through studying areas of history, political science, geography, literature and film.	
<b>Special Note:</b> This Tri-School course meets during first period.	

## MANDARIN

<b>10022 MANDARIN I</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area E – Language)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> None	
<p><b>Description:</b>            This is a first year course of Mandarin. Students will develop the basic skills in Mandarin Chinese, such as useful conversation for daily life. Students will also learn to read, write, speak and understand basic Mandarin Chinese characters and pinyin. Students will be exposed to a variety of Mandarin-speaking cultures in Mainland China, Taiwan, Singapore and more.</p>	
<b>Special Note:</b> This Tri-School course meets during first period.	

<b>10023 MANDARIN II</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area E – Language)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> C- both semesters in Mandarin I	
<p><b>Description:</b>            This is a second year course of Mandarin. A continuation of Mandarin I, this course maintains and develops oral competency, reading skills, writing skills and cultural awareness of the historical issues and influence of Mandarin-speaking cultures.</p>	
<b>Special Note:</b> This Tri-School course meets during second period.	

<b>10024 MANDARIN III</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area E – Language)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> C both semesters in Mandarin II	
<p><b>Description:</b>            This is a third year course of Mandarin that builds on the material and skills developed in the first two years of Mandarin. The course reinforces previous material as well as continues to expand in the areas of grammar, vocabulary and conversation. Increased speaking of the target language with cultural accuracy is an important aspect of this course.</p>	
<b>Special Note:</b> This Tri-School course meets during third period.	

<b>10026 MANDARIN IV</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area E – Language)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> C both semesters in Mandarin III	
<p><b>Description:</b>            This is a fourth year course of Mandarin. Students will continue to develop the skills necessary to carry on extended conversations in Chinese, expressing their opinions on issues related to current events, Chinese society, politics, economics, education, and Chinese culture. Students will be able to produce and present their own viewpoints of events by using the Chinese language in both spoken and written form. The class will be conducted entirely in Mandarin with an emphasis on active student participation in the target language.</p>	
<b>Special Note:</b> This Tri-School course meets during third period.	

<b>10093 AP CHINESE LANGUAGE AND CULTURE</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area E – Language)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i>	
<ol style="list-style-type: none"> <li>1. A both semesters in Mandarin III <u>or</u> B both semesters in Mandarin IV</li> <li>2. Successful completion of the challenge test</li> <li>3. Completion of AP contract</li> </ol>	
<i>Description:</i>	
<p>AP Chinese is an advanced Mandarin Chinese course that prepares students for the Advanced Placement Exam in May. Students will be able to successfully communicate both linguistically and culturally in Chinese within and beyond the school setting. The course content includes authentic sources such as Chinese newspapers, radio broadcasts, video clips, and literary texts. Students will be able to demonstrate their Chinese proficiency across three communicative modes (interpersonal, interpretive, and presentational.) This course will be conducted entirely in Mandarin with an emphasis on active student participation in the target language. All students are required to take the AP exam in May.</p>	
<b>Special Note: This Tri-School course meets during third period.</b>	

### SPANISH

<b>4140 SPANISH I</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area E – Language)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> None	
<i>Description:</i>	
<p>This is a first year course of Spanish. Students are introduced to the four linguistic aims of listening, speaking, reading and writing. Cultural aspects of Spain and Latin America are integrated into the course.</p>	

<b>4240 SPANISH II</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area E – Language)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> C- both semesters in Spanish I	
<i>Description:</i>	
<p>This is a second year course of Spanish. A continuation of Spanish I, this course focuses on verb formation, sentence structure, vocabulary, and historical and cultural aspects of the Hispanic world.</p>	

<b>4246 HONORS SPANISH II</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area E – Language)	<i>NCAA Core Course:</i> Yes
<i>Prerequisites:</i>	
<ol style="list-style-type: none"> <li>1. A- both semesters in Spanish I</li> <li>2. Successful completion of the challenge test</li> </ol>	
<i>Description:</i>	
<p>This is a second year course of Spanish designed to challenge students at a higher level than the Spanish II class. The course covers content at a deeper level, it moves at a faster pace, and students demonstrate a higher level of understanding of grammar and vocabulary in both written and verbal forms. To be recommended for this course, students must be active participants in their current Spanish I course. This course focuses on verb formation, sentence structure, vocabulary, and historical and cultural aspects of the Hispanic world.</p>	

<b>4341 SPANISH III</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area E – Language)	<b>NCAA Core Course:</b> Yes
<b>Prerequisite:</b> C both semesters in Spanish II	
<b>Description:</b> This is a third year course of Spanish that builds on the material covered in the first two years of Spanish. The course re-enforces previously learned material and continues to expand in the areas of grammar, vocabulary and conversation. Increased speaking of the target language is a key component of this course.	

<b>4348 HONORS SPANISH III</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area E – Language)	<b>NCAA Core Course:</b> Yes
<b>Prerequisites:</b> 1. A- both semesters in Spanish II <u>or</u> B both semesters in Honors Spanish II 2. Successful completion of the challenge test	
<b>Description:</b> This is a third year course of Spanish designed for students who excel and wish to become fluent in Spanish. This course prepares students for the AP Spanish Language class. This course reinforces previously learned material and expands in more complex areas of verb formation, sentence structure, vocabulary, conversation and culture. Increased speaking of the target language is a key component of this course.	

<b>4343 SPANISH IV</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area E – Language)	<b>NCAA Core Course:</b> Yes
<b>Prerequisite:</b> C both semesters in Spanish III	
<b>Description:</b> This is a fourth year course of Spanish. Students continue to learn the Spanish language by engaging in complex conversations utilizing vocabulary, grammar and multiple verb tenses. Speaking, reading and writing skills are heightened by including cultural and historical units, Spanish literature and creative exercises. New material is introduced using various methods and exercises. Student understanding of the material is reinforced through paired, group and cooperative assignments.	

<b>4350 AP SPANISH LANGUAGE AND CULTURE</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area E – Language)	<b>NCAA Core Course:</b> Yes
<b>Prerequisites:</b> 1. A both semesters in Spanish III <u>or</u> B both semesters in Honors Spanish III <u>or</u> B both semesters in Spanish IV 2. Successful completion of the challenge test 3. Completion of AP contract	
<b>Description:</b> This course is designed to deepen the student’s familiarity with the Spanish language in preparation for the AP Spanish Language exam in May. In addition to new grammar and vocabulary, students review and expand on previously learned vocabulary, sentence structure, conversation, reading, writing and culture. The class is conducted entirely in Spanish and involves a rigorous reading and writing curriculum. All students in the class are required to take the AP Exam in May.	

## ELECTIVES

<b>4450 WORLD LANGUAGE TA</b>	<i>Duration:</i> Semester
<i>UC/CSU Approved:</i> N/A	<i>NCAA Core Course:</i> N/A
<i>Prerequisites:</i> <ol style="list-style-type: none"><li>1. B- in all previous World Language courses</li><li>2. Department Chair approval</li></ol>	
<i>Description:</i> <p>The student TA is required to assist a teacher by working with individual students, making periodic class presentations, working in conversational groups, and assisting with some clerical work. Students are required to meet with their teacher every period and complete all work required by the teacher.</p>	

<b>4180 AMERICAN SIGN LANGUAGE I</b>	<i>Duration:</i> Year
<i>Description:</i> <p>A Tri-School offering at <b>Notre Dame High School</b>. See the Tri-School section in this directory for details. Please note, this class is considered an ELECTIVE class and does not fulfill the Serra World Languages graduation requirement.</p>	

## THEOLOGY DEPARTMENT

Seven semesters of Theology are required for graduation. Students should choose next year's Theology classes according to the following guidelines:

- FRESHMAN YEAR – All students are required to take Theology 1: Siempre Adelante: Becoming Men of Faith, Wisdom, and Service.
- SOPHOMORE YEAR – All students are required to take Theology 2: An Introduction to Catholic Ethics and Morality.
- JUNIOR YEAR – All students are required to take Theology 3A: Jesus of History, Christ of Faith and Theology 3B: Church History.
- SENIOR YEAR – All students are required to take Theology 4A: Men in Relationships and 4B: Social Justice.

### LOWER DIVISION

<b>5100 THEOLOGY 1</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area G – Elective)	<i>NCAA Core Course:</i> No
<i>Prerequisite:</i> None	
<i>Description:</i> Freshman Theology – SIEMPRE ADELANTE: BECOMING MEN OF FAITH, WISDOM, AND SERVICE. This first year of theology takes an in-depth look at the life of St. Junipero Serra and how young men today can follow in his footsteps and live a life of <i>Siempre Adelante</i> (Always Forward). We look closely at the teachings of Jesus and the Church, examining the community that is dedicated to living out the meaning of the Gospels. To do this, we explore the Scriptures, their development, and how these ancient texts influence us to become men of faith, wisdom, service, community, and leadership. Finally, we examine the role of the sacraments and how our faith should inform our actions.	

<b>5200 THEOLOGY 2</b>	<i>Duration:</i> Semester
<i>UC/CSU Approved:</i> Yes (Area G – Elective)	<i>NCAA Core Course:</i> No
<i>Prerequisite:</i> None	
<i>Description:</i> Sophomore Theology – AN INTRODUCTION TO CATHOLIC ETHICS AND MORALITY. This course examines ethical and moral issues from the Catholic perspective. Students are introduced to fundamental concepts, such as <i>imago Dei</i> , human dignity, moral and natural law, Jesus' moral teachings, virtue, original sin, and the primacy of conscience. Students practice skills such as decision making, research, critical thinking, and evaluating sources and points of view. After an introduction to the core concepts of Catholic ethics and morality, students apply them to various ethical issues, such as the death penalty, euthanasia, abortion, racism, substance abuse, and issues pertaining to sex and sexuality. The purpose of the course is to assist students in developing well formed consciences in order to tackle the many issues they will face in their lives.	

### UPPER DIVISION

<b>5250 THEOLOGY 3A</b>	<i>Duration:</i> Semester
<i>UC/CSU Approved:</i> Yes (Area G – Elective)	<i>NCAA Core Course:</i> No
<i>Prerequisite:</i> None	
<i>Description:</i> Junior Theology – JESUS OF HISTORY, CHRIST OF FAITH. The first semester course in Junior Theology seeks to enable students to answer Jesus’ question “Who do you say that I am?” in dialogue with the Church’s teaching and to identify what it means to be a disciple of Jesus. With the Gospel of Mark as our primary source, students will examine the historical, cultural, political, and religious context of the world of Jesus and the Gospel writers. Students will also reflect on their own faith journeys and bring about the kingdom of God. A part of the course includes a day of service at St. Anthony Foundation in San Francisco.	

<b>5260 THEOLOGY 3B</b>	<i>Duration:</i> Semester
<i>UC/CSU Approved:</i> Yes (Area G – Elective)	<i>NCAA Core Course:</i> No
<i>Prerequisite:</i> None	
<i>Description:</i> Junior Theology – CHURCH HISTORY. This course deals with the role of Christian faith in shaping the 2000 year history of the Catholic Church. It will begin with a study of the foundation of the Church and the Patristic period focusing on primary sources. We will continue with an examination of the Church in the Scholastic period through the globalization of the Church with an emphasis on secondary sources and themes such as faith and reason, Church and state, and religious pluralism. The culmination of the course is a major research project where students will generate their own questions for historical inquiry. Students will choose topics for research and then develop and implement a research plan. This course seeks to deepen our understanding of the role of faith in Church history and its relevance to our lived experience of Church today.	

<b>5304 THEOLOGY 4A</b>	<i>Duration:</i> Semester
<i>UC/CSU Approved:</i> Yes (Area G – Elective)	<i>NCAA Core Course:</i> No
<i>Prerequisite:</i> None	
<i>Description:</i> Senior Theology – MEN IN RELATIONSHIPS. This course explores what it means to be a Christian man in today's world. The student’s job is to wrestle with the questions that men encounter through philosophical and theological readings. By the end of the semester they will be able to articulate their thoughts on these and other essential issues for men – responding to text, Scripture, discussion, and their own experience. Areas of study include personality, coming of age, male spirituality and archetypal patterns, love, friendship, dating, intimacy, sexuality, the single life, married life, and religious and consecrated life.	

<b>5305 THEOLOGY 4B</b>	<i>Duration:</i> Semester
<i>UC/CSU Approved:</i> Yes (Area G – Elective)	<i>NCAA Core Course:</i> No
<i>Prerequisite:</i> None	
<i>Description:</i> Senior Theology – SOCIAL JUSTICE. This is an introduction to and an overview of the Catholic Church's stance on issues of society, striving to live out the Gospel mandate to love one another. The readings, both philosophical and theological, examine how the Church has addressed, in word and in deed, various social issues. Students craft an ethical argument, using philosophical and theological sources, that we ought to act to solve an injustice that they choose and research, and they design a website to present their research, argument, interview with an expert, and solution.	

## UPPER DIVISION – ELECTIVES

<b>10118 PHILOSOPHY</b>	<i>Duration:</i> Semester
<i>UC/CSU Approved:</i> Yes (Area G – Elective)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> Upper Division	
<i>Description:</i> This course introduces students to the discipline through discussing and critiquing texts, problems, and thought experiments from thinkers from Socrates, Plato, and Aristotle to contemporary philosophers. Students help choose the focus of the course, but areas of coverage could include applied ethics & bioethics, philosophy of science, metaphysics and epistemology, philosophy of mind, free will, and personal identity. The primary objective is to enable students to think critically about complex problems from a variety of angles and generate creative solutions, which they are also able to criticize. In a world where technology often renders traditional job training obsolete, critical and creative thinking skills are the ultimate portable skills.	

## CAMPUS MINISTRY

Each year, 20 hours of Christian Service is required for graduation. Of those 20 hours, 10 hours must be FIAT hours.

Students must also attend the Freshmen Retreat, the Sophomore Retreat, and the Junior Urban Plunge with their Theology class.

<b>5397 LITURGICAL STUDIES</b>	<b>Duration:</b> Semester
<b>UC/CSU Approved:</b> No	<b>NCAA Core Course:</b> No
<b>Prerequisite:</b> Approval of the instructor	
<b>Description:</b> Liturgical Studies is a course that explores the various components of liturgical celebrations (i.e. Mass, Prayer Services) in the Roman Catholic tradition. Instruction articulates the evolution and importance of these components. Students study the history of these celebrations and the changes brought about by the Second Vatican Council. Students involve themselves in the design and implementation of liturgical celebrations at Serra High School. Ultimately, students identify ways to strengthen a liturgical celebration in order for the celebration to be transformational to the community.	

<b>5395 CAMPUS MINISTRY TA</b>	<b>Duration:</b> Semester
<b>UC/CSU Approved:</b> N/A	<b>NCAA Core Course:</b> N/A
<b>Prerequisites:</b> <ol style="list-style-type: none"> <li>1. Upper division standing</li> <li>2. Director of Campus Ministry approval</li> </ol>	
<b>Description:</b> Student assists the Campus Ministry office in the organization and running of various programs. A Campus Ministry TA is required to meet with their teacher every period and complete all work required by the teacher.	

## VISUAL AND PERFORMING ARTS DEPARTMENT

One year of Visual and Performing Arts is required for graduation.

### PERFORMING ARTS

<b>7010 SYMPHONIC BAND</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area F – VPA)	<i>NCAA Core Course:</i> No
<i>Prerequisite:</i> Audition/Approval by the instructor required of ALL student members	
<p><i>Description:</i>            This performance-based course is offered to students with experience in music ensemble playing and at least an intermediate playing ability on one or more instruments. Members of the Symphonic Band also perform together as the Serra Pep Band for Varsity Football/Basketball home games. Performances also include Serra Winter/Spring concerts, community concerts/festivals, and Open House/Recruiting events. All performances are mandatory. Students must provide their own instruments (some exceptions may apply).</p> <p><b>Fees may apply:</b> Students will be required to purchase Serra performance shirts through the online store. The Serra 2021-2022 academic year is also our Tour Year!! Travel expenses to participate in the Pearl Harbor Memorial Parade will be billed through the student's TADS account if you choose to participate and join us on tour! A Parent/Student informational meeting will be held in Spring 2021. Students may choose to purchase suggested apps for class but they are not required.</p> <p><b>Special Note:</b> This Tri-school course meets during first period.</p>	

<b>7020 JAZZ ENSEMBLE</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area F – VPA)	<i>NCAA Core Course:</i> No
<i>Prerequisite:</i> Approval of the instructor	
<p><i>Description:</i>            This Tri-School performance-based course studies the elements found in Bebop, Swing, Blues, Funk, Cool, and Modern Jazz including the unique art form of improvisation. Festival and concert performances allow opportunities for small and large ensemble playing. All performances are mandatory. Students must take this course in addition to Symphonic Band unless approved by the instructor.</p> <p><b>Fees may apply:</b> Students will be required to purchase Serra performance shirts through the online store. The Serra 2021-2022 academic year is also our Tour Year!! Travel expenses to participate in the Pearl Harbor Memorial Parade will be billed through the student's TADS account if you choose to participate and join us on tour! A Parent/Student informational meeting will be held in Spring 2021. Students may choose to purchase suggested apps for class but they are not required.</p> <p><b>Special Note:</b> This Tri-School course meets Monday through Thursday during zero period.</p>	

<b>7040 BEGINNING/INTERMEDIATE GUITAR</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area F – VPA)	<i>NCAA Core Course:</i> No
<i>Prerequisite:</i> None	
<p><b>Description:</b>  This is a course for students wishing to learn the basics of acoustic guitar playing. No experience necessary. Course content includes fundamentals of first position notes, chords and chord progressions, barred and power chords, and fingerpicking style using a mix of pop, rock, blues, and folk songs. Students will learn to read music staff notation, chord charts, and TAB with music theory fundamentals, as applied to the acoustic guitar. Playing tests and written exams will cover music selections and theory studied in class.</p> <p><b>Fees may apply:</b> Students will be required to borrow or purchase a full-size acoustic guitar (nylon or steel string), tuner, and capo. The required music theory book will be listed online for purchase through the Serra Online Bookstore. Students may choose to purchase suggested apps for class but they are not required.</p>	

<b>10195 MUSIC PRODUCTION LAB</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Pending (Area F – VPA)	<i>NCAA Core Course:</i> No
<i>Prerequisite:</i> None	
<p><b>Description:</b>  This course introduces students to making music with digital audio workstations, synthesizers, samplers, and other software tools. Students create compositions exploring approaches from popular genres such as hip hop and electronic dance music as well as noise, ambient, experimental, and avant-garde. We will discuss the visual, aural, and physical connections between various styles and functions of composition while developing a critical analysis of musical design and its role or impact in our everyday lives.</p> <p><b>Fees may apply:</b> This course uses both online software platforms and applications which require a fee. In addition, students may also wish to purchase suggested optional apps, software platforms, or hardware.</p>	

<b>7090 MEN'S CHORUS</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area F – VPA)	<i>NCAA Core Course:</i> No
<i>Prerequisite:</i> Audition/Approval by the instructor required of ALL student members	
<p><b>Description:</b>  A performance-based course for those interested in singing for learning and enjoyment. No experience necessary. Students prepare and perform appropriate choral literature at the highest possible level. In the process, students will learn proper and healthy singing techniques, musical terms, and choral concepts while developing a personal understanding of the details that contribute to choral excellence. The Men's Chorus also rehearses and performs as part of the Tri-School Chorus. Performances include festivals, concerts, and some school events. All performances are mandatory.</p> <p><b>Fees may apply:</b> Students will be required to purchase Serra performance shirts through the online store. The Serra 2021-2022 academic year is also our Tour Year!! Travel expenses to participate in the Pearl Harbor Memorial Parade will be billed through the student's TADS account if you choose to participate and join us on tour! A Parent/Student informational meeting will be held in Spring 2021. Students may choose to purchase suggested apps for class but they are not required.</p>	

<b>6095 DRAMA 1: INTRODUCTION TO PERFORMANCE</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area F – VPA)	<i>NCAA Core Course:</i> No
<i>Prerequisite:</i> None	
<i>Description:</i> This course introduces students to the art of acting through a combination of theoretical and practical study. Students will experience performance through participation in improvisation, cold reading, pantomime, characterization, movement, monologues, and vocal technique. The class will read scenes and learn about textual analysis, theatrical vocabulary, the history of Western theater, different theater styles and their originators, and the evolution of acting techniques and methods. Students will watch and critique performances and complete one scene study per semester.	
<b>Special Note:</b> This Tri-School course meets <i>first</i> period for lower division students and <i>third</i> period for upper division students.	

<b>10120 DRAMA 2: ACTING FOR THE STAGE</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Approved (Area F - VPA)	<i>NCAA Core Course:</i> No
<i>Prerequisite:</i> Successful completion of Drama 1 OR by audition	
<i>Description:</i> This full-year course builds on the foundations learned in Drama 1 and focuses on the practical application of acting methods and theories. The course will include ensemble acting, movement, mask work, improvisation, vocal technique, and scene study. Students will complete in depth textual analysis and will learn about the evolution of acting techniques and their creators. This course will center on discerning objectives, obstacles, actions when approaching a performance, as well as touch upon inner monologue, power dynamics, behavioral observation, and emotional truth. Students will watch and critique plays and complete one scene study per term.	
<b>Special Note:</b> This Tri-school course meets during second period.	

<b>10138 DRAMA 3: ADVANCED ACTING &amp; PRODUCTION</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area F - VPA)	<i>NCAA Core Course:</i> No
<i>Prerequisite:</i> Successful completion of Drama 2 OR by audition	
<i>Description:</i> This advanced course focuses on each student’s individual artistic growth as both an actor/performer and a director designer by alternating curriculum year to year.*	
<b>Example of year one:</b> In the first semester, students will perform in depth scene studies that concentrate on 21st Century theater and classical Western Theatre (Shakespeare, Marlowe, Goethe, etc) They will learn how to integrate elements of theatrical design (lighting, costume, scenery) with staging and theme to create artistically intriguing performances. In the second semester, they will learn how to approach a text from a production point of view, culminating in a public evening performance of a student directed, produced, and designed one-act play. Students will watch and critique plays outside of class once a semester.	
<b>Example of year two:</b> Scenes in the first semester will focus on World Theater (Non-Western) and American Musical Theatre with the aid of a live accompanist or recorded tracks. Students will focus on developing audition skills for both plays and musicals. In the second semester, they will learn how to approach a text from a production point of view, culminating in a public evening performance of a student directed, produced, and designed one-act play. Students will watch and critique plays outside of class once a semester.	
*Curriculum is determined yearly based on enrollment, current and recent production seasons and may change to best fit the education of the students enrolled.	
<b>Special Note:</b> This Tri-school course meets during fourth period. This course meets concurrently with Drama 4.	

<b>10177 DRAMA 4: ADVANCED ACTING &amp; PERFORMANCE</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area F - VPA)	<i>NCAA Core Course:</i> No
<i>Prerequisite:</i> Successful completion of Drama 3	
<i>Description:</i> This advanced course focuses on each student's individual artistic growth as both an actor/performer and a director designer by alternating curriculum year to year.*	
<b>Example of year one:</b> In the first semester, students will perform in depth scene studies that concentrate on 21st Century theater and classical Western Theatre (Shakespeare, Marlowe, Goethe, etc) They will learn how to integrate elements of theatrical design (lighting, costume, scenery) with staging and theme to create artistically intriguing performances. In the second semester, they will learn how to approach a text from a production point of view, culminating in a public evening performance of a student directed, produced, and designed one-act play. Students will watch and critique plays outside of class once a semester.	
<b>Example of year two:</b> Scenes in the first semester will focus on World Theater (Non-Western) and American Musical Theatre with the aid of a live accompanist of recorded tracks. Students will focus on developing audition skills for both plays and musicals. In the second semester, they will learn how to approach a text from a production point of view, culminating in a public evening performance of a student directed, produced, and designed one-act play. Students will watch and critique plays outside of class once a semester.	
*Curriculum is determined yearly based on enrollment, current and recent production seasons and may change to best fit the education of the students enrolled.	
<b>Special Note:</b> This Tri-school course meets during fourth period. This course meets concurrently with Drama 3.	

## VISUAL ARTS

<b>6003 ART 1: FOUNDATIONS IN VISUAL ART AND ART HISTORY</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area F – VPA)	<i>NCAA Core Course:</i> No
<i>Prerequisite:</i> None	
<i>Description:</i> This full year course, open to freshmen through seniors, is available to anyone wishing to explore artistic expression through visual media, regardless of experience level. The course begins with the basic foundations of drawing, using charcoal, pencils, and pen and ink. The second semester addresses fundamentals of color, using colored pencils, pastels, watercolor and acrylic paint. In addition, 3 dimensional sculpture, such as mask making and wire sculptures are introduced. Varieties of subject matter are explored, including still life, landscape, perspective, figure and portrait. Art History is taught through powerpoint presentations. Attendance at the winter and spring art shows is mandatory. <b><i>This course has an approximate cost of \$70 which will be charged to your TADS account.</i></b>	

<b>6007 ART 2: ADVANCED EXPLORATIONS IN 2D AND 3D ART</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area F – VPA)	<i>NCAA Core Course:</i> No
<i>Prerequisites:</i>	
<ol style="list-style-type: none"> <li>1. Art 1 teacher’s approval</li> <li>2. Approval of the instructor of student portfolio</li> </ol>	
<i>Description:</i>	
<p>Art 2 builds upon the foundations learned in Art 1 and expands to new forms and mediums previously unexplored. Students will investigate the historical contexts of these new forms in parallel to their artistic creations. Some areas to be explored are book making, printmaking, oil and mural painting, silk tie dying as well as additive and subtractive sculpture, mosaic and gold leaf. Mandatory attendance at two field trips and at the winter and spring art shows. <b><i>This course has an approximate cost of \$70 which will be charged to your TADS account.</i></b></p>	

<b>10178 AP 2D ART AND DESIGN</b>	<i>Duration:</i> Year
<b>10191 AP DRAWING</b>	
<i>UC/CSU Approved:</i> Yes (Area F – VPA)	<i>NCAA Core Course:</i> No
<i>Prerequisites:</i>	
<ol style="list-style-type: none"> <li>1. Successful completion of two other fine arts courses.</li> <li>2. Art Teacher’s approval</li> </ol>	
<i>Description:</i>	
<p>AP 2D Art and Design or AP Drawing is a course designed for the enthusiast serious art student. He will create a portfolio using different materials that demonstrates inquiry through art and design over the course of a year. This portfolio should include works in progress and documentation of the process. Students will be evaluated on the synthesis of materials, processes and ideas. During the class, students will use their prior knowledge of art making to investigate the element, principle or idea that they are most interested in. The purpose of the class is to find a concentration and do an in depth dive into how far he can take it. He could concentrate on a type of art, a technique or a media. Those who receive a 3 or higher could receive college credit for the class. <b><i>This course has an approximate cost of \$70 which will be charged to your TADS account.</i></b></p>	

<b>6004 CERAMICS 1: FOUNDATIONS IN 3-DIMENSIONAL SCULPTURE IN CLAY</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area F – VPA)	<i>NCAA Core Course:</i> No
<i>Prerequisite:</i> None	
<i>Description:</i>	
<p>This full year course is open to sophomores, juniors and seniors, regardless of experience level. Students will explore artistic expression in the 3rd dimension using clay. The course starts with learning the basic techniques of clay and glazes, and then culminates with several projects that show the students’ understanding of these techniques, including pinch pots, coils, slab, throwing, molding, trimming, and glazing. Ceramic art history and the use of tools will be taught through power points and quizzes. Attendance at the Art shows in December and April are mandatory. <b><i>This course has an approximate cost of \$70 which will be charged to your TADS account.</i></b></p>	

<b>6009 CERAMICS/ART TA</b>	<b>Duration:</b> Semester
<b>UC/CSU Approved:</b> No	<b>NCAA Core Course:</b> No
<b>Prerequisites:</b>	
<ol style="list-style-type: none"> <li>1. B- in Advanced Art or Basic Art or Ceramics</li> <li>2. Approval of the instructor</li> </ol>	
<b>Description:</b>	
<p>The duty of the TA is to help the Art teacher, including correcting tests, recycling clay, putting up work and keeping the room organized. Also, the Art TA has the opportunity to work on a project of their choosing during the period that they are the TA. This could include a project that they learned about in either Art 1, Art 2 or Ceramics 1. It is possible that the Art TA could complete more than one project. Students are required to meet with their teacher every period and complete all work required by the teacher.</p>	

<b>8620 YEARBOOK PUBLICATION</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area F – VPA)	<b>NCAA Core Course:</b> No
<b>Prerequisite:</b> None	
<b>Description:</b>	
<p>The yearbook course provides students with an introduction to a wide variety of visual and textual creative skills and business skills. Students develop competencies in the following areas: journalism, photography, graphic and visual design, interviewing and networking skills as well as organization and team deadlines. Classes are held during the school day with some required additional time after school. Students will have the opportunity to develop a theme based on their reflection of the school's personality and characteristics. Students are expected to interact with students of all grade levels and all backgrounds and interests as well as with faculty, staff, and coaches. At the end of the year, students will have created a cohesive and appealing publication for their peers to enjoy, and which will remain on the shelves of Serra High School for years to come.</p>	

<b>6250 NON DARKROOM PHOTOGRAPHY</b>	<b>Duration:</b> Year
<b>Description:</b>	
<p>A Tri-School offering at <b>Mercy High School</b>. See the Tri-School section in this directory for details.</p>	

<b>10142 3D ART</b>	<b>Duration:</b> Year
<b>Description:</b>	
<p>A Tri-School offering at <b>Mercy High School</b>. See the Tri-School section in this directory for details.</p>	

<b>10114 VIDEO PRODUCTION I: TIGER TV STUDIOS</b>	<b>Duration:</b> Year
<b>Description:</b>	
<p>A Tri-School offering at <b>Notre Dame High School</b>. See the Tri-School section in this directory for details.</p>	

## INNOVATION INFORMATION & TECHNOLOGY

All of these elective courses can count towards graduation requirements.

<b>10112 PRINCIPLES OF DESIGN THINKING</b>	<i>Duration:</i> Semester
<i>UC/CSU Approved:</i> Yes (Area G – Elective)	<i>NCAA Core Course:</i> No
<i>Prerequisite:</i> None	
<i>Description:</i> Principles of Design Thinking is a process of observing deeply, being empathetic, identifying problems, and creating innovative solutions. We will practice user-centered design and spend a significant amount of time thinking about, discussing, and practicing empathy. A central theme is taking another person’s point of view and understanding how different perspectives may lead to very different design problems and solutions. Over the course of the semester we will study how design thinking can be a key skill for success in the 21st century, learn the theoretical underpinnings of the design thinking process, practice the design thinking process, familiarize ourselves with many universal principles of design, discuss and identify “good” and “bad” design, and explore and develop our capacities for innovation, creative thinking, and problem solving. <i>This course has an approximate cost of \$25 which will be charged to your TADS account.</i>	

<b>10027 CREATIVE SOLUTIONS FOR THE GLOBAL GOOD</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area G – Elective)	<i>NCAA Core Course:</i> No
<i>Prerequisite:</i> Successful completion of Design Thinking and Program Director Approval	
<i>Description:</i> This course will focus on students applying their knowledge of Design Thinking to a year-long project. The project must focus on community and/or service and should be centered on a topic that the student is personally interested or passionate about - such as recycling, cancer awareness or teaching digital citizenship skills to young children. Students will be paired up with both an on-campus mentor as well an expert mentor in the project field to support them in the project. Students will be responsible for creating a timeline for their project, meeting with both mentors on a regular basis (which may be outside of the regular school day), and executing the project. Students will present their final project at the end of the year to a panel of teachers, mentors, students, and/or parents.	

<b>10027 ADVANCED SOLUTIONS FOR THE GLOBAL GOOD</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area G – Elective)	<i>NCAA Core Course:</i> No
<i>Prerequisite:</i> Successful completion of Design Thinking and Program Director Approval	
<i>Description:</i> This course will focus on continuing the student project from the Creative Solutions for the Global Good class. The project must focus on community and/or service and should be centered on a topic that the student is personally interested or passionate about - such as recycling, cancer awareness or teaching digital citizenship skills to young children. Students will be paired up with both an on-campus mentor as well an expert mentor in the project field to support them in the project. Students will be responsible for creating a timeline for their project, meeting with both mentors on a regular basis (which may be outside of the regular school day), and executing the project. Students will present their final project at the end of the year to a panel of teachers, mentors, students, and/or parents. Depending on the scope and depth of the project, students may take this class in place of Creative Solutions for the Global Good.	

<b>2460 COMPUTER PROGRAMMING</b>	<i>Duration:</i> Semester
<i>UC/CSU Approved:</i> Yes (Area G – Elective)	<i>NCAA Core Course:</i> No
<i>Pre-Requisites:</i> B- both semesters in Algebra 1	
<p><b>Description:</b>  This course serves as an introduction to the study of computer science/programming and therefore no prior knowledge of the subject is expected. The course focuses specifically on the fundamentals of Java programming including program design, problem-solving, data structures, basic syntax, language features, compilation, and execution. Successful completion of this course will serve as a foundation for more advanced computer science courses, specifically AP Computer Science</p>	

<b>2465 AP COMPUTER SCIENCE A</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area C – Mathematics)	<i>NCAA Core Course:</i> No
<p><b>Pre-Requisites:</b></p> <ol style="list-style-type: none"> <li>1. A both semesters in Algebra 2 <u>or</u> B both semesters in Honors Algebra 2/Trig</li> <li>2. Completion of the AP contract</li> </ol>	
<p><b>Description:</b>  This course emphasizes object-oriented programming methodology with a concentration on problem-solving and algorithm development and is meant to be the equivalent of a first semester college-level course in Computer Science. It also includes an introduction to the study of data structures, design, documentation, and abstraction. This course is designed to prepare students for the Advanced Placement Examination administered by the College Board in May. Students are expected to take the Computer Science A Advanced Placement exam. Previous experience in computer programming is helpful.</p> <p><b>Special Note:</b> This Tri-School course meets during second period.</p>	

<b>10061 INTRO TO BUSINESS: ENTREPRENEURSHIP</b>	<i>Duration:</i> Semester
<i>UC/CSU Approved:</i> Yes (Area G – Elective)	<i>NCAA Core Course:</i> No
<i>Pre-Requisites:</i> None	
<p><b>Description:</b>  This is a survey course designed to introduce students to the principles and functions of business from an entrepreneurial perspective. Business will be studied as part of the social, political, and economic environment. Students will look at real-world entrepreneurial topics influencing business today and interpret current business trends by studying relevant and interesting business content throughout the course. Themes of the course will include Business History, International Business, Ethics/Social Responsibility, Business Ownership/Organization leading into the Entrepreneurship area. Concepts of Business Law and Business Communication will be present throughout the semester. May be taken in conjunction with Intro to Business: Marketing or as a standalone course.</p> <p><b>Special Note:</b> This Tri-School course is offered first period, Fall Semester and third period, Spring Semester.</p>	

<b>10064 INTRO TO BUSINESS: MARKETING</b>	<b>Duration:</b> Semester
<b>UC/CSU Approved:</b> Yes (Area G – Elective)	<b>NCAA Core Course:</b> No
<b>Pre-Requisites:</b> None	
<p><b>Description:</b>  This is a survey course designed to provide students with an introductory perspective into the management and marketing functions of operating a business. Business will be studied as part of the social, political, and economic environment. Students will look at real-world marketing and management topics influencing business today. Special focus is given to vital areas of Marketing like Product, Place, Price and Promotion. Students also interpret current business trends by studying relevant and interesting business content throughout the course. Themes of this course will include: Business Finance, Business Management/Leadership, Marketing, and E-Commerce/Business Technology. Concepts of Business Law and Business Communication will be present throughout the semester. May be taken in conjunction with Intro to Business: Entrepreneurship or as a standalone course.</p> <p><b>Special Note:</b> This Tri-School course is offered third period, Fall Semester and first period, Spring Semester.</p>	

<b>2304 VIRTUAL ENTERPRISE</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area G – Elective)	<b>NCAA Core Course:</b> No
<b>Prerequisite:</b> None	
<p><b>Description:</b>  In this course, students set up and run a simulated business to prepare them for real-world business environments. Students begin by developing the nature of their business, its product and services. They learn entrepreneurship skills and link to a global business network, where they can work with other businesses set up in similar programs at other schools as trade/business partners. They learn how to develop a management structure and engage in the daily operations of running a business, using current business software, communications and the Internet for business transactions. While involved in the simulated business environment, students focus on career preparation standards such as oral and written communication skills, employment literacy/professional growth, personal finance topics, interpersonal skills, group dynamics, conflict resolution, along with creative and critical thinking, reasoning and problem-solving skills.</p> <p><b>Special Note:</b> This Tri-School course meets during second period.</p>	

## TRI-SCHOOL COURSES

The courses on the following pages are being offered to Serra students for the 2021-2022 school year. If you are interested in selecting one of these courses, please note the following:

1. Students should note the times each course is offered.
2. You are responsible for your own transportation. Missing a class because of transportation problems is not an acceptable excuse.
3. You are responsible for all class time, even if it falls during a Serra school holiday.
4. The school dress code will be observed on all three campuses.
5. **If you select a Tri-School course and are scheduled into it, as per agreement with the other members of the Tri-School program, no class changes or drops will be allowed.**

## MERCY HIGH SCHOOL

<b>3825 ANATOMY AND PHYSIOLOGY</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area D – Lab Science)	<i>NCAA Core Course:</i> Yes
<i>Prerequisite:</i> C average in English and prior science courses	
<i>Description:</i> This rigorous college-preparatory elective science course includes a detailed study of many human body systems. Homeostatic balance, the relationship between structure and function, and the interrelationships between body systems are a focus throughout the course. This course is recommended for students interested in a health-related career, especially those students who plan to study medicine, nursing, physical therapy, and athletic training. The course may also be helpful for those students who plan to enter education as either a life science or physical education teacher. Laboratory activities will include several microscopic analyses of tissue specimens as well as several dissections to accompany the subject matter.	
<b><u>Special Note:</u> This Tri-School course meets Monday through Thursday during zero period.</b>	

<b>3826 HONORS ANATOMY AND PHYSIOLOGY</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area D – Lab Science)	<i>NCAA Core Course:</i> No
<i>Prerequisite:</i> Students must have taken honors level science courses and maintained a B average in those courses.	
<i>Description:</i> This rigorous college-preparatory elective science course includes a detailed study of many human body systems. Homeostatic balance, the relationship between structure and function, and the interrelationships between body systems are a focus throughout the course. This course is recommended for students interested in a health-related career, especially those students who plan to study medicine, nursing, physical therapy, and athletic training. Standards are similar to those in the standard level of the course, but students are expected to have a deeper understanding with a higher level of sophistication. This course uses dissection as an instructional activity.	
<b><u>Special Note:</u> This Tri-School course meets Monday through Thursday during zero period.</b>	

<b>10066 FORENSIC BIOLOGY</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area D – Lab Science)	<b>NCAA Core Course:</b> Yes
<b>Prerequisites:</b> C- average in Biology; Senior students only	
<p><b>Description:</b>  Students will build on what they have learned in Biology by applying skills and concepts from biology, chemistry and physics to solve real-life problems within the realm of forensics. All lab activities will involve simulated evidence that will be age-appropriate. The textbook does not include graphic photos. For sophomores, this course will be a good introduction to basic concepts in chemistry and physics. Upper-division students will be able to apply what they have learned in Biology, Chemistry and Physics. This laboratory course will teach students about the theory, concepts, and applications of a full-service crime laboratory. It will include units in chemistry, physics, geology, biology, document examination, photography, toxicology, and fingerprinting. Students will be instructed on how laboratory scientists analyze physical evidence, document evidence during laboratory analysis, and present results during testimony upon request of the attorney.</p> <p><b>Special Note:</b> This Tri-School course meets during second period and is offered to SENIORS ONLY.</p>	

<b>10059 AP PSYCHOLOGY</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area G – Elective)	<b>NCAA Core Course:</b> Yes
<b>Prerequisites:</b>	
<ol style="list-style-type: none"> <li>1. B or better in the most recent Social Studies course (World History or U.S. History) <u>or</u> B- or better in most recent Honors or AP Social Studies Course (Honors World History 2 or AP US History)</li> <li>2. No lower than B in most recent English and Science classes</li> <li>3. An analytical writing sample and recommendation of most recent Social Science teacher</li> <li>4. Counselor approval</li> </ol>	
<p><b>Description:</b>  AP Psychology is an elective course designed to introduce students to the study of human behavior and mental processes at a college level rigor and pace. Students are exposed to the history and subfields of psychology, the brain’s structures and functions, altered states of consciousness, psychological testing, and psychological disorders. Students analyze the biopsychosocial approach to psychology in all human interactions and decisions. Emphasis will be placed on the ethics and statistical methods psychologists use in their science and practice as well as on famous psychological experiments that shaped the field of psychology. <i>This class involves an additional workload and extended content for the accelerated student.</i></p> <p><b>Special Note:</b> This Tri-School course meets during fifth period.</p>	

<b>6250 NON DARKROOM PHOTOGRAPHY</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area G – Elective)	<b>NCAA Core Course:</b> Yes
<b>Prerequisites:</b> None	
<p><b>Description:</b>  This is a beginning level, non-darkroom, art photography course intended to help students develop the ability to take, manipulate, print, alter, and blend their photography through their understanding of visual perception and personal experience. Using digital cameras and professional photo editing software, students learn the basic elements of art photography, develop observational skills and the ability to discuss and critique their experience. Through the year, students will study the world of art photography, its place in art history, and its importance in society. Students will complete written assignments as well as a portfolio of their work. Students supply their own digital cameras. Text required: <u>Focus on Photography</u>.</p> <p><b>Special Note:</b> This Tri-School course meets during second period.</p>	

<b>10142 3D ART</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area F - VPA)	<b>NCAA Core Course:</b> Yes
<b>Prerequisites:</b> None	
<b>Description:</b> Students will learn to recognize the basic concepts, media, and techniques involved in a variety of 3D Art forms and produce a variety of functional and decorative products using the skills introduced in class. Students will develop concepts that will be influenced by the producer's knowledge, training, experience, and attitudes, which follow the principles of good design. Students will apply what is learned through lectures, handouts, and demonstration materials. The study of applied technology using paper, glass, metals, textiles, dyes, clay, threads, yarn, and wax is part of the course. Computers are used to assist in design. Materials fee and student exhibition in May are required.	
<b>Special Note:</b> This Tri-School course meets during first period.	

## NOTRE DAME HIGH SCHOOL

<b>10114 VIDEO PRODUCTION I: TIGER TV STUDIOS</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area F – VPA)	<b>NCAA Core Course:</b> No
<b>Prerequisite:</b> None	
<b>Description:</b> The students of Video Production I (Tiger Studios) are also responsible for broadcasting weekly announcements throughout the school. The students will create video news packages, serve as anchors and operate broadcasting equipment in the control room of the “Tiger TV” studio.  Students will learn and apply basic artistic and journalistic techniques to short news packages. Skills include entry level cinematography (rule of thirds, panning, framing, frame rates, depth of field, etc.), audio production, editing (Adobe Premiere Pro), lighting, anchor script writing, interview skills and news anchoring.	
<b>Special Note:</b> This Tri-School course meets second period.	

<b>10181 SPORTS MEDICINE</b>	<b>Duration:</b> Year
<b>UC/CSU Approved:</b> Yes (Area D – Science)	<b>NCAA Core Course:</b> No
<b>Prerequisite:</b> 1. 2 years of science including Biology with a minimum of a C. Anatomy and/or Physiology recommended but not required. 2. Senior students ONLY	
<b>Description:</b> This course is designed to introduce human anatomy and physiology as it applies to athletic movement and injury, which lays the foundation for further study of Kinesiology. This is an introduction to the field of Sports Medicine and is designed for students who are interested in athletic training, physical therapy, exercise physiology, or other health care professions. Students will develop knowledge of anatomy, physiology, and anatomical terminology. This knowledge will be applied towards the current techniques in prevention, treatment and rehabilitation of athletic injuries. Specific topics include first aid/emergency care, concussions, and taping for preventative measures.	
<b>Special Note:</b> This Tri-School course meets during first period and is offered to SENIORS ONLY	

<b>4180 AMERICAN SIGN LANGUAGE I</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area E – Language)	<i>NCAA Core Course:</i> No
<i>Prerequisite:</i> None	
<i>Description:</i> This course introduces the fundamentals of basics of American Sign Language (ASL). It is designed for students with no or minimal sign language skills to develop basic skills in use of ASL and knowledge of Deaf culture. Emphasis is upon acquisition of comprehension, production and interactional skills using basic grammatical features. ASL will be taught within contexts and related to general surroundings and everyday life experiences.	
<b><u>Special Note:</u> This Tri-School course meets first period.</b>	

## **ONLINE COURSES**

The courses on the following pages are being offered to upper division Serra students for the 2021-2022 school year. If you are interested in selecting of those these courses, please note the following:

1. These are online courses and similar to traditional Serra courses, students are responsible for completing weekly assignments.
2. With the exception of AP courses, students must carry at least six other classes.
3. Students must have the dedication, discipline, and maturity to complete these courses. Oftentimes, online courses require more time and energy than school courses due to the independent and self-regulating nature of the courses.
4. Students must have the technical requirements in order to take these courses.
5. Students may incur an additional course fee for each online course taken since this course is not included in the Serra tuition.

6. If you select an online course and are scheduled into it, as per agreement with the other schools, no class changes or drops will be allowed.

Students interested in these courses should discuss their options with their counselor in context with their overall class schedule. Students cannot sign up for these classes through the PCR Parent Portal. If students are approved by both the counselor and the Dean of Studies, they will be placed into these courses.

<b>6112 AP ART HISTORY</b>	<i>Duration:</i> Year
<i>UC/CSU Approved:</i> Yes (Area F – VPA)	<i>NCAA Core Course:</i> No
<p><b>Prerequisites:</b></p> <ol style="list-style-type: none"> <li>1. Upper Division</li> <li>2. 3.25 GPA or higher</li> <li>3. Approval from your counselor</li> <li>4. Final approval from the Dean of Studies</li> <li>5. Completion of the AP Contract</li> </ol>	
<p><b>Description:</b>            Taught online through Sacred Heart Cathedral Preparatory</p> <p>AP Art History is a course that develops students’ understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting and other media. Students will examine and critically analyze major forms of artistic expression from the past and present and from a variety of cultures. Visual analysis of art is the primary tool that will be developed but understanding the how and why of how works of art function in context will also be important. This course is designed to prepare students for the AP Art History exam.</p> <p><b>Course Cost:</b> This course has an approximate cost of \$500 which will be charged to your TADS account.</p> <p><b>Interactions:</b> This is an online course with occasional <u>required</u> class meetings.</p> <p><b>Technical requirements:</b> Students must have access to a computer with internet access and audio &amp; microphone capabilities.</p> <p><b>Special Note:</b> This is primarily an online course. Students must have the dedication and discipline to complete all of the weekly required assignments online based on course expectations. This course is also not included on the Serra Grading Period Report Cards, it is only included on the Official Serra Transcript.</p>	