



# **BHS Course Description Guide 2020-21**

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## **Non-Discrimination and Sexual Harassment Policies**

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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 Dr. Holly Wade, 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**

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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 <b>and</b> 10 credits of Physical Science (1 year of science must be an approved UC science course)
Social Science	35 credits / 3.5 years	Contemporary World 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 <sup>th</sup> 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	
<b>Required Minimum for Graduation: 220 credits</b>		

### ***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**

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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**

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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 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders must be enrolled in at least six classes
- 12<sup>th</sup> 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. The deadline for changes to course requests is April 18, 2020.

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**

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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
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- 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](mailto:jdhyne@smuhsd.org)

## College & Career Planning

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### *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 10<sup>th</sup> and 11<sup>th</sup> 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](http://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](http://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 18<sup>th</sup> birthday regardless of U.S. citizenship status. To register go to [www.sss.gov](http://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](http://www.commonapp.org) , CSU/UC applications are available at [www2.calstate.edu/apply](http://www2.calstate.edu/apply) and [www.universityofcalifornia.edu/apply](http://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 1<sup>st</sup> 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

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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**

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### *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](http://www.ucop.edu/pathways)

## Community College

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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](http://www.cccco.edu) or [www.aacc.nche.edu](http://www.aacc.nche.edu)

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

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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)

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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.

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### *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.

**Prerequisite:** Architectural Design I

**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. 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. 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.

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## *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.

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## *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.

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### *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.

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## *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.

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## *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.

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## 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](http://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.

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## Publications

**Grade level:** 10-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** CTE

**UC/CSU a-g requirement:** g

**Prerequisite:** 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 8<sup>th</sup> 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.

### *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.**

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### *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

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### *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

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## 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

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## *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

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## *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.

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## *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

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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

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### *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

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### *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

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### *Algebra II*

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

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### *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

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### *Compressed Math II*

**Grade level:** 9-12

**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

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### *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

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### *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

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### *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

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### *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

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### *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

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### *Advanced Placement (AP) Computer Science*

**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

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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.

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### *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.**

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### *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.**

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### *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

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The BHS 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 lecture aids and discussion.

The BHS graduation requirement for all students in 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 Physical Science requirement can be met by taking Integrated Science, Chemistry or Physics. 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 minimum amount of science required by the UC and CSU systems are two years of lab-based science (d-level). While Integrated Science meets the BHS graduation requirement, it does not meet the UC/CSU requirement of a lab science but is regarded as a science elective (g-level). Although most colleges and universities require only two years, many of our students enjoy taking additional science courses throughout their high school career. 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.

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### *Biology*

**Grade level:** 9-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** Biological Science

**UC/CSU a-g requirement:** d

**Prerequisites:** Concurrent enrollment in Algebra I or higher; 8<sup>th</sup> grade reading level.

**Suggested Course Preparation/ Critical Skills:** Laboratory investigation skills: creating data tables and graphs, basic metric measurement conversions, calculate averages, maintain a laboratory notebook, ability to stay on task and safe in a lab group environments. Reading/ Writing skills: Read scientific text in order to identify, describe and explain scientific concepts, create summaries of laboratory results that elaborate on evidence, use appropriate academic and scientific language when describing concepts.

**Course Description:** Biology at Burlingame High School is a required course for graduation and UC/CSU admission. Students are introduced to the process of science through discussion, activities, collaboration, and laboratory exercises. Emphasis is placed on proper laboratory procedures, quantitative observations and analysis. These crucial skills prepare students for further studies in science. The course is designed to emphasize the role biology plays in the lives of students in today's society. Topics covered include biochemistry, cell structure and function, DNA and protein synthesis, cellular energy, ecology, biotechnology, cell reproduction, heredity, and evolution.

**Major Projects:** DNA fingerprinting and a variety of student team projects that focus on visual and technological models to create visual of various biological concepts. Students collaborate on biology topic/concepts and present their findings to their peers.

**Approximate homework assigned daily:** 30 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:** “B” or better in Biology, “B” or better in Chemistry, recommended

**Suggested Course Preparation/Critical Skills:** The ability and academic background to complete college-level work.

**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.

**Major Projects/Assignments:** Students will participate in the required 12 Advanced Placement Biology labs, a fetal pig dissection and at least one group presentation.

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

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## *Chemistry*

**Grade level:** 10-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** Physical Science

**UC/CSU a-g requirement:** d

**Prerequisite:** Biology and Algebra I

**Suggested Course Preparation/Critical Skills:**

Enrolling students should have successfully completed Biology, with a grade of “C” or better, and the ability to work effectively in science laboratories and in class discussions. They must be able to apply math skills and concepts from a 1<sup>st</sup> year algebra course.

**Course Description:** Chemistry is a rigorous course that involves the study of matter and energy. Students deal with the characteristics of elements, their changes and their behavior under various conditions. Laboratory investigation is emphasized. This course is aligned with the California State Standards in Chemistry. Topics of study include; matter and measurement, atoms, molecules, and ions, stoichiometry, periodic properties, chemical bonding, molecular geometry, nuclear chemistry, chemical equilibrium, acids and bases, thermodynamics, and electrochemistry. Many of these units involve a large amount of mathematical calculations and manipulations.

**Major Projects/Assignments:** Each unit involves laboratory activities and lab reports. Students are required to prepare lab reports that include: pre-lab preparation, data collection, data analysis, calculations and detailed conclusions.

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

## *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, Chemistry, Algebra II and current placement in pre-calculus or higher.

### **Suggested Course Preparation/Critical Skills:**

Enrolling students should have excelled in both their 1<sup>st</sup> year Chemistry and 1<sup>st</sup> year Biology courses, have a sincere love of science, and the ability to perform complex mathematical manipulations.

**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.

### **Major Projects/Assignments:**

Each unit involves laboratory activities, lab reports and multifaceted problem sets.

Approximate homework assigned daily: 60 minutes, 7 days per week including school holidays.

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## *Environmental Science*

**Grade level:** 11-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** Physical Science/Bio

**UC/CSU a-g requirement:** d

**Prerequisite:** One year successful completion of a level “d” Biological Science course. One year successful completion of a level “d” Physical Science. Concurrent enrollment in or completion of Algebra II, or teacher recommendation.

### **Suggested Course Preparation/Critical Skills**

It is strongly recommended that this be taken as a 4th year science course, as a thorough background in the life and physical sciences will provide students with the breadth necessary to explore the integral nature of environmental science. This course is designed as a parallel to AP Environmental Science. Students would not take this class prior to or after successful completion of AP Environmental Science.

### **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.

**Major Projects/Assignments:** ecocolumns, environmental case studies, productivity labs

**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:** Successful completion of 1 year of biological science and 1 year of physical science is required. Successful completion of chemistry and completion or enrollment in Algebra II recommended.

**Suggested Course Preparation/Critical Skills:** Successful participation in AP Environmental Science requires the ability to gather and interpret scientific data, complete scientific calculations without the use of a calculator, and create and understand graphical representations of data. AP Environmental Science also requires critical thinking skills to apply and evaluate connections between political, social and scientific phenomena.

**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.

**Major Projects/Assignments:** There are a variety of group projects and presentations throughout the year that focus on environmental case studies, field projects, and current events. Students should expect to participate in at least 1 required environmental monitoring field trip during the year.

**Approximate homework assigned daily:** Average every night

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## *Physics*

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

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

**Prerequisite:** Biology, Algebra I

**Suggested Course Preparation/Critical Skills:** Students should have successful completion of Biology with a “C” or better, an understanding of the math skills of Algebra I and the ability to work effectively in laboratory settings as well as in class discussions.

**Course Description:** This is a laboratory course that focuses on hands-on, real-world and applicable examples to describe the physical world. While math and a student’s ability to perform critical analyses of problems involving physical phenomena is required, conceptual understanding is at the heart of this course. The course is taught through a combination of lab activities, lecture/discussion, demonstrations and guided problem solving. The laboratory experiments emphasize hands-on explorations of the fundamental concepts and laws that govern the universe. Fall semester focuses on topics including Scientific Reasoning, Motion and Momentum, Forces, Circular Motion and Universal Gravitation, and Heat and Energy. Second semester covers topics such as Waves and Sound, Electricity, Magnetism, and Light and Optics.

**Major Projects/Assignments:** None

**Approximate homework assigned daily:** 30 minutes

## ***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:** Completion of Biology and Chemistry with a B+ or better; alternately, completion of Physics with a B+ or better. Completion Geometry with a “B” or better recommended, Algebra II with a “B” or better recommended. 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, rotational motion, harmonic motion, mechanical waves, 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:** One hour each night

## Social Science Department

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“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:** as determined by the instructor

**Approximate homework assigned daily:** Approximate homework assigned daily: 20-120 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.

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### *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 Contemporary World Studies, recommended

**Suggested Course Preparation/Critical Skills:** 1 Students should have passed Contemporary World Studies, and should be reading and writing at grade level.

**Course Description:** Our curriculums follow a framework set forth in the California State Standards; thus the main emphasis of this class will be on Modern World History (the Enlightenment and Beyond), with a review of earlier periods. Students in the class will develop an appreciation for the fundamental issues and themes that flow through Modern World history. It is expected that they master a broad body of historical knowledge. Additionally, they 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 original documents, including cartoons, graphs, letters, etc. Finally, they will master the art of textbook reading/notetaking and analysis. Through all of this they will improve writing, research, and critical reading skills. Students will be prepared to take the California Standards Test in Modern World History in the spring.

**Major Projects/Assignments:** Students will participate in a variety of major assignments throughout the year, such as but not limited to the following: one 5 page research paper per semester, three analytical essays per semester, several debates, class discussions and other assignments which vary according to teacher preference.

**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 and work habits of the student.

## *Advanced Placement (AP) European History*

**Grade level:** 10

**Course units:** 10 Credits – Year Course

**Graduation requirement:** Social Science

**UC/CSU a-g requirement:** a

**Prerequisite:** Contemporary World Studies advanced Standing with grade B or above, recommended.

**Suggested Course Preparation/Critical Skills:** Students should have reading and writing skills above the

12<sup>th</sup> grade level. This course is intended to mimic an introductory college course and involves extensive reading and writing.

**Course Description:** Advanced Placement European History covers major events and trends from 1450 to the present.

Students are expected to clearly and effectively demonstrate knowledge of the political, economic, social, and intellectual trends for each identified period through essay writing, multiple choice exams, extensive primary source analyses, debates and projects. The ultimate goal is that students are prepared to pass the Advanced Placement European History Exam at the end of the course as well as the California Standards Test in Modern World History in the spring.

### **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 European history from 1450 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.

## *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) familiarity with the routine of daily homework assignments; 2) ability to work independently on an assignment; 3) organizational skills 4) note-taking skills

**Course Description:** United States History College Preparatory fulfills both state and district requirements for high school graduation. The course examines the nation's history focusing on the Twentieth Century. Instruction is centered on analyzing events in the nation's past to understand their impact on current events. Students are asked to analyze cultural, political, economic, and technological influences that have shaped American history. Building from the foundations established in Contemporary World Studies, and Modern World History, students will reexamine key events studied in those courses from an American perspective. Students will continue to develop their skills in writing persuasive essays and analyzing primary source documents leading to their ability to write a document based essay. Cause and effect analysis and the ability to make data supported generalizations are focal points of the critical thinking skills to be mastered. Test taking and note taking skills are focal points of this course. Geographic literacy is also a major component as students will be expected to identify locations and assess their significance in United States History. Nightly reading is an essential requirement for all students. Students will be prepared to take the California Standards Test in United States History in the spring and also may elect to take the SAT II for this subject area in June.

**Major Projects/Assignments:** as determined by the instructor

**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 and work habits of the student.

## *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 with a grade of B or above, recommended.

**Suggested Course Preparation/Critical Skills:** Reading and writing skills above the 12<sup>th</sup> 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](http://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. 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 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 independently on an assignment 3) organizational skills 4) note taking skills This course is college preparatory; some advanced reading is required.

**Course Description:** American Government introduces students to the requirements and demands of democratic citizenship. This course will develop informed, responsible participation in American political life by competent citizens committed to the fundamental values and principles of American constitutional democracy. Students analyze the nature and function of political relationships: citizen-to-citizen, citizen to local community, citizen to state, and citizen to the nation. It provides the students with the foundation essential to understanding the dynamics of American politics. The course will also strive to engender a sense of political efficacy and activism on issues of personal interest. In short, American Government will act as one of the two “finishing courses” of the Social Sciences, preparing students to take their rightful place as full, active, and responsible members of American society while simultaneously developing an appreciation of the past as it relates to the present and preparing them for the possibilities of their future.

This course is aligned with California Content Standards for American Government. 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 Roundtable Research Project 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:** 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 and work habits 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 11<sup>th</sup> grade and Honors World History in 10<sup>th</sup> 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 long projects include a Roundtable Research Project 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.

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## *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 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 principals. It is a rigorous course intended to provide the student with the vocabulary of economics, the skills necessary to understand and analyze the current economic issues and an appreciation of the economic system that has evolved in the U.S. and in the world today.

Students will be introduced to the concepts of supply and demand and the larger economic system, as well as the general workings of the free market economy including: Measurement of Economic Performance, National Income and Price Determination, Financial Markets, Inflation, Unemployment and Stabilization Policies, Economic Growth and Productivity, International Trade and Finance, Consumer Behavior, the nature of the firm in the four market models (Perfect Competition, Monopolistic Competition, Oligopoly, and Monopoly) and the role of government in promoting efficiency and equity in the economy.

**Major Projects/Assignments:** As determined by the instructor

**Approximate homework assigned daily:** 30-45 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.

## *Advanced Placement (AP) Macroeconomics*

**Grade level:** 12

**Course units:** 5 Credits – Semester Course

**Graduation requirement:** Social Science

**UC/CSU a-g requirement:** g

**Prerequisite:** Completion of United States History

**Suggested Course Preparation/Critical Skills:** The department strongly recommends:

- Careful attention paid to the rest of the student's academic load. This course has a considerable amount of work.
- There are mathematical principles employed in this course. Students should have a comfortable familiarity with the creation and interpretation of line-slope graphs and the use of logical arguments.
- Students will complete readings from college-level textbooks and will complete written work commensurate with university-level classes.
- Students should have previously experience in Advanced Placement courses. Reading and writing abilities, which exceed grade level (12th grade reading level recommended).
- The ability to grasp complex and abstract ideas and theories and a strong, independent, responsible work-ethic.

**Course Description:** This one-semester course is an alternative to the Economics graduation requirement. The course explores macroeconomic concepts such as the open market structure of business and government regulatory policies and will prepare students to take the Advanced Placement Examination. This course is challenging and students are expected to possess strong academic skills to master a considerable amount of material in preparation for the exam.

**Major Projects/Assignments:** As determined by the instructor

**Approximate homework assigned daily:** 45-90 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.

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## *Psychology*

**Grade level:** 11-12

**Course units:** 5 Credits – Semester Course

**Graduation requirement:** Elective

**UC/CSU a-g requirement:** g

**Suggested Course Preparation/Critical Skills:** Reading and writing ability that are at grade level (minimum 10<sup>th</sup> grade level recommended). Students should be organized and capable of doing nightly homework. Note taking at home as well as in class is essential to mastering the course material. Students should be willing and able to participate in class discussions and presentations. A respectful attitude toward the opinions of others as well as the subject matter presented is expected.

**Course Description:** The goal of Psychology is to increase student awareness and understanding of human motivation and behavior. Students will gain a basic understanding of: psychology's rich and diverse history, the research methods associated of scientific investigation, the biological and physiological bases of behavior, the principles of human learning and memory, the major theories of human motivation and emotion, and the ways in which psychological theories and research apply to everyday life. There is an emphasis on self-awareness and personal growth. The course will reinforce the critical thinking, problem-solving and writing skills taught in all social science courses.

**Major Projects/Assignments:** as determined by the instructor

**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 and work habits of the student.

## *Facing History and Ourselves*

**Grade level:** 11-12

**Course units:** 5 Credits – Semester Course

**Graduation requirement:** Elective

**UC/CSU a-g requirement:** g

**Suggested Course Preparation/Critical Skills:** Read and Write at an 11th grade level

**Course Description:** Facing History and Ourselves is a one semester elective course in the Social Sciences. It is a course that focuses on the social dynamics of stereotyping and discrimination, making the use of two case studies as the basis for student exploration. In this Facing History and Ourselves course, students learn about the fragility of democracy to better understand their roles and responsibilities as citizens today. By studying the choices that individuals made students come to understand that this history was not inevitable and that individuals always have choices to either strengthen democracy or undermine it. The last unit is a student driven service project. The class will research a problem, evaluate alternative solutions, develop their own solution, and create an action plan.

**Major Projects/Assignments:** as determined by the instructor, service project

**Approximate homework assigned daily:** 15/ 20 min. 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.



## Special Education Department

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As required by the Individuals with Disabilities Act (IDEA), San Mateo Union High School District provides a continuum of services for students with disabilities. Some services for students with moderate/severe disabilities are provided in conjunction with the San Mateo County Special Education Local Plan Area (SELPA) or with North County Mental Health. All programs are open to students in grades 9-12. Not all programs are provided at each campus; students are placed through the individualized Education Plan (IEP) process in the program that best meets their needs.

The services available at BHS are the Directed Studies Program, Specialized Academic Instruction (SAI), the Adult Transition Class (ATC), and the Applied Academic Curriculum (AAC). Students in Directed Studies may receive one or two periods in a Directed Studies class which supports their work in the mainstream. Some Directed Studies courses are specifically designed to provide targeted support in a particular content area to help participation in the general education setting. There are general Directed Studies courses also offered which help support students more broadly. SAI serves students whose academic needs are best met through direct instruction from a special education teacher with a modified curriculum. ATC serves students between the ages of 18 and 22 years with moderate to severe cognitive challenges. These students receive instruction in vocational and independent living skills. The AAC Program serves students with a focus on building functional skills; students do not earn a high school diploma in the AAC program. The class is designed for students who would benefit from a community-based no-diploma program emphasizing socially appropriate skills and behavior. Other related services offered at BHS are Speech and Language Services, Vocational Services, and Mental Health Services

### *Directed Studies*

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

**Graduation requirement:** Elective **UC/CSU a-g requirement:** None

**Prerequisite:** Individual Education Plan team recommendation

**Course Description:** The Directed Studies class supports students in the completion of academic tasks assigned in their general education classes. This class allows students time to bring general education assignment questions to class in order to support assignment completion. This differs from a homework center/study hall in that students do receive periodic direct instruction in organization, learning, and study strategies, as well as counseling in self-advocacy. Through this class, students are provided the opportunity to work with their counselor on a daily basis, in order to support IEP goals and general education academic success.

**Major Projects/Assignments:** Varies according to teacher. Examples include career and college research report, and personal reflection essays or projects on topics such as IEP goals, personal learning styles/multiple intelligence, progress evaluation, and outside learning experiences.

**Approximate homework assigned daily:** Homework is periodically assigned to reinforce the development of skills or strategies necessary for academic success.

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### *Specialized Academic Instruction (SAI) Algebra I*

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

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

**Prerequisite:** IEP team recommendation

**Course Description:** This is the second year of a two-year Specialized Academic Instruction Algebra course, and is aligned with regular education Algebra I. Students will learn algebraic, consumer, and geometric math concepts to continue to build their understanding of algebra, and as much as possible study math concepts in the context of real life situations. Through textbook work, group work, and various projects, students will concentrate on areas such as inequalities, exponents, polynomials, and probability.

**Major Projects/Assignments:** Students will complete at least one project per semester, and will have written final exams.

**Approximate homework assigned daily:** 30 minutes, 4-5 days a week

### *Specialized Academic Instruction (SAI) Geometry 1.0 – 2.0*

**Grade level:** 11-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** Mathematics

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

**Prerequisite:** IEP team recommendation

**Course Description:** This is a Specialized Academic Instruction Geometry course, and is aligned with the first half of regular education Geometry. Students will learn about the mathematics of the properties, measurement, and relationships of points, lines, angles, surfaces, and solids. Through textbook work, group work, several hands-on projects, and studying in the context of real life situations, students will learn about various polygons and such concepts as perimeter, area, volume, and surface area.

**Major Projects/Assignments:** Students will complete several visual/art projects per semester, and will have written final exams.

**Approximate homework assigned daily:** 30 minutes, 4-5 days a week

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### *Specialized Academic Instruction (SAI) English I*

**Grade level:** 9

**Course units:** 10 Credits – Year Course

**Graduation requirement:** English

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

**Prerequisite:** IEP Team Recommendation

**Course Description:** An entry level course. Instruction is based on initial and ongoing individual assessment in reading (word recognition, fluency and comprehension) and written language skills. Remediation of reading and written language skills is addressed in the context of modified grade level standards-based instruction, which includes: vocabulary development through the acquisition of affixes, comprehension strategy development (summarization, prediction, question-asking, clarification), recognition of literary devices (figurative language, imagery and symbolism), and written language (paragraph and essay structure, thesis development, accuracy in mechanics through the editing process). The writing process – Planning, Organization, Writing, Editing and Rewrite – is introduced and reinforced throughout the year. Literature includes appropriate selections from the general education ninth-grade curriculum which are modified as needed, as well as other high interest, and self-selected works. Organization skills, follow-through, preparedness, and assuming personal responsibility are emphasized.

**Major Projects:** Essays and research report

**Approximate homework assigned daily:** 30 minutes nightly

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### *Specialized Academic Instruction (SAI) English II*

**Grade level:** 10

**Course units:** 10 Credits – Year Course

**Graduation requirement:** English

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

**Prerequisite:** IEP team recommendation

**Course Description:** Second level English class. Students reinforce and further develop skills and concepts from the previous level of English. Students continue developing basic grammar and written language mechanics, focusing on certain parts of speech and punctuation. Literature is selected and modified from general education freshman curriculum, and include short stories, poetry, fiction and non-fiction. Previously taught literary terms are reviewed, and new terms introduced and related to the course literature. The writing process, vocabulary development and fluency continue to be reinforced and developed. Organization skills, follow-through, preparedness, and assuming personal responsibility are emphasized.

**Major Projects:** Students write short stories, essays and poetry. Students present their work both in written form, and in oral presentation. This will include the use of technology, such as Power Point presentations.

**Approximate homework assigned daily:** 20 to 30 minutes / 4 times per week. (Projects may require more time.)

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### *Specialized Academic Instruction (SAI) English III*

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

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

**Prerequisite:** IEP team recommendation

**Course Description:**

Third level English class. Students reinforce and further develop skills and concepts from the previous level of English. Students continue developing basic grammar and written language mechanics, focusing on certain parts of speech and punctuation. Literature is selected and modified from general education freshman curriculum, and include short stories, poetry, fiction and non-fiction. Previously taught literary terms are reviewed, and new terms introduced and related to the course literature. The writing process, vocabulary development and fluency continue to be reinforced and developed. Organization skills, follow-through, preparedness and assuming personal responsibility are emphasized.

**Major Projects:** Students write short stories, essays and poetry. Students present their work both in written form, and in oral presentation. This will include the use of technology, such as Power Point presentations.

**Approximate homework assigned daily:** 20 to 30 minutes / 4 times per week. (Projects may require more time.)

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### *Specialized Academic Instruction (SAI) English IV*

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

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

**Prerequisite:** IEP team recommendation

**Course Description:** Fourth level English class. The students read from a wide range of writers, selected and modified from the general education sophomore literature curriculum. Genres include the short story, drama, poetry, and the novel. Non-fiction and fiction reading strategies continue to be developed. Grammar, vocabulary, comprehension, speaking and listening are taught in the context of the literature, not as isolated skill areas. This course focuses on developing students' discussion, writing, and analytical skills. Individual and collaborative projects are assigned. Direct instruction continues in the development of correct sentence structure, parts of speech, the writing process in general, and specifically in paragraph writing and essay construction. Appropriate computer skills are integrated into various writing projects. Students access and retrieve information from reference books in the library, the internet, from oral history, and other sources. Students review skills necessary to become responsible and contributing members of our community. Organizational skills, follow-through, preparedness, and assuming personal responsibility are emphasized.

**Major Projects:** One per semester integrating literature, analytical skills, and the application of content to present-day life.

**Approximate homework assigned daily:** 15 minutes

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### *Specialized Academic Instruction (SAI) Physical Science*

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

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

**Prerequisite:** IEP team recommendation

**Course Description:** This year course deals with the interactions of matter and energy. Special emphasis is on a student's ability to perform critical analysis of problems involving physical phenomena. Topics of study include mechanics, six simple machines, heat, and thermodynamics, wave motion, light, optical systems, electricity and magnetism, atomic physics, and nuclear physics. Newton's three laws of motion are covered, as well as waste management. Students learn how to recycle, reuse and renew the valuable natural resources of the earth.

**Major Projects/Assignments:** The students create and design at least six to eight outside class scientific projects using the Scientific Method, collecting data and presenting their experiments to the class.

**Approximate homework assigned daily:** 30 minutes, 4 days per week

## *Adult Transition Program*

**Grade level:** 12+

**Course units:** Year-Long

**Graduation requirement:** Elective

**UC/CSU a-g requirement:** None

**Prerequisite:** IEP Team Recommendation

**Suggested Course Preparation/Critical Skills:** Students must demonstrate independence in the following skill areas: dressing, showering, toileting, eating, recognition of safety signs and the alphabet. In addition, students must be able to remain on task for at least 15 minutes, walk down a street unassisted, and follow two-step directions.

**Course Description:** The Adult Transition Class provides instruction to students between the ages of eighteen and twenty-two years in functional living skills. The focus of the program is to help students improve in the following functional skill domain areas: vocational, recreational, financial, transportation, socialization, safety, hygiene, nutrition and physical education. Students receive instruction in the classroom as well as the natural environment with a focus on community integration. Completion of the course prepares students for community vocational, residential and academic placement.

**Major Projects/Assignments:** Working at a community job site, volunteering for a non-profit organization, participating in Special Olympics sporting events, and attending weekly field trips.

**Approximate homework assigned daily:** None

### **SPECIALISTS WHO MAY BECOME INVOLVED WITH THE SPECIAL EDUCATION STUDENTS ON OUR CAMPUS, INCLUDE THE FOLLOWING**

- Adaptive Physical Education Teacher
- County Mental Health Counselor
- Psychologist
- Speech/Language Therapist
- Transition Specialist – for seniors
- Vocational Specialist

At the school site there is a Student Study Team which meets weekly and reviews at risk students to determine the need for a referral to special education. If a student qualifies for special education services, then an Individual Education Plan (IEP) is developed. The IEP Team includes the psychologist, parents, student, special and general education teachers, administration and any specialist who needs to be involved. The next step is placement in the least restrictive academic setting to meet the needs of the student – the Resource Program or the SDC Program. If the student does not qualify for services, the team suggests other options to help the student succeed in school.

## Visual & Performing Arts Department

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The courses offered in the Visual & Performing Art offer the student a wide variety of artistic outlets to explore their creativity, expand their imagination, develop their mind and gain confidence. All disciplines offer advanced classes allowing students to increase the mastery of their skills.

### *Art*

**Grade level:** 9-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** VPA

**UC/CSU a-g requirement:** f

**Suggested Course Preparation/Critical Skills:** Students should be prepared to work in the art studio, which is much like a lab environment. Self discipline is necessary to be productive in such a work atmosphere where seating is not in rows and long term projects must be completed and turned in a timely fashion. Each student must be willing to work hard in this alternative workspace to be successful.

**Course Description:** Students will survey the basics of Art in a studio environment. The Elements of Art and the Principles of Design will be learned and practiced, students will study drawing, color theory, perspective, painting, aesthetic valuing and the critiquing process, major movements in art and the contributions of individuals and peoples to the art of today. Careers in the Arts will be explored.

**Major Projects/Assignments:** Design Folder, Color Wheel, Perspective Drawing, 7-Part Drawing.

**Approximate homework assigned:** one hour weekly, if student works at normal pace in class.

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### *Art Advanced*

**Grade level:** 10-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** VPA

**UC/CSU a-g requirement:** f

**Prerequisite:** Successful completion of Art with a grade of C or better, or a portfolio of work that shows proficiency equivalent to a year in Beginning Art, to be determined by the instructor.

**Suggested Course Preparation/Critical Skills:** Students should have the commitment to improve their skills as an artist, and be willing to revise and rework, as part of the process of making art. A certain level of maturity is required as students begin the group critiquing process.

**Course Description:** Students will pursue greater depth drawing, painting, design, graphics and printmaking. Studio experiences will provide further knowledge of the artist's methods and materials. Advanced skills of observing and recording nature will be combined with study of historical styles of art. During this course studio art work in the classroom will provide for creative expression, visual perception and technical experiences. The students will study great works of art to illustrate lessons in aesthetic judgments and historical insights. The course will also include films, slides and demonstrations. **May be repeated for credit.**

**Major Projects/Assignments:** Distorted Self-Portrait, Pen and Ink Still Life, Colored Pencil 'Garbage'

**Approximate homework assigned:** one hour weekly, if student works at normal pace in class.

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### *Ceramics*

**Grade level:** 9-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** VPA

**UC/CSU a-g requirement:** f

**Prerequisite:** None

**Suggested Course Preparation/Critical Skills:** Students must demonstrate the maturity to take responsibility for a shared studio community. It is essential that students have good attendance, as most projects must be completed in the studio.

**Course Description:** The beginning section of ceramics focuses on introducing students to the foundations of creating artwork in clay. In the fall, students will learn many vessel-making techniques emphasizing the pottery wheel, and including pinching, slab and coil construction techniques. We also include small research projects to learn about ceramics artwork from other cultures, using the computer to effectively gather and present information. In the spring we continue exploring ways to create clay vessels, and also tackle sculpted forms including: a figure sculpture, mask making, musical instrument construction and relief carving. Throughout the course students will learn how to apply design decisions to their artwork, roughing out ideas through sketching, and about low fire, high fire, over-glaze and under-glaze surface decoration.

**Major Projects/Assignments:** Fall: Pinch pot or coil pot introduction, Wheel thrown pots, decorated slab box, 3 advanced wheel thrown pots. Spring: Goblet or Greek inspired vase, animal maquette, animal sculpture, mask, musical instrument, art history research project.

**Approximate homework assigned daily:** 30-60 minutes a week. Rarely more than 15 minutes in one night.

## *Ceramics Advanced*

**Grade level:** 10-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** VPA

**UC/CSU a-g requirement:** f

**Prerequisite:** Ceramics

**Suggested Course Preparation/Critical Skills:** Students should have the capacity to work independently with guidance. Students should also have the maturity to take responsibility for a shared studio community. It is essential that students have good attendance, as most projects must be completed in the studio.

**Course Description:** Advanced Ceramics takes the skills from Ceramics and continues to hone and layer on more advanced techniques. Students will work with large more complex design problems, and be expected to create their own design projects from a list of prompts. In each semester students will each do one teacher directed project and two student designed projects. Students may concentrate on pottery, hand building, or sculpture, and may include multimedia or other mediums in their work. **May be repeated for credit.**

**Major Projects/Assignments:** Portfolio development, projects comparing/contrasting styles and themes from art history, design concentration portfolio.

**Approximate homework assigned daily:** 30-60 minutes a week. Rarely more than 15 minutes in one night.

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## *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 games, both computer-based and card/board games. Game design is an extremely multi-disciplinary field and we will cover units on not only game design, but also: learning about what makes games FUN, 3D modeling and animation, drawing, creative writing, graphic design, the design cycle (used in many design fields), and careers in the field of game design. Students will work on projects over multiple passes (called iterations), where they will plan, build a prototype and test their products (And of course learn how to do all those steps!) **Major Projects/Assignments:** Individual 3D Game Prototypes, Team 3D Game Prototype, Develop a Card Game, Unity Game Engine, 3D Modeling, User Interface Art, Portfolio and Professional Bio Design.

**Approximate homework assigned daily:** Most homework would be related to finishing planning and design documents that were not completed in class.

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## *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

**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 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, 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.

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## *Advanced Placement (AP) Studio Art*

**Grade level:** 11-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** VPA

**UC/CSU a-g requirement:** f

**Prerequisite:** Enrolling students are advised to complete Advanced Art and have a strong desire to work hard on a developed portfolio of connected art works.. Students should have mastered basic drawing and have ample experience in other materials such as paint, ink, or mixed media.

**Suggested Course Preparation/Critical Skills:** Enrolling students should have completed the prerequisites with a B or better. Students should be well developed with drawing and painting skills and understand how to use the design elements and principles successfully. Summer classes, including figure drawing, at the Academy of Art or another prominent summer art program are highly recommended. Summer assignments from the A.P. teacher are mandatory.

**Course Description:** At the courses end each student will turn in a portfolio to the College Board that consists of 15-24 art works, or for those who are not submitting the portfolio will be evaluated by the school Visual Art staff. This portfolio must demonstrate a well developed artistic process, thoughtful design, and skilled use of techniques and material. Monthly teacher conferences will help you guide your inquiry and focus on areas to improve and problem solve. You do not need to submit to the AP Board to take the class. You will still get the chance to work on the aspects of art that matter most to you, provided you are willing to work hard and follow the process of portfolio development.

**Major Projects/Assignments:** The portfolio consists of 15-24 high quality artworks, and written supporting materials (Essay)

**Approximate daily homework assigned:** Expect to put in at least an 1-4 extra hours of work a week to pass the AP Exam. This number will depend on your entry level skill and experience with art making and developing a portfolio

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## *Drama*

**Grade level:** 9-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** VPA

**UC/CSU a-g requirement:** f

**Prerequisite:** None

**Course Description:** This introductory course offers the student training in acting skills through an introduction to dramatic conflict by encouraging sensitivity and awareness of human relationships based on observation of oneself and others. Acting methods and practices of the modern actor will be introduced through ensemble work, improvisation, and scene study. There will be frequent in-class performance opportunities. Attendance at school theatre productions is an important part of learning this subject and attendance will be encouraged. The course will help build creativity and develop the capacity to make informed aesthetic evaluations. Students will develop poise, confidence, ease and a greater facility in oral presentations

**Major Projects/Assignments:** Physical and vocal development and fundamentals of improvisation, open scene study, character, scene and play analysis, presentation techniques and monologues, contemporary scene study and actor collaboration.

**Approximate homework assigned daily:** Script memorization and scene/exercise preparation.

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## *Drama Advanced*

**Grade level:** 10-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** VPA

**UC/CSU a-g requirement:** f

**Prerequisite:** Drama or permission of Instructor

**Suggested Course Preparation/Critical Skills:** Principles of Theatre. Acting Fundamentals.

**Course Description:** This advanced course offers the student an opportunity to increase mastery of individual acting skills, understand dramatic form, read and perform exemplary classical, contemporary and original/new works of dramatic literature, and understand the process of effective evaluation. Acting methods and practices of the modern actor will be introduced through ensemble work, improvisation and scene study. Theatre elements that affect the actor will be defined and examined. There will be frequent in-class performance opportunities. The course focuses on individual skill craftwork to strengthen self-concept, scene teamwork, and ensemble development. Classical Theatre and Student Workshop/Directing and Producing will be included. **May be repeated for credit.**

**Major Projects/Assignments:** Physical and vocal development, storytelling, improvisation techniques, contemporary scene study – skill craftwork, character & scene analysis, audition techniques and monologues, classic & contemporary scene study and play production.

**Approximate homework assigned daily:** script memorization and scene/exercise preparation

## *Concert Band*

**Grade level:** 9-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** VPA

**UC/CSU a-g requirement:** f

**Prerequisite:** Middle School Experience in Wind Band, or Instructor’s consent

**Suggested Course Preparation/Critical Skills:** Intermediate Band is a continuation of the middle school wind band program. Enrolled students should have successfully participated in the wind band program at their middle school. Students should demonstrate proficient rehearsal and performance etiquette, and be able to sight-read and perform at a high school entry level.

**Course Description:** Students will rehearse and perform a variety of music from the wind band repertoire. Students will develop technical skills on their instrument as well as study music theory, music history, and rehearsal and performance techniques. May be repeated for credit.

**Major Projects/Assignments:** The Intermediate Band performs outside of class throughout the school year. Participation in all performances is mandatory.

**Approximate homework assigned daily:** Students are expected to learn their individual parts on their own and demonstrate regular progress in rehearsals. The amount of outside of class practice time will vary with the individual student.

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### *Symphonic Band*

**Grade level:** 9-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** VPA

**UC/CSU a-g requirement:** f

**Prerequisite:** Instructor’s consent by audition

**Suggested Course Preparation/Critical Skills:** A wind ensemble is essentially a large chamber group with one player per part. Students in a wind ensemble must be able learn, rehearse, and perform in this chamber setting. Students should demonstrate mastery of rehearsal and performance etiquette, and be able to sight-read and perform at an advanced high school level.

**Course Description:** Students will rehearse and perform a variety of music from the wind band repertoire. Students will develop technical skills on their instrument as well as study music theory, music history, and rehearsal and performance techniques. May be repeated for credit.

**Major Projects/Assignments:** The Advanced Band performs outside of class throughout the school year, including but not limited to SMUHSD *In Concert* Music Festival, and CMEA (and/or comparable) Festivals. Participation in all performances is mandatory.

**Approximate homework assigned daily:** Students are expected to learn their individual parts on their own and demonstrate regular progress in rehearsals. The amount of outside of class practice time will vary with the individual student.

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### *Jazz Ensemble*

**Grade level:** 9-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** VPA

**UC/CSU a-g requirement:** f

**Prerequisite:** Concurrent enrollment in Concert of Symphonic Band, and Instructor’s consent.

**Suggested Course Preparation/Critical Skills:** Students should demonstrate mastery of rehearsal and performance etiquette, and be able to sight-read and perform at an advanced high school level.

**Course Description:** Students will rehearse and perform a variety of music from the jazz band repertoire. Students will develop technical skills on their instrument as well as study improvisation, music theory, composition/arranging, jazz history, and rehearsal and performance techniques. **May be repeated for credit.**

**Major Projects/Assignments:** The Jazz Ensemble performs outside of class throughout the school year, including but not limited to CMEA (and/or comparable) Festivals. Participation in all performances is mandatory.

**Approximate homework assigned daily:** Students are expected to learn their individual parts on their own and demonstrate regular progress in rehearsals. The amount of outside of class practice time will vary with the individual student. There is a music history project due at the end of the first semester, and a composition/arranging project due at the end of the second semester.

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### *Chorus*

**Grade level:** 9-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** VPA

**UC/CSU a-g requirement:** f

**Prerequisite:** None



**Suggested Course Preparation/Critical Skills:** Enrolling students should have an ability to actively participate in the choral rehearsal process.

**Course Description:** In this entry-level choir, students will learn the basics of singing and reading music. Open to all grade levels, with NO AUDITION NECESSARY. Students will sing repertoire from various eras of musical history and from a variety of music styles: including gospel, musical theater, pop, and classical. While learning rehearsal and performance techniques, the students analyze compositional elements in cultural and historical contexts. May be repeated for credit with teacher consent.

**Major Projects/Assignments:** The rehearsal and performance schedule will require a time commitment outside of the regular school day/calendar to include rehearsals, concerts, and festivals. Participation in all performances is mandatory.

**Approximate homework assigned daily:** Students are expected to be prepared for class each day knowing the material presented and rehearsed in previous classes. Amount of outside practice time will vary with each individual student.

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### *Concert Choir*

**Grade level:** 10-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** VPA

**UC/CSU a-g requirement:** f

**Prerequisite:** Chorus and/or instructor's consent

**Suggested Course Preparation/Critical Skills:** Enrolling students should have successful completion of Chorus, basic vocal performance skills, basic music reading skills, and an ability to actively participate in the choral rehearsal process.

**Course Description:** In this advanced choir, students will learn advanced skills of singing and reading music. Students will sing advanced repertoire from various eras of musical history and from a variety of music styles: including gospel, musical theater, pop, and classical. While learning rehearsal and performance techniques, the students analyze compositional elements in cultural and historical contexts. **May be repeated for credit.**

**Major Projects/Assignments:** The rehearsal and performance schedule will require a time commitment outside of the regular school day/calendar to include but not limited to rehearsals, concerts, festivals, a concert tour, etc. Participation in all performances is mandatory.

**Approximate homework assigned daily:** Students are expected to be prepared for class each day knowing the material presented and rehearsed in previous classes. Weekly sectionals and practice will be assigned.

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### *Chamber Singers*

**Grade level:** 10-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** VPA

**UC/CSU a-g requirement:** f

**Prerequisite:** Concurrent enrollment in Chorus or Concert Choir, earning a grade of C or better and/or teacher consent.

**Suggested Course Preparation/Critical Skills:** Strong Vocal Technique and Music Reading Skills

**Course Description:** The Chamber Singers is the “third-tier” advanced, smaller ensemble in the SMUHSD Choral Program. Students are auditioned choral skills for entry into this course. The Chamber Singers perform advanced literature, appropriate for a smaller ensemble, chosen from various eras of musical history including: Medieval, Renaissance, Baroque, Classical, Romantic, Neo-Classical, Twentieth Century and Contemporary, including non-Western musical traditions. While learning the techniques of rehearsal and performance, the students analyze compositional elements in cultural and historical context, gaining a deeper aesthetic understanding of music. The performance schedule will require a time commitment outside the regular school day. This course is aligned with the California Content Standards for Music-Grades 9-12 Advanced. **May be repeated for credit.**

**Major Projects/Assignments:** The rehearsal and performance schedule will require a time commitment outside of the regular school day/calendar to include but not limited to concerts, festivals, a concert tour, SMUHSD In Concert Music Festival, Solo/Ensemble Festival, Community Outreach Performances etc. Participation in all performances is mandatory.

**Approximate homework assigned daily:** Sectionals and Individual Study (15-30 minutes)

## World Language Department

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In the World Languages Department we offer three language programs: Chinese (Mandarin), Italian, and Spanish. To graduate our students are required to have at least one year of World Language study. However, most universities require a minimum of two to three years. In all three language programs, our goal is to support our students in reaching communicative proficiency across the three communicative modes: interpersonal, interpretive, and presentational. Students will work with authentic materials and communicate in real life settings. Cultural proficiency is an integral part of our program, so that students will be well prepared to compete in our global economy. Students will develop an understanding of the target culture, connect with other disciplines, and compare their native language and culture to those being studied.

### *Chinese I*

**Grade level:** 9-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** World Language

**UC/CSU a-g requirement:** e

**Prerequisite:** None

**Suggested Course Preparation/Critical Skills:** Reading, writing, listening, speaking skills

**Course Description:** Chinese (Mandarin) I CP (Priority is given to 9, 10; upperclassmen on space available basis). Chinese (Mandarin) I is designed for students with no background in the language. This course helps students develop the basic communicative skills in listening, speaking, reading and writing. Students also learn cultural knowledge such as traditional festivals, the origin of Chinese characters and etiquette of greetings. Considerable amount of time in the first semester will be spent on Pinyin learning. Students will start to learn Chinese typing. By the end of the year, students should be able to read approximately 250 commonly used characters and write well-organized paragraphs in the simple sentence structure. They can carry on basic conversational topics including greetings, nationalities, ages, grades, family, dates and time, hobbies, making appointments, and making phone calls. This course helps students lay a solid foundation for the higher level studies.

**Major Projects/Assignments:** Students' development of proficiency will be assessed in a variety of ways during and at the end of each unit. Forms of assessment will include quizzes and tests, projects, short compositions, and presentations.

**Approximate homework assigned daily:** 15-20 minutes, 4-5 days per week

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### *Chinese II*

**Grade level:** 9-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** World Language

**UC/CSU a-g requirement:** e

**Prerequisite:** Chinese I or equivalent

**Suggested Course Preparation/Critical Skills:** Reading, writing, listening, speaking skills

**Course Description:** Chinese (Mandarin) II is designed to continue to develop student's ability in basic language skills. Students continue to gain knowledge and understanding of Chinese culture. The amount of time devoted to reading, writing and grammar learning will increase. Students will also sharpen their typing skills. By the end of the year, students should be able to read approximately 600 commonly used characters and write elaborated paragraphs with a mix of simple and compound sentence structures. The topics covered at this level include study Chinese, school life, shopping, transportation, weather and food. Lots of communicative activities and short essays will be assigned throughout the year. A range of communicative activities will be conducted throughout the year. Non-native speakers with some basic language skills as well as native speakers of other Chinese dialects can start at this level of Chinese course upon passing the placement test.

**Major Projects/Assignments:** Students' development of proficiency will be assessed in a variety of ways during and at the end of each unit. Forms of assessment will include quizzes and tests, projects, and presentations.

**Approximate homework assigned daily:** 15-20 minutes, 4-5 days per week

### *Chinese III*

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

**Graduation requirement:** World Language **UC/CSU a-g requirement:** e

**Prerequisite:** C or better required in Chinese II or teacher recommendation

**Suggested Course Preparation/Critical Skills:** Reading, writing, listening, speaking skills

**Course Description:** Chinese III is designed to continue to develop student’s ability in basic language skills. The emphasis will be placed on students’ speaking and writing skills. The culture learning experience will be broadened. Rigorous practice of spoken and written Chinese will be conducted. By the end of the year, students should be able to read approximately 850 high frequency characters and write a personal experience essay with a variety of sentence structures. Students can dialogue on topics such as weather, dining, asking for directions, birthday party, and seeing a doctor. A variety of communicative activities and story writings will be assigned throughout the year. This course is intended for students who have completed Chinese II successfully.

**Major Projects/Assignments:** Students’ development of proficiency will be assessed in a variety of ways during and at the end of each unit. Forms of assessment will include quizzes and tests, projects, short compositions, and presentations.

**Approximate homework assigned daily:** 20-25 minutes, 4-5 days per week

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### *Chinese IV Honors*

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

**Graduation requirement:** World Language **UC/CSU a-g requirement:** e

**Prerequisite:** C or better required in Chinese III

**Suggested Course Preparation/Critical Skills:** Reading, writing, listening, speaking skills

**Course Description:** Chinese IV Honor is a preparation course for the AP Chinese and Culture Exam. Students are required to communicate with more complex sentence structures. The emphasis will be placed on students’ interpersonal, interpretive, and presentational skills with authentic materials. The course provides opportunities for cultural enrichment as well. By the end of the year, students should be able to read and write about 1200 high frequency characters. Students can converse on topics such as dating, renting an apartment, sports, travel, and checking in at the airport. Different types of writing will be assigned throughout the year. This course is intended for students who have completed Chinese III successfully.

**Major Projects/Assignments:** Students’ development of proficiency will be assessed in a variety of ways during and at the end of each unit. Forms of assessment will include quizzes and tests, projects, short compositions, and presentations.

**Approximate homework assigned daily:** 20-25 minutes, 4-5 days per week

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### *Italian I*

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

**Graduation requirement:** World Language **UC/CSU a-g requirement:** e

**Prerequisite:** None

**Suggested Course Preparation/Critical Skills:** Reading, writing, listening, speaking skills

**Course Description:** This is an introductory course in which students will begin to understand and convey information about themselves (physical and personality traits, likes and dislikes) and the world around them (family, home, school life, leisure activities, foods, shopping, numbers, means of transportation, destinations). Students will comprehend and reproduce memorized words, phrases, and sentences when speaking or writing. They will understand uncomplicated speech when listening and simple texts when reading. In addition, students will start developing cross-cultural appreciation by learning the products, practices, and perspectives of the Italian culture.

**Major Projects/Assignments:** Students’ development of proficiency will be assessed in a variety of ways during and at the end of each unit. Forms of assessment will include quizzes and tests, projects, short compositions, and presentations.

**Approximate homework assigned daily:** 15-20 minutes, 4-5 days per week

## *Italian II*

**Grade level:** 9-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** World Language

**UC/CSU a-g requirement:** e

**Prerequisite:** C or better required in level I, or teacher recommendation

**Suggested Course Preparation/Critical Skills:** Proficiency in conjugating regular and some irregular verbs in the present tense; mastery of basic vocabulary and structures from level I.

**Course Description:** This course is designed to build upon the skills already acquired in Level 1/2. Students will begin to understand and convey information beyond themselves and their world (geography, directions, cultural and historical figures, places and events, health, travel and work, narrating events in the past and future). Students will use and understand connected sentences and short paragraphs when speaking, reading and writing. In addition, students will continue to develop cross-cultural appreciation by learning the products, practices, and perspectives of the Italian culture.

**Major Projects/Assignments:** Students' development of proficiency will be assessed in a variety of ways during and at the end of each unit. Forms of assessment will include quizzes and tests, projects, short compositions, and presentations.

**Approximate homework assigned daily:** 15-20 minutes, 4-5 days per week

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## *Italian III*

**Grade level:** 9-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** World Language

**UC/CSU a-g requirement:** e

**Prerequisite:** C or better in level II required, or teacher recommendation

**Suggested Course Preparation/Critical Skills:** Proficiency in conjugating regular and irregular verbs in the present and past tenses; mastery of level II vocabulary and structures.

**Course Description:** This course is designed to build upon the skills already acquired in Level 3/4. At this level, students are asked to communicate using more complex language. Students will begin to understand and convey information about art, history, literature, music, current affairs and civilization with an emphasis on significant people and events in these fields. Students will continue to use and understand connected sentences and short paragraphs when speaking, reading, and writing. In addition, students will continue to develop cross-cultural appreciation by learning the products, practices, and perspectives of the Italian culture. Cultural understanding will be expanded through the use of authentic sources (reading, video, audio, Internet)

**Major Projects/Assignments:** Students' development of proficiency will be assessed in a variety of ways during and at the end of each unit. Forms of assessment will include quizzes and tests, projects, short compositions, and presentations.

**Approximate homework assigned daily:** 20-25 minutes, 4-5 days per week

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## *Advanced Placement (AP) Italian Language and Culture*

**Grade level:** 10-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** World Language

**UC/CSU a-g requirement:** e

**Prerequisite:** B- or better in level III recommended, or teacher recommendation

**Suggested Course Preparation/Critical Skills:** Proficiency in conjugating regular and irregular verbs in all major tenses and moods; mastery of level III vocabulary and structures.

**Course Description:** AP Italian Language and Culture is similar to third year university courses that focus on advanced speaking and writing in Italian. The course is organized thematically, with authentic listening, reading, writing and speaking activities focusing on a unifying theme. Grammar instruction is related to the theme as appropriate. The class seeks to develop the language and cultural skills necessary to take the AP Italian Language and Culture exam, which students are expected to take in May.

**Major Projects/Assignments:** Evidence of communication skills includes prepared and spontaneous role playing, oral presentations, listening with note taking, oral and written responses to reading and listening passages, essays on literary and journalistic readings, and short notes and letters. In preparation for the AP test, students will be assessed in their ability to analyze, compare and contrast, and synthesize information acquired from authentic sources.

**Approximate homework assigned daily:** 45 minutes, 5 days per week

## *Spanish I*

**Grade level:** 9-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** World Language

**UC/CSU a-g requirement:** e

**Prerequisite:** None

**Suggested Course Preparation/Critical Skills:** Reading, writing, listening, speaking skills

**Course Description:** This is an introductory course in which students will begin to understand and convey information about themselves (physical and personality traits, likes and dislikes) and the world around them (family, home, school life, leisure activities, foods, shopping, clothes, numbers, means of transportation, destinations). Students will comprehend and reproduce memorized words, phrases, and sentences when speaking or writing. They will understand uncomplicated speech when listening and simple texts when reading. In addition, students will start developing cross-cultural appreciation by learning the products, practices, and perspectives of the Spanish speaking world.

**Major Projects/Assignments:** Students' development of proficiency will be assessed in a variety of ways during and at the end of each unit. Forms of assessment will include quizzes and tests, projects, short compositions, and presentations.

**Approximate homework assigned daily:** 15-20 minutes, 4-5 days per week

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## *Spanish II*

**Grade level:** 9-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** World Language

**UC/CSU a-g requirement:** e

**Prerequisite:** C or better required in level I, or teacher recommendation

**Suggested Course Preparation/Critical Skills:** Proficiency in conjugating regular and some irregular verbs in the present tense; mastery of basic vocabulary and structures from level I.

**Course Description:** This course is designed to build upon the skills already acquired in Level I. Students will begin to understand and convey information beyond themselves and their world (geography, directions, cultural and historical figures, places and events, health, travel and work, narrating events in the past and future). Students will use and understand connected sentences and short paragraphs when speaking, reading and writing. In addition, students will continue to develop cross-cultural appreciation by learning the products, practices, and perspectives of the Spanish speaking world.

**Major Projects/Assignments:** Students' development of proficiency will be assessed in a variety of ways during and at the end of each unit. Forms of assessment will include quizzes and tests, projects, short compositions, and presentations.

**Approximate homework assigned daily:** 15-20 minutes, 4-5 days per week

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## *Spanish III*

**Grade level:** 9-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** World Language

**UC/CSU a-g requirement:** e

**Prerequisite:** C or better in level Spanish II required, or teacher recommendation

**Suggested Course Preparation/Critical Skills:** Proficiency in conjugating regular and irregular verbs in the present and past tenses; mastery of level II vocabulary and structures.

**Course Description:** This course is designed to build upon the skills already acquired in Level II. At this level, students are asked to communicate using more complex language. Students will begin to understand and convey information about art, history, literature, music, current affairs and civilization with an emphasis on significant people and events in these fields. Students will continue to use and understand connected sentences and short paragraphs when speaking, reading, and writing. In addition, students will continue to develop cross-cultural appreciation by learning the products, practices, and perspectives of the Spanish speaking world. Cultural understanding will be expanded through the use of authentic sources (reading, video, audio, Internet)

**Major Projects/Assignments:** Students' development of proficiency will be assessed in a variety of ways during and at the end of each unit. Forms of assessment will include quizzes and tests, projects, short compositions, and presentations.

**Approximate homework assigned daily:** 20-25 minutes, 4-5 days per week

### *Spanish IV Honors*

**Grade level:** 10-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** World Language

**UC/CSU a-g requirement:** e

**Prerequisite:** C or better in level III recommended, or teacher recommendation

**Suggested Course Preparation/Critical Skills:** Proficiency in conjugating regular and irregular verbs in all major tenses and moods; mastery of level III vocabulary and structures.

**Course Description:** This course is designed to build upon the skills already acquired in Level 3. Students will continue to progress toward a higher level of proficiency in the target language. They will deepen their understanding and their ability to convey information about art, history, literature, music, current affairs, career choices, the environment and social issues. Students will expand their use and understanding of connected sentences and short paragraphs when speaking, reading and writing. Cultural and linguistic understanding will be increased through the use of authentic sources (reading, video, audio, Internet) and the study of the products, practices, and perspectives of the Spanish speaking world.

**Major Projects/Assignments:** Students' development of proficiency will be assessed in a variety of ways during and at the end of each unit. Forms of assessment will include quizzes and tests, projects, short and long essays, practice AP tests, and oral presentations.

**Approximate homework assigned daily:** 30 minutes, 5 days per week

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### *Advanced Placement (AP) Spanish Language & Culture*

**Grade level:** 10-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** World Language

**UC/CSU a-g requirement:** e

**Prerequisite:** None

**Suggested Course Preparation/Critical Skills:** Proficiency in conjugating regular and irregular verbs in all major tenses and moods; mastery of level IV vocabulary and structures.

**Course Description:** AP Spanish Language is similar to third year university courses that focus on advanced speaking and writing in Spanish. The course is organized thematically, with authentic listening, reading, writing and speaking activities focusing on a unifying theme. Grammar instruction is related to the theme as appropriate. The class seeks to develop the language skills necessary to take the AP Spanish Language exam, which students are expected to take in May.

**Major Projects/Assignments:** Evidence of communication skills includes prepared and spontaneous role playing, oral presentations, listening with note taking, oral and written responses to reading and listening passages, essays on literary and journalistic readings, and short notes and letters. In preparation for the AP test, students will be assessed in their ability to analyze, compare and contrast, and synthesize information acquired from authentic sources.

**Approximate homework assigned daily:** 45 minutes, 5 days per week

### *Advanced Placement (AP) Spanish Literature & Culture*

**Grade level:** 10-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** World Language

**UC/CSU a-g requirement:** e

**Prerequisite:** Successful completion of AP Spanish Language and Culture or teacher recommendation

**Suggested Course Preparation/Critical Skills:** Strong reading skills in Spanish

**Course Description:** The AP Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of a college /university survey course in literature written in Spanish. This thematically based course introduces students to the formal study of a representative body of 38 required texts from Peninsular Spanish, Latin American, and U.S.Hispanic literature, including short stories, novels, poetry, drama, and essays, ranging from the Medieval period to the present. The course aims to help students progress beyond reading comprehension to read with critical, historical, and literary sensitivity. This course is conducted predominantly in Spanish.

**Major Projects/Assignments:** Students will be required to write essays to continue improving analytical writing, as well as participate in active discussions to analyze the different works of poetry, prose, and drama. Literary texts are grouped by themes. Students will discuss literary texts and their varied historical, socio-cultural, and political contexts in a variety of oral and written activities and assignments, all in Spanish. Finally, students will analyze themes and works of varied artistic representations, as well as audiovisual and audio resources, in relation to the course content.

**Approximate homework assigned daily:** 45 minutes, 5 days per week



## Support Courses

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### *AVID:*

**Grade level:** 9-11

**Course units:** 10 Credits – Year Course

**Graduation requirement:** Elective

**UC/CSU a-g requirement:** None

**Pre-requisites:** Teacher/Counselor recommendation

**Course description:** AVID stands for Advancement via Individual Determination and is a unique class which offers tremendous opportunities for students. AVID is a daily college prep elective designed to close the opportunity gap, preparing all students for college readiness and success in a global society. This class focuses on study skills, organization, time management techniques, and college readiness work that will help students navigate high school successfully and be then prepared for whatever comes next.

AVID students push themselves and have the desire to succeed at the highest levels. AVID students have typically earned an overall GPA between 2.0-3.5, have college potential, and may be the first in their families to attend college or are part of a group underrepresented in college. AVID is a very select program - all students who would like to apply to be in AVID must complete and submit the AVID student application and be interviewed by AVID staff to be considered for possible enrollment in the class. Please contact your counselor for further details and next steps.

### *Guided Studies*

**Grade level:** 9-11

**Course units:** 5 Credits – Semester Course

**Graduation requirement:** Elective

**UC/CSU a-g requirement:** None

**Pre-requisites:** Teacher/Counselor recommendation

**Course description:** Guided Studies is a course that will help students build a strong academic identity and foster social responsibility in the high school setting. In addition to tutorial time that will provide students with assistance for their studies in other curricular areas, Guided Studies will focus on study skills, organizational strategies, critical thinking, team building, leadership training, and character development. Guided Studies will assist all students in creating academic success at the high school level so that students may achieve their post-high school goals. Guided Studies teachers meet one-on-one with students to discuss academic progress, set goals, and address individual student needs. Students also have the opportunity to meet with a Guided Studies counselor on a regular basis. The Guided Studies counselor's role is to further assist students with a variety of challenges that may include time management, personal organization, social awareness, peer and personal relationships, communication skills, stress management, and any other hindrances to academic and personal success.



# San Mateo Union High School's Applied Academic Curriculum for Non-diploma track students

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## *A.A.C. (Applied Academic Curriculum program)*

**LOCATIONS: HILLSDALE HIGH SCHOOL, BURLINGAME HIGH SCHOOL AND MILLS HIGH SCHOOL**

**Intended for:** *Students receiving special education services who are eligible to be on a non-diploma track per the Individual Education Plan. Students will be enrolled in Specialized Academic Instruction classes, and receive appropriate designated instruction services (Speech/Language, Adaptive, PE, etc.) as indicated on the services page of the IEP.*

### **DESCRIPTION:**

Applied Academics is an approach to learning which focuses on motivating and challenging students to connect what they learn with the world they experience and with what interests them. The basic premise is that if academic content is made more relevant, participatory and concrete, students learn better, retain more and apply learning in their lives. Teaching in this model uses hands-on innovative teaching methods sometimes called contextual learning. Teachers help students understand the reasons for studying their subject matter and capitalize on students' natural learning inclinations and problem-solving approaches they can use well beyond the classroom throughout their lives. Academic areas are tied to the CAPA (California Alternative Performance Assessment) standards. The classes will teach to a broad spectrum of ability levels, and addressed standards.

Applied and integrated curricular strategies are viewed as a means of ensuring that more students leave high school with the essential academic and occupational competencies that will help enable them to compete in an education and job market that demands increasingly higher levels of communication, math, science, analytical, and problem-solving skills. In short, the applied and integrated curriculum is intended to help more students master the skills they will need to live, learn, and work productively in an information-based society. The Transition Plan portion of the IEP drives the goals necessary while in a high school setting for post school success.

### **PROGRAM COMPONENTS:**

#### **Life and Social Skills Curriculum**

The goal of the Life Skills portion of the curriculum is to assist students with mild, moderate and severe disabilities to become independent young adults. The scope of the program includes functional academics, personal hygiene management, social skills, community training, daily living routines, health, nutrition, self regulation and assimilation, increasing expected behaviors, and vocational skills. The class work and assignments strives to develop the necessary skills for students to lead an independent and productive life.

#### **Functional Academics**

Students learn functional academic skills related to everyday living situations. Skills taught may include; math, money, reading, writing, banking, shopping, telling time, form completion, communication, both oral, and written, literature, listening and reading comprehension, written language, keyboarding skills, computer applications and following schedules.

#### **Vocational Training**

When Students start in the Applied Academic Curriculum Program at the freshman level, they learn behaviors, attitudes and skills necessary for them to become successful employees in a community setting. Specific job skills are developed according to student interests and abilities. Both in-school and community jobs are available through vocational training and relevant designated instruction services. Weekly job club activities are implemented and designed by Vocational Specialists, and classroom teachers.

#### **Inclusion**

Students are integrated into multiple mainstream environments with non disabled peers for school wide activities, brunch, lunch and other recreational activities. Students receiving Special Education services are appropriately mainstreamed into general education electives and/or PE classes, based on the student's IEP. In addition Special education classes may offer reverse mainstreaming opportunities by hosting peer tutors and peer models within class settings, for social skills and academic instruction.

## Service Programs

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Burlingame High School is proud to offer a variety of options for students to become involved in and learn more about the school, volunteer opportunities, and post-secondary careers. Through service learning, volunteering, assisting in classrooms and offices, and career exploration opportunities, students can apply, extend, and enrich their classroom learning into other areas.

### *Academic Peer Tutoring*

**Grade level:** 11-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** Elective

**UC/CSU a-g requirement:** None

**Prerequisite:** Teacher Recommendation

**Suggested Course Preparation/Critical Skills:** Enrolling students should have strong academic skills, a desire to make a difference in another student’s life, patience, honesty, and a good sense of humor.

**Course Description:** Under the direct supervision of a teacher, peer tutors will revisit basic cross-disciplinary content area skills and offer their expertise to struggling students. The Academic Peer Tutors will work with small groups (one to four tutees) to reinforce skills introduced by the classroom or content area teacher. In addition, the Academic Peer Tutors will assist tutees with homework, study skills, and projects in their content area classes. Tutors will assess daily progress of their tutees, intermittently set goals/plans to improve their tutoring practice, and will reflect on goals/plans. This practice will assist the tutors in engaging in meta-cognitive discourse on their own performance, which in turn will support the struggling students they are assisting. Ultimately, tutoring is sharing yourself with another student in a way that makes a positive difference in both of your lives.

**Major Projects/Assignments:** Varies by instructor.

**Approximate homework assigned daily:** None

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### *Leadership*

**Grade level:** 10-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** Elective

**UC/CSU a-g requirement:** None

**May be repeated for credit.**

**Prerequisite:** [Application](#) and teacher recommendations.

**Suggested Course Preparation/Critical Skills:** Students who wish to take Leadership need to apply in the spring semester before they enroll and receive the recommendation of at least 5 teachers. Students must have a 2.0 GPA to apply and to remain in the class, and should have a strong desire to serve their school and community through the various activities that we sponsor. Students who wish to hold an Associated Student Body (ASB) office must take this Leadership class during 4<sup>th</sup> period.

**Course Description:** This year-long elective course allows students to take an active leadership role in their school and community by participating in the planning, administering, and evaluation of student activities on campus. Students wishing to take this course are required to apply the spring prior to enrolling in the course and are expected to attend the SMUHSD Leadership Retreat the first week of June each summer. Leadership students will each apply for a specific ASB Cabinet leadership position and will be assigned to a commission where they will be responsible for developing their own tasks, duties and projects that they will focus on during the course of the school year. This course is recommended for grades 10-12.

**Major Projects/Assignments:** Weekly progress reviews and Leadership binder checks every 6 weeks. Semester projects vary depending on class and position assigned.

**Approximate homework assigned daily:** Minimal homework is assigned daily. A weekly progress review and Leadership binders are reviewed every 6 weeks.

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### *Service Commission*

**Grade level:** 11-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** Elective A

**UC/CSU a-g requirement:** None

**Prerequisite:** [Application](#) - Application deadlines are mandatory and non-negotiable

**May be repeated for credit.**

Service Commission is a unique peer leadership class & opportunity. Membership is competitive and considered a privilege. Service Commission is a course for grade and credit and part of your student's program.

As student leaders, Service Commissioners must model good citizenship at all times, adhering to all school rules. Any detention assignment must be completed through a service project approved by the teacher in advance. Repeated detention or any suspension will be cause for dismissal from the Commission. All members must maintain no less than a 2.0 grade point average.

Commission members have assignments every day at lunch and one week a month at brunch. This is a major sacrifice of their mobility. In addition, they are expected to assist at athletic events, theater productions, dances, parent evenings or other activities where students and/or parents gather. Boys are expected to wear a shirt and tie at all evening events, except athletics. Girls' dress should be appropriate to accompany a boy wearing a tie. All members are expected to earn a number of service points each grading period, typically requiring two or three evenings or weekends every six weeks. We trust this opportunity will benefit members as individuals, providing valuable leadership experience, while their school benefits from their service.

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### *Teacher/Office Aide (TA)*

**Grade level:** 11-12

**Course units:** 5 Credits – Semester Course

**Graduation requirement:** Elective

**UC/CSU a-g requirement:** None

Juniors and seniors have the opportunity to earn 5 semester credits as a clerical aide, office assistant or teacher aide at Burlingame High School. **Students that are interested in being a TA should consult with their counselor. Students will earn a (Pass/Fail) grade for this course.**

#### **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.

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### *EXPLORE (Exploring Pathways Learning Opportunities Real Experiences)*

**Grade level:** 9-12

**Course units:** No Credit

The EXPLORE program is designed to provide students with opportunities for examining real life experiences in the workplace. The program is intended to serve all BHS students who are considering careers in the areas of: Health and Human Services, Business, Marketing and Retail, Industrial Technology, Engineering and Arts and Communications. Students gain practical experiences within these industries through various ways such as job shadowing, class field trips, internship opportunities and classroom speakers. Resume workshops and interviewing skills are also taught by the program coordinator via the classroom. Many community participants including the Burlingame Rotary, the Lions Club and Mills/Peninsula Hospital among many others generously donate their time to make this possible. For more information, please visit our school website or call the EXPLORE Program Coordinator at: 558-2847.

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### *PAWS (People Action Work Service)*

**Grade level:** 9-12

**Course units:** No Credit

Burlingame High School is the only high school in the San Mateo High School District that offers a separate program dedicated to community service. The PAWS program coincides with the school's goal to create productive citizens, who are academically and socially responsible. The school encourages students to take part in positive civic and social interactions and life in the community, ideals that PAWS implements. Furthermore, the community benefits from the work of the students. Although there is not a community service hour requirement at BHS, students are encouraged to give back their community. While student volunteers enhance the quality of life for many groups of people, they also gain a growing sense of community, appreciation, and compassion for all the people involved. By engaging in service, young people gain self-esteem, critical thinking and problem-solving skills; experience real work and their role as citizens. Service provides young people with opportunities for building compassion and community. Implemented through the PAWS program, in 2006, BHS became one of the 20 Bay area schools to join the nationally recognized Jefferson Awards for Public Service, Student in Action program (SIA). SIA is a national youth recognition and reward program, designed to pass the tradition of service and volunteerism on to the next generation.

## Off-Campus Programs

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### *Middle College*

Middle College is an alternative education collaboration between the San Mateo Union High School District and the College of San Mateo. Middle College serves high school juniors and seniors whose needs are not being met by the traditional high school. A student might choose Middle College because he/she desires more of an academic challenge, feels disconnected to his/her current school, craves more independence and is ready to begin the next steps of his/her life. The Middle College campus is located at the College of San Mateo. It is designed to promote academic achievement, completion of high school, and success in college.

A student's schedule consists of (1) three high school courses each semester which adhere to the SMUHSD approved curriculum and satisfy high school graduation requirements, (2) a daily study skills course, and (3) a variety of college courses for which the student earns high school and college credit. For more information, please see your counselor or call (650) 574-6101.

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### *Biotechnology I (San Mateo High School)*

**Grade level:** 10-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** 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.

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### *Biotechnology II (San Mateo High School)*

**Grade level:** 10-12

**Course units:** 10 Credits – Year Course

**Graduation requirement:** 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.

<b>Advanced Standing (AS) and Advanced Placement (AP) Courses</b>	
<b>Career Technical Education Department (CTE)</b>	<b>Done email Anna Liu</b>
<b>English Department</b>	<b>done, comments by dept</b>
<b>Math Department</b>	<b>done comments by Eric and Alecia</b>
<b>Physical Education Department</b>	<b>Done email LHudleson and Anthony</b>
<b>Science Department</b>	
<b>Social Science Department</b>	<b>Zozos</b>
<b>Special Education Department</b>	<b>done comments by tim</b>
<b>Visual &amp; Performing Arts Department</b>	<b>Done by Cindy</b>
<b>World Language Department</b>	<b>done. Kent and Caroline</b>
<b>Counseling</b>	<b>comments by Luis</b>
<b>college and career</b>	<b>comments by JD</b>