

Temple City High School

CURRICULUM GUIDE 2024-2025



Home of the Rams

*A guide to courses, graduation requirements,
and college entrance for students and parents.*

Temple City Unified School District

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GRADUATION REQUIREMENTS AND INFORMATION

INTRODUCTION

The Temple City High School Curriculum Guide is provided for students and parents to relay information concerning the comprehensive educational program. This guide contains specific course descriptions, high school graduation requirements, specialized programs, and alternative educational opportunities. Also included are descriptions of academic policies, academic honors, and college admission requirements. Please read all of the information found in this manual carefully before registering for classes. Students and parents who have questions should consult their assigned school counselor.

Planning a coordinated four-year high school program is essential. As students make plans for their school program, they will want to consider their individual interests, talents, abilities, and career goals. To meet these individual needs, Temple City High School provides many different programs. With the guidance of parents and staff, students need to identify courses that will help them meet the high school graduation requirements as well as their post-high school plans.

This Curriculum Guide is designed to assist in the planning of a well-coordinated high school program that utilizes the many resources available to meet individual needs. We encourage students and parents to communicate freely with counselors and high school staff as they plan their high school program.

STUDENT GUIDELINES FOR DEVELOPING AN ACADEMIC PLAN

The choices that students make today determine whether or not they are academically prepared and eligible for their post-high school plans; whether these plans include a university, community college, trade school, entrance into the military, or the world of work.

With some planning, students are able to complete post-high school entrance requirements by taking the right courses in high school, securing good grades in these courses, taking the entrance examinations, and becoming actively involved in extracurricular activities.

Although the application process for a college or university starts at the beginning of the 12th grade year, the sequence of courses taken in high school is very important in the preparation of each student's educational pathway and future career. It is important to consider all of the items listed below before going through the registration process.

1. Read the Curriculum Guide carefully before making course selections.
2. Review and follow the graduation requirements for Temple City High School.
3. Determine areas of interest and strength to guide the selection of elective courses and to assist in exploring potential professional careers.
4. Students planning to attend a college or university need to review the entrance requirements listed by the school before applying.
5. Check the course prerequisites.
6. Use current teachers to assist in the registration process; they know their student's strengths in the classroom and are able to make recommendations in terms of levels of courses to select.
7. Talk to older brothers, sisters, relatives, and friends to learn from their experiences.

ACADEMIC POLICIES, OPPORTUNITIES, AND REQUIREMENTS

CREDIT

Credit is earned for grades of “A” through “D-” in all courses. Standard credit is five (5) units for each semester course passed. Two hundred and thirty credits (230) are required to earn the diploma of graduation. Students should endeavor to earn more than the minimum number of credits required for graduation and perform at a level above the minimum standards. College preparatory students are expected to complete a full schedule (6 periods) each semester for eight semesters in order to meet admission requirements for four-year universities and colleges.

CREDIT MAKE-UP POLICY

Students who do not pass a class required for graduation may make up the class through summer school or adult school programs. **Please note that classes taken through the adult school program are not college preparatory and do not fulfill university admission requirements.**

No credit may be earned for repeating a course when credit was already received except for some advanced level electives and Physical Education courses.

SCHEDULE CHANGES AND DROP POLICY

It is essential that students select classes and alternate choices at the time of pre-registration. Subsequent changes will be made only for reasons that are educationally sound and consistent with the resources of the school. Changes will **not** be made for reasons such as changing teachers or enrolling in a class with a friend. The deadline for student-initiated changes is **one week** after the class begins in the fall or at the beginning of the spring semester. Students are assigned a day to see their counselor about potential changes based on year in school.

HONORS AND ADVANCED PLACEMENT CURRICULUM

Temple City High School is proud to offer a comprehensive Honors and Advanced Placement (AP) curriculum in English, World Languages, Science, Social Studies, Mathematics, Art, Music, Technology and a variety of electives. Students enrolling in such classes are demonstrating a willingness to meet the challenges of a college level curriculum as directed by the College Board. All AP classes follow a course of study designed to prepare students for the AP exams in May. Successful passing of an AP exam may result in applied college credit. The curriculum is rigorous and most require five or more additional hours of study per week including prior summer work. Choose these classes carefully. Once enrolled, changing these courses is not permitted. Students and parents will fill out an agreement form that outlines these policies.

COMMUNITY SERVICE LEARNING

This graduation requirement promotes community involvement by having students complete service activities with non-profit organizations in the community. Students must earn a minimum of 50 hours of service credit in order to graduate. TCHS will not record hours earned above the 50-hour graduation requirement. For assistance in securing appropriate service opportunities, please contact the Counseling Office. A list of pre-approved organizations is also available in counselor’s Canvas pages. Proof of non-profit status may need to be provided if the organization is not on our approved list. Please see your counselor if you have questions about an activity. Copies of CSL time cards should be kept for personal records and reporting purposes. Time sheets must be submitted by the last day of school in the year in which they were earned. No time sheets will be accepted after that time. Please be aware that a student’s family member may not supervise/sign for his/her community service activities. Additional information and time cards may be found online on counselor Canvas pages.

GRADUATION REQUIREMENTS COMPARISON TO COLLEGE ENTRANCE REQUIREMENTS

	TCHS Graduation Requirements 230 Credits	California State University System*	University of California System*	Out-of-State and Private Universities
English	4 Years	4 Years	4 Years	4 Years (F)
Math	2 Years (I)	3 Years: Algebra 1, Geometry, Algebra 2	3 Years: Algebra 1, Geometry, Algebra 2	2-4 Years (F)
Social Science	3 Years	2 Years	2 Years	1-3 Years (F)
Science	2 Years (A)/(B) (1 Phys./1 Life including a lab science**)	2 Years Lab (A)/(B) (1 Phys./ 1 Biological)	2 Years Lab (H) Chosen from 2 of 3 disciplines: Biology, Chemistry, Physics	1-4 Years Lab (F)
Visual/Performing Arts	1 Year (C)	1 Year (D)	1 Year (D)	(F)
World Language	0 Years	2 Years	2 Years (H)	0-4 Years (F)
Physical Education	2 Years	0 Years	0 Years	0 Years
Health	1 Semester	0 Semesters	0 Semesters	0 Semesters
Additional Requirements	75 Additional Elective Credits Community Service (G)	1 Year Approved Electives (E)	1 Year Approved Electives (E)	Additional Academic Electives (F)
Testing				SAT with Essay or ACT with Writing may be required (F)

Explanations (A) through (I) are listed below:

- (A) Physical Science - Earth Science, Chemistry, Chemistry Honors, AP Chemistry, Physics, AP Physics, AP Environmental Science.
Life/Biological Science - Biology, Biology Honors, AP Biology, Anatomy and Physiology.
- (B) Earth Science will count as a TCHS and CSU physical lab science. For UC schools, Earth Science may only be used to fulfill the college preparatory elective requirement.
- (C) VPA - Art/Film and Drama in addition to courses listed below.
- (D) UC/CSU VPA - Beginning Dance, Adv. Dance, Choreography, Adv. Drama, Art, Adv. Art, AP Studio Art, AP Art History, Ceramics, Adv. Ceramics, Adv. Graphics, Illustration/Animation, Multimedia Sculpture, Painting Honors, Orchestra, Adv. Orchestra, Honors Orchestra, Concert Choir, Brighter Side Singers, Symphonic Band, Digital Photography, Digital Photography II, Woodworking.
- (E) See UC/CSU Approved Course List.
- (F) Please read College Catalogs and/or visit individual college websites for entrance requirements.
- (G) Community Service – 50 hours required.
- (H) UC recommends 3 years.
- (I) Students must complete Algebra for graduation. Satisfactory completion of Algebra 1.1 and Algebra 1.2, Algebra 1, or Algebra 2 meets this requirement.

* UC/CSU always recommends more than the minimum requirements.

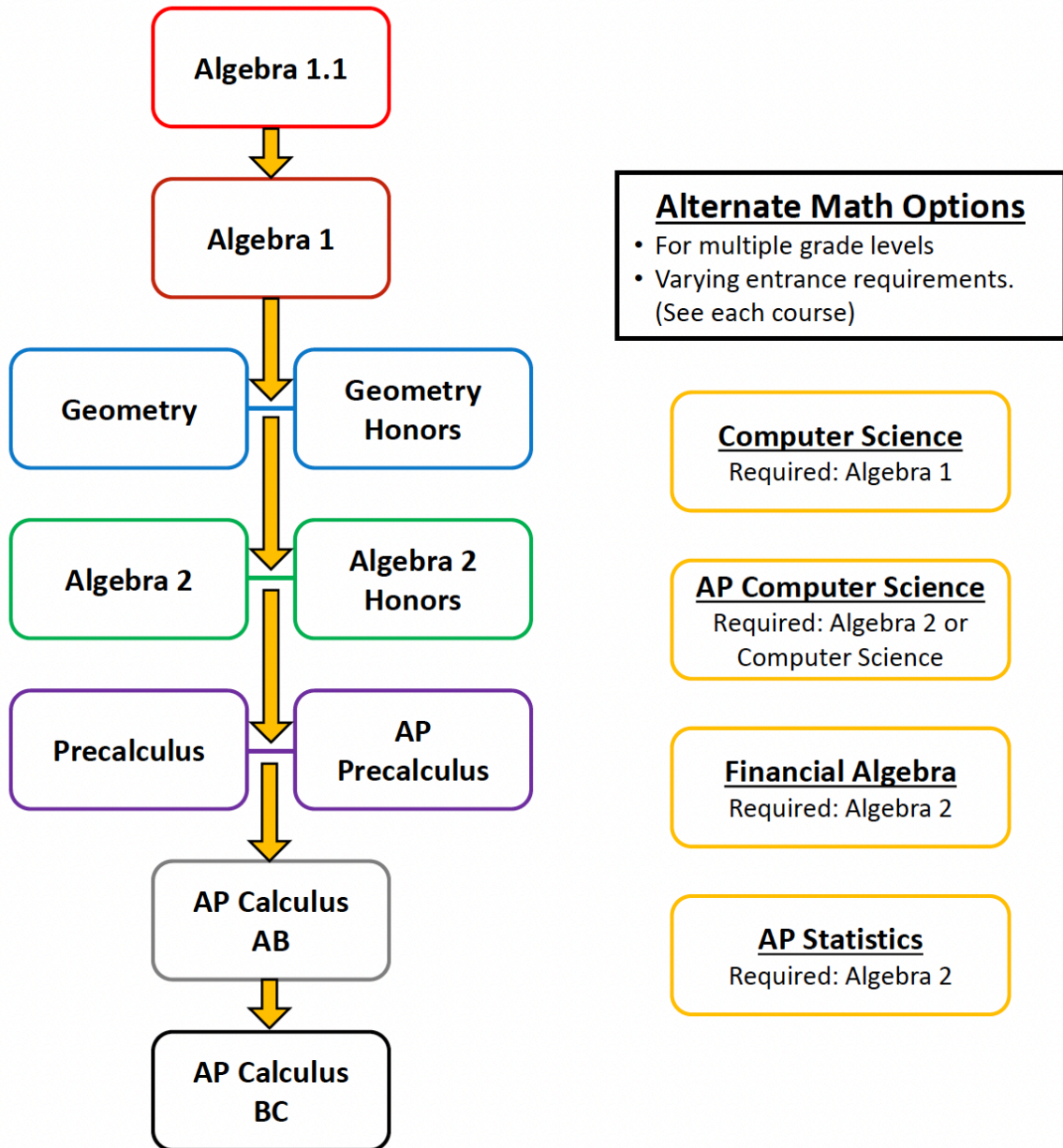
** Classes taken through the Adult School Program do not count for lab science credit.

TCHS MATH PROGRESSION FLOW CHART



TCHS MATH FLOW CHART

Last Revised 12/4/23



Notes

- Incoming Oak student placement is based on **average quarterly grade** in current math course.
 - *Teacher recommendation taken into consideration for Honors placement
- Algebra 1.1 is an introduction to algebra and is meant for students who need more support.
- For more detail about each course and their recommendations for priority, please see the math department page in the curriculum guide.

SCHEDULING AND SCHEDULE CHANGES

Scheduling Process:

1. Course Requests

- In the Spring students will select courses for the following school year. Students will need to review course descriptions and prerequisites prior to selecting courses.
- Alternate Courses: Students will need to select alternate courses in the event their first-choice course is not available.

2. Course Verifications

- In May students will be able to view their course requests to make any adjustments

3. Schedule Change Policies: Requests for teacher changes or period changes will not be honored. Schedule changes are permitted during on students' assigned day according to the guidelines below. Student initiated changes will not be permitted after the first week of classes. Teacher and parent conferences will be required for level changes.

4. 1st Semester Drop Procedures

Course Type	Options
Advanced Placement	9-12th: No drops allowed
Honors Courses	9-12th: No drops allowed
Year-Long Non-Honors/AP Academic Course for an Alternate Course	9-10th Grade: No changes allowed 11th-12th Grade: Changes permitted based on alternate course availability.
Semester course change for a different semester course	9-12th: No changes allowed.

5. 2nd Semester Drop Procedures

Course Type	Options
Advanced Placement/Honors Course	All changes must be approved by parent, teacher and administration 9-12th: Level changes are permitted to a Non Honors/AP Course on a case by case basis.
Semester long course for another semester long course	9-11th: No Changes allowed 12th: Changes only permitted if an alternate course is available.

GRADES/CREDITS/RECOMMENDATIONS

Grades & Credits

“D-” Grades = 5 Credits

“D-” Grades Will Count Toward Graduation

“Ds” Grades Will Not Count Toward College Admission and will need to be taken again

“F” Grades = 0 Credits

*Students Must Make-Up Failed Courses

Required for Graduation

“D/F” Grades Affect Eligibility and Qualifying for Future Courses

Rising “C” Rule

Applies to Math and World Languages only

If a “D” grade is earned 1st semester, a “B” grade MUST be earned 2nd semester to move onto the next level of Math or World Language.

If you are struggling in a course, the following services are available at TCHS:

- **Teacher Conferences-Students are strongly encouraged to work with their teachers to improve their grades.**
- **Teacher Office Hours**
- **Homework Help Center - after school tutoring**
- **Paper.co online tutoring service available 24 hours seven days a week with live tutors**

MAKING UP COURSES NEEDED FOR GRADUATION/ UNIVERSITY ELIGIBILITY

COURSES NEEDED FOR GRADUATION

If a student does not pass courses needed for graduation these credits can be made up through Night School at the Dr. Doug Sears Learning Center, a WASC Accredited summer school program, or if appropriate retaken during the school year. Academic and transcript review will take place yearly with the school counselors during registration.

COURSES NEED FOR UNIVERSITY ELIGIBILITY

You can complete appropriate high school courses with a grade of C or better either in summer school or in adult school. Courses in this category must be those found on the high school or adult school UC ["a-g" course lists](#). Some adult schools may not have “a-g” course lists.

COURSES TAKEN OUTSIDE OF TCHS

SUMMER SCHOOL

Courses can be taken for advancement/makeup over summer. Students and parents are responsible for verifying if Summer School Courses are WASC Accredited and A-G Approved. Students should complete the TCUSD TEMPLE CITY HIGH SCHOOL REQUEST FOR NON-TCHS COURSE form in order to be scheduled in the necessary classes in the fall. These will be available by March and due by May 3.

COMMUNITY COLLEGE COURSES

Courses taken at a Community College need to be approved by a school counselor. Students may obtain permission for courses not offered at TCHS and will only count as elective credit on their high school transcript. Students are encouraged to place community college courses on their TCHS transcript. Courses taken and grades received in community college courses will be placed on a student's permanent college record whether or not the course is on the high school transcript.

TCUSD ALTERNATIVE EDUCATION OPPORTUNITIES

Doctor Doug Sears Learning Center

What is the DDSLC?

The Alternative School is designed to provide a setting where students with a wide range of needs and educational abilities can excel in a non-traditional setting. Providing a safe and caring learning environment is a high priority of the Alternative School staff. Students are given an opportunity to achieve success, earn credits toward a high school diploma and develop feelings of self-worth and responsibility.

Why Students transfer to the DDSLC?

- A student is credit deficient
- Student needs a modified day
- Student would like a smaller environment

When is it necessary to transfer to the DDSLC?

When a student is not on track for graduation requirements and is in danger of not earning a high school diploma. Students who are not credit current and would need multiple interventions such as summer school, night school, or alternate means for credit recovery.

What is Credit Current versus Credit Deficient

At the beginning of each grade level	Credit Current based off Credits Earned	Credit Deficient based off Credits Earned
10th Grade	60 credits earned	30 credits earned
11th Grade	120 credits earned	90 credits earned
12th Grade	180 credits earned	160 credits earned

When will it be recommended for a student to transfer to the learning center?

- Students must be 16 years of age to transfer
- Students are considered credit deficient and at risk of not earning a high school diploma
- Students are continuing to fail courses needed for graduation and not earning credits through credit recovery methods

The Transfer Process:

- TCHS counselor will hold a meeting with parent and student to discuss the DDSLC and review a four-year plan for graduation
- Administration will be notified of transfer recommendation
- TCHS counselor will complete a referral form to begin the transfer process once all parties are aware
- All transfers will primarily take place during the first week of a new quarter or semester

When can a student return to TCHS after attending DDSLC?

- Student must be credit current
- DDSLC counselor will initiate the transfer process at a semester
- It is not recommended to transfer during the second semester senior year

Temple City Virtual Academy

What is the Temple City Virtual Academy?

A flexible learning environment for independent, self-directed, self-disciplined, or self-motivated students. Students complete their courses through APEX Virtual Learning program. Students will also have direct access to teachers in each content area to help them with the curriculum. Courses are WASC accredited and A-G approved.

Why do students transfer to the Virtual Academy?

- Student is looking for an alternate and more flexible schedule
- Students health concerns or family circumstances may require an alternate placement

The Transfer Process

- Students and parents will reach out to the TCHS counselor to make the request to transfer
- A meeting will be held to discuss the commitment and requirements for the Virtual Academy and documents will be filled out
- The Virtual Academy counselor and principal will work on the intake process and devise a schedule
- Transfers are encouraged to take place at the Semester instead of part way through the semester, however special circumstances may be considered

When can a student return to Temple City High School?

- Most transfers will take place at the semester
- If a student is not attending and completing coursework students may be recommended to return to in person learning by site administration

COLLEGE REQUIREMENTS



UC and CSU A-G Requirements

Category	Subject Area	Years/Courses Required
A	Social Science	2 Years Required
B	English	4 Years Required
C	Mathematics	3 Years Including Algebra 1, Geometry, and Algebra 2 (4 years recommended)
D	Laboratory Science	2 Years (3 years recommended)
E	Language other than English	2 Years (3 years recommended)
F	Visual and Performing Art	1 Year
G	College Preparatory Elective	1 Year (In addition to the A-F requirements one elective can be chosen from the following areas: History, English, Advanced Mathematics, Laboratory Science, Language other than English, and Social Science)

**All courses must be passed with a C- or better to be eligible for universities. Any course that you have received below a C- will need to be made up through summer school or during the school year

A-G APPROVED COURSES: [TCHS A-G Approved Course List](#)

LANGUAGE OTHER THAN ENGLISH REQUIREMENT: If you speak another language and are unable to take another language this requirement can be satisfied through the AP Examination. [Click Here](#) for Additional Information

COLLEGE/UNIVERSITY RESOURCES

COMMUNITY COLLEGE

A “community college” generally refers to a two-year institution of higher education that offers different levels of instruction adapted to fit the needs of the community. Community colleges are characterized by open, equitable admissions (anyone can attend), a community-based philosophy, lower tuition and a quality education. These institutions provide students with a wide range of educational programs, including:

- Two-year degrees (Associates degrees)
- Transferable degrees (for students transferring to four-year colleges or universities)
- Credit and non-credit vocational and occupational training
- Certificate courses
- Adult basic education
- Small business development assistance
- English as a second language
- Developmental/remedial coursework
- Non-credit community and continuing education.

Temple City High School works very closely with PCC to ensure that our students benefit from all the support they offer. Each month we host a presentation for students covering PCC services such as Admissions, Financial Aid, Extended Opportunity Programs and Services (EOP&S), Honors, Pathways, and Application Preparation. In the winter we host on-campus Application Workshops for seniors with the assistance of PCC staff members. Through our PCC connection we are able to offer our seniors Priority Registration and a First & Second Year Experience Program that will guarantee their classes at PCC.

Students may enroll in community college courses for high school elective credit and simultaneous college credit. Please see your counselor for details on how to register.

Resources

1. [California Community Colleges](#)
2. [California Community Colleges Application](#)
3. [PCC Concurrent Enrollment Process](#) (Each community college has a similar process):

CALIFORNIA STATE UNIVERSITY

There are 23 campuses throughout the state of California.

Many CSU campuses have higher standards for particular majors or for students who live outside the local admission area. Because of the number of students who apply, several campuses have higher standards (supplementary admission criteria) for all applicants.

Many CSU campuses use local admission policies for students who graduate or transfer from high schools and community colleges that are historically served by a CSU campus in that region. California State University, Los Angeles is our regional campus. CSULA hosts various workshops for our students to help understand the requirements and expectations for CSULA and all Cal State Campuses.

[CSU Admission Requirements](#)

Resources:

- [CSU Information](#)
- [CSU Apply](#)

UNIVERSITY OF CALIFORNIA

University of California is a public research university system. There are nine undergraduate campuses.

[UC Admission Requirements](#)

Resources:

- [UC Information](#)
- [UC Application](#)

PRIVATE UNIVERSITIES

- High school diploma
- Subject Requirements: The majority of private universities require similar requirements to the University of California A-G requirements. Entrance requirements vary widely among private universities. Check individual college websites for precise information. Many catalogs are available in the TCHS College and Career Center as well as on the Internet.
- Another factor in the selection process is college testing. The SAT with Essay or ACT with Writing exam may still be required by specific private and out of state schools; however, refer to the individual college website for specific requirements.

Resources

- Application: Many, but not all, private schools use the [Common Application System](#).

COLLEGE ENTRANCE EXAMS WEBSITES

[Collegeboard \(SAT Exam\)](#)

[ACT Exam](#)

COLLEGE ATHLETIC ELIGIBILITY

NCAA ELIGIBILITY CENTER

The Eligibility Center certifies that students interested in participating in college athletics at the NCAA Division I or II level have met the minimum academic requirements and have maintained their amateur athlete status. This process enables prospective student-athletes to practice, compete, and receive an athletics scholarship during their first year of enrollment. Registration has no bearing on admission to a particular Division I or II institution. DUE TO THE COVID-19 PANDEMIC PROCEDURES AND POLICIES HAVE BEEN AFFECTED PLEASE REFER TO THE FOLLOWING WEBSITES FOR MORE DETAILS:

2020-2021 NCAA GUIDE: http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/CBSA.pdf

How Do I Prepare?

Grade 9

- Start planning now by taking your core courses and working hard to earn the best grades possible.
- Ask your counselor for a list of NCAA-approved core courses to make sure you are taking the right classes.

Grade 10

- Register for a Certification Account (required for competition at Division I or II schools) or a Profile Page (for those undecided or interested in Division III schools) with the NCAA Eligibility Center.
- Repeat classes in summer school if needed to maintain eligibility.

Grade 11

- Check with your counselor to make sure you will graduate with the required number of NCAA-approved core courses.
- Take the ACT or SAT and submit your scores to the NCAA Eligibility Center using code 9999.
- At the end of the year, order an official transcript online at www.parchment.com and have it sent to the NCAA Eligibility Center. If you took classes at more than one high school or program, you will need to submit an official transcript for each school.

Grade 12

- Complete your final NCAA-approved core courses as you prepare for graduation and graduate on time
- Take the ACT or SAT again if a higher score is needed for eligibility purposes.
- Request your final amateurism certification beginning April 1 in your NCAA Eligibility Center account.
- After you graduate, order your final official transcript from www.parchment.com with proof of graduation and have it sent to the NCAA Eligibility Center.

How Do I Register?

- Register with the Eligibility Center at www.eligibilitycenter.org.
- Decide whether you want to create a Certification Account or Profile Page. You must have a fully registered Certification Account before you can make official visits to NCAA Division I or II schools.
- Create a Profile Page if you plan to compete at a Division III school or you are not sure. If at any time you wish to pursue a Division I or II path, you will be able to transition to a Certification Account.
- Follow payment instructions on the website. The registration fee is \$90 for a Certification Account but fee waivers are available for those who qualify.
- Order an official transcript online at www.parchment.com. Transcripts should be sent to the Eligibility Center at the end of your junior year.

NCAA ELIGIBILITY REFERENCE SHEET

Initial NCAA eligibility is determined from three high school factors: core course completion, test scores, and grade-point average. Student-athletes interested in pursuing athletic opportunities in college should discuss their interest with counselors, coaches, and parents.

Core Courses

- Sixteen core courses are required for NCAA Division I and II eligibility.
- Ten of the sixteen required core courses must be completed before the beginning of senior year.
- See the breakdown of core course requirements below.

Grade-Point Average and Test Scores

- **A full qualifier for Division I competition must have a minimum core grade-point average of 2.3. A sliding scale is used to match test scores and core course grade-point averages. The sliding scale for those requirements can be found in the NCAA Guide for the College Bound Student-Athlete which is available for download at <http://www.ncaapublications.com/productdownloads/CBSA18.pdf>**
- A full qualifier for Division II competition must have a minimum core grade-point average of 2.2. A sliding scale is used to match test scores and core course grade-point averages. The sliding scale for those requirements can also be found in the NCAA Guide for the College-Bound Student Athlete.
- A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. If you take the ACT or SAT more than once, the best sub-score from different tests are used to give you the best possible score.
- The NCAA core GPA is calculated using NCAA core courses only. Only your best grades from the required number of NCAA core courses will be used. Grades from additional core courses will be used only if they improve your grade-point average. You can access and print our list of approved NCAA courses at <https://web3.ncaa.org/hsportal/exec/hsAction>.

DIVISION I 16 Core Courses

4 years of English
3 years of mathematics (Algebra 1 or higher)
2 years of natural/physical science
(1 year of lab if offered by high school)
1 year of additional English,
mathematics or natural/physical science
2 years of social science
4 years of additional courses
(from any area above, world language
or comparative religion/philosophy)

DIVISION II 16 Core Courses

3 years of English
2 years of mathematics (Algebra 1 or higher)
2 years of natural/physical science
(1 year of lab if offered by high school)
3 years of additional English,
mathematics, or natural/physical science
2 years of social science
4 years of additional courses
(from any area above, world language or
comparative religion/philosophy)

Detailed information regarding freshman eligibility criteria is available on the NCAA Eligibility Center website at www.eligibilitycenter.org or at www.ncaa.org. If you have questions about NCAA eligibility, please call the NCAA Eligibility Center toll free at 877-262-1492.

POST HIGH SCHOOL PLANNING

Post High School planning is an individual activity that affects each student in a unique manner. The counselors along with the college and career center assist students in this process so they have a clear idea and plan after high school to pursue a career choice. Below is a listing of services in career planning that will be provided by the guidance office, as well as a list of student responsibilities to assist in this process. Please visit the Counseling and College/Career Center Canvas pages for more information on our programs.

What we provide:

- ◆ Naviance online college and career exploration program
- ◆ Interest inventories and assessments
- ◆ Career Day
- ◆ College/University speakers and catalogs
- ◆ Military speakers
- ◆ College visitations
- ◆ Professional speakers and resources
- ◆ Parent and student conferences
- ◆ Grade level counseling
- ◆ College application workshops
- ◆ College essay assistance
- ◆ Work permits/Job opportunities
- ◆ Educational field trips
- ◆ Summer program information

What students need to do:

- ◆ Visit the College and Career Center
- ◆ Enroll in classes that give you a broad range of experience
- ◆ Become involved in clubs, activities, performing arts, and athletics
- ◆ Be aware of graduation and college entrance requirements
- ◆ Attend appointments and meetings scheduled for you by the guidance staff
- ◆ Utilize college and career exploration programs
- ◆ Plan your school program around your tentative career
- ◆ Review transcripts with parent(s)/guardian(s)
- ◆ Maintain your highest level of academic achievement
- ◆ Take advantage of peer tutoring offered through the Homework Extension and Learning Program (HELP)
- ◆ Attend college, trade school, and military speaker meetings
- ◆ Visit colleges and universities of interest
- ◆ See your counselor when you need assistance
- ◆ Meet deadlines for applications and financial aid
- ◆ Complete Community Service Learning (CSL) hours

Name: Grade:

FRESHMAN		
Course	Fall Grade	Spring Grade
ENGLISH 1		
MATH		
SCIENCE		
P.E.		
ELECTIVE		
ELECTIVE		

JUNIOR		
Course	Fall Grade	Spring Grade
ENGLISH 3		
MATH		
SCIENCE		
U.S. HISTORY		
ELECTIVE		
ELECTIVE		

SOPHOMORE		
Course	Fall Grade	Spring Grade
ENGLISH 2		
MATH		
SCIENCE		
P.E.		
WORLD HISTORY		
ELECTIVE		

SENIOR		
Course	Fall Grade	Spring Grade
ENGLISH		
GOV/ECON		
ELECTIVE		
ELECTIVE		
ELECTIVE		
ELECTIVE		

SUMMER SCHOOL PLANS	
GRADE	COURSE
9th	
10th	
11 th	
12th	

POST HIGH SCHOOL PLAN
Career Goal:
POST HIGH SCHOOL EDUCATION (Check all that apply) 4 Year
University
Community College
Vocational/Trade School
Military
Other

Diploma Requirements		
Work Completed	Credits Required	Credits Earned
English 9th	10	
English 10th	10	
English 11th	10	
English 12th	10	
World. Hist. 10 th	10	
US Hist. 11 th	10	
Government 12 th	5	
Economics 12 th	5	
Algebra	10	
Math	10	
Physical Science	10	
Life Science	10	
Visual Performing Arts	10	
P.E.	20	
Electives	85	
Health	5	
Total Credits	230	
Community Service Learning	50	

CSU/UC Requirements (A-G Requirements) Grades of C or better	
A: History/Social Science	2 years
B: English	4 years
C: Mathematics	3 years required 4 years recommended
D: Laboratory Science	2 years required 3 years recommended
E: Foreign Language	2 years required 3 years recommended
F: Visual & Performing Arts	1 year required
G: College Preparatory Elective	1 year required

CALIFORNIA SCHOLARSHIP FEDERATION (CSF)

Advisors: Jessica Shunkey
Lynn Alvarez

CSF is an organization in high schools throughout California designed to recognize and honor superior scholarship and citizenship. Membership is by application only and shall neither be automatic nor compulsory. Membership is for the semester following that in which the qualifying grades were earned. Students may not apply until spring of sophomore year; students will apply using fall sophomore grades. **No freshman grades will be considered.** *The student must apply during the application period for each semester he/she is eligible.* Retroactive membership will not be granted to any student who has failed to avail him/herself of the opportunity to become a member during the application period. Applications can be found in the advisor's classroom or online.

Membership in CSF is open to students who have met the following qualifications:

1. Students must earn a minimum of ten points. Seven points must be earned from courses identified in this guide as CSF I or CSF II using a maximum of 5 courses. At least four of the seven must be earned in courses from CSF I. The three remaining points may be earned from courses on any of the three lists. See course descriptions for information.
2. CSF points are calculated as follows:
 - A grade of “A” = 3 CSF points
 - A grade of “B” = 1 CSF point
 - A grade of “C” = 0 CSF pointsOne additional CSF point shall be granted for a grade of “A” or “B” in AP or Honors courses up to a maximum of two points per semester. A grade of “D” or “F” in any course shall disqualify a student from membership for that semester.
3. Summer school courses cannot be used for semester membership.
4. No CSF points shall be given for teacher aide, office aide, success coach, physical education, or repeated courses.

The requirement for becoming a Life Member or Gold Seal Bearer is as follows:

- To graduate with a gold cord, a student must be a member of CSF in at least four of the last six semesters (grades 10, 11, 12), one of which must be based on senior grades.

NATIONAL HONOR SOCIETY (NHS)

Advisors:

The National Honor Society was founded in 1921 to create an organization that would recognize and encourage academic achievement while also developing other characteristics essential to citizens in a democracy. These ideals of scholarship, character, service, and leadership remain as relevant today as they were in 1921. Applicants may be found on the High School's website.

Membership in local chapters is an honor bestowed upon a student. Selection for membership is by a faculty committee and is based on *outstanding* scholarship, character, leadership and service. Once selected, members have the responsibility to continue to demonstrate these qualities.

National bylaws require that NHS members be 10th, 11th, and 12th graders who have been enrolled at the school the previous semester.

The Temple City High School chapter of National Honor Society has determined that outstanding achievement in the area of scholarship requires a 3.4 GPA in academic classes. No extra points are given for AP/Honors courses.

To meet the service requirement, the student must have been active in an area of service to the school or community and must have completed all CSL requirements to date.

To graduate with a silver cord, a member must be active for four semesters, one of which must be in the senior year.

HONORARY SPEAKER SELECTION CRITERIA

Students who meet the following criteria may apply to become a graduation speaker:

- 3.9 unweighted cumulative (9-12) academic grade point average – verified using 7th semester grades.
- The student is currently a senior and has attended TCHS for a minimum of 3 years (including the senior year).
- Received no “U” in citizenship or work habits on semester grades.
- Continues involvement in school and community co-curricular activities.
- Maintains a disciplinary record that is in the sole judgment of the committee to be free from major transgressions.
- Maintains an attendance record that is in the sole judgment of the committee to be free from excessive unexcused absences or tardies.
- Completes a written essay as part of the initial application.
- Agrees to allow their complete academic, attendance and disciplinary records to be reviewed by the selection committee.
- Maintains a rigorous academic schedule throughout high school.
- Displays positive academic progress as demonstrated on grading period 5 progress report.

DEPARTMENT OF CAREER TECHNICAL EDUCATION

Courses		9	10	11	12	Recommendation for Priority
Digital Design and Fabrication	UC/CSU-G	X	X	X	X	None
Intermediate Design and Fabrication	UC/CSU-G		X	X	X	“B” in Digital Design and Fabrication or Engineering Design Technology
Advanced Systems Design & Fabrication				X	X	“B” in Intermediate Design and Fabrication or Advanced Computer Aided Design
Graphic Communications	UC/CSU-F	X	X	X	X	None
Advanced Graphic Communications	UC/CSU-F		X	X	X	“B” in Graphic Communications and teacher recommendation
Screen Printing	UC/CSU-F			X	X	“B” in Advanced Graphic Comm and teacher recommendation
Woodworking	UC/CSU-F	X	X	X	X	None
Construction Technology: Cabinetry	UC/CSU-G		X	X	X	“C” in Woodworking
Advanced Woodworking	UC/CSU-F			X	X	“C” in Construction Technology
Logistics Management					X	“C” in Advanced Woodworking
Sports Medicine	UC/CSU-G	X	X	X	X	None
Advanced Sports Medicine	UC/CSU-G		X	X	X	“C” in both Sports Medicine
Sports Medicine Clinical Practicum	UC/CSU-G			X	X	“C” in both Sports Medicine and Advanced Sports Medicine
Principles of Marketing	UC/CSU-G	X	X	X	X	None
Business Management / Entrepreneurship	UC/CSU-G		X	X	X	“C” in Principles of Marketing
Digital Imaging		X	X	X	X	None
Computer Tech (APP Development with Swift)		X	X	X	X	None
Digital Imaging		X	X	X	X	None
Digital Photography I	UC/CSU-F	X	X	X	X	None
Digital Photography II	UC/CSU-G		X	X	X	“C” in Digital Photo I or Portfolio & Interview

1041 – Digital Design and Fabrication (Previously named Engineering Design Technology) (CSF-III) Introduction to digital design and fabrication using computer- aided design (CAD) and technical graphic production. Design centric projects with emphasis on problem solving, critical thinking, collaboration and communication across multiple industries. Software and prototyping technologies with an emphasis on sustainable production methods. Integrated workflow processes including online resources, project management, sustainability and globalization. Career skills and portfolio development are an essential part of this class. May earn 3 PCC credits upon completion of this class and articulation enrollment through PCC (Minimum “B” grade and satisfactory portfolio required for PCC credit in EDT 008A which is also CSU and UC transferable). Previous class name: Engineering Design Technology. Equivalent class at PCC: ENGR 002 - Engineering Graphics. Recommended Completion for Priority: None

1042 – Intermediate Design and Fabrication (Previously named Advanced Computer Aided Design) (CSF-III) This course develops advanced 3D modeling skills in computer aided design (CAD), including computer generated renderings and animations. Students will use their CAD skills to solve mechanical and architectural problems. They will compete in onsite as well as regional design challenges involving other schools and institutions. Students will prepare for and take the Certified SolidWorks Associate exam (CSWA). May earn 3 PCC credits upon completion of this class and enrollment at PCC (Minimum “B” grade and satisfactory portfolio required for PCC credit in DT 008B which is also CSU transferable). Previous class name: Advanced Computer Aided Design. Recommended Completion for Priority: “B” in Engineering Design Technology or Digital Design and Fabrication.

1058 – Advanced Systems Design and Fabrication (CSF-III) Design, develop and manufacture of CAD parametric models and prototypes through design centric projects. Emphasis on problem solving, critical thinking, collaboration and communication in an interdisciplinary environment. Advanced material selection, product development, systems analysis and strength and motion analysis for sustainable production practices. Career skills and portfolio development. Recommended Completion for Priority: “B” in Advanced Computer Aided Design or Intermediate Digital Design and Fabrication.

1091 – Graphic Communications (CSF-III) In this year-long course, students are introduced to graphic design as a form of visual communication through the use of type, image, form, and color. Students will learn the history and fundamentals of graphic design as well as the industry standard applications used to produce designs digitally. Projects include photo manipulation, digital photography, vector art, typography, and logo design to build a digital portfolio. During first semester, students will explore visual representation of ideas – literal, metaphorical, symbolic and/or abstract. During second semester students will create design solutions for “clients” in the school community. Recommended Completion for Priority: None.

1092 – Advanced Graphic Communications (CSF-III) Advanced Graphic Communications is a course designed for students who are interested in the art, language, business, and career concepts associated with 2-Dimensional design utilizing the computer and Adobe Suite software. Students will develop a deep understanding of the elements of design and explore the difficulties of connecting different design elements with practical considerations of a project. Class participants will be instructed in the advanced silk-screening processes including halftone usage, ink selection, mesh selection, press set-up, registration, and four color processing. Students will develop advanced skills in entrepreneur marketing and sales. Students will establish sales presence, planning and organizing all aspects of silkscreen production individually and in teams. Class will focus on high-quality graphic printing and techniques for small business sales and marketing. Recommended Completion for Priority: “B” in graphics and teacher recommendation.

1094 – Screen Printing (CSF-III) Screen Printing is a branch of the Graphic Communications program. Students will focus on occupational skills associated with the graphic design profession including client relationships, product development, design, marketing and budgeting. Students will work in groups and oversee small batch production runs. Students will explore and develop an in-depth knowledge of a variety of graphic design media with an increased focus on screen printing.

1059 – Woodworking (CSF-III) In this course students learn how to design and build simple yet aesthetically attractive items using common hand and power tools. This year-long course is project-based and self-paced with four units or projects in the first semester and four units in the second semester. To this end, students will learn safe and appropriate use of handsaws, tape measures, squares, screwdrivers, radial and table saws, sanders, and many other essential woodworking tools. Students will also learn how to use essential safety equipment gear such as ear, eye, and hand protection. They will demonstrate their comprehension by successfully completing each unit’s project. Recommended Completion for Priority: None.

1072 – Construction Technology: Cabinetry (CSF-III) This course has been developed to integrate skills and concepts from the Building and Construction Trades with applied basic mathematics and English. As a natural progression, students will apply the craft skills required to design and build a variety of scaled structures, cabinets, and other pieces of furniture that are not only aesthetically pleasing, but meet current code requirements. In addition, students will make real-world connections between construction, math, and English using written assignments, construction documents that include blueprints, project packets, and student centered construction projects. This course provides the opportunity to apply academic knowledge and technical skills through hands-on curriculum that meets pre-apprenticeship requirements for the National Building Trades Council. Recommended Completion for Priority: “C” in Woodworking.

1075 – Advanced Woodworking (CSF-III) Students will learn the production process applied across manufacturing operations. Students will be able to demonstrate a broad array of technical skills with an emphasis given to quality practices, measurements, maintenance, and safety. Recommended Completion for Priority: “C” in Construction Technology.

1073 – Logistics Management (CSF-III) - This course further expands a student's breadth of knowledge in woodworking by introducing the logistics of project management and planning. This course allows students to use leading edge technology to create three dimensional pieces to more simplistic designs. Students enrolled in Logistics Management will lead a team of less experienced woodworkers and provide opportunities for them to expand their knowledge base. Basic economics, supply chain management, and marketing strategies will be covered to give each 4th year student a well rounded understanding of the woodworking industry. Recommended Completion for Priority: “C” in Advanced Woodworking.

0566 – Sports Medicine (CSF-III) This course trains students for jobs in sports therapy, physical therapy, rehabilitation, and the fitness industry. The course includes instruction in human anatomy, biological sciences, training in first aid, CPR, nutrition, exercise physiology, injury care, and management. Upon completion of the course, the student will meet the qualifications for employment in one or more of these entry-level positions: physical therapy aide, athletic trainer aide, and exercise assistant. Recommended Completion for Priority: None.

0591 – Advanced Sports Medicine (CSF-III) This course is an advanced class concerning the analysis and treatment of athletic injuries and the duties of an athletic trainer. The course trains the student in hands-on application of “on the field” injuries as well as detailed rehabilitation techniques utilized by athletic trainers, including nutrition, exercise physiology, physical therapy, and kinesiology. All participants will be required to serve as a junior trainer for an athletic team. Recommended Completion for Priority: “C” in Sports Medicine.

0592 – Sports Medicine Clinical Practicum III (CSF- III) This course provides an interactive work experience that includes a comprehensive education program and exposure to athletic injuries, therapeutic modalities, therapeutic rehabilitation, and injury prevention. The student will gain knowledge through observation, in-services, competency coursework, classwork, and practical experience. They will learn how to recognize, evaluate, and effectively treat a wide variety of athletic injuries including non-orthopedic issues. They will also gain knowledge of treatment concepts and rehabilitation philosophies designed to fit the needs of the TCHS student- athletes. A goal of this course is to provide an atmosphere of social growth as well as developing qualities such as leadership, initiative, accountability, professionalism, communication, and awareness. This internship is suited for those interested in a health-related career. Recommended Completion for Priority : taken and passed both Sports Medicine and Advanced Sports Medicine with a “C” or better.

1142 – Principles of Marketing (CSF-III) In this class, students will practice and study marketing around various industries including fashion, real estate and hospitality. Students study marketing in the US and globally and business related careers. Topics of study include branding, legal and ethical issues, global trends analysis, market segmentation, promotional mix and digital marketing. Recommended Completion for Priority: None.

1158 – Business Management / Entrepreneurship (CSF III) In this course, students will learn entrepreneurial concepts, write a business plan, manage events on campus and develop model businesses. Students will research local entrepreneurs, their practices and characteristics, as well as global entrepreneurs in history. Topics include management styles, supply chain, social media marketing, DTC, B2B and B2C practices. Class includes training and a test for Quickbooks certification. Required Completion for Priority: “C” in Principles of Marketing.

2012 - Digital Imaging (CSF-III) This is a beginning level course that introduces the student to digital design through computer applications. This class will be structured around projects that combine photos, typography, layout and illustration. Through theory and hands-on training, the student will be introduced to the basic principles of design including balance, contrast, movement and unity, as well as the art elements of line, shape, color, space and form. Students will develop an appreciation of contemporary media as a verbal and visual means of communication in today’s society. Prerequisite: None.

2014 – Computer Technology (App Development with Swift) *Semester Course* This course teaches students the concepts of programming, with an emphasis on app development and design thinking. Students will learn to use Swift programming language, Apple developer tools, and programs such as Xcode to design and create iOS apps. With this platform, students will learn basic graphic design, object-oriented programming, design patterns, type systems, functional language features, user interface design, best practices in programming, and problem analysis. Recommended Completion for Priority: None.

2012 – Digital Imaging (CSF-III) This is a beginning level course that introduces the student to digital design through computer applications. This class will be structured around projects that combine photos, typography, layout and illustration. Through theory and hands-on training, the student will be introduced to the basic principles of design including balance, contrast, movement and unity, as well as the art elements of line, shape, color, space and form. Students will develop an appreciation of contemporary media as a verbal and visual means of communication in today’s society. Recommended Completion for Priority: None.

0587 – Digital Photography (CSF-III) This course teaches the basic skills and knowledge needed to enter the field of photography as well as providing a solid foundation for further photographic related fields. Students will learn the operation of a digital single lens reflex camera (DSLR), light meters, electronic flash, exposure meters, print finishing and portfolio presentations. Students will learn to photograph subjects for commercial and artistic values. Students will be introduced to the techniques, tools and creative possibilities in digital photography by using post processing software. Recommended Completion for Priority: None.

0582 – Digital Photography II (CSF-III) Digital Photography 2 will continue where Art of Digital Photography I leaves off, by using similar but advanced software and photo skills for graphic and image manipulation to create commercial graphic products and aesthetic fine art images while promoting technological and visual literacy. The goals of this specific course are to develop advanced digital artists and photographers by teaching a variety of skills and outcomes that will include not only traditional imaging projects but advanced photojournalism and photo manipulation techniques. This course meets the UC-“g” requirement. Recommended Completion for Priority: “C” in Digital photo 1 or portfolio presentation and interview.

DEPARTMENT OF ENGLISH AND COMMUNICATION ARTS

Courses		9	10	11	12	Recommendation for Priority
English 1	UC/CSU-B	X				None
English 1 S	UC/CSU-B	X				Program Identification
English 2	UC/CSU-B		X			None
English 2 S	UC/CSU-B		X			Program Identification
English 2 Honors	UC/CSU-B		X			None
English 3	UC/CSU-B			X		None
English 3 S	UC/CSU-B			X		Program Identification
AP Language and Composition	UC/CSU-B			X		“B” in previous English course
English 4	UC/CSU-B				X	None
English 4 S					X	Program Identification
AP Literature and Composition	UC/CSU-B				X	“B” in previous English course
Advanced Journalism	UC/CSU-G		X	X	X	Instructor Approval
Yearbook	UC/CSU-B	X	X	X	X	Instructor Approval
English Language Development 1		X	X	X	X	Program Identification
English Language Development 2		X	X	X	X	Program Identification
English Language Development 3		X	X	X	X	Program Identification

4001 – English 1 (CSF-I) This course is based on adopted Common Core standards in English Language Arts. Students will develop reading, writing, speaking, and listening integration. They will learn the conventions of language in context and through supplementary texts and resources. The course will expose students to a variety of fiction and non-fiction texts. Students can derive individual meaning from the texts and relate them to their own lives and to the lives of people in diverse cultures. Students will learn computer skills through projects they create for class. Recommended Completion for Priority: None.

4002 – English 1 S (CSF-I) This is the intermediate level of English Language Development. The curriculum for English 1 Sheltered is comparable to that of English 1 but is delivered using Specially Designed Academic Instruction strategies to ensure access and comprehension of the curriculum. The freshman student in English 1 Sheltered has taken ELD 1 or has tested at an intermediate level in the English Language Proficiency Assessments and is in their first year of an English class. The course will follow the Common Core State Standards for English. The goal of the class is to make the freshman level curriculum accessible to students for whom English is not a native language, and to prepare students for transition into mainstream classes the following year. English 1 Sheltered counts as English Credit. Prerequisite: Identified students based on the English Language Proficiency Assessments (Levels 1-3).

4021 – English 2 (CSF-I) This course specifically reinforces and extends the objectives, issues and values taught in English 1. It is Common Core Standards based, with reading, writing, speaking and listening integrated. The conventions of language are taught in context, as well as through supplementary texts and resources. Through a variety of genres, both classical and contemporary, students will enhance their critical thinking skills and will learn to relate the meanings inherent in the texts to themselves as well as to the world. This course also serves to expand the students’ view of a culturally diverse world. Recommended Completion for Priority: None.

XXXX – English 2 S (Course number to be determined) This is the intermediate level of English Language Development. The curriculum for English 2 Sheltered is comparable to that of English 2 but is delivered using Specially Designed Academic Instruction strategies to ensure access and comprehension of the curriculum. The sophomore student in English 2 Sheltered has taken ELD 1 or has tested at an intermediate level in the English Language Proficiency Assessments and is in their first year of an English class. The course will follow the Common Core State Standards for English. The goal of the class is to make the sophomore level curriculum accessible to students for whom English is not a native language, and to prepare students for transition into mainstream classes the following year. English 2 Sheltered counts as English Credit. Prerequisite: Identified students based on the English Language Proficiency Assessments (Levels 1-3).

4022 – English 2 Honors (CSF-I) This advanced course expands on the objectives, issues, and values of English 2. Readings are extended beyond the regular core list for English 2, and students are expected to be self-motivated and reliable, to read and write at a high level of competence, to work both independently and collectively, and to initiate and share ideas. Independent summer reading and writing recommended. Recommended Completion for Priority: “B” in previous English class.

4031 – English 3 (CSF-I) This course reinforces and extends the objectives, issues, and values in English 1 and 2. Students will examine a variety of genres, both classical and modern, which relate to themselves and others. Critical reading, analytical writing, and formal and persuasive speaking are integrated into the course. The conventions of language are taught in context. Recommended Completion for Priority: None.

XXXX – English 3 S (Course number to be determined) This is the intermediate level of English Language Development. The curriculum for English 3 Sheltered is comparable to that of English 3 but is delivered using Specially Designed Academic Instruction strategies to ensure access and comprehension of the curriculum. The junior student in English 3 Sheltered has taken ELD 1 or has tested at an intermediate level in the English Language Proficiency Assessments and is in their first year of an English class. The course will follow the Common Core State Standards for English. The goal of the class is to make the junior level curriculum accessible to students for whom English is not a native language, and to prepare students for transition into mainstream classes the following year. English 3 Sheltered counts as English Credit. Prerequisite: Identified students based on the English Language Proficiency Assessments (Levels 1-3).

4033 – AP Language and Composition (CSF-I) Eleventh grade students prepare for the Advanced Placement English Language and Composition Exam, as well as for college level thinking, reading, and writing. Students will become skilled critical and analytical readers of prose written in a variety of periods, disciplines, and rhetorical contexts. They will compose rhetorical analysis essays, synthesis essays and argumentative essays. Summer reading and writing is recommended. Recommended Completion for Priority: “B” in previous English class

4145 – English 4 (CSF-I) This course reinforces and extends the objectives, issues, and values of English 1-3. This high school senior English course is designed to help students develop and improve their reading, writing, and critical thinking skills. Through a variety of texts, including literature, non-fiction, and media, students will explore themes and ideas that are relevant and meaningful to their own lives and the world around them. Students will also practice presenting their ideas in a clear and concise manner through oral communication. Conventions of language are taught in context. Recommended Completion for Priority: None.

XXXX – English 4 Sheltered (Course number to be determined) This is the intermediate level of English Language Development. The curriculum for English 4 Sheltered is comparable to that of English 4 but is delivered using Specially Designed Academic Instruction strategies to ensure access and comprehension of the curriculum. The senior student in English 4 Sheltered has taken ELD 1 or has tested at an intermediate level in the English Language Proficiency Assessments and is in their first year of an English class. The course will follow the Common Core State Standards for English. The goal of the class is to make the senior level curriculum accessible to students for whom English is not a native language. English 4 Sheltered counts as English Credit. Prerequisite: Identified students based on the English Language Proficiency Assessments (Levels 1-3).

4144 – AP Literature and Composition (CSF-I) Year Course This is an advanced literature course that prepares seniors for college level thinking, reading and writing. Students will critically read, analyze, and interpret select American, British and World novels, plays, and poetry. Success in this class depends upon the students’ ability to read and think critically and produce in-depth written and oral responses. Students are expected to take the AP Lit exam. This course may require summer reading and writing. Recommended Completion for Priority: “B” in previous English class.

4186 – Advanced Journalism (CSF-II) Year Course The students in this class are responsible for all content printed and published under the masthead of TCHS Rampage. The course is a hands-on learning laboratory that gives students the opportunity to hone the skills of news gathering, interviewing, writing, editing, graphic design, photography, photo editing, video production, podcasting, illustration, editorial cartoon, and more. Course work requires students to attend after school class meetings, weekend competitions, as well as covering school and community events outside of regular school hours. Recommended Completion for Priority: Instructor approval.

4180 – Yearbook (CSF-III) Year Course In this course, students will gain skills in one or more of the following areas: page design, advanced publishing techniques, conducting interviews, copywriting, editing, photography and marketing/advertising strategies while producing a creative, innovative yearbook that records TCHS school events. Students are expected to participate in outside of class-time activities. To produce a complete yearbook, students will be required to attend school activities that are periodically after school and on the weekends to take photographs and gather information to be used in the yearbook. Recommended Completion for Priority: Instructor approval.

4201 – English Language Development 1A (CSF-III) Year Course. Beginning Emergent Bilinguals follow a whole language approach. All skills of reading, writing, listening, and speaking are practiced, with an emphasis on reading and writing. ELD 1A utilizes a comprehensive curriculum focusing on solidifying foundational language skills as well as academic language in other subject areas. This course will also prepare students to take the California English Language Proficiency Assessments (ELPAC) to measure improvement in fluency levels. This class meets for one period each day. ELD 1A counts as English credit. Prerequisite: Identified students based on the ELPAC (Level 1).

4203 – English Language Development 1B (CSF III) Year Course Beginning Emergent Bilinguals follow a whole language approach. This is a support class for students taking ELD 1A. All skills of reading, writing, listening, and speaking are practiced, with an emphasis on speaking and listening. The curriculum builds on social language and community and cultural awareness. Students build listening and speaking skills through interaction and practice as well as language-acquisition applications and media. Students work extensively in cooperative learning groups to enhance their language acquisition. ELD 1B counts as elective credit Prerequisite: Identified students based on the ELPAC (Level 1).

4209 – English Language Development 2B (CSF III) Year Course This course is the low intermediate level of English Language Development for Emergent Bilinguals. This course is a support class for students taking English 1 Sheltered, 2 Sheltered, 3 Sheltered, or 4 Sheltered. Students continue to build upon their listening, speaking, reading, and writing skills. Students participate in small group and whole-class discussions and activities. This course will also prepare students to take the California English Language Proficiency Assessments (ELPAC) to measure improvement in fluency levels. This course counts as elective credit. Recommended Completion for Priority: Identified students based on the ELPAC (Level 2)

4214 – English Language Development 3B (CSF III) Year Course. This course is the high intermediate level of English Language Development for Emergent Bilinguals. This course is a support class for students in mainstream English but have tested at a Level 3 in the California English Language Proficiency Assessment (ELPAC). Students continue to build upon their listening, speaking, reading, and writing skills. Students participate in small group and whole-class discussions and activities. This course will also prepare students to take the ELPAC exam which measures fluency levels. This course counts as elective credit. Recommended Completion for Priority: Identified students based on the ELPAC (Level 3).

DEPARTMENT OF WORLD LANGUAGES

Courses		9	10	11	12	Recommendation for Priority
French 1	UC/CSU-E	X	X	X	X	“C” in previous English course
French 2	UC/CSU-E		X	X	X	“C” in French 1
French 3	UC/CSU-E			X	X	“C” in French 2
AP French	UC/CSU-E				X	“B” in French 3
Chinese 1 (Mandarin)	UC/CSU-E	X	X	X	X	“C” in previous English course
Chinese 2 (Mandarin)	UC/CSU-E		X	X	X	“C” in Chinese 1
Chinese 3 (Mandarin)	UC/CSU-E			X	X	“C” in Chinese 2 or Heritage Chinese
Chinese 4 (Mandarin)	UC/CSU-E				X	“C” in Chinese 3
AP Chinese (Mandarin)	UC/CSU-E				X	“B” in Chinese 3
Mandarin for Heritage Speakers	UC/CSU-E	X	X	X	X	None
Spanish 1	UC/CSU-E	X	X	X	X	“C” in previous English course
Spanish 2	UC/CSU-E		X	X	X	“C” in Spanish 1
Spanish 3	UC/CSU-E			X	X	“C” in Spanish 2
Spanish 4	UC/CSU-E				X	“C” in Spanish 3
AP Spanish	UC/CSU-E				X	“B” in Spanish 3
Spanish for Heritage Speakers	UC/CSU-E	X	X	X	X	None

3030 – French 1 (CSF-I) Level One focuses upon the building of a basic vocabulary and using these words correctly in oral and written expression. Emphasis is placed upon using the language in class in order to develop skills in speaking, listening, reading, and writing. Simple stories and dialogues are read to reinforce vocabulary and to introduce students to the culture. Students will learn to communicate with each other and carry on simple conversations. This class is not for native speakers. Recommended Completion for Priority: “C” in English.

3040 – French 2 (CSF-I) Level Two focuses upon increasing usage of the oral and written language, enabling students to understand more complicated aspects of the target language. Emphasis is placed upon using the language in class by both the teacher and the students in order to expand skills in speaking, listening, reading, and writing. Written works are read to reinforce vocabulary, grammar and idiomatic expressions, students are introduced to additional aspects of the culture. Students will communicate with each other in longer and more sustained conversations, as well as make presentations to the class. Recommended Completion for Priority: “C” in French 1.

3050 – French 3 (CSF-I) Level Three is designed to develop progressive ability in reading, writing, speaking, and understanding the target language. Emphasis will be on fluency in conversation, development of discussion skills, word study, and reading of literary works for meaning and comprehension. Authentic works and articles will be read and critically analyzed. Students will learn the culture and customs of the people through reading and class discussions. Recommended Completion for Priority: “C” in French 2.

3051 – AP French (CSF-I) This is a special option for fourth year students seeking a university challenge. This is a rigorous curriculum that includes advanced listening, conversation, literature, and writing. Students must maintain a grade of “B” in the class. Recommended Completion for Priority: “B” in French 3.

3072 – Chinese 1 (Mandarin) (CSF-I) Level One focuses upon the building of a basic vocabulary and using these words correctly in oral and written expression. Emphasis is placed upon using the language in class in order to develop skills in speaking, listening, reading and writing. Simple stories and dialogues are read to reinforce vocabulary and to introduce students to the culture. Students will learn to communicate with each other and carry on simple conversations. This class is not for native speakers. Recommended Completion for Priority: “C” in English.

3073 – Chinese 2 (Mandarin) (CSF-I) Level Two focuses upon increasing usage of the oral and written language, enabling students to understand more complicated aspects of the target language. Emphasis is placed upon using the language in class by both the teacher and the students in order to expand skills in speaking, listening, reading, and writing. Written works are read to reinforce vocabulary, grammar, and idiomatic expressions. Students are introduced to additional aspects of the culture. Students will communicate with each other in longer and more sustained conversations, as well as make presentations to the class. This class is not for native speakers. Recommended Completion for Priority: “C” in Mandarin 1.

3077 – Chinese 3 (Mandarin) (CSF-I) Level Three is a course designed to develop progressive ability in reading, writing, speaking, and understanding the target language. Emphasis will be on fluency in conversation, development of discussion skills, word study, and reading of literary works for meaning and comprehension. Authentic works and articles will be read and critically analyzed. Students will learn the culture and customs of the people through reading and class discussions. Recommended Completion for Priority: “C” in Mandarin 2.

3078 – Chinese 4 (CSF-I) Level Four is for those students who desire to continue in the language enhancing their speaking, listening, reading, and writing skills without the rigor of the AP curriculum. Recommended Completion for Priority: “C” in Chinese 3.

3075 – AP Chinese (Mandarin) (CSF-I) This is a special option for fourth year students seeking a university challenge. This is a rigorous curriculum that includes advanced listening, conversation, literature, and writing. Students must maintain a grade of “B” in the class. Recommended Completion for Priority: “B” in Mandarin 3.

3076 – Mandarin for Heritage Speakers (CSF-I) Mandarin for Heritage Speakers is an introductory course for students who have a speaking/listening background in Mandarin or Cantonese, but do not have the literacy capability in reading and writing the Chinese characters. The goal of this course is to develop learners’ reading and writing skills, maintain and strengthen their oral and listening skills already acquired and increase their cultural awareness, understanding, and appreciation. Successful completion of this course will enable students to enroll in Chinese 3.

3000 – Spanish 1 (CSF-I) Level One focuses upon the building of a basic vocabulary and using these words correctly in oral and written expression. Emphasis is placed upon using the language in class in order to develop skills in speaking, listening, reading, and writing. Simple stories and dialogues are read to reinforce vocabulary and to introduce students to the culture. Students will learn to communicate with each other and carry on simple conversations. This class is not for native speakers. Recommended Completion for Priority: “C” in English.

3010 – Spanish 2 (CSF-I) Level Two focuses upon increasing usage of the oral and written language, enabling students to understand more complicated aspects of the target language. Emphasis is placed upon using the language in class by both the teacher and the students in order to expand skills in speaking, listening, reading, and writing. Written works are read to reinforce vocabulary, grammar, and idiomatic expressions. Students are introduced to additional aspects of the culture. Students will communicate with each other in longer and more sustained conversations, as well as make presentations to the class. This class is not for native speakers. Recommended Completion for Priority: “C” in Spanish 1.

3017 – Spanish 3 (CSF-I) Level Three is a course designed to develop progressive ability in reading, writing, speaking, and understanding the target language. Emphasis will be on fluency in conversation, development of discussion skills, word study, and reading of literary works for meaning and comprehension. Authentic works and articles will be read and critically analyzed. Students will learn the culture and customs of the people through reading and class discussions. Recommended Completion for Priority: “C” in Spanish 2.

3020 – Spanish 4 (CSF-I) Level Four is for those students who desire to continue in the language enhancing their speaking, listening, reading, and writing skills without the rigor of the AP curriculum. Recommended Completion for Priority: “C” in Spanish 3.

3021 – AP Spanish (CSF-I) This is a special option for fourth year students seeking a university challenge. This is a rigorous curriculum that includes advanced listening, conversation, literature, and writing. Students must maintain a grade of “B” in the class. Recommended Completion for Priority: “B” in Spanish 3.

3023 – Spanish for Heritage Speakers (CSF-I) Spanish for Heritage Speakers is an introductory course for students who have a speaking/listening background in Spanish, but do not have the literacy capability in reading and writing in Spanish. The goal of this course is to develop learners’ reading and writing skills, maintain and strengthen their oral and listening skills already acquired and increase their cultural awareness, understanding, and appreciation. Successful completion of this course will enable students to enroll in Spanish 3.

DEPARTMENT OF HISTORY AND SOCIAL SCIENCES

Courses		9	10	11	12	Recommendation for Priority
World History and Geography	UC/CSU-A		X			None
World Hlstory and Geography S	UC/CSU-A		X			Program Identification
AP World History	UC/CSU-A		X			“A” in English
U.S. History	UC/CSU-A			X		None
U.S. Hlstory S	UC/CSU-A			X		Program Identification
AP United States History	UC/CSU-A			X		“A” in World History or “B” in AP World History
Psychology	UC/CSU-G			X	X	None
AP Psychology	UC/CSU-G			X	X	None
Government	UC/CSU-A				X	None
Government S	UC/CSU-A				X	Program Identification
AP Government	UC/CSU-A				X	“A” in US History or “B” in AP US History
Economics	UC/CSU-A				X	None
Economics S	UC/CSU-A				X	Program Identification
AP Microeconomics	UC/CSU-A				X	“A” in US History or “B” in AP US History

9000 – World History and Geography (CSF-I) This course explores the development of the modern countries in Europe, North America, the Middle East, Asia, Africa, and Latin America. The course begins with a discussion of the European Enlightenment and progresses through the First World War. Political structures, social movements, and religious influences throughout this period are explored as are technological advancements and progress over time. The second semester will focus on the post-World War I world and proceed through World War II, its major causes, events, and impact being carefully explored. Essential geography content will be introduced within the units, physical geography during the first semester and political geography during the second semester. There will be a cumulative examination/assessment for each semester covering historical and geographical content. Recommended Completion for Priority: None.

9002 – World History and Geography S (CSF-T) This course follows the History Social Science framework for World History, but is adapted for students with Limited English Proficiency. Students will explore the development of the modern world, political structures, geography, and world religions. The class will concentrate on the 20th century. Topics will include the Age of Science and Reason, Democratic Revolutions, the Industrial Revolution, World War I, the Russian Revolution, the rise of Communism and Fascism, World War II, and the Cold War. Course activities are designed to encourage students to understand the subject area while becoming more proficient in English. Oral presentations and cooperative learning groups are utilized. Prerequisite: Enrolled in ELD I or ELD 2.

9024 – AP World History: Modern (CSF-I) AP World History: Modern is designed for highly motivated students to pursue college level coursework in the study of World History using the events, individuals, developments, and processes from 1200 to present. The course seeks to help students develop the skills, practices and methods employed by historians. In this endeavor, there exists a heavy emphasis on critical thinking, analysis, writing, and speaking skills. Summer work is a required element of this course. Recommended Completion for Priority: “A” in English I, both semesters.

9020 – U.S. History (CSF-I) U.S. History is a yearlong course, required for all Junior-year students. During the first semester, students will cover review material from 1607 to 1900 including major topics of the colonies, American Revolution, the Constitution, westward expansion, Civil War, Reconstruction, and industrialization. New material of the 20th century will cover the Progressive Era, imperialism, foreign policy, and the U.S. involvement in WWI. Second semester begins with the decade of the 1920s and concludes with present day history. Students will develop skills in critical thinking and writing by analyzing primary and secondary sources. Emphasis will be placed on social justice projects and class discussions through strong public speaking skills and use of technology. Recommended Completion for Priority: None.

9021 – United States History S (CSF-I) This course follows the History Social Science framework for U.S. History, but is adapted for students with Limited English Proficiency. Topics to be covered include the American Revolution and Constitution, The Civil War and Reconstruction, Imperialism, The Progressive Era, World War I, The Great Depression, World War II, and the Cold War. Students will explore American geography, government, and culture. Course activities are appropriate for student needs and place special emphasis on increasing reading, writing, and oral communication skills in English. Course activities are designed to encourage students to understand the subject area, while becoming more proficient in English. Oral presentations and cooperative learning groups are utilized. Students use a different textbook than in regular classes to increase learning. Prerequisite: Enrolled in ELD 1 or ELD 2.

9026 – AP United States History (CSF-I) AP U.S. History is designed for students who love history and are highly motivated to go into depth of American history. They should be diligent academic workers and strong readers to master information from a college text. This college-level class will examine information from nine historical time periods, 1491 to present, as required by the AP College Board. For success on the AP test in May, major emphasis will be placed on clear, written communication, analysis of primary and secondary sources, and mastery of course material. The student will reflect and demonstrate knowledge in the seven themes specified by the AP College Board: (1) Identity, (2) politics and power, (3) peopling, (4) work, exchange and technology, (5) America in the world, (6) ideas, culture and religion, and (7) environment. Summer work required. Recommended Completion for Priority: “A” in World History, or “B” in AP World History

9090 – Psychology (CSF-II) This elective class for junior and seniors introduces students to the field of psychology. Students will explore the genesis and development of human behavior and mental processes while gaining insight about their own cognition, motivations, behaviors, perceptions, and personality. Students will also explore ways to improve their reactions to stress, distinguish between healthy and unhealthy social behaviors and relationships, and identify the characteristics of different types of psychological disorders and their treatments. Emphasis will be given to critical thinking and writing, group projects, class discussions, and public speaking. While not required, basic foundations in scientific research techniques and research writing are encouraged. Recommended Completion for Priority: None.

9091 – AP Psychology (CSF-II) AP Psychology is designed for the highly motivated junior/senior who wishes to pursue college level coursework in the study of Psychology. Due to the advanced nature of this course, students will greatly benefit from being self-motivated, organized, and prepared to commit weeknight and weekend time to assigned readings and assignments. The purpose of this AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. Main areas of study are: history, approaches, and research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal behavior, and social psychology. Emphasis will be given to critical thinking and writing, text analysis, cooperative projects, class discussions, and public speaking. Basic foundations in scientific research techniques and research writing are essential. Recommended Completion for Priority: None.

9060 – Government (CSF-I) *Semester Course* This course is a study of the basic constitutional principles of the United States government by investigating and exploring the rights and responsibilities of an individual living in the U.S. today. The course also looks at the individual’s role in the political process today. Lessons include the function of political parties, the nomination and election of candidates, executive power, legislative decision-making, and constitutional importance of the judiciary. Recommended Completion for Priority: None.

9066 — Government S (CSF-I) *Semester Course* This course is a study of the basic Constitutional principles of the United States government, but is adapted for students with Limited English Proficiency and minimal exposure to United States history. This course begins with an exploration of the historical and philosophical origins of the nation and government, then includes the structures and functions of the US Constitution with emphasis on each branch of the government. Activities are appropriate for student needs and designed to encourage students to increase their reading, writing, and oral skills in English. Prerequisite: Enrolled in ELD 1 or ELD 2.

9061 – AP US Government and Politics (CSF-I) *Semester Course* AP Government is designed for highly motivated students who are interested in the American political system to pursue college level coursework in the study of government. AP Government students will examine the following topics: Constitution underpinnings, Federalism, civil rights and civil liberties, the Legislative Branch, the Executive Branch, the Judicial Branch, the Federal Bureaucracy, political socialization, political parties, elections, interest groups, the media and public policy. Students will spend considerable time examining current events and their connections to our government structure and history. Summer work required. Recommended Completion for Priority: “A” in US History or “B” in AP US History. Course taken concurrently with AP Microeconomics.

9105 – Economics (CSF-I) *Semester Course* Students study fundamental economic concepts such as scarcity, opportunity costs and trade-offs, productivity, economic systems, economic institutions, and incentives. The course will include such microeconomic and macroeconomic concepts including market and prices, supply and demand, competition and market structure, money, GDP, inflation, unemployment, and trade. Recommended Completion for Priority: None.

9110 — Economics Sheltered (CSF-T) *Semester Course* The purpose of the sheltered economics course is to give students a thorough understanding of the principles of economics in an environment which also emphasizes improvement in English vocabulary and language skills. Students will learn all of the concepts taught in the standard economics course, including but not limited to concepts such as individual utility, the supply and demand model, market equilibrium, money, banking, the stock market, market structures, GDP, and the Federal Reserve, while developing their English language proficiency. Prerequisite: Enrolled in ELD 1 or ELD 2.

9113 – AP Microeconomics (CSF-I) *Semester Course* The purpose of an AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Summer work required. Recommended Completion for Priority: “A” in US History or “B” in AP US History. Course taken concurrently with AP Government.

DEPARTMENT OF MATHEMATICS

Courses		9	10	11	12	Recommendation for Priority
Algebra 1.1	UC/CSU-C	X	X			None
Algebra 1	UC/CSU-C	X	X	X		“C” in Algebra 1.1
Geometry	UC/CSU-C	X	X	X	X	“C” in Algebra 1
Geometry Honors	UC/CSU-C	X	X			“A” in Algebra 1
Algebra 2	UC/CSU-C	X	X	X	X	“C” in Geometry
Algebra 2 Honors	UC/CSU-C	X	X	X	X	“A” in Geometry or “B” in Geometry Honors
Financial Algebra	Pending		X	X	X	“C” in Algebra 2
Pre-Calculus	UC/CSU-C		X	X	X	“C” in Algebra 2
AP Precalculus	UC/CSU-C		X	X	X	“A” in Algebra 2 or “B” in Algebra 2 Honors
AP Calculus AB	UC/CSU-C			X	X	“A” in Pre-Calculus or “B” in Pre-Calculus Honors
AP Calculus BC	UC/CSU-C				X	“C” in AP Calculus AB
AP Statistics	UC/CSU-C			X	X	“B” in Algebra 2 or “C” in Pre-Calculus
Computer Science	UC/CSU-C	X	X	X	X	“B” in Algebra 1
AP Computer Science	UC/CSU-C			X	X	“B” in Algebra 2 or “B” in Computer Science

Math courses for freshmen students are determined by previous math level and grade earned in middle/intermediate school.

5046 – Algebra 1.1 (aka Alg 1A) (CSF-II) This is an introductory course in Algebra. It includes the topics of operations with integers, order of operations, problem-solving approaches, solving, writing and graphing linear equations, and inequalities. “B” in Math 8 both semesters or “C” both semesters to advance to Algebra 1.

5040 – Algebra 1 (CSF-I) This course covers the topics of operations with integers, problem solving approaches, factoring quadratic equations, the notion of a function, solving systems of equations, probability, and statistics. Students also write, solve, and graph linear, quadratics, exponential, radical, and rational equations. Recommended Completion for Priority: “C” in both semesters of Algebra 1.1

5060 – Geometry (CSF-I) This course covers topics in both plane and solid geometry. Topics include the use of deductive reasoning and the laws of logic to prove geometric relationships, properties of congruent and similar polygons, properties of special triangles; its trigonometric functions, solving problems related to chords, secants, and tangents of a circle, and finding the perimeter, area and volume of geometric figures. Recommended Completion for Priority: “C” in Algebra 1, both semesters.

5063 – Geometry Honors (CSF-I) This course includes all topics covered in Geometry but studied in more depth; transformational Geometry, more emphasis on proofs and additional projects are included. Recommended Completion for Priority: “A” in Algebra 1, both semesters.

5050 – Algebra 2 (CSF-I) This course expands upon the skills taught in Algebra 1. Students review the structure of the real number system, linear and quadratic functions, operations on polynomials, and systems of equations. They are introduced to logarithms, exponential functions, conic sections, complex numbers, and probability. Recommended Completion for Priority: “C” in Geometry, both semesters.

5053 – Algebra 2 Honors (CSF-I) This course includes all topics covered in the Algebra 2 course with advanced work with functions and transformation with function notation, systems of equations, conic sections, probability, sequences and series, and selected discrete math topics. Recommended Completion for Priority: “B” in Geometry Honors, “A” in Geometry or Algebra 1, both semesters

5068 – Financial Algebra Financial Algebra is a mathematical modeling course that is algebra based, applications-oriented, and technology-dependent. The course addresses college preparatory mathematics topics from Algebra 1, Algebra 2, Statistics, Probability, Pre-calculus, and Calculus under eight financial umbrellas: Discretionary Expenses, Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. This course engages students by providing financial context for understanding and applying the mathematics they will use as students prepare for life after they graduate. Recommended Completion for Priority: “C” in Algebra 2, both semesters.

5075 – Pre-Calculus (CSF-I) This course revisits topics introduced in Algebra 2. Students will rigorously cover quadratic, polynomial, rational and transcendental functions, matrices. One semester of the course will be trigonometry. Recommended Completion for Priority: “C” in Algebra 2, both semesters.

5077 – AP Pre-Calculus (CSF-I) (Pending Board Approval) AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Recommended Completion for Priority: “A” in Algebra 2 or “B” in Algebra 2 Honors, both semesters.

5080 - AP Calculus AB (CSF-I) This course is designed to prepare students for the Advanced Placement Exam in Calculus. Topics covered include limits and continuity, the derivative with applications and the integral with applications. No one previously taking the AP Calculus exam will be admitted to the class. Students must maintain a “C” or better to remain in this class. Recommended Completion for Priority: “B” in Pre-Calculus Honors or an “A” in Pre-Calculus, both semesters.

5082 – AP Calculus BC (CSF-I) This is the second AP Calculus course. We will briefly review the content of AP Calculus AB. New content will include: parametric, polar, and vector functions and their derivatives, L’Hopital’s Rule, slope fields, integration by parts and partial fractions, the convergence or divergence of series, and Taylor and Maclaurin series. Students must maintain a “C” or better to remain in the class. Recommended Completion for Priority: Completion of Calculus AB with “C” both semesters.

5085 – AP Statistics (CSF-I) This course is designed to prepare students for the Advanced Placement Exam in statistics. Students are introduced to major concepts of statistics and probability. Topics include the representation of data using graphing techniques and numerical summaries; the collecting of data including sampling and experimentation; exploring random phenomena using probability and simulation; and making statistical inferences, estimating population parameters and testing hypotheses. Students will be involved in interpreting real world events using statistical methods and critical thinking skills. Students should have strong skills in both mathematics and writing. Recommended Completion for Priority: “B” in Algebra 2 or “C” in Pre-Calculus, both semesters, “C” in English

2013 – Computer Science (CSF- II) Computer Science is an introduction to computer science and the art of programming. In this course, the student is introduced to Computational Thinking Practices: connecting computing, creating computational artifacts, communicating, and collaborating. These practices are undertaken while learning about and experiencing creativity, abstraction, data and information, algorithms, and programming (coding). This course uses the programming language Python to develop computer programs involving graphics and text processing. Recommended Completion for Priority: “B” in Algebra 1, both semesters.

5061 – AP Computer Science A (CSF- II) AP Computer Science A is a two-semester course of study that will introduce you to various elements of Computer Science with an emphasis on the Java programming language. AP Computer Science A is both a college-prep course for potential computer science majors and a foundation course for students planning to study in other technical fields such as engineering, physics, chemistry, and geology. The course emphasizes programming methodology, procedural abstraction, and in-depth study of algorithms, data structures, and data abstractions. Instruction includes preparation for the AP Computer Science A Exam. Recommended Completion for Priority: “B” in Algebra 2, both semesters or “B” in Computer Science, both semesters.

DEPARTMENT OF VISUAL AND PERFORMING ARTS

Courses		9	10	11	12	Recommendation for Priority
Art 1	UC/CSU-F	X	X	X	X	None
Advanced Art	UC/CSU-F	X*	X	X	X	“B” in Art 1, *instructor approval
Ceramics	UC/CSU-F		X	X	X	“C” in Art 1
Drawing and Painting	UC/CSU-F		X	X	X	“C” in Art 1
Advanced Painting Honors	UC/CSU-F			X	X	Portfolio Review and 2 years Art
AP Art History	UC/CSU-F	X	X	X	X	“B” in English
AP Art & Design	UC/CSU-F			X	X	Portfolio Review and 2 years Art
Illustration/Animation	UC/CSU-F	X	X	X	X	None
Art/Film		X	X	X	X	Instructor Approval
Advanced Art/Film			X	X	X	Instructor Approval
Drama		X	X	X	X	None
Advanced Drama	UC/CSU-F		X	X	X	Audition and one year of Drama
Marching Band/PE		X	X	X	X	None - PE Credit Fall Semester Only
Symphonic Band	UC/CSU-F	X	X	X	X	None
Jazz Ensemble	UC/CSU-F	X	X	X	X	Audition and Instructor Approval
Orchestra	UC/CSU-F	X	X	X	X	None
Advanced Orchestra	UC/CSU-F		X	X	X	Audition and Instructor Approval
Honors Orchestra	UC/CSU-F		X	X	X	Audition and Instructor Approval
Concert Choir	UC/CSU-F	X	X	X	X	None
Tenor/Bass Concert Choir	UC/CSU-F	X	X	X	X	None
Treble Concert Choir	UC/CSU-F	X	X	X	X	None
Brighter Side Singers	UC/CSU-F		X	X	X	Audition and Instructor Approval
AP Music Theory*	UC/CSU-F			X	X	None
Colorguard		X	X	X	X	Audition and Instructor Approval

6000 – Art 1 (CSF-III) This course introduces students to general techniques and theories of art and provides a foundation for a beginning-level student interested in learning about different art media. Course themes include, but are not limited to: elements of art, principles of design, foundation drawing, color theory, acrylic painting, and 3D sculpture. Students will be given technical instruction in the use of various media and explore creative approaches to artistic expression. This class is designed as an introductory course which will allow for students to move on to more advanced art classes. Recommended Completion for Priority: None.

6041 – Advanced Art (CSF-III) This studio class will emphasize the fundamental techniques and concepts appropriate to the use of color and painting as a significant means of human expression. Basic tools, techniques, and ideas related to painting will be explored. Students will also engage in hands-on experimentation with different types of art media such as ebony pencil, technical pen, and paints. All projects will emphasize three-dimensional style work and students will receive individual help as needed. Instruction will be a combination of lecture, demonstrations, visual aids, projects, and visual analysis (critiques). Recommended Completion for Priority: “B” in Art 1, both semesters.

6030 – Ceramics (CSF-III) This course is an in-depth study of various techniques in art with clay. Emphasis will be on craftsmanship, hand building, increasing the students’ vocabulary, and developing skills in the use of tools. Students will receive individual help for solving their problems with their projects. Students will be able to explore and expand upon their given projects which include pinch and coil pots, slab construction, life sculpture, and abstract forms. Historical and multicultural emphases are typical additions to many projects. Recommended Completion for Priority: None.

6049 – Drawing and Painting (CSF-III) This course is an introduction to painting as a medium of visual expression where students will explore and experience a variety of painting techniques, media, and historical approaches to art. Emphasis is placed upon exploration of formal and technical concerns. Basic studies include drawing, exploration on a variety of subject matter and media such as watercolor, gouache, acrylics, and oil. Instruction will be a combination of lecture, demonstrations, visual aids, projects, and visual analysis. Students will receive individual help as needed. Recommended Completion for Priority: “C” in Art 1.

6051 – Advanced Painting Honors (CSF-III) The Advanced Painting Honors course is an in-depth study in processes, materials and techniques used in acrylics and oil for the highly motivated student. Students will work toward developing their personal style and an advanced proficiency in communicating an idea, theme or emotion in realistic or abstract rendering. Students will have an opportunity to study and research the artist's life and style by creating a powerpoint presentation. Instruction will be a combination of lecture, demonstrations, visual aids, projects, and visual analysis (critiques). Students will analyze and discuss series of their work in depth and develop personal style and direction. Students will receive individual help as needed. Recommended Completion for Priority: Portfolio review, 2 years Art classes.

6052 – AP Art History (CSF-III) The AP Art History course attempts to provide a broad overview of the history of art, beginning with prehistoric art and ending with art of the 1990's. This course will examine primarily Western art as well as non-Western art history. It is intended to provide students familiarity and awareness of the development of art, its major movements, and figures with its relationship to the historical period in which it was created.

6009 – AP Art & Design (CSF-III) Students in AP Art & Design create a portfolio of 20 high quality pieces of art: 5 Selected Works and 15 Sustained Investigation driven by an inquiry question. Students are allowed to submit in two categories: Drawing or 2-Dimensional design. Much of the work will be personal interpretations of assignments and chosen inquiry. Extra time will be expected and needed in order to complete the portfolio requirements required for the AP exam. All AP students will be expected to take the AP exam (submission of the portfolio). Summer work is required. Recommended Completion for Priority: Digital portfolio review, 2 years of Art classes.

6006 – Illustration/Animation (CSF-III) This class is designed for drawers who want to explore the world of animation. Students will apply drawing skills to solve a variety of animation problems. Course themes include, but are not limited to: elements of art, principles of design, ink technique, book illustration, character development, storytelling, and comic production. Students will learn a variety of ink media and develop an understanding of design. Students will familiarize themselves with the animation process from thumbnails, to roughs, to finished products. Previous art and/or drawing experience is highly recommended. Recommended Completion for Priority: None.

6020 – Art/Film (Performing Arts Technologies) (CSF-III) This course is designed to introduce students to the audio/visual field. Students will learn camera operation, video editing, special effects creation, storyboarding, sound, and set design for both live and recorded events. Students must have good academic standing to maintain enrollment and must be willing to put in extra hours after school for production schedules. Recommended Completion for Priority: Instructor approval.

6021 – Advanced Art/Film (Advanced Performing Arts Technologies) (CSF-III) This class is designed for those with a background in the audio/visual media. Students will learn script writing, advanced video editing, production management, sound engineering, and directing. Students may take the class for a total of six semesters. Students must maintain good academic standing to maintain enrollment and must be willing to put in extra hours after school for production schedule. Recommended Completion for Priority: Instructor approval.

6001 – Drama (CSF-III) This course is designed to introduce the beginning student to acting, its conventions, traditions, and how it reflects man and life itself. This course is designed to teach the students these concepts through collaborative projects. Acting techniques, theater games, and sensitization exercises are introduced for the beginning actor as well as basic reading for theater. This course requires play reading, play attendance, play performance, and monologue and scene preparation. Recommended Completion for Priority: None.

6004 – Advanced Drama (CSF-III) An extensive, advanced class for talented students in performance and production, this course is designed for students who have shown special promise in performing and production of theater. Play reading, play attendance, monologue, and scene preparation for school productions and competitions will be required. The group maintains a heavy performance schedule throughout the school year. A high degree of commitment to practices and rehearsals outside the regular school day is expected. Recommended Completion for Priority: One year of drama, audition required.

6070 – Marching Band/PE (CSF-III) *Semester Course* (Fall) Students will receive extensive performance-oriented, marching instruction in the areas of parade and field marching. Students will be responsible for numerous scheduled performances, which require attendance. The class will prepare half-time shows for performance at school events, and parade techniques for performance at various Southern California events. A high degree of commitment to practices and rehearsals outside the regular school day is expected. Physical Education credit will be earned for Fall semester only.

6075 – Symphonic Band (CSF-III) Designed for the musically mature students, this group combines the marching and concert aspects of the wind band. The first semester is given more to the marching/half-time band, while the second semester is devoted to concert work and some concert performances are required. First semester students must also enroll in Marching Band/PE. Recommended Completion for Priority: None.

6085 – Jazz Ensemble (CSF-III) *Semester Course* (Spring) This is a performance-oriented class for the advanced player who wishes to broaden his or her musical experience through the medium of jazz. Time will be spent studying the various styles of jazz and swing, with particular attention to the “big band” era and improvisational skills. The student will be required to spend some out-of-class time, both at school and individually, in practice for performances. The class meets zero period, second semester only. Recommended Completion for Priority: Audition required.

6061 – Orchestra (CSF-III) This group is comprised of string instruments – violin, viola, cello, and bass. Membership includes all 9th graders and students who have not previously played in a high school orchestra. Students must be beyond the beginning level with their instrument. Recommended Completion for Priority: None.

6060 – Advanced Orchestra (CSF-III) This course is for advanced students with one or more years of high school orchestra experience. Advanced selections of baroque, classical, contemporary, romantic, and popular style are performed. Recommended Completion for Priority: Audition required.

6063 – Honors Orchestra (CSF-III) Advanced-level strings perform selections of baroque, classical, romantic, contemporary, and popular style. This is for students who wish to excel in a musically challenging environment. One or more years of high school orchestra, Recommended Completion for Priority: audition, Audition required.

6102 – Tenor/Bass Concert Choir (CSF-III) Tenor/Bass Concert Choir (RAMS CHORUS) is a class for tenors and basses and is open to all students in grades 9-12. No previous singing experience is required. Students will perform choral music from all time periods and genres. Emphasis is placed on vocal development, high-level music performance, and learning the principles of music reading and theory. Students in Rams Chorus have the option to audition for solos and participate in outside musical activities including the annual TCHS musical and choir tours. Recommended Completion for Priority: None

6103 – Treble Concert Choir (CSF-III) Treble Concert Choir (GREEN & GOLD CHORUS) is a class for sopranos and altos and is open to all students in grades 9-12. No previous singing experience is required. Students will perform choral music from all time periods and genres. Emphasis is placed on vocal development, high-level music performance, and learning the principles of music reading and theory. Students in Green & Gold Chorus have the option to audition for solos and participate in outside musical activities including the annual TCHS musical and choir tours. Recommended Completion for Priority: None

6091 – Brighter Side Singers (CSF-III) Brighter Side Singers is an advanced vocal ensemble open to students in grades 10-12, by audition only. This ensemble is the primary performing and traveling vocal group at Temple City High School. Students in this ensemble perform choral music from all time periods and genres. Emphasis is placed on performing vocals and choreography at the highest level, reading and understanding the principles of music theory, and continued individual vocal development. Dance and choreographed movement are an integral component of this class. Solo opportunities are available for interested students. This course requires after school rehearsals, performances and field trips that will be used as part of the evaluation process. Involvement in the annual spring musical is expected. Auditions will take place each spring for placement into this ensemble. Recommended Completion for Priority: Audition Required, 1 year Concert Choir recommended. Physical Education credit will be given during Spring Semester only.

6120 – AP Music Theory (Pending Board Approval) AP Music Theory is an introductory college-level music theory course. Students cultivate their understanding of music theory through analyzing performed and notated music as they explore concepts like pitch, rhythm, form, and musical design.

7167 – Colorguard (CSF- III) This class is a full year course whose members work directly with the Marching Band during Fall semester and independently as a Winterguard Winter/Spring semester. Students will work together to learn routines and perform at a variety of events at school, in the community and at competitions. Students will develop skills in dance, ruffle, saber and flag. Extra practice outside of class and performances are required. School eligibility requirements apply. Recommended Completion for Priority: Selection through tryout procedures.

DEPARTMENT OF PHYSICAL EDUCATION

<u>Courses</u>		<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Recommendation for Priority</u>
Fitness for Life		X				None
Physical Education		X	X	X	X	None
Beginning Dance	UC/CSU-F	X	X	X	X	None
Advanced Dance	UC/CSU-F		X	X	X	“C” in Beginning Dance
Weight Training			X	X	X	None
Choreography	UC/CSU-F		X	X	X	Tryout
*Health		X	X	X	X	None - *NOT for PE Credit

Physical Education is required in the 9th grade and one additional year taken in the 10th, 11th or 12th grade. Grading is based on participation, performance, and knowledge. PE grades are computed for eligibility purposes, but are not counted in academic GPA for college entrance. A 2.0 GPA is required to participate in an athletic or any extracurricular activity.

7071 - Fitness for Life Year Course This course is designed to introduce students to a healthier lifestyle. The class is for ninth grade students and is intended to promote physiological, psychological, and sociological growth and development in each student. This is accomplished through a wide variety of individual and team activities. Students will also take part in classroom and laboratory activities relating to life-long fitness. Recommended Completion for Priority: None.

7070 - Physical Education Year Course This class consists of many team and individual activities: flag football, basketball, tennis, ping-pong, badminton, softball, swimming, etc. Aerobic exercise through running is also included as a major fitness component. Students will learn that physical education promotes the benefits of fitness as a life-long program. Open to students grades 10-12. Recommended Completion for Priority: None.

7020 - Beginning Dance Year Course This course is designed to take previously learned movement concepts to the learning and development of the motor skills required for successful participation in dance activities. Students will be exposed to a variety of dance techniques and fundamentals in such areas as ballet, jazz, hip hop, and contemporary; that will help improve or maintain personal levels of health-related physical fitness and develop physical and artistic awareness. Students will learn about good health, body image, and nutrition for the success and well-being of a dancer. Students will also understand the role that cooperation and leadership play in dance activities. In the first semester students will have the opportunity to perform in the Dance Concert. Open to grades 9-12. Recommended Completion for Priority: None. *May also satisfy UC VPA requirement.

7030 - Advanced Dance Year Course Students refine the dance skills they learned in the beginning dance class. Complex routines and moves are introduced based on skill acquisition. Students develop/demonstrate skills in choreography and performance and show the ability to be clear about aesthetic, technical, and artistic choices. Through this course, students will engage in verbal discussion, video analysis, and anatomical explorations. Students learn to evaluate self-responsibility as skills levels in dance activities improve. Open to grades 10-12. Recommended Completion for Priority: “C” in Beginning Dance. *May also satisfy UC VPA requirement.

7000 - Weight Training Year Course Students learn the benefits of weight training as a life-long personal fitness program. Students set goals to increase their weight lifting capacity, either to increase strength or to tone muscle groups. Weight training is an excellent activity to improve one’s performance in ballet, athletics, and dance, as well as to enhance self-esteem and appearance. Aerobic exercise through running is also included. Open to grades 10-12. Personal nutrition to improve the student’s overall health is emphasized. Recommended Completion for Priority: None.

7040 – Choreography Year Course This is a dance performance class. The students learn and choreograph their own dance routines. In the first semester, the student will participate in the dance concert and school performances, in the second semester, students will attend competitions, school performances, and Choreo Showcase. Recommended Completion for Priority: Selection is through the tryout procedure. School eligibility requirements apply.

7143 – Health (CSF-III) Semester Course Health education is a class exploring general aspects of the health sciences. Students will develop an understanding of basic knowledge and specific skills upon which to build healthy behaviors. Health instruction provides the students with learning experiences to empower them to engage in and value the importance of healthy lifelong practices. Topics include nutrition, fitness, mental health, comprehensive sex education, CPR, first aid, alcohol, tobacco, and drugs. Recommended Completion for Priority: None.

DEPARTMENT OF SCIENCES

Courses		9	10	11	12	Recommendation for Priority
Biology	UC/CSU-D	X	X	X	X	None
Biology S	UC/CSU-D	X	X	X	X	Program Identification
Biology Honors	UC/CSU-D	X	X	X	X	“A” in previous science class, “B” in English and Math
AP Biology	UC/CSU-D		X	X	X	“A” in Biology or “B” in Biology Honors & “A” in Chemistry or “B” in Chemistry Honors
Earth Science	UC/CSU-G	X	X	X	X	None
Earth Science S	UC/CSU-G	X	X	X	X	Program Identification
AP Environmental Science	UC/CSU-D		X	X	X	“B” in Biology and Chemistry or Physics
Anatomy Physiology	UC/CSU-D		X	X	X	“C” in Biology
Chemistry	UC/CSU-D		X	X	X	“C” in Algebra, Biology and concurrently enrolled in Geometry
Chemistry Honors	UC/CSU-D		X	X	X	“A” in Algebra 1, “B” in Geometry, enrolled in Algebra 2, “A” in Biology or “B” in Honors Biology
AP Chemistry	UC/CSU-D			X	X	“B” in Honors Chemistry, “A” in Chemistry
Physics	UC/CSU-D		X	X	X	“C” in Algebra 2
AP Physics 1	UC/CSU-D			X	X	“B” in Honors Pre-Calculus, “A” in Pre-Calculus, “B” in Chemistry Honors, “A” in Chemistry

8020 – Biology (CSF-I) This course is designed to familiarize students with the nature of the living world. Topics will include biochemistry, molecular biology, cell biology, genetics, evolution, and ecology. Notebooks, lab activities, research papers and outside-the-classroom projects may be required. Biology is a rigorous college preparatory science class. Recommended Completion for Priority: None.

8022 – Biology S (CSF-I) This course is designed to develop the students' understanding of the living world and biological processes at the cellular level. Sheltered biology will include additional supports for students developing their English language skills. Instruction will be provided in English with the goal of helping English language learners develop their scientific and technical language skills, so they can succeed in this and all science classes in the future. Prerequisite: None, but recommended for freshman students who are not enrolled in Geometry and are English language learners.

8021 – Biology Honors (CSF-I) This course covers the same topics as in Biology, but in greater depth. More emphasis will be placed on acquiring the knowledge and skills necessary for success in higher level courses such as AP Biology or Biology at a university. Students will be required to complete two to four research papers or long-term projects. Recommended Completion for Priority: “A” in current Science class, “B” in current English and math class, 3.6 GPA.

8025 – AP Biology (CSF-I) This course is a rigorous and deep examination of biology to prepare students to take the AP Biology exam. Subject matter will focus on chemistry of life, cell structure and function, cellular energetics, cell communication and cell cycle, heredity, gene expression and regulation, natural selection and ecology. This class is designed to parallel freshman biology courses at the college level in its scope. Summer work is required. Recommended Completion for Priority: “A” in Biology or “B” in Honors Biology and “A” in Chemistry or “B” in Honors Chemistry.

8015 – Earth Science (CSF-II) This is a course which introduces the student to concepts from the fields of astronomy, geology, meteorology and oceanography. Skills in investigation and experimentation aligned with the NGSS standards are emphasized. Prerequisite: None, but recommended for freshman students not enrolled in Geometry.

8028 – Earth Science S (CSF-II) This is a course which introduces the student to concepts from the fields of astronomy, geology, meteorology and oceanography. Skills in investigation and experimentation aligned with the NGSS standards are emphasized. Sheltered Earth Science will include additional supports for students developing their English language skills. Instruction will be provided in English with the goal of helping English language learners develop their scientific and technical language skills, so they can succeed in this and all science classes in the future. Prerequisite: None, but recommended for freshman students who are not enrolled in Geometry and are English language learners.

8026 – AP Environmental Science (CSF-I) This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students will be prepared to take the AP Environmental Science exam. Prerequisite: Complete Biology and Chemistry. Earth Science recommended.

8030 – Anatomy/Physiology (CSF-I) Year Course A recommended course for students who are considering careers in medicine, biomedical research, athletic training/sports medicine, or related health sciences. The emphasis will be placed on the basic body systems (i.e. circulatory, digestive) and their functions associated with physical and biochemical relationships of the living processes. Recommended Completion for Priority: “C” in Biology.

8040 – Chemistry (CSF-I) Year Course This course is designed for the college prep student. Subject areas to be studied are those outlined by the Next Generation Science Standards for Chemistry. Areas include atomic and molecular structure, bonding; properties of matter, characteristics of gases, acid/base solutions; laws of nature; energy; chemical reactions; and the mathematical understanding of chemical processes. Extensive use of mathematics is used. Labs are required and projects may be included. Recommended Completion for Priority: “C” in Algebra 1, Biology, enrolled in Geometry.

8050 – Honors Chemistry (CSF-I) Year Course This course is designed for those students who would like to apply for AP Chemistry following the completion of the Honors course. Students will study the topics outlined in regular Chemistry in greater depth and with more extensive use of mathematics. In addition, students will study nomenclature, chemical reaction rates, and nuclear chemistry. Labs will be more in depth and require more analysis. Biology is required prior to taking Honors Chemistry. Recommended Completion for Priority: “A” in Algebra 1, “B” in Geometry, enrolled in Algebra 2, “A” in Biology, or “B” in Honors Biology.

8041 – AP Chemistry (CSF-I) Year Course This is a second year Chemistry course designed to prepare students for the AP Chemistry exam. The course assumes knowledge of basic chemistry covered in Honors Chemistry. It will cover advanced topics such as redox reactions, non-ideal gasses, liquids, solids, non-ideal solutions, localized and delocalized electron theories, kinetics, equilibrium, thermodynamics and electrochemistry. Lab notebooks and projects will be required. Recommended Completion for Priority: “B” in Honors Chemistry, “A” in Chemistry.

8060 – Physics (CSF-I) Year Course This college prep course includes a study of the fundamental concepts of vectors, motion, force, energy, power, and their measurements. Students will also study optics, electricity, magnetism, and the theories used to explain them. Laws of natural processes are studied and extensive use of mathematical functions, which describe them, are included. Students will develop projects and build them at home to demonstrate major physics concepts. Recommended Completion for Priority: “C” in Algebra 2.

8064 – AP Physics 1 (CSF-I) Year Course Students prepare to pass the Advanced Placement Physics 1 exam. The course is the equivalent of a first semester college course in algebra-based (non-calculus based) physics. It covers Newtonian mechanics (including fluids, rotational dynamics and angular momentum) work, energy, and power. It’s intended to provide a strong foundation for students in the life sciences, pre-medicine, and applied sciences. This is a first year course. Recommended Completion for Priority: “B” in Honors Pre-Calculus, “A” in Pre-Calculus, “B” in Chemistry Honors, “A” in Chemistry.

SERVICE AND SPECIAL COURSES

0800 – Media Tech Students will learn about and actively participate in the basic operation of the media center. There will be numerous opportunities to gain valuable practical experience working with books and computers. Excellent attendance, citizenship, and organizational skills are essential. An aide class is limited to one per semester. Recommended Completion for Priority: Instructor/Administrator approval.

0900 – Office Aide Career-focused hands-on experience where students are immersed and directly involved in the field of education as a workplace. This experience provides an opportunity for a student to apply the skills obtained in school to real work situations and to learn additional skills. Students will gain hands-on training in the front office completing entry level office duties. Students will work in the office or classroom, shadowing different stations to gain hands-on experience in a workplace setting. An aide class is limited to one per semester. Recommended Completion for Priority: Instructor/Administrator approval.

0510 – Leadership This course handles the business of the Associated Student Body of Temple City High School. The purpose of the leadership class is to have an increased awareness of current student activities and the efficient operation of a student government. Elected and selected student officers are eligible. Recommended Completion for Priority: Instructor approval.

2016 – College and Career Seminar (CSF-III) *Semester Course* This course is designed to empower students to become self-advocates in their college and career planning process. Students will identify personal interests, strengths and passions through classroom activities, online inventories, and assessments. As a result, students will discover careers and colleges that match their passions, lifestyle aspirations, skills, and aptitudes. Students will create a comprehensive 10-year plan identifying appropriate high school courses that prepare for their post-secondary goals and career aspirations. Recommended Completion for Priority: None.

0509 – Link Crew Leadership (CSF-III) The Link Crew course combines high-level critical thinking, writing, and analytical skills with mentorship and entrepreneurial project experiences and implementation. Students will study team building, personal/institutional organization, leadership, communication, self-awareness, and personal development. Findings from these studies and experiences will lead students to become empathic and responsible citizens who can apply their knowledge to larger-scale future projects as their ages, resources, and scopes increase. Students will implement these concepts as they craft and execute their events, projects, and presentations. Students will work both individually and collaboratively to synthesize course material with knowledge from core classes. Recommended Completion for Priority: Link Coordinator approval.

INDIVIDUALIZED EDUCATION COURSES

Students who qualify for Special Education services may have their unique learning needs met through self-contained Special Education classes where they will receive Specialized Academic Instruction. Special Education skills classes are offered in the core curricular areas and follow the state standards, as well as the established Individualized Education Plan (IEP) that is determined by the IEP team.

9714-15 – Algebra Skills A & B These math courses are designed for Special Education students who must meet the algebra graduation requirement. The curriculum is divided into two years to assist students in meeting the Algebra component of the math graduation requirement. Furthermore, the curriculum is designed to meet state standards, as well as individual IEP goals. Topics addressed include signed numbers and variables, rules of arithmetic, linear equations, applications of algebra, exponents and polynomials, factoring, data, statistics and probability, fractions and algebra, linear equations and inequalities in the coordinate plane, systems of linear equations, quadratic equations, and radical expressions. Completion of Algebra Skills A & B fulfills the TCHS Algebra and math requirements.

4164-67 – English Skills 9-12 Through Specialized Academic Instruction and adhering to IEP goals, students will be taught the California Standards in literature with reading, writing, speaking, and listening integrated with conventions of language taught in context and through supplementary texts and resources. The students are exposed to a wide variety of classical and modern literature in all genres. Students will be placed according to grade level and differentiation occurs based on assessments and IEP data.

9636 – Life Science Skills This course is a study into both the nature of life and scientific investigation. The subject matter will be aligned with the California State Standards for Biology and students will receive Specialized Academic Instruction to meet their unique learning needs. Students will learn about cell biology, genetics, ecology, and human anatomy and physiology. Life Science should be taken after completion of Earth Science.

9635 – Earth Science Skills This course is a study designed to teach students about the earth. The subject matter will be aligned with the California State Standards for Earth Science and students will receive Specialized Academic Instruction to meet their unique learning needs. The topics include, but are not limited to, the Earth's place in the universe, dynamic Earth processes, energy in the Earth system, structure and composition of the atmosphere, and investigation. It is recommended that Earth Science Skills be taken before Life Science Skills.

0652 – VH Skills This course is designed to support the student with a visual impairment. It is the place to learn and perfect skills specifically related to the student's disability. Instruction is given in Braille, keyboarding, and computer access skills. Additionally, each student learns how to use the adaptive programs and equipment for his or her disability. Specialized Academic Instruction is provided per student's IEP.

0650 – Study Skills This course is a Special Education service and must be agreed upon by the IEP team. The class is designed to support students who require additional time, space and guidance to complete work from other classes, take tests, study and work on organizational/work habits skills, if needed. The students are expected to bring materials needed to complete work, including their devices. The students will receive elective credit for completing the course.

Functional Academics:

9608 - Standards Domain, 9617 - Functional Content, 9616 - Functional Math, 9618 - Functional Language

These courses specialize in preparing and challenging students to live in our fast-paced society. The curriculum includes English and math skills, communicating with others, personal safety, health, and many other skills which will prepare these students for independent living. Classroom resources are included to meet the needs of the course description. The curriculum includes academic instruction in core areas and many hands on activities and field and community-based instruction to provide these students with the tools they will need to achieve future success.

ADULT EDUCATION CLASSES

Temple City Alternative Schools: is a long-term Independent Studies program designed to meet student's academic needs best served outside the traditional classroom. Digital curriculum is supported through a supervising teacher with student access to an on-site computer lab as needed. Flexible scheduling allows students to complete coursework off-site in conjunction with weekly appointments. Enrollment for this program is through a referral process from the TCHS Counseling Office

Temple City Adult Night School: Credit recovery program for students who have failed a subject requirement needed to meet high school graduation at Temple City High School. Credits earned at the Temple City Adult Night school do not meet "a-g" university eligibility. Students can be referred by the TCHS Counseling office. Adult Night School applications are available in the TCHS Counseling Office or in the Adult School Office at 9501 Lemon Avenue, Temple City, CA 91780