



BHS Course Description Guide 2022-23

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Non-Discrimination and Sexual Harassment Policies

The San Mateo Union High School District does not discriminate against any person in the provision of any program or service based on race, color, national or ethnic origin, age, gender, religion, sexual orientation, marital status or physical or mental disability. It is the policy of the district to provide an education, employment and business environment free of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communications constituting sexual harassment as defined and otherwise prohibited by Federal and State law. Copies of the district's Non-Discrimination and Sexual Harassment policies are available in the District's Human Resources and Administrative Services Office and the Principal's office at each campus. For information about Uniform Complaint Procedures and Title IX, contact Kirk Black, Associate Superintendent, Human Resources and Administrative Services and for 504 information contact Gloria Dirkmaat, Director of Special Education. They both may be contacted at (650) 558-2299, 650 N. Delaware Street, San Mateo, CA 94401.

San Mateo Union High School District: Graduation Requirements

All course work must be completed with a minimum grade of "D". *To be eligible for most four-year colleges a grade of "C" or better must be earned.*

Subject Area	Credits/Years	Requirement(s)
English	40 credits / 4 years	
Mathematics	30 credits / 3 years	Completion of Algebra I is a requirement
Physical Education	20 credits / 2 years	
Science	20 credits / 2 years	10 credits of Biological Science and 10 credits of Physical Science (1 year of science must be an approved UC science course)
Social Science	35 credits / 3.5 years	Ethnic Studies Modern World History U.S. History American Government Economics
World Language	10 credits / 1 year	1 year to be completed by end of 10 th grade
Visual/Performing Arts	10 credits / 1 year	
Career Technical Education	10 credits / 1 year	
Health Education	5 credits / 1 semester	
Elective Credits	40 credits	
<i>Required Minimum for Graduation: 220 credits</i>		

Participation in Graduation Ceremony

In order to participate in the graduation ceremony at any district high school, each student is required to complete and pass all subject requirements totaling 220 credits.

Counseling Department

The mission of the Burlingame High School Counseling Department is to assist all students, regardless of individual differences, to acquire the academic, career and social competencies necessary to positively contribute to their community and function in an ever-changing world. As student advocates, we value the personal worth of each child. We believe in the ability of each student to achieve success and recognize that this is a progressive process which involves learning both inside and outside of the classroom. Our program assists all students to acquire the skills, knowledge and attitudes needed to become effective students, responsible citizens, productive workers and lifelong learners.

Counselors work with all students in a variety of ways during the course of their time at BHS. We make classroom presentations each year to all grade levels and cover topics such as graduation, post-high school options, college testing, financial aid, NCAA, personality traits, career exploration and study skills among many others. We incorporate numerous websites to help students in their searches and continue to use Naviance, a web-based tool that will assist students with their college search and other post-high school plans. We work with students on individual academic plans, discuss college testing options and the college application process. We work with students who are experiencing stressful situations, assist with crisis situations and provide outside resources if necessary. We also provide evening presentations to parents/guardians to ensure that families have up-to-date information and the opportunity to ask specific questions. Please visit the counseling page of the school website to explore our program, services we offer and our contact information. We look forward to working with our Burlingame High School community.

BHS Policy on Schedule Changes

Burlingame High School's Master Schedule is based on student selection. The counselors inform every student, through the scheduling process, of the seriousness of their course selections. **Please note that student's course schedules are not based on period requests or teacher requests.**

- All 9th, 10th and 11th graders must be enrolled in at least six classes
- 12th graders must be enrolled in at least five classes
- Any drop after the sixth Friday of the semester is a drop with an F grade
- Students must be enrolled in and passing at least 25 credits and have a 2.0 GPA to be eligible for athletics. Students with more than one F grade per marking period are not eligible.

Course changes will not be made to accommodate extra-curricular schedules, personal preferences, teacher, or period preferences.

Once the Master Schedule has been established for the upcoming school year, schedules may be changed only for the following reasons based on counselor review of the student transcript:

- Student is missing a class required for graduation.
- Student is in the wrong level of a course (e.g., scheduled in Spanish I but should be in Spanish II).
- Student completed a summer school course and their schedule needs to be adjusted.
- Student has fewer than 6 classes.
- Student has a hole in their schedule.

Students must attend the courses they are enrolled in until an official course change has been approved by administration and made by the counseling office. Failure to attend assigned classes will constitute truancy.

There is no guarantee that a student will be able to add or drop a course once the school year has started.

Teacher Assistant and Office Aide Policy

All students who are Teacher Assistants or Office Aides will receive a grade of Pass or Fail. Credits will be issued for these courses: five credits for a mark of Pass and zero credits for a mark of Fail. For athletic eligibility and participation in other extra-curricular activities, a Pass grade will be equal to a "C" grade, which is equivalent to 2 points for GPA purposes.

College & Career Center Resources

Burlingame High School's College and Career Center is available to all students and families for the following services:

Naviance – Online Planning Resource

Naviance is a web-based program which allows students to explore different colleges and post-high school options. These inventories match students' interests to various careers and college majors. This program contains important data that will help students make informed decisions when applying to colleges as well as functions as a communication tool when requesting teacher or counselor letters of recommendation and transcripts.

Additional Support

- College and university information: Presentations (In-Person and Virtual)/Catalogs/Reference Books/s: two-year, four-year, in-state, out-of-state, public and private colleges
- Testing dates and registration materials: PSAT, SAT, SAT SUBJECT TESTS, ACT, TOEFL, Advanced Placement
- Scholarship and financial aid information and application forms
- Financial aid presentations and workshops
- Community college application presentations and workshops
- Trade, technical and specialty school information
- Military service information
- SAT prep information
- Summer opportunities information
- Computation of grade point average
- Part-time job placement/ work permits
-
- Service learning information
- Job shadow/field trip opportunities
- National Collegiate Athletics Association (NCAA) information
- Spring/Fall college representative visits

College & Career Center Hours

The Career Center is open Monday through Friday from 7:30AM to 3:30PM. For further information, please call the College and Financial Aid Advisor at (650) 558-2818, or email him at jdhyne@smuhsd.org

College & Career Planning

Freshman Year

- Participate in extracurricular activities and work toward leadership positions.
- Join the California Scholarship Federation (CSF) each semester. Membership drives are held each October and February.
- Develop strong study skills and build your vocabulary.
- Review courses with school counselor.
- Register with Naviance and take some of the college/career/personality inventories.

Sophomore Year

- Take the practice SAT Exam called the PSAT. The PSAT is offered free of charge to all 10th and 11th grade students within the San Mateo Union High School District. Students will be pre-registered and complete the test during a regularly scheduled school day.
- Attend the fall College Fair to learn about college entrance requirements.
- Visit college campuses during your vacations.
- Meet with your school counselor to discuss your goals.
- Find a summer job, do volunteer work or attend a summer program.
- Take the SAT Subject exam in June in subjects you have completed (i.e. Biology, Chemistry).
- Register with Naviance and take some of the college/career/personality inventories. Do some college/career browsing.

Junior Year

- Take the practice SAT Exam called the PSAT. Junior scores from this exam will also determine the candidates for the National Merit Scholarship Program.
- Register for the SAT, SAT Subject, and/or ACT Exam. It is recommended that you take your college exams at least once during your junior year, spring semester. You should complete your testing by June of your junior year, especially, if you are applying for Early Admission or Early Decision.
- Attend the fall College Fair to learn about college entrance requirements and sign-up in the Career Center to meet College Admission Representatives (list is available on Naviance).
- Visit college campuses during your vacations.
- Write to your U.S. Senator or Representative if you are interested in attending any Military Academy, the process starts spring of your junior year.
- Athletes: To play college athletics you must be certified by the NCAA. Start this process in late spring of your junior year. Register online at www.eligibilitycenter.org. Arrange to have your SAT/ACT test scores and final junior transcript sent to the NCAA during the summer.
- Create a resume. Naviance offers a good model.
- Expand your leadership roles in activities you're passionate about.
- Investigate summer opportunities.

Summer Prior to Senior Year

- Visit colleges, take tours, schedule interviews, and narrow your college list which should include a safety school.
- If you have not finished testing, register and prepare for the SAT Reasoning and ACT. The last test score accepted by most colleges is the December exam of your senior year.
- Discuss with your parent/guardian about how you will finance your education. Start scholarship searching on www.fastweb.com.
- Consider attending a summer enrichment program. Plan ahead, as many deadlines to apply are during February and March.

Senior Year

- Check the College and Career Center for upcoming events and important deadline information.
- All male students must register with selective service within 30 days of his 18th birthday regardless of U.S. citizenship status. To register go to www.sss.gov or obtain a registration form from the post office.

AUGUST/SEPTEMBER:

- Decide which colleges interest you. Most college applications can be accessed through the Common Application www.commonapp.org, CSU/UC applications are available at www2.calstate.edu/apply and www.universityofcalifornia.edu/apply. Be sure to ask about special admission requirements, financial aid, and deadlines. Identify schools that require essays, letters of recommendation and interviews.

OCTOBER/NOVEMBER:

- Attend CSU/UC Application Workshop and Senior Parent Night offered by the counseling department.
- Attend College Fair and College Open Houses/Preview Days.
- Sign-up on Naviance for College Admission Representative visits held at school. See Naviance for a detailed list of colleges visiting BHS.
- If you are applying for Early Decision or Early Action meet the deadlines for all testing requirements and for submitting your application, essays and letters of recommendations.
- Complete your CSU/UC application. They must be submitted by November 30th.
- Release and send your test scores to all colleges you have applied to.
- Request recommendation letters early.

DECEMBER/JANUARY:

- December is the last month to take SAT Reasoning and ACT exams for most colleges.
- Attend Financial Aid Workshop for parents and students.
- Make sure all test scores have been sent.
- Continue researching scholarships.
- Complete FAFSA, Cal Grant, CSS Profile and Supplemental Financial Aid forms as soon as possible after October 1.

FEBRUARY/MARCH:

- FAFSA/Cal Grant GPA Verification forms are due March 2.
- CSU/UC campuses send acceptance notification in March.
- Review Student Aid Report (SAR) and send in any corrections.
- Freshman housing is **not** always guaranteed. Review all housing application procedures with each college and comply with all deadlines.
- Start community college application process by attending the community college application workshop in February. Take your placement test and register for the Priority Enrollment Program (PEP) which gives graduating seniors priority registration for classes.

APRIL/MAY:

- All college acceptance notification should be received.
- Attend open houses of your top college choices in April.
- Take final AP exams in May.
- Send your Student Intent to Register (SIR) form in with your deposit before the May 1st deadline.
- Submit your Financial Aid Information (SAR) report and any housing deposits still due.
- Notify colleges you will not be attending.
- Write thank you letters for any scholarships received and to those who wrote a letter of recommendation, notifying them of the school you plan to attend.
- Request your final official transcript to be sent to the college you will be attending.
- Notify the Career Center of any Grants, Awards or Scholarships you have been awarded as soon as possible.

College Entrance Exams

Many four-year colleges require entrance exams as part of their admissions criteria.

PSAT/NMSQT

The Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test should be taken by sophomores and juniors. It measures verbal and mathematical abilities and gives a student practice for taking the SAT. It is a qualifying test (when taken in the junior year) for National Merit Scholarships. The test is administered once a year in October.

SAT

The SAT is a reasoning test required for admission to many four-year colleges. It consists of three parts: Critical Reading, Math and Writing (optional). The writing section has multiple-choice questions and a student-produced essay. The mathematics section contains content from third-year college preparatory math. The SAT is traditionally taken in the junior and senior years.

ACT

The American College Test is a four-year college admission test measuring skills and abilities related to English, Mathematics, Reading, and Science Reasoning. Students may take the ACT or SAT for admission to a four-year campus. Colleges that require the SAT, typically require students to also take the optional writing sample for the ACT.

Advanced Placement (AP)

Advanced Placement Tests may be taken in 24 different subjects for the purpose of gaining college credit and/or for advanced college standing (at the discretion of the academic institution) and as an indication of academic success in college. Tests are given at Burlingame High School in May of every year. If a student enrolls in an AP course, he/she is expected to take the AP exam for completion of the course.

TOEFL

The Test Of English as a Foreign Language (TOEFL) should be taken by all undergraduate applicants, regardless of citizenship, who have not attended high school for at least three years full time where English is the principal language of instruction must take the TOEFL. A student must receive a minimum score of 500 on the TOEFL. Some campuses may require a higher score, and often require that students take the ACT or SAT as well.

UC / CSU Entrance Requirements

University of California and California State University a-g course requirements

A: HISTORY/SOCIAL SCIENCE: (2 YEARS REQUIRED)

Two years of history/social science including one year of U.S. History or ½ year of U.S. History and ½ year of civics or American Government; and one year of world history, cultures and geography.

B: ENGLISH: (4 YEARS REQUIRED)

Four years of college preparatory English including frequent and regular writing, and reading of classic and modern literature.

C: MATHEMATICS: (3 YEARS REQUIRED; 4 RECOMMENDED)

Three years of preparatory mathematics including topics covered in elementary and advanced algebra and two and three dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in 7th and 8th grades that your high school accepts as equivalent to its own math courses.

D: LABORATORY SCIENCE: (2 YEARS REQUIRED; 3 RECOMMENDED)

Two years of lab science providing fundamental knowledge in at least two of three disciplines: biology (anatomy, physiology, marine biology, aquatic biology, etc.), chemistry and physics. Lab courses in earth/space sciences are acceptable if they have as prerequisites or provide basic knowledge in biology, chemistry or physics.

E: LANGUAGE OTHER THAN ENGLISH: (2 YEARS REQUIRED; 3 RECOMMENDED)

Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading and composition. Courses in languages other than English taken in grades 7 and 8 may be used to fulfill part of this requirement if your school accepts them as equivalent to its own courses.

F: VISUAL AND PERFORMING ARTS: (1 YEAR)

Students must meet this requirement by completing two sequential semesters of an approved art from a single VPA area (dance, drama/theater, music or visual arts).

G: ELECTIVES: (1 YEAR)

Completion of two semesters or one year of courses taken beyond the minimum listed above. Other courses satisfying this requirement are listed on the course approved list at www.ucop.edu/pathways

Community College

Community Colleges provide quality, affordable educational options for students. There are 112 community colleges in the state of California and many students choose to begin their higher education at one of these institutions. At a community college, students can earn a two-year associate's degree, a certificate in a particular field, remediate their skills and improve upon their English skills among other things. Community colleges offer a wide array of student programs such as athletics, student government, study abroad opportunities and honors programs just to name a few. Students may even choose to take a class at a community college while enrolled at Burlingame High School through our concurrent enrollment program. Students should see their counselor for more information.

There are several ways a student can be eligible to attend a community college:

- Be a high school graduate OR
- Be 18 years old OR
- Have passed a high school equivalency exam such as the California High School Proficiency Exam (CHSPE) or the General Equivalency Diploma (GED) OR
- Concurrent Enrollment High School Program

Transfer Admission Guarantee:

A Transfer Admission Guarantee (TAG) is a formal, written agreement that outlines the CC courses you must complete before transferring to a participating institution. Upon completion of TAG requirements, transfer admission is guaranteed

NOTE: A TAG is not required for transfer.

A TAG may be written after you have completed at least 30 semester units of transferable coursework.

Contact the counselor as soon as you start community college to begin plan.

UC website outlining TAG:

<http://admission.universityofcalifornia.edu/transfer/guarantee/index.html>

AA-T/AS-T for transfer: A degree with a guarantee is also available

Gives priority transfer to the CSU

For more information, check out www.cccco.edu or www.aacc.nche.edu

Advanced Standing (AS) and Advanced Placement (AP) Courses

BHS offers honors and AP classes in nearly every discipline so that students can further challenge themselves in different subjects. School can be stressful and it's important for students not to take too many honors and AP classes so they can retain balance in their lives. Students are expected to discuss their class choices with their families, teachers and counselor. In addition to signing the Honors/AP contract, there are mandatory lunchtime meetings that students are required to attend.

Board Policy Statement

The District is committed to providing an environment in which all students have equal access to all classes including AP, Honors and Advanced Standing classes. All classes will be open to all students who have made an informed decision and understand the course expectations.

Administrative Policies

- All classes will be open to all students who have made an informed decision and understand the course expectations.
- Students who enroll in an AP, honors or advanced standing class are expected to remain in the class for one semester.
- All students who enroll in an AP class are expected to take the AP exam. Financial assistance is available.
- To continue in the AP, honors, or advanced standing class, students are expected to have a "C" or better at the end of the first semester.

Weighted Grade Point Average

When calculating a student's grade point average, extra grade weighting shall be assigned to a Burlingame High School course that has been approved for weighting by the University of California a-g list.

Career Technical Education Department (CTE)

Career Technical Education classes give students a chance to explore specific career pathways while discovering the real-world application of the knowledge and skills learned in core subjects. In CTE classes, students use math to design buildings, create digital games, and prepare meals; they use reading and writing skills to critique restaurants, evaluate architectural styles, and develop storylines for student-produced videos. While some of our CTE programs prepare students for entry level employment, most students complete CTE courses with an understanding of the next steps they need to take on their career paths, whether it is continuing on to college for a degree or job-related certificate or applying to local apprenticeship programs where they can master a craft as they earn a living. With a varied set of program offerings, CTE classes prepare students to be successful in life after high school.

Architectural Design I

Grade level: 9-12

Course units: 10 Credits – Year Course

Graduation requirement: CTE/VPA

UC/CSU a-g requirement: f

Prerequisite: None

Suggested Course Preparation/Critical Skills: Students need to be able to work independently and in teams. Since most of our work is done in our lab, regular attendance is important.

Course Description: Architectural Design is a one-year course that introduces students to the key ideas, practices and principles of Architectural Design. This course integrates academic and technical preparation and includes study of the cultural and historical influences on architectural design, the concepts of architectural planning, and the fundamentals of drawing and design. The course provides students with opportunities for career exploration and development of career-readiness skills. Students solve design problems creatively and collaboratively and learn the artistic processes, skills and techniques used by architects today. This course is designed to introduce students to careers in Architecture, Design, City Planning, Construction Management, and related fields. Students who complete the course with a letter grade of “B” or higher receive three units of college credit issued through the San Mateo Community College District.

Major Projects/Assignments: Students learn how to create architectural drawings and models using hand drawing and drafting, Revit (a Building Information Modeling software program), and physical model building.

Approximate homework assigned daily: Minimal homework as most projects are done in our lab.

Architectural Design II

Grade level: 10-12

Course units: 10 Credits – Year Course

Graduation requirement: CTE/VPA

UC/CSU a-g requirement: g

May be repeated for credit.

Dual Enrollment Credit: Earns 2 units of college credit for CSM course Arch 120

Prerequisite: Architectural Design 1

Suggested Course Preparation/Critical Skills: Students need to be able to work independently and in group situations. Since most of our work is done in our lab, regular attendance is important.

Course Description: In this course, students refine their skills in design, hand drawing, Revit and model building. Students develop a portfolio of design projects and learn more about structural considerations, framing techniques and notable figures in architecture. Students gain the skills needed for internships or entry level employment in the field. This course may be repeated for additional credit.

Major Projects/Assignments: Students complete comprehensive design projects including a residence and small community center or similar type building. Students use hand drawing, Revit and physical model building to complete project proposals.

Approximate homework assigned daily: Minimal homework as most projects are done in our lab.

Art of Video

Grade level: 9-12

Graduation requirement: CTE/VPA

Prerequisite: None

Course units: 10 Credits – Year Course

UC/CSU a-g requirement: f

Suggested Course Preparation/Critical Skills: 1) the ability to work both independently and collaboratively 2) the ability to see a project through from inception to completion

Course Description: This course teaches students the process of filmmaking from the idea-brainstorming stage to taking the footage and editing the footage into a final product. Student's imaginations and creative abilities will be challenged through hands-on projects utilizing their understanding of and experience with the designing stories, writing scripts directing and acting, framing composition, camera angles and movement, and audio, light and editing. Students will become skilled in producing their artistic segments and will produce and manage their own news broadcast that goes out to the school and community. This course is a University of California approved elective course and earns students 4.5 tech-prep credits at the Junior College level if completed with a grade of C or better.

Art of Video Advanced

Grade level: 10-12

Graduation requirement: CTE/VPA

Prerequisite: Art of Video or by instructor's recommendation

May be repeated for credit.

Course units: 10 Credits – Year Course

UC/CSU a-g requirement: f

Course Description

This one-year advanced course provides an opportunity for students to further develop the foundation of film theory, history, textual analysis and production skills established in the first year of the course. Through readings, demonstrations, critiques, lectures, and production assignments, students will build upon their prior knowledge of the processes and strategies used in creating video/film content. Students will be challenged through hands-on projects utilizing their understanding of the history of film and video communication, composition and movement, the aesthetic use of light, color, and sound, narrative design and storytelling, production design and directing, as well as the technical skills of editing, graphics design and distribution. Students will develop their abilities as independent producers working on their own production portfolios as well as projects for our community. May be repeated for credit.

Homework: Most editing is done in class, however students must be available to be a part of filming events and projects outside of the school day.

Digital Photography

Grade level: 9-12

Graduation requirement: CTE/VPA

Prerequisite: None.

May be repeated for credit.

Course units: 10 Credits – Year Course

UC/CSU a-g requirement: f

Course Description

Digital Photography is a one-year course for students interested in hands-on photography using digital cameras and computers. Students will have an introduction to elements of art and principles of design. This course will familiarize the student with digital photographic equipment, materials, and methods through theory and hands on practice. Students will learn the history of photography, studying and emulating a variety of photographic styles. Students will create a portfolio of original compositions. Students will develop the abilities to aesthetically value in critiques of their own work, and that of their classmates. May be repeated for credit.

Homework: Most editing is done in class, however students must be available to photograph events and work on some projects outside of the school day.

3D Game Art & Design

Grade level: 9-12

Course units: 10 Credits – Year Course

Graduation requirement: CTE/VPA

UC/CSU a-g requirement: f

Suggested Course Preparation/Critical Skills: Comfort with basic computer skills. It is essential that students have good attendance, as most projects must be completed in the computer lab.

Prerequisite: none

Course Description: Students will learn the technical skills and the aesthetic considerations in designing fun and interesting game concepts, both computer-based and non. Game design is an extremely multi-disciplinary field and we will cover units on not only game design, but also: learning about what makes fun FUN, 3D modeling and animation, drawing, creative writing, graphic design, the design cycle (used in software and game design), and careers in the field of game design. In the first term students will primarily work on individual projects with collaboration on brainstorming and testing their prototypes and gathering feedback. In the Spring, students will write game proposals and form groups to work on team game projects in addition to improving and refining their earlier game ideas. Taking this course and advanced (2 years) will satisfy both the VAPA and CTE graduation requirements.

Major Projects/Assignments: Individual 3D Game Prototypes, Team 3D Game Prototype, Develop a Card Game, Portfolio.

Approximate homework assigned daily: Most homework would be related to finishing planning and design documents that were not completed in class. Other than that we have only a few homework assignments each term, mostly for testing and gathering feedback on their game designs.

3D Game Art & Design Advanced

Grade level: 10-12

Course units: 10 Credits – Year Course

Graduation requirement: CTE/VPA

UC/CSU a-g requirement: g

Prerequisite: Game Art & Design

May be repeated for credit.

Suggested Course Preparation/Critical Skills: Experience coding/programming is helpful but not required. It is essential that students have good attendance, as most projects must be completed in the computer lab.

Prerequisite: Game Art & Design.

Course Description: In this advanced course students will build upon their experience and knowledge from 3D Game Art and Design, refining their skills in creating and balancing a variety of game types including video, card and board games. In addition to artistic and design skills, students will develop computer programming skills so that they are able to use basic logical structures, function calls, and variables in the Javascript computer programming language. We will also cover units on special technical and artistic topics such as concept art creation, advanced 3D modeling and animation, games for tablets, consoles and mobile devices. In the first term students will primarily work on individual projects with collaboration on brainstorming and testing their prototypes and gathering feedback. In the Spring, students will write game proposals and form groups to work on a team game project in addition to improving and refining their earlier game ideas. Taking this course and advanced (2 years) will satisfy both the VAPA and CTE graduation requirements. ***May be repeated for credit.***

Major Projects/Assignments: Individual 3D Game Prototypes, Team 3D Game Prototype, Develop a Card Game, Portfolio.

Approximate homework assigned daily: Most homework would be related to finishing planning and design documents that were not completed in class. Other than that we have only a few homework assignments each term, mostly for testing and gathering feedback on their game designs.

Engineering Technology

Grade level: 9-12

Course units: 10 Credits – Year Course

Graduation requirement: CTE

UC/CSU a-g requirement: g

Prerequisite: None

Suggested Course Preparation/Critical Skills: Students need to be able to work independently and in teams. Since most of our work is done in our lab, regular attendance, attention to safety and ability to follow instructions are very important.

Course Description: In this foundational, hands-on course, students are introduced to the engineering design process and use it to identify and design solutions to real problems. Students work both individually and in collaborative teams to develop and document designs using engineering notebooks, 3D modeling software, hand tools, 3d printers and machine equipment.

Major Projects/Assignments: Students will progress from completing structured activities to solving open-ended projects and problems that will require them to develop planning, documentation, communication, and other professional skills.

Approximate homework assigned daily: Minimal homework that includes completion of classwork and projects not finished in class and occasional assignments.

Foods & Nutrition

Grade level: 10-12

Course units: 10 Credits – Year Course

Graduation requirement: CTE

UC/CSU a-g requirement: g

Prerequisite: None

Course Description: This is a comprehensive course in foods and nutrition. Upon completion of this course, students will be equipped with the necessary skills and knowledge to make informed food choices, prepare meals, and develop healthy eating patterns. Course topics include: Facilities and Equipment, Nutrients and Nutrient Density, Food Choices, Food and Fitness, The Eleven Essential Cooking Techniques, Controversial Topics in Nutrition, Meal Planning, Consumer Decisions, Careers in Food Science, and Food and Culture.

Major Projects/Assignments: Cooking labs, food rules project, controversial topic in nutrition project, food as medicine.

Approximate homework assigned daily: None, unless class work is not completed. Students are expected to cook at home occasionally and informally track progress towards their personal nutrition goal.

Culinary Arts

Grade level: 10-12

Course units: 10 Credits – Year Course

Graduation requirement: CTE

UC/CSU a-g requirement: None

Prerequisite: Foods & Nutrition

Course Description: Culinary Arts is a concentration course in the career pathway of *hospitality and tourism*. It builds upon the skills learned in Foods & Nutrition and aims to prepare students for work in the food industry. This is a comprehensive course designed to help students expand their food preparation, menu planning, cost and nutritional skills beyond the basics. Special emphasis given to use and care of specialized cooking equipment through meal planning and food preparation including budgeting, shopping and meal presentation. Also covered: study of various cultures and cuisines, international food terms, special preparation techniques and the use of specialty seasonings. Students will make connections to the careers related to the food service and hospitality industry.

Major Projects/Assignments:

- Applied food preparation labs
- Hospitality service projects
- Research projects
- Food critic reviews
- Presentation and serving of food to staff/peers

Approximate homework assigned daily: None, but students are expected to continuously work on and add to a personal portfolio including career-readiness projects specific (but not limited) to the Culinary Arts.

Journalism

Grade level: 10-12

Course units: 10 Credits – Year Course

Graduation requirement: CTE

UC/CSU a-g requirement: g

Prerequisite: [Application](#), recommendation from a teacher and possible staff interview.

Course Description: This introductory course in journalism is designed to equip students with basic journalism skills. Heavy emphasis is placed on writing and on the ability to work independently. (Students with difficulties in English are not advised to take this course.) In the first semester, students learn how and are required to write news stories, feature stories, sports stories, editorials, and headlines. Students learn about the rudiments of page design, newspaper style, copy reading and proofreading. Students also learn basic photography and ad sales. During the second semester, emphasis is placed on refining skills in every area and finding what you can add to the program the next year. Students study student and commercial newspapers, as well as magazine and television journalism. Qualified students write stories and plan page layout for the student newspaper, *The Burlingame B*. The newspaper is published in print as well as on *The Burlingame B* website. Students write articles for both publications. *The Burlingame B* is a student-run newspaper. publications

Journalism Advanced

Grade level: 11-12

Course units: 10 Credits – Year Course

Graduation requirement: CTE

UC/CSU a-g requirement: g

May be repeated for credit.

Prerequisite: Journalism and recommendation of the Instructor.

Course Description: Students enrolled in this course are assigned to The Burlingame B staff. The Burlingame B class is run like a newspaper business. Students learn to create, write, interview, sell ads, design pages, photograph, edit and promote their work. The staff publishes an eight-to-twelve page printed newspaper six to seven times during the year. In addition, students write for the online web version of *The Burlingame B* (Theburlingameb.org) on an as-needed basis that may mean writing a story in a day to provide our readership timely news stories. Students begin as reporters and work up to higher positions such as news editor, copy editor, business manager, web designer and manager, page editor and editor-in-chief. Students who have taken one year of Journalism 1 can be eligible for leadership positions in the class. Since this newspaper is student-run, students are expected to follow journalism ethics and standards. Students may take Advanced Journalism more than once for credit.

Publications

Grade level: 10-12

Course units: 10 Credits – Year Course

Graduation requirement: CTE

UC/CSU a-g requirement: g

Prerequisite: [Application](#) A strong desire to produce an outstanding photo journalistic product, strong computer skills, and, in most instances, a “B” or higher in English classes. Freshmen must be recommended by their 8th grade English or yearbook teacher. Sophomore, junior and senior students must apply for and be interviewed and approved by the Publications advisor and yearbook staff for enrollment in this class.

Course Description: Publications (Yearbook Editing, Design & Management) is a two-semester course, combining the high-level critical thinking, reading and writing skills of print journalism with the artistic, creative and aesthetic skills of the visual and graphic arts. Students master the writing and editing of the most common forms of journalistic stories; read and analyze relevant literature through expository writing; learn and practice the basics of design and layout; analyze and evaluate images based on a set of given values; learn communication, management, and evaluation skills for individuals and small teams; use of state-of-the-art word processing and design software; and demonstrate knowledge and understanding of ethical responsibilities and communications law. This course will sharpen students’ thinking and expression, widen their experience with people and communication, provide an environment for self-directed learning and give them confidence in their ability to see their creative ideas to completion.

Adv Publications

Grade level: 10-12

Course units: 10 Credits – Year Course

Graduation requirement: CTE

UC/CSU a-g requirement: g

Prerequisite: [Application](#) Successful completion of Publications (Yearbook Editing, Design & Management). Sophomore, junior and senior students must apply for and be interviewed and approved by the Publications advisor and yearbook staff for enrollment in this class.

Course Description: This course explores elements of journalistic writing, design, photography, and entrepreneurship as students use analytical and critical thinking skills to create a yearbook. Additionally, students in advanced publications will take on leadership roles within the course, so that they are also modeling and teaching photography, interviewing, sales, writing, and design skills. Students in advanced publications will act as peer facilitators as the course covers publication-specific lessons with instructional activities such as lectures/slideshows, skill-building practice assignments, modeling of photography and design programs, etc. Advanced publications students will refer to, use, find, and even sometimes create resources to help aid their peers (using the internet to find design trends, creating informative slideshows or reference tools online for fellow students to use, creating infographics, models, and/or tutorials, etc.). The methods of instruction will overlap, as students learn in different ways, but all advanced publications students will be expected to take on more pointed roles in helping their peers learn.

Biotechnology I (Class Held at San Mateo High School)

Grade level: 10-12

Course units: 10 Credits – Year Course

Graduation requirement: CTE/Biological Science

UC/CSU a-g requirement: d

Prerequisite: Biology, Biology SH, or Applied Biology with a grade of C or better, including Gene Connection unit or teacher approval.

Course Description: Each semester of the biotechnology pathway fuses the academic and technical training to prepare students to work in the growing biotechnology industry. The focus of Biotechnology I is on mastery of basic standard laboratory operating procedures. Record-keeping, safety and proper use of equipment and employee etiquette are stressed. Students learn sterile technique, cell culture, DNA and protein isolation and electrophoresis. In Biotechnology 2, students build on the skills developed in Biotechnology 1 with emphasis on assay development, spectrophotometry, recombinant DNA technology and bacterial transformation. All pathway courses have workplace experiences.

NOTE: This course is scheduled by San Mateo High School. There is no guarantee that this course will fit within the course schedule for students at BHS. Please see your counselor for information.

Biotechnology II (Class Held at San Mateo High School)

Grade level: 11-12

Course units: 10 Credits – Year Course

Graduation requirement: CTE/Biological Science

UC/CSU a-g requirement: d

Prerequisite: Biotechnology I with a grade of B or better

Course Description: In this class, students build on the skills learned in Biotechnology 1 to perform advanced DNA and protein analysis. The focus of Biotechnology II is on pharmaceutical and agricultural biotechnology applications. Students extract and analyze DNA and proteins from plants as well as breed and genetically engineer plants. In the second semester, students conduct sophisticated diagnostic testing of protein and DNA samples, including polymerase chain reaction, DNA synthesis and sequencing and column chromatography.

NOTE: This course is scheduled by San Mateo High School. There is no guarantee that this course will fit within the course schedule for students at BHS. Please see your counselor for information.

English Department

The English department offers students curricula that explores the intersection of the real and imagined worlds through the analysis of texts. Units of instruction are organized around essential questions that guide students toward a mastery of the Common Core State standards. Through the analysis of a range of texts students work towards refining their critical thinking, reading, writing, speaking, listening and 21st century skills.

English I

Grade level: 9

Course units: 10 Credits – Year Course

Graduation requirement: English

UC/CSU a-g requirement: b

Suggested Course Preparation: First semester, students begin with an identity unit, featuring a collection of nonfiction, fiction, poetry, speeches, and will delve into writing foundations numerous short stories. Over the course of the year, students will read *The Hate U Give*, by Angie Thomas, *The Kite Runner*, by Khaled Hosseini, and *Fahrenheit 451* by Ray Bradbury. Throughout the year, students will develop reading comprehension, writing, listening, and speaking skills. There will also be a strong emphasis on participation in class, discussion and public speaking.

Course Description: Students will engage in a variety of activities, including writing, reading comprehension, research, literary response and analysis, and academic vocabulary development. Students will complete formative and summative assessments, such as reading responses, reading comprehension quizzes, and timed and process writing assignments.

Major Projects/Assignments:

Literary analysis essays, projects, research, and structured classroom discussions

Approximate homework assigned daily: 30 min

English II

Grade level: 10

Course units: 10 Credits – Year Course

Graduation requirement: English

UC/CSU a-g requirement: b

Prerequisite: Enrolling students should have successful completion of English I

Suggested Course Preparation/Critical Skills: Enrolling students should have successful completion of English I.

Course Description: English II prepares students to enter English III with a comprehensive understanding of textual analysis and the strategies and skills needed to read and respond to different genres of texts. This course is organized around units of study that explore concepts such as identity, historical events such as genocide, and philosophical debates related to concepts such as “nature versus nurture.” During these units, students read a range of literary and nonfiction texts, all of which are paired with assessments that challenge the students to read, analyze, and discuss literature at a complex level. The course reading list consists of *I Am Not Your Perfect Mexican Daughter* by Erika Sanchez, *Kitchen* by Banana Yoshimoto, *Night* by Ellie Wiesel, and *Macbeth* by William Shakespeare

Skill Description: Writing, reading comprehension, and literary response and analysis.

Vocabulary: Know and use academic language, contextual and roots-based vocabulary to succeed when reading, writing and taking tests.

Students will complete: Compare/contrast essay; research paper; literary response; and collaborative projects.

Major Projects/Assignments:

- Argumentative Writing
- Research Paper
- Structured Discussions and/or Socratic Seminars
- Narrative Writing
- Literary Analysis

Approximate homework assigned daily: 30 minutes

English II Advanced Standing (AS)

Grade level: 10

Course units: 10 Credits – Year Course

Graduation requirement: English

UC/CSU a-g requirement: b

Prerequisite: Enrolling students should have a strong A or B in their 9th grade English class; have strong reading and writing skills; and have a strong background in grammar, syntax and MLA style rules.

Suggested Course Preparation: During the first semester, students will read *Kitchen* by Banana Yoshimoto, *Lord of the Flies* by William Golding, *Brave New World* by Aldous Huxley, and numerous supporting nonfiction texts. Students in English II AS are required to write extensively outside of class as part of a course-long Creative Writing Portfolio Project. Students will write for a variety of purposes: to analyze reading selections, to argue a claim and to express original ideas. Second semester, students will read *A Raisin in the Sun* by Lorraine Hansberry, *The Alchemist* by Paulo Coelho, and Shakespeare's *Macbeth* with a related research project. Throughout the year, a strong emphasis is placed on participation in class discussion to facilitate opportunities for academic speaking and listening skill development.

Course Description: This course will emphasize the following skills: Writing, reading comprehension, literary analysis, academic language, contextual and roots-based vocabulary.

Students will complete: argumentative essays, research papers, literary analysis, and collaborative projects.

Major Projects/Assignments:

- Argumentative Essay
- Informative Essay
- Formal literary response
- Research Project
- Human Cruelty Project
- Invention Project

Approximate homework assigned daily: 30 minutes - 1 hour

English III

Grade level: 11

Course units: 10 Credits – Year Course

Graduation requirement: English

UC/CSU a-g requirement: b

Prerequisite: Enrolling students should have successful completion of English II

Suggested Course Preparation: Students study American Literature through novels and excerpts from major works including *The Great Gatsby* by F. Scott Fitzgerald and *A Streetcar Named Desire* by Tennessee Williams. The fall semester also includes an American Identity Unit to show alternative perspectives and experiences with the course theme of the American Dream. In addition to close reading of the text, writing prompts include argumentative, informative and synthesis genres with emphasis on revising and editing. Second semester texts includes *The Things They Carried* by Tim O'Brien and *Their Eyes Were Watching God* by Zora Neale Hurston. Students will also research a wide variety of sources in preparation for a formal debate about modern American issues.

Course Description: Writing, close reading, speaking and listening, language development and in-depth literary analysis. Students should know and use academic language, contextual and root-based vocabulary to succeed when reading, writing, and taking assessments.

Major Projects/Assignments:

- Ongoing Literary Analysis
- Synthesis Essay
- Argumentative Essay
- Fishbowl Discussion
- Research-Based Debate
- Collaborative Argumentative Poster
- Collaborative Informational Presentation

Approximate homework assigned daily: 30 minutes - 1 hour

Advanced Placement (AP) English Language and Composition

Grade level: 11 **Course units:** 10 Credits – Year Course

Graduation requirement: English **UC/CSU a-g requirement:** b

Suggested Course Preparation: a grade of A in a sophomore English class. Students must complete the summer reading assignment.

Students should be able to do the following:

I. Reading: Students should read independently and critically to meet the requirements of this college level course, in order that they can not only succeed but also bring insight to class discussions, to writing assignments, and to future readings.

II. Writing: Students should write essays to meet college level writing standards set by the AP College Board. Their writing defends a complex thesis and contains thoughtful commentary. Writing should be free of grammatical and mechanical errors.

Course Description: This course is “designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes.” (AP collegeboard.com). Students in the AP Language and Composition class will read a variety of both fiction and nonfiction prose selections, deepening their awareness of rhetoric and how language works. Special emphasis is given to the non-fiction readings, as students prepare for the AP English Language and Composition Exam given in May. Through close reading and frequent writing, students develop their ability to work with language with a greater awareness of purpose and strategy. Course readings feature expository, analytical, personal, argumentative, and narrative texts from a variety of authors and historical contexts.

Approximate homework assigned daily: 1-2 hours

English IV

Grade level: 12 **Course units:** 10 Credits – Year Course

Graduation requirement: English **UC/CSU a-g requirement:** b

Prerequisite: Enrolling students should have successfully completed English III (CP or AP Language and Composition).

Course Description: English IV CP is a rigorous college preparatory course designed to teach students the skills and habits needed to succeed in college or career after graduating. Students read a range of different texts from various genres; however, the course emphasizes nonfiction as part of its commitment to preparing students for college the following year. In addition to reading a number of book-length works both fall and spring semester, students read challenging articles provided by the teachers or discovered as part of their own research.

Major Projects/Assignments: Students write a series of papers about the texts they read, each more demanding than those that precede it. Students conduct a year-long investigation into one topic they choose as part of the Expert Project, an assignment that creates a context for advanced instruction in critical reading and writing strategies. As part of the Expert Project, students write a major paper of 10-15 pages and present their work to their peers. Class discussion and online communication are integrated throughout all units, which are organized around a Big Idea or Essential Question about those themes that run through the lives of high school seniors (e.g., identity, power, the future, and other timely subjects that may arise during the course of the semester).

Approximate homework assigned daily: 30 minutes - 1 hour

Advanced Placement (AP) English Literature and Composition

Grade level: 12

Course units: 10 Credits – Year Course

Graduation requirement: English

UC/CSU a-g requirement: b

Suggested Course Preparation/Critical Skills: Enrolling students should have successful completion of AP Language and Composition, with a grade of “B” or better. AP Literature is the best fit for students who are able and willing to read analytically, write frequently, and who are motivated independent learners who take initiative, enjoy extended discussions and discourse, and are able to self-advocate.

Course Description: Senior AP English Literature prepares students to take the Advanced Placement exam in May, as well as for the rigors of college-level reading, writing, and discussion. This course is organized around units of study that explore topics such as the interplay between violence and free speech, what counts as literature, and the impact of boundaries on the understanding of self. During these units, students read a range of literary texts from different genres, all of which are appropriate to college-level classes. All texts demand college-level reading abilities and close reading during which the students are expected to annotate and take notes in order to analyze the text. Analytical reading of all literary texts is essential to success in this class. Students are also required to engage in formal and informal discussions that explore thematic & textual elements while providing specific evidence to support their claims. All units culminate in expository essays, which students learn to write both for college as well as for the AP exam in the spring. In addition to such required texts as *Hamlet*, *Antigone*, *Frankenstein*, and *Heart of Darkness*, students read three novels they choose themselves during the spring semester.

Major Projects/Assignments: Students will be assessed formally and informally on their development of critical reading, writing, and speaking/listening skills throughout the year, but major assignments include in-class and process essays, full-class discussion, and group and individual presentations on material relevant to the course's core texts.

Approximate homework assigned daily: 1-2 hours

Speech

Grade level: 10-12

Course units: 5 Credits – Semester Course

Graduation requirement: Elective

UC/CSU a-g requirement: g

Prerequisite: None

Suggested Course Preparation: None

Course Description: Public speaking students will acquire skills necessary for the planning, rehearsing, and delivery of oral presentations that reflect a clear purpose. Students will also develop the ability to evaluate a speech based on the speaker's ethos. Friday speakers will showcase a variety of careers and give students examples of professional presentations. Students will also learn strategies for improving vocal and physical expression. The public speaking class is designed to help students overcome speech anxiety so that they can address any group of people in any setting.

Major Projects/Assignments: Speeches include introduction, informative/demonstration, persuasion, group, and debate. Some speeches require a technology component.

Approximate homework assigned daily: None.

Cinema & Society

Grade level: 10-12

Course units: 5 Credits – Semester Course

Graduation requirement: Elective

UC/CSU a-g requirement: g

Prerequisite: None

Suggested Course Preparation: None

Course Description: The purpose of this class is to make students talk and think and write about art - in this case, one particular art form that we call film - and how it reflects the society and world in which we live. With the knowledge you gain from this class, you will watch film more critically and with a better understanding of how form and content are interrelated.

Major Projects/Assignments: As determined by instructor.

Approximate homework assigned daily: As determined by instructor.

Math Department

Mathematics is an ancient art, rooted in simple truths. Over the centuries its practice and evolution continues to open new worlds and limitless possibilities – literally. The ancient philosopher Socrates summed up the importance of math for all students quite well in saying *"The understanding of mathematics is necessary for a sound grasp of ethics."* and *"To find yourself, think for yourself."* The courses offered below by the Burlingame High School Math Department seek to honor the ancient tradition of teaching students to become better thinkers with the critical judgment needed to understand the past/present as well as to plan for the future. Our courses ensure students will be well prepared for the rigors of university and life beyond. Our students will understand, communicate, and apply math in a variety of contexts in the pursuit of mastery.

Algebra I

Grade level: 9-10 **Course units:** 10 Credits – Year Course

Graduation requirement: Mathematics **UC/CSU a-g requirement:** c

Prerequisite: None

Suggested Course Preparation/Critical Skills: Enrolling students should have successful completion of middle school mathematics curriculum with a "C" or better.

Course Description This class will cover fundamental algebraic skills such as: operations, algebraic expressions, solving equations, graphing, linear, quadratic, and exponential functions, probability and statistics, and geometric connections in accordance with the Common Core Standards. Algebra I is a college prep mathematics course that is required for graduation. In addition, it satisfies the first year mathematics requirement for many colleges and universities.

Major Projects/Assignments: Varies by instructor.

Approximate homework assigned daily: 30 – 40 minutes, 4-5 days per week

Geometry

Grade level: 9-12 **Course units:** 10 Credits – Year Course

Graduation requirement: Mathematics **UC/CSU a-g requirement:** c

Prerequisite: Algebra I

Suggested Course Preparation/Critical Skills: Enrolling students should have successful completion of Algebra I, with a grade of "D" or better.

Course Description: In this class, students will explore increasingly complex geometric situations and deepen their explanations of geometric relationships using formal math arguments. The major topics we will explore are rigid motions (translations, reflections, and rotations) to establish criteria for congruence, dilations and proportional reasoning, geometry in the coordinate plane, surface area and volume of figures, right triangle trigonometry, probability, as well as properties of circles. This course will often seek to contextualize and model Geometry with real world situations and applications. Lessons and assessment will also seek to maintain Algebra skills.

Major Projects/Assignments: Varies by instructor.

Approximate homework assigned daily: 30 – 40 minutes, 4-5 days per week

Integrated Mathematics II

Grade level: 10-12 **Course units:** 10 Credits – Year Course

Graduation requirement: Mathematics **UC/CSU a-g requirement:** c

Prerequisite: Algebra I, Geometry

Suggested Course Preparation/Critical Skills: Enrolling students should have passed Algebra 1 and Geometry with a grade of "D" or better and recommendation of teacher.

Course Description: This class is designed to provide a balance of problem solving, skill development, and conceptual understanding. The course is based on strengthening algebraic and geometric skills in preparation for Algebra II.

Major Projects/Assignments: Varies by instructor.

Approximate homework assigned daily: 30 minutes, 2-3 days per week

Algebra II

Grade level: 9-12 **Course units:** 10 Credits – Year Course

Graduation requirement: Algebra II

UC/CSU a-g requirement: c

Prerequisite: Algebra I, Geometry

Suggested Course Preparation/Critical Skills: Enrolling students should have successful completion of Algebra I and Geometry with a grade of "C" or better. Students should also exhibit strong algebraic and reasoning skills.

Course Description: This class is a college prep elective mathematics course, which satisfies the third year of mathematics requirement of many colleges and universities. The covered topics include systems of equations, rational expressions; probability, functions, sequences and series, logarithms and exponents.

Major Projects/Assignments: Varies by instructor.

Approximate homework assigned daily: 30 – 45 minutes, 4-5 days per week

Data Science

Grade level: 11-12

Course units: 10 Credits – Year Course

Graduation requirement: meets Algebra II

UC/CSU a-g requirement: c

Prerequisite: Algebra I, Geometry

Suggested Course Preparation/Critical Skills: Enrolling students should have successful completion of Algebra I and Geometry with a grade of "C" or better.

Course Description: Intro to Data Science is a college prep course, taught with UCLA's curriculum. In this class, students learn to use the coding language R to evaluate real world data sets covering topics ranging from sports and video games to police fatalities and workplace discrimination. This is a challenging course with a significant workload, because students will be learning to code while understanding deep and applicable subjects in statistics and data science. The units of study include: Where Data Come From, Exploring Variation, Modeling Variation - The Empty Model, Modeling Variation - The Complex Model, Evaluating Models, and Model Comparison with the F Distribution. This course is a good introductory class that anyone can take, and provides a solid foundation for further study in statistics, whether in AP Statistics or in college.

This course is now recognized as an alternative way to meet the 3rd year math A-G requirement, meaning that students can take Data Science (in lieu of Algebra 2) and be eligible to apply to a CSU/UC.

Major Projects/Assignments: Varies by instructor.

Approximate homework assigned daily: 30 – 45 minutes, 4-5 days per week

Compressed Math I

Grade level: 9-12 (preference give to grade 10)

Course units: 10 Credits – Year Course

Graduation requirement: Mathematics

UC/CSU a-g requirement: c

Prerequisite: Students must have 3 of the following:

- An 'A' grade in Algebra I both semesters
- CAASPP score of 4 (from previous year in school)
- SMI score of 1200 or better
- Teacher recommendation

Suggested Course Preparation/Critical Skills: Enrolling students should have successful completion of Algebra I with a grade of "A" with a strong test score average (>90%). Students should also exhibit strong algebraic and reasoning skills and be ready for a fast-paced class.

Course Description: This course sequence, with Compressed Math 2 in the second year, condenses three years of math into two years. In the first year, students will complete Geometry and the first semester of Algebra 2. Please see the individual course descriptions for course content of Geometry and Algebra 2.

Major Projects/Assignments: Varies by instructor.

Approximate homework assigned daily: 45-60 minutes, 4-5 days per week

Compressed Math II

Grade level: 10-12

Course units: 10 Credits – Year Course

Graduation requirement: Mathematics

UC/CSU a-g requirement: c

Prerequisite: Students must have completed Compressed Math I with a grade of 'B' or better

Course Description: This course sequence, with Compressed Math 1 in the first year, condenses three years of math into two years. In this second year, students will complete the second semester of Algebra 2 and Pre-Calculus. Please see the individual course descriptions for course content of Algebra 2 and Pre-Calculus.

Major Projects/Assignments: Varies by instructor.

Approximate homework assigned daily: 45-60 minutes, 4-5 days per week

Finite Math and Statistics

Grade level: 11-12

Course units: 10 Credits – Year Course

Graduation requirement: Mathematics

UC/CSU a-g requirement: c

Prerequisite: Algebra I, Geometry, Algebra II

Suggested Course Preparation/Critical Skills: Enrolling students should have successful completion of prerequisite courses with a “C” or better in each course. Additionally, students should exhibit solid algebraic and reasoning skills.

Course Description: This course is designed primarily as a “senior year experience” in mathematics for the CSU’s Early Assessment Program. Finite Math also qualifies as “advanced math” under the CSU and UC systems for entrance requirements. Fall semester covers topics in Finite Math and may include: linear modeling, linear programming, apportionment, voting, and consumer mathematics. Spring semester covers topics in Statistics and may include: analyzing one-variable data, collecting data, sampling distributions, estimating a parameter, and testing a claim. It is a challenging course with high expectations. Juniors who successfully complete Finite Math are encouraged to take Pre-Calculus or AP Statistics as a senior to fulfill the EAP Conditionally Exempt Requirement.

Major Projects/Assignments: Varies by instructor but you can expect to have at least one major project.

Approximate homework assigned daily: 30-45 minutes, 4-5 days per week

Pre-Calculus

Grade level: 10-12

Course units: 10 Credits – Year Course

Graduation requirement: Mathematics

UC/CSU a-g requirement: c

Prerequisite: Algebra I, Geometry, Algebra II

Suggested Course Preparation/Critical Skills: Enrolling students should have successful completion of Algebra I, Geometry, and Algebra II with a grade of “B” or better in each preceding course.

Course Description: This course is broken down into two major areas of study: Trigonometry and Math Analysis. Trigonometry includes topics such as properties of trigonometric and circular functions, rotary motion, inverse functions, a wide variety of triangle problems and trigonometric applications. Math Analysis covers such topics as two-dimensional vectors, conic sections, polar coordinates, parametric equations, complex numbers, and rational functions. Emphasis is placed on the development of critical thinking and problem solving as opposed to rote memorization. This course prepares students for calculus and/or college level mathematics and is significantly more challenging than previous courses.

Major Projects/Assignments: Varies by instructor.

Approximate homework assigned daily: 45 – 60 minutes, 4-5 days per week

Advanced Placement (AP) Calculus AB

Grade level: 11-12

Course units: 10 Credits – Year Course

Graduation requirement: Mathematics

UC/CSU a-g requirement: c

Prerequisite: Algebra I, Geometry, Algebra II, Pre-calculus

Suggested Course Preparation/Critical Skills: Enrolling students should have successful completion of all the prerequisite courses with a “B” or better in each, strong algebraic and critical thinking skills, and time in their schedule for the demands of this college level mathematics course.

Course Description: This class focuses on the fundamental topics of calculus. It covers Limits, Derivatives and Integrals. The course covers the graphical, numerical, analytical and verbal components of functions and their application. Equal time is spent on the mechanics of these topics and on the applications of each. Some applications include optimization, net change, area under a curve and volume of solids generated by rotating curves.

Major Projects/Assignments: Varies by instructor.

Approximate homework assigned daily: 45 - 60 minutes, 4-5 days per week

Advanced Placement (AP) Calculus BC

Grade level: 11-12

Course units: 10 Credits – Year Course

Graduation requirement: Mathematics

UC/CSU a-g requirement: c

Prerequisite: Algebra I, Geometry, Algebra II, Pre-calculus

Suggested Course Preparation/Critical Skills: Enrolling students should have successful completion of all the prerequisite courses with a “A” or better in each, strong algebraic and critical thinking skills, and time in their schedule for the demands of this college level mathematics course. This class is fast paced and recommended for students that love and enjoy math.

Course Description: This class focuses on the fundamental topics of calculus. It covers Limits, Derivatives, Integrals and Series. The course covers the graphical, numerical, analytical and verbal components of functions and their application. Equal time is spent on the mechanics of these topics and on the applications of each. Some applications include optimization, net change, area under a curve and volume of solids generated by rotating curves. BC also explores parametric and polar curves, infinite series and Maclaurin and Taylor series.

Major Projects/Assignments: Varies by instructor.

Approximate homework assigned daily: 45 - 60 minutes, 4-5 days per week

Advanced Placement (AP) Statistics

Grade level: 11-12

Course units: 10 Credits – Year Course

Graduation requirement: Mathematics

UC/CSU a-g requirement: c

Prerequisite: Algebra I, Geometry, Algebra II

Suggested Course Preparation/Critical Skills: Enrolling students should have successful completion of Algebra I, Geometry, and Algebra II with a grade of “B” or better in each preceding course.

Course Description: AP Statistics is a college-level course with content organized to emphasize the following four topics: (1) data investigation, (2) designing and conducting studies, (3) anticipating patterns using probability and simulations, and (4) statistical inference. These topics are detailed in the AP Statistics course description at AP Central

(<http://apcentral.collegeboard.com>).

Students should understand that this course is designed to be a fourth-year math course, and the equivalent of an introductory, one-semester, non-calculus based, college-level statistics course. The course requires a working knowledge of Algebra II and quantitative reasoning. Teaching strategies include collaborative small-group work, pairs engaged in data analysis, whole-group presentations, peer-to-peer discussions, and an integration of technology when appropriate. This course requires more reading and writing than most traditional math courses.

Major Projects/Assignments: Varies by instructor.

Approximate homework assigned daily: 45 – 60 minutes, 4-5 days per week

Principles of Computer Science

Grade level: 9-12

Course units: 10 Credits – Year Course

Graduation requirement: CTE

UC/CSU a-g requirement: g

Prerequisite: none

Suggested Course Preparation/Critical Skills: Enrolling students should have an interest in learning about computer science and programming.

Course Description: This course is an introduction to computer science that uses UC Berkeley’s CS10 “Beauty & Joy of Computing” curriculum. Students learn algorithms and use programming techniques to solve problems. The course covers the history, social implications, great principles, future of computing, beautiful applications that have changed the world, and progress in other fields that has resulted from computers and programming. Relevance of computing to the students and society will be emphasized. Students will complete a number of substantial programming projects. Students will learn about logical structures and algorithms that will help prepare them to take AP Computer Science or another STEM related course. Students will also learn about Computer Science as a career and the different fields/applications available to pursue.

Major Projects/Assignments: Several projects per semester, varies by instructor.

Approximate homework assigned daily: 20-30 minutes, 4-5 days per week

Advanced Placement (AP) Computer Science (A)

Grade level: 11-12

Course units: 10 Credits – Year Course

Graduation requirement: Mathematics or CTE

UC/CSU a-g requirement: g

Prerequisite: Completion of OR Concurrent Enrollment of Algebra II

Suggested Course Preparation/Critical Skills: Enrolling students should have successfully passed Algebra II or a higher math class.

Course Description: This is a computer programming course. Therefore the major emphasis in this course is on programming methodology, algorithms, and data structures. The programming language used will be JAVA. Applications of computing provide the context in which these subjects are treated. Applications are used to develop student awareness of the need for particular algorithms and data structures, as well as to provide topics for programming assignments to which students can apply their knowledge. Treatments of computer systems and the social implications of computing are integrated into the course. Students should understand that this course is designed to be a fourth-year math course, and the equivalent of an introductory, one-semester, non-calculus based, college-level statistics course. The course requires a working knowledge of Algebra II and quantitative reasoning. Teaching strategies include collaborative small-group work, pairs engaged in data analysis, whole-group presentations, peer-to-peer discussions, and an integration of technology when appropriate. This course requires more reading and writing than most traditional math courses.

Major Projects/Assignments: Several projects per semester, varies by instructor.

Approximate homework assigned daily: 30-40 minutes, 4-5 days per week

Physical Education Department

The Physical Education Program offers a two-year co-educational program that provides a comprehensive, sequentially planned program designed to promote, through movement, the physical, mental, emotional, and social well-being of every individual in pursuit of lifelong health. This comprehensive program focuses on the holistic development and health of the individual. Students in the Physical Education program will engage in the following:

1. Setting goals for self-improvement (fitness, nutrition, habits, being a better student and citizen).
2. Participation in physical activities that will help improve their fitness level and improve their sports skills and knowledge.
3. Learn the basic physiological functions of the cardiovascular system, respiratory system, muscular system, skeletal system, and digestive system.
4. Learn good nutritional practices and discover that nutrition is one of the foundations upon which we build and develop a strong healthy body.
5. Engage in activities that promote teamwork, cooperation, good citizenship, sportsmanship and tolerance for individual differences and abilities.
6. Written tests, physical fitness tests and sports skill tests.

During the two years of required physical education students will engage in the following activity units: Orientation, Aquatics, Team Sports, Individual Sports, Fitness Activities, Weight Training, Biomechanics, Rhythmic Activities, Power Walking/Aerobic Activity, and Health/Wellness.

Health

Grade level: 9

Course units: 5 Credits – Semester Course

Graduation requirement: Health

UC/CSU a-g requirement: None

Prerequisite: None

Course Description: This course has been designed using the Health Framework for California Public Schools and CCSS. It provides a comprehensive, sequentially planned program to positively influence the knowledge, skills, attitude and behaviors of individuals related to health. This in-depth education program includes relevant health information that would lead students to make informed decisions leading to a healthy lifestyle now and in the future. Some of the subjects covered in this course include brain development, sleep deprivation, decision-making, conflict resolution, stress management, internet safety, suicide awareness and prevention, nutrition, infectious diseases, human sexuality, and substance use and abuse.

Physical Education I

Grade level: 9

Course units: 10 Credits – Year Course

Graduation requirement: Physical Education

UC/CSU a-g requirement: None

Emphasis is placed on the orientation and introduction of skills and knowledge in each of the units and a basic introduction to health/wellness topics. **Required for graduation.**

Physical Education II

Grade level: 10-11

Course units: 10 Credits – Year Course

Graduation requirement: Physical Education

UC/CSU a-g requirement: None

Emphasis is placed on skill analysis, game strategies, strength training, and learning in more detail the basics in human anatomy and physiology. **Required for graduation.**

Weight & Fitness Training

Grade level: 11-12

Course units: 5 Credits – Semester Course

Graduation requirement: Elective

UC/CSU a-g requirement: None

May repeat for credit.

Emphasis is placed on weight training, individual fitness programs, and exploring what physical activities students would like to participate in after high school that would benefit their pursuit of personal fitness. Time is spent learning how to apply the health/wellness topics to everyday life. **Does not count for P.E. graduation credit.**

Introduction to Yoga

Grade level: 11-12

Course units: 5 Credits – Semester Course

Graduation requirement: Elective

UC/CSU a-g requirement: None

May repeat for credit.

Introduction to Yoga is designed to safely introduce students to the basic postures (asanas), breathing techniques (pranayama), and relaxation methods of yoga. This elective PE class provides students with an understanding of anatomy and physiology as it applies to Yoga.

BHS students enrolled in Introduction to Yoga will develop an enhanced appreciation and acceptance of their body's uniqueness. Yoga improves spinal mobility, increased flexibility of movement, increased strength, improved posture and sitting habits. Through the practice of Yoga, student's focus, concentration, and functional breathing will improve. Students will learn how to identify the precursors of stress and learn to release them more easily; students will also learn to relax at will and experience the health benefits of yoga. *Does not count for P.E. graduation credit.*

Science Department

The Burlingame High School Science Department offers a variety of challenging courses in many scientific disciplines to meet the needs and interests of our students. The Science Department approaches science in a collaborative manner in all aspects – from curriculum planning to the implementation of hands-on, daily lessons. The Science Department prides itself on making science accessible to all students through the connections that can be made between the content and the real world. Each class uses a variety of teaching strategies including technology-based laboratory experiments, demonstrations, visual aids and discussion.

The BHS graduation requirement for all students is the successful completion of one year of Biological Science and one year of Physical Science. The Biological Science requirement is met by taking Biology, the Living Earth. After the biological science requirement has been met, students at Burlingame will take Chemistry in the Earth System to fulfill the physical science requirement. After these two preliminary classes have been successfully completed all students have a variety of options in their last two years at Burlingame. Both Physics in the Universe and Environmental Science courses are UC approved d-level science courses for those wanting to further their high school science experience. In addition, the Science Department offers four Advanced Placement courses; AP Biology, AP Chemistry, AP Environmental Science and AP Physics that allow students to continue their explorations of science at a deeper and more challenging level.

The BHS Science Department recommends that any student with an interest in pursuing a science or math related field in college take as many science courses as possible while at BHS.

Biology, the Living Earth

Grade level: 9-12

Course units: 10 Credits – Year

Course Graduation requirement:

Biological Science **UC/CSU a-g**

requirement: d **Prerequisites:** None

Course Description: During the fall semester, students will study ecology, with an emphasis on interdependence between biotic and abiotic factors on Earth. They will study the dynamics of matter and energy flow through ecosystems, with a focus on the carbon cycle and its flow through the processes of photosynthesis and cellular respiration. Students will also engage in an exploration of DNA, and its role in the storing and inheritance of genetic information. Conceptually, students move from the large-scale organization of ecosystems, to systems that cycle matter, and smaller systems in organisms that arrange matter through genetic instructions.

In the spring semester, students will zoom in on the basic unit of life--the cell, and learn about how the cell's structure and function allow for the emergent property of unicellular and multicellular life. Students will also apply their knowledge of genetics and study its interaction with the environment, examining the process and evidence for evolution through natural selection. Finally, students will utilize their knowledge of Earth processes and living systems to design solutions to mitigate the effects of human populations on biodiversity and global climate change.

Approximate homework assigned daily: 20 minutes each evening.

Advanced Placement (AP) Biology

Grade level: 11-12

Course units: 10 Credits – Year Course

Graduation requirement: Biological Science

UC/CSU a-g requirement: d

Prerequisite: Biology, the Living Earth & Chemistry in the Earth System

Suggested Course Preparation/Critical Skills: Enrolling students should have completed Biology, the Living Earth and Chemistry in the Earth System with a grade of “C” or better.

Course Description: A highly specialized course for the qualified and motivated student whose future includes university attendance with a possible major in the sciences. The course has a focus on cellular ultra-structure, genetics, biochemical processes, biotechnology, comparative anatomy and physiology, mechanisms of evolution, diversity of organisms, and ecology. Students will explore these topics through discussions, lecture, laboratory investigations, teacher demonstrations, computer modeling and in-class assignments. In addition to a thorough reading of a college biology textbook, the students will read scientific articles, and perform and write up numerous laboratories. This course is aligned with the California State Standards in Biology as well as the guidelines described by the College Board. All students who take this course are expected to prepare and excel in the Biology Advanced Placement Exam.

Approximate homework assigned daily: 1-2 hours, 4-5 days per week

Chemistry in the Earth System

Grade level: 10-12

Course units: 10 Credits – Year Course

Graduation requirement: Physical Science

UC/CSU a-g requirement: d

Prerequisite: Biology, the Living Earth

Suggested Course Preparation/Critical Skills: Enrolling students should have completed Biology, the Living Earth with a grade of “D” or better.

Course Description: Students will investigate the formation of the first elements and their transformation to heavier elements within the context of stars as nuclear element factories. They will use this knowledge to explore the structure of the atom, and the patterns this structure presents when elements are organized according to the periodic table. Students will learn of the forces that hold matter together, and how society uses its understanding of elements and molecules to develop useful materials. Additionally, the interactions of atoms and molecules will be examined, along with the factors that drive chemical changes, as illustrated by chemical reactions. Students will investigate Earth’s atmosphere and climate system, establishing connections between matter and energy, and how energy flows into and out of chemical systems. This concept will extend to the movement of energy through Earth’s systems, and ways in which humans may control these movements through investigations of greenhouse gases, their effect on the atmosphere, and the stability and change of the chemistry of the ocean and other bodies of water on Earth.

Approximate homework assigned daily: 20 minutes, each evening.

Advanced Placement (AP) Chemistry

Grade level: 11-12

Course units: 10 Credits – Year Course

Graduation requirement: Physical Science

UC/CSU a-g requirement: d

Prerequisite: Biology, the Living Earth & Chemistry in the Earth System

Suggested Course Preparation/Critical Skills: Enrolling students should have completed Biology, the Living Earth and Chemistry in the Earth System with a grade of “C” or better. It is recommended that students have a strong interest in science and math. AP Chemistry builds on the skills mastered in CP chemistry and algebra I and II.

Course Description: Advanced Placement Chemistry is a highly specialized course for qualified students whose future includes university attendance with a possible major in the sciences. AP chemistry is equivalent to a rigorous first year college-level chemistry course and is designed for students with strong mathematics and problem-solving skills along with a genuine love of science and its application. This course prepares students for the AP Chemistry Exam and for further study in science, health sciences, and engineering. All Students enrolled in AP Chemistry are expected to take the AP Chemistry Exam in May. Topics of study include Matter and Measurement, Atoms, Molecules, and Ions, Stoichiometry, Thermochemistry, Periodic Properties, Chemical Bonding, Molecular Geometry, Properties of Solutions, Chemical Equilibrium, Acids and Bases, Thermodynamics, Electrochemistry. Many of these units involve a large amount of mathematical calculations and manipulations.

Since this is a college level course taught in high school, it is very demanding, both in time and effort required. Much of the work involves solving math-type word problems. Homework is assigned each day and on weekends. The amount of work outside of class depends upon the student and his/her background; however, students should be prepared to spend anywhere from 45 minutes to an hour and a half every night on just their AP Chemistry homework. Because class time is limited, students are also required to work independently on additional units over vacation breaks. Those students who are heavily involved in after school activities will have to learn to budget their time very carefully to achieve success in this course.

Approximate homework assigned daily: 45 minutes each night

Environmental Science

Grade level: 12

Course units: 10 Credits – Year Course

Graduation requirement: Physical Science/Bio

UC/CSU a-g requirement: d

Prerequisite: Biology, the Living Earth & Chemistry in the Earth System

Suggested Course Preparation/Critical Skills: Enrolling students need to have completed Biology, the Living Earth and Chemistry in the Earth System with a grade of “D” or better.

Course Considerations: This course is taught as a Capstone course and is taken instead of AP Environmental Science and does not prepare a student for the AP Environmental Science Exam. It is suggested that this class is a final science course after completing Biology, Chemistry, and Physics.

Course Description: Environmental science is a course dedicated to understanding the interactions between earth’s natural systems and the demands placed on them by the human population. This course examines the scientific principles behind natural phenomena and resource cycles, explores how we utilize these systems and our impact, and potential solutions for the resulting consequences of resource mismanagement and exploitation. The course includes elements of life science, physical science, and social science and focuses on breadth and interrelatedness of relevant current events. Concepts can be explored through inquiry based laboratory exercises, environmental health assessment techniques, student presentations and projects.

Approximate homework assigned daily: 30 minutes each night

Advanced Placement (AP) Environmental Science

Grade level: 11-12

Course units: 10 Credits – Year Course

Graduation requirement: Physical Science/Bio

UC/CSU a-g requirement: d

Prerequisite: Biology, the Living Earth & Chemistry in the Earth System

Suggested Course Preparation/Critical Skills: Enrolling students should have completed Biology, the Living Earth and Chemistry in the Earth System with a grade of “C” or better.

Course Description: AP Environmental science is a course devoted to integrating our understanding of biological, physical and social sciences through the study of environmental interactions. Students will examine the causes, risks, consequences, and potential solutions for both natural and human created environmental problems. These concepts are explored through laboratory activities, environmental case studies, and student projects. All students are encouraged to take the AP Environmental Science exam in the spring. See individual colleges for specific information regarding AP exam scores and course equivalency.

Approximate homework assigned daily: Average of 45min-1 hour every night

Physics in the Universe

Grade level: 10-12

Course units: 10 Credits – Year Course

Graduation requirement: Physical Science

UC/CSU a-g requirement: d

Prerequisite: Biology, the Living Earth & Chemistry in the Earth System

Suggested Course Preparation/Critical Skills: Enrolling students should have completed Biology, the Living Earth and Chemistry in the Earth System with a grade of “D” or better.

Course Description: In Physics 1, students will study the underlying causes and effects of forces on Earth and in the Universe, including: Gravitational, Contact, Magnetic, Nuclear and Electrostatic forces. Students will investigate the nature of energy, and matter and their conservation. They will have the opportunity to study the formation of the geophysics features of Earth and Cosmic Evolution. They will examine the collection of evidence supporting physical models. Students will also examine the principles of waves, and how we use waves in information technology, including information storage and transfer. Students will work on projects which demonstrate students’ mastery of course, regularly conduct experimental investigations, and participate in engineering practices.

Approximate homework assigned daily: 30 minutes per night

Advanced Placement (AP) Physics 1

Grade level: 11-12 **Course units:** 10 Credits – Year Course

Graduation requirement: Physical Science **UC/CSU a-g requirement:** d

Prerequisite: Biology, the Living Earth & Chemistry in the Earth System

Suggested Course Preparation/Critical Skills: Enrolling students should have completed Biology, the Living Earth and Chemistry in the Earth System with a grade of “C” or better. NOTE: Physics 1/2 is not a prerequisite for this class.

Course Description: AP Physics is a first year physics course that develops the student’s knowledge of fundamental laws of nature while focusing mainly on Classical Mechanics. Students will cultivate their understanding of physics and science practices as they explore the following topics: kinematics, dynamics, momentum, energy, harmonic motion, mechanical waves, rotational motion, electric charge, electric force, and simple dc circuits.

The course is built around 6 “Big Ideas”:

1. Objects and systems have properties such as charge and mass.
2. Fields exist in space can be used to explain interactions.
3. Interaction of an object with other objects can be described by forces.
4. Interactions between systems can result in changes in those systems.
5. Changes that occur as a result of interactions are constrained by conservation laws.
6. Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

Mastery in the use of mathematical models that describe physical laws is the goal of this course; thus a firm grasp on the use of geometry and algebra is required. Laboratory investigations will focus on the application of the mathematical models and the 6 Big Ideas. The course is planned specifically for the college bound student and is designed to prepare students for the Advanced Placement Physics 1 Examination.

Approximate homework assigned daily: Approximately 5 hours each week

Social Science Department

“To remain ignorant of things that happened before you were born is to remain a child.” – Cicero

Burlingame’s Social Science department engages students to consider how the past has affected them and how they can in turn affect the present and future. Students at BHS take 3 and ½ semesters of Social Science courses, and, if they choose, several departmental electives. Each course emphasizes content mastery, critical thinking, text analysis, public speaking, research and writing. Upon graduating from BHS, students will have the appropriate knowledge and skills to succeed in adulthood, per Cicero’s advice.

Introduction to Ethnic Studies

Grade level: 9 **Course units:** 5 Credits – Semester Course

Graduation requirement: Social Science **UC/CSU a-g requirement:** a

Prerequisite: None

Suggested Course Preparation/Critical Skills: 1) Notetaking- the ability to take notes from a variety of sources 2) Organization- keeping materials in one folder/binder/notebook 3) Listening- lectures, explanations of last night’s homework and directions are the key to success!

Course Description: Introduction to Ethnic Studies is a one-semester course designed for students to be politically, socially, and economically aware of their personal connections to local and global histories. By studying the histories of race, ethnicity, nationality, sexuality, and culture, students will cultivate respect and empathy for individuals and solidarity with groups of people locally, nationally, and globally in order to foster compassion, active social engagement, and community building. Students will learn how to become critical thinkers who examine and analyze current day issues. This course is intended to help build inter-ethnic understanding and socio-cultural bridges in an increasingly more multicultural and multiethnic nation, which is imperative to creating a just society.

Major Projects/Assignments: Students will participate in a variety of major assignments throughout the year, such as but not limited to the following: Identity portfolio, end of semester Action & Self Determination Project as well as unit based assignments requiring critical thinking and creativity.

Approximate homework assigned daily: Approximate homework assigned daily: 20-60 minutes. It is important to note that this serves as an estimate of the nightly average homework load. It is not intended to be a concrete value and homework completion time will depend upon the nature of the assignment and the abilities and work habits of the student.

Modern World History

Grade level: 10

Course units: 10 Credits – Year Course

Graduation requirement: Social Science

UC/CSU a-g requirement: a

Prerequisite: Successful completion of Ethnic Studies, recommended

Suggested Course Preparation/Critical Skills: Students should have passed Ethnic Studies, and should be reading and writing at grade level.

Course Description: The Modern World History course covers a period of more than 250 years, highlighting major turning points that shaped the modern world, from the late eighteenth century through the present. This course offers a balanced approach to historical content, providing equal weight to the development of western civilization and the evolution of the non-western world. This course will offer students a truly global historical experience. In this course, students will critically learn about the history and culture of the world by considering multiple accounts of events in order to understand international relations from a variety of perspectives, in a way that allows students to place themselves in its narratives. Additionally, students will use historical data to support a well-articulated argument or opinion. As in all history classes at BHS, they will interpret and apply data from primary and secondary sources, including speeches, cartoons, graphs, letters, etc. Finally, they will continue to practice the art of critical reading/notetaking and analysis, both of the textbook and other sources. Through these activities, students will develop the historical thinking skills of reading, writing, and critical thinking. This course is based on the CA History-Social Science Content Standards and the CA H-SS Framework.

Major Projects/Assignments: Students will participate in a variety of major assignments throughout the year, such as but not limited to the following: several debates, class discussions, a variety of writing tasks, and other assignments which vary according to teacher preference.

Approximate homework assigned daily: Students should expect 1-2 homework assignments per week ranging from 20-45 minutes in length (approximate). It is important to note that this serves as an estimate of the nightly average homework load. It is not intended to be a concrete value and homework completion time will depend upon the nature of the assignment and the abilities and work habits of the student.

Advanced Placement (AP) World History: Modern

Grade level: 10

Course units: 10 Credits – Year Course

Graduation requirement: Social Science

UC/CSU a-g requirement: a

Prerequisite: Ethnic Studies with grade B or above, strongly recommended.

Suggested Course Preparation/Critical Skills: Students should have reading and writing skills above the 12th grade level. This course is intended to mimic an introductory college course and involves extensive reading and writing.

Course Description: Advanced Placement (AP) World History: Modern is an introductory college-level modern world history course that fulfills SMUHSD graduation requirements and is a course offered for 10th grade students not enrolled in College-Prep (CP) Modern World History. Students will explore major global turning points from c. 1200 CE to the present in order to better understand the background and context of modern global issues. Students will cultivate their understanding of world history through the analysis of primary sources while learning to make connections and craft historical arguments. Students will explore themes and concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. This course is based on the CA History-Social Science Content Standards, the CA H-SS Framework, and the curriculum requirements of the College Board.

Highlights of Course Objectives:

- Students will be able to analyze, interpret and use a wide variety of primary source materials in order to create and prove arguments.
- Students will write clear, precise essays that demonstrate understanding of historical events and trends using ample evidence and analysis.
- Students will demonstrate knowledge of basic chronology and the major events, people and trends of world history from 1250 to present.

- Students will work individually and in groups to create well-supported arguments, demonstrating knowledge through oral explanation and debate.

Major Projects/Assignments: Essay and multiple choice exams will be regularly scheduled assessments.

Debate, research, simulations and other creative projects will vary.

Approximate homework assigned daily: Minimum of 60-90 minutes daily. It is important to remember that assignments will vary in length and multiple days will often be given for a single assignment. Students are expected to appropriate their time accordingly. In addition, daily reading, sometimes with accompanying assignments and sometimes independently. Students will need to factor in the pace at which they read!

United States History

Grade level: 11

Course units: 10 Credits – Year Course

Graduation requirement: Social Science

UC/CSU a-g requirement: a

Prerequisite: Successful completion of Modern World History, recommended.

Suggested Course Preparation/Critical Skills: 1) ability to manage time on short and long term assignments 2) ability to work independently and in collaborative groups 3) note-taking skills 4) familiarity with document analysis

Course Description: United States History College Preparatory fulfills both state and district requirements for high school graduation. The course examines the nation's history, with an emphasis on the 20th century. Instruction is centered on analyzing events in the nation's past to better understand current issues. Students are asked to analyze social, political, and economic influences that have shaped American history. Building from the foundations established in Ethnic Studies, and Modern World History, students will examine key events studied in those courses from an American perspective, with an understanding that what constitutes an American perspective is complex and varied. Students will continue to develop their skills in writing persuasive essays and analyzing primary source documents. Cause and effect analysis and the ability to craft evidence supported claims are focal points of the critical thinking skills to be mastered.

Major Projects/Assignments: the US History team works together to craft meaningful, common assessments that give all students opportunities to use their strengths to demonstrate content knowledge and skill mastery.

Approximate homework assigned daily: 30 minutes. It is important to note that this serves as an estimate of the nightly average homework load. It is not intended to be a concrete value and homework completion time will depend upon the nature of the assignment, as well as the work habits and time management of students.

Advanced Placement (AP) United States History

Grade level: 11

Course units: 10 Credits – Year Course

Graduation requirement: Social Science

UC/CSU a-g requirement: a

Prerequisite: Completion of Modern World History or AP European History with a grade of B or above, recommended.

Suggested Course Preparation/Critical Skills: Reading and writing skills above the 12th grade level, as this is a college level course that involves extensive reading, analysis and writing.

Course Description: Advanced Placement United States History covers the entire spectrum of our nation's history, from the Age of Exploration to the present. Given the broad range and profound depth of study, success in this course necessitates strong reading and writing skills commingled with a willingness to devote considerable time to homework and study. This course is designed to prepare students for the AP exam in US history. Our course at BHS has been audited and approved by the College Board. Please refer to its site for more details about the course: www.collegeboard.com.

Course Objectives: Students in this course will...

- Develop a meaningful understanding of the history of the United States in all its multifaceted forms, particularly social, political, diplomatic, economic and cultural aspects and transformations.
- Develop an appreciation for the fundamental issues and themes that flow through our history.
- Master a broad body of historical knowledge.
- Use historical data to support a well-articulated argument or opinion.
- Interpret and apply data from original documents, including cartoons, graphs, letters, etc..
- Improve writing, research, and critical reading skills.
- Work effectively with others to produce products and solve problems.
- Prepare for, and successfully pass, the Advanced Placement Exam in May.

Major Projects/Assignments: Regular essay writing, debates, and extensive outside reading. The type of assignments varies with each instructor.

Approximate homework assigned daily: 90-120 minutes. Students will primarily spend time outside of class devoted to textbook reading. It is important to note that this serves as an estimate of the nightly average homework load. It is not intended to be a concrete value and homework completion time will depend upon the nature of the assignment and the abilities and work habits of the student.

American Government

Grade level: 12

Course units: 5 Credits – Semester Course

Graduation requirement: Social Science

UC/CSU a-g requirement: a

Prerequisite: Successful completion of Contemporary World Ethnic Studies, World History, U.S. History, recommended

Suggested Course Preparation/Critical Skills: 1) familiarity with the routine of daily homework assignments 2) ability to work both independently and collaboratively 3) organizational skills 4) note taking skills

Course Description: This course is college preparatory; some advanced reading is required.

American Government introduces students to the requirements and demands of participation in our federal system of government, focusing on issues that are both foundational and highly relevant to students. Analysis of founding documents, judicial decisions, public opinion, media, and interest groups are among the topics of study. Discussion and debate are the norm. The course strives to engender a sense of political efficacy and activism on issues of personal interest at local, state, national, and international levels.

There are six units of study:

- The Foundations of American Government
- Political Behavior
- The Legislative Branch
- The Executive Branch
- The Judicial Branch
- Civil Liberties, Rights and Responsibilities

Major Projects/Assignments: Semester long projects include a formal debate/research project and various simulations, such as a mock Congress and a mock Senate hearing.

Approximate homework assigned daily: 30-60 minutes. It is important to note that this serves as an estimate of the nightly average homework load. It is not intended to be a concrete value and homework completion time will depend upon the nature of the assignment and the abilities, work habits, and time management skills of the student.

Advanced Placement (AP) US Government & Politics

Grade level: 12

Course units: 5 Credits – Semester Course

Graduation requirement: Social Science

UC/CSU a-g requirement: a

Prerequisite: Successful completion of Contemporary World Studies, World History, U.S. History, recommended.

Suggested Course Preparation/Critical Skills: Students enrolling in this course should have successfully completed AP U.S. History in 11th grade and Honors World History in 10th grade with a grade of “C” or better. Students entering from CP should have an A US History College preparatory. It is also recommended that students who wish to take this course have a solid foundation of writing and research skills, be able to handle college level reading material, and be prepared to work independently as well as in a group environment.

Course Description: In this semester long course students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American Government. Throughout the course we examine and try to evaluate our institutions of government, the public policies made by these institutions, and the influences of the electorate on policy-making. Ultimately this course is designed to prepare students to take the Advanced Placement Examination in United States Government and Politics.

Major Projects/Assignments: Semester projects include a simulation on the presidential election and group research paper on a piece of federal legislation. This is in addition to several minor individual projects that are assigned throughout the semester.

Approximate homework assigned daily: Minimum of 30-45 minutes daily. It is important to note that this serves as an estimate of the nightly average homework load. It is not intended to be a concrete value and homework completion time will depend upon the nature of the assignment and the abilities and work habits of the student.

Economics

Grade level: 12

Course units: 5 Credits – Semester Course

Graduation requirement: Social Science

UC/CSU a-g requirement: g

Prerequisite: Successful completion of Contemporary Ethnic World Studies, World History, U.S. History, recommended.

Suggested Course Preparation/Critical Skills: 1) the ability to organize and complete assigned reading and homework 2) the ability to work independently and collaboratively 3) listening and notetaking skills

Course Description: Economics is designed to introduce students to the basic concepts of both microeconomic and macroeconomic principles. It is a rigorous course intended to provide students with the vocabulary of economics, the skills necessary to understand and analyze economic issues, and an appreciation of how the economic system has evolved in the U.S. The course emphasizes the use of graphic models to illustrate economic concepts. Students will be able to show economic conditions and change through relevant models.

Units of study include:

- Basic Economic Concepts: scarcity, choice, opportunity cost, and economic systems
- Microeconomics: supply and demand, business models, and market structures
- Macroeconomic foundations: fiscal and monetary policy, unemployment, inflation, and GDP
- International Economics: trade, comparative and absolute advantage