

SAN MATEO HIGH SCHOOL

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CURRICULUM GUIDE 2026-2027

Excellence in Education Since 1902

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IMPORTANT COURSE SCHEDULING INFORMATION

This spring, counselors will visit Social Science classes to give a presentation on how to select courses for the following year. Course schedules are determined by availability and not period or teacher requests. Students are programmed for the entire year, so please select all classes carefully. All possible offerings are included in this guide, but final course offerings are dependent on enrollment.

All 9th, 10th and 11th graders must be enrolled in six classes. 12th graders must be enrolled in at least four classes.

Schedule Changes

Schedule changes will not be made to accommodate extra-curricular schedules, personal preferences, teacher, or period preferences. The deadline for changes to course requests for 2025-2026 school year is Friday, March 27, 2026.

Schedules may be changed after the deadline ONLY for the following reasons: missing a required class for graduation, student is in the wrong level class (i.e., scheduled in French 1, should be French 2), student completed a summer school course and needs to adjust their schedule or the student has fewer than six classes.

There is no guarantee that a student will be able to add or drop a course once the school year has started. Dropping a class after the 6 week grading period will result in a drop F grade.

AP Classes

Students wanting to take AP courses are encouraged to do so. Prerequisites are listed as an indicator of success and students should consider past progress in previous courses. This will help determine whether they will be successful in the AP course. *Please choose carefully. Signed AP Guidelines are required and need to be signed by both parent/guardian and student. Please read over the document thoroughly.*

Concurrent Enrollment

Students may take classes not offered at San Mateo High School at the local community colleges to broaden their knowledge and pursue other interests.

Students cannot take graduation course requirements at the community college in accordance with the San Mateo Union High School District policy. Students are required to take all courses leading to graduation at San Mateo High School. See the [Outside Course Pre-Approval Form](#) for exceptions.

Prior approval from your School Counselor is required before registering for a community college class. Grades and credits for community college coursework are not placed on the San Mateo High School transcripts. They remain on the community college transcript and can be sent directly to colleges of your choice.

SAN MATEO UNION HIGH SCHOOL DISTRICT GRADUATION REQUIREMENTS

In order to receive a high school diploma a student must:

- 1.) Pass required coursework listed in the chart below
- 2.) Earn at least 220 credits (*1 semester is 5 credits; 1 year equals 10 credits*)

SOCIAL SCIENCE	9th – Intro to Ethnic Studies (1 Semester) 10th – Modern World History 11th – U.S. History 12th – Government & Economics
ENGLISH	4 Years
MATHEMATICS	3 Years
SCIENCE	2 Years (1 Year Biological & 1 Year Physical)
VISUAL & PERFORMING ARTS	1 Year
CAREER TECHNICAL EDUCATION	1 Year
WORLD LANGUAGE	1 Year by the end of 10th grade
HEALTH	1 Semester (Completed in 9th grade)
PHYSICAL EDUCATION	2 years (Completed in 9th & 10th grades)
ELECTIVES	40 Additional Credits
CREDITS NEEDED FOR GRADUATION	220 credits

REQUIREMENTS FOR ENROLLMENT IN ADVANCED PLACEMENT (AP), HONORS (H) & ADVANCED STANDING (AS) CLASSES

BOARD POLICY STATEMENT

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

ADMINISTRATIVE POLICIES

All classes will be open to all students who have made an informed decision and understand the course expectations. Anyone with an “A” or “B” in a CP class will be invited to enroll in an AP, Honors, or AS class. Students may take up to three AP/Honors courses each year and may submit a request form to exceed this number.

Students who enroll in an AP, Honors, or AS class are expected to remain in the class for the duration of the course.

All students who enroll in an AP class are strongly encouraged to take the AP exam.

Although we hope to offer each of the courses listed within this program, all final course offerings are contingent upon enrollment.

ACADEMIC / TOTAL GRADE POINT AVERAGE (GPA) GRADING

SMUHSD does not rank its students.

The Academic GPA covers all coursework completed and is cumulative. This GPA is weighted according to the California Public University system (an additional point is added for university-certified AP and Honors courses; e.g. A = 5.0, B= 4.0, C = 3.0).

The Total GPA is unweighted and covers the same coursework.

The academic calendar is two semesters, 18 weeks each.

COURSE OFFERINGS 2026-27

AVID

AVID I, II, III
Senior Seminar

ENGLISH

English I, II, III, IV (CP/SAI)
AS English I, II
AP English Language (11th grade)
AP English Literature (12th grade)
Creative Writing
**Publications
Publications Advanced
**Journalism
Journalism Advanced
*Intensive Reading Development

ENGLISH LANGUAGE DEVELOPMENT

ML English I, II, III
ELD Designated I, II, III
Community Literacy in Action (CLA)

FOODS & HOSPITALITY

**Foods & Nutrition

HEALTH EDUCATION

Health

MATHEMATICS

ML Math
Algebra I (CP/SAI)
ML Algebra I
ML Intensive Algebra Support
Geometry (CP/SAI)
ML Geometry
Integrated Math II (CP/SAI)
Algebra II
Finite Math & Statistics
Precalculus
AP Calculus AB
AP Calculus BC
AP Statistics
Principles of Computer Science
AP Computer Science A

PHYSICAL EDUCATION

PE I, II, III
Weight Conditioning

SCIENCE

ML Introduction to Science
Biology (CP)
ML Biology
AP Biology
**Biotechnology I, II
Biotech Independent Research
Biotech Services (Internship)
AP Environmental Science
Chemistry
AP Chemistry
Physical Science (SAI)
Physics
ML Physics
AP Physics

SOCIAL SCIENCES

Introduction to Ethnic Studies
Modern World History (CP/SAI)
ML Modern World History
AP World History: Modern
U.S. History (CP/SAI)
ML U.S. History
AP US History
American Government (CP/SAI)
ML American Government
AP Government & Politics US
Economics (CP/SAI)
ML Economics
AP Macroeconomics
AP Psychology
Latino Studies (H)
Law & Society
Sociology
ASB Leadership
Renaissance Leadership
Athletic Leadership

** = CTE

+ = Academic Support Class

EL = for English Language Learners

AS = Advanced Standing

H = Honors

AP = Advanced Placement

VISUAL & PERFORMING ARTS

Art
Art Advanced
Art 3D (Sculpture)
Art 3D Advanced (Sculpture)
Drawing
Drawing Advanced
AP Studio-Art Drawing
AP Studio-Art 2D
AP Studio-Art 3D
**Photoshop Fundamentals
**Digital Photography
**Digital Photo Advanced
**Media Arts
**Media Arts Advanced
Dance
Dance Intermediate
Dance Advanced
Drama
**Drama Advanced
**Technical Theatre
Musical Theatre
Concert Choir
Chamber Singers
Concert Band
Symphonic Band
Jazz Ensemble
Chamber Orchestra
Marching Band

WORLD LANGUAGE

Chinese (Mandarin) I, II, III, IV(H)
French I, II, III, IV(H)
Spanish I, II, III, IV(H)
Spanish for Native Speakers I, II, III
AP Chinese Language & Culture
AP Spanish Language & Culture
AP French Language & Culture
AP Spanish Literature & Culture

DUAL ENROLLMENT (CSM)

**Career Planning & Life Exp. (CRER 100)

**College & Academic Success (COUN 240)

Creativity & Innovation in Entrepreneurship (BUS 161)

The Business Plan (BUS 166)

UC-CSU “a-g” COURSE LIST – SAN MATEO HIGH SCHOOL

The following courses meet requirements for admission to the Universities of California and the California State Universities. **Bolded courses** denote extra honors credit (“A”=5.0, “B” =4.0, “C”=3.0 on a 4.0 GPA scale); their course descriptions contain homework amount estimations, but time commitments will vary greatly based on the individual students.

“a” – HISTORY/ SOCIAL SCIENCE

Modern World History
ML Modern World History
AP World History: Modern
U.S. History
ML U.S. History
AP U.S. History
American Government
ML American Government
AP Government & Politics US

“b” – ENGLISH

ML English I
English I
AS English I
ML English II
English II
AS English II
ML English III
English III
AP English Language
English IV
AP English Literature

“c” – MATHEMATICS

ML Algebra
Algebra I
ML Geometry
Geometry
Integrated Math II
Algebra II
Finite Math & Statistics
Precalculus
AP Calculus AB
AP Calculus BC
AP Statistics

“d” – LAB SCIENCE

ML Biology
Biology
AP Biology
Biotechnology I
Biotechnology II
Chemistry
AP Chemistry
ML Physics
Physics
AP Physics
AP Environmental Science

“e” – LANGUAGE OTHER THAN ENGLISH

Chinese I
Chinese II
Chinese III
Chinese IV H
AP Chinese Language & Culture
French I
French II
French III
French IV(H)
AP French Language & Culture
Spanish I
Spanish II
Spanish III
Spanish IV(H)
AP Spanish Language & Culture
AP Spanish Literature & Culture
Spanish Native Speakers II
Spanish Native Speakers III

“f” – VISUAL & PERFORMING ARTS

Art / Art Advanced
Art 3D (Sculpture) /
Art 3D Advanced (Sculpture)
Media Arts / Media Arts Advanced
Drawing / Drawing Advanced
AP Studio Art 2D
AP Studio Art 3D
AP Drawing
Chamber Singers
Concert Choir
Dance
Dance Intermediate
Dance Advanced
Digital Photography /
Digital Photography Advanced
Photoshop Fundamentals
Drama / Drama Advanced
Technical Theatre
Musical Theatre
Chamber Orchestra
Concert Band
Jazz Ensemble
Marching Band
Symphonic Band

“g” – ELECTIVE COURSES

AP Computer Science A
Creative Writing
Economics
ML Economics
ML Intro to Science
Foods & Nutrition
Intro to Ethnic Studies
Journalism / Journalism Advanced
Latino Studies (H)
Law & Society
AP Macroeconomics
Principles of Computer Science
AP Psychology
Publications / Publications Advanced
AVID I, II, III, Senior Seminar
Sociology

CAREER TECHNICAL EDUCATION

FOODS & NUTRITION

Grade:	9-12
Duration:	Year
Credits:	10
UC/CSU:	Yes, "g" - Elective
Prerequisite:	None

This introductory course focuses on basic culinary fundamentals and principles of nutrition. Students will learn various cooking techniques through preparation of selected foods while practicing industry specific protocols. Emphasis is on understanding how to make healthy food choices for optimal health. Careers in Foods and Hospitality will be explored while career interests and aptitude assessed. Employability and job acquisition skills are emphasized.

Certifications

- Food Handlers Certification

CULINARY ARTS

Grade:	10-12
Duration:	Year
Credits:	10
UC/CSU:	No CSU/UC admission requirements met by this course
Prerequisite:	Foods & Nutrition

This upper level course is intended to give students opportunities to practice and expand knowledge of food preparation through menu planning, costing and applying nutritional knowledge. With Foods & Nutrition serving as the foundation class, Culinary Arts creates a career pathway sequence in the Foodservice and Hospitality Industry Sector. This class emphasizes industry standards while providing experiences for students to develop employability skills to prepare for a successful transition to post secondary training and employment.

Certifications

- State Food Safety Food Manager Certification
- American Hotel & Lodging - Guest Service Gold

OTHER CTE COURSES:

DRAMA ADVANCED; TECHNICAL THEATRE

(course descriptions located under [VISUAL & PERFORMING ARTS](#))

BIOTECHNOLOGY I, II, Independent Research

(course descriptions located under [SCIENCE](#))

JOURNALISM; PUBLICATIONS

(course descriptions located under [ENGLISH](#))

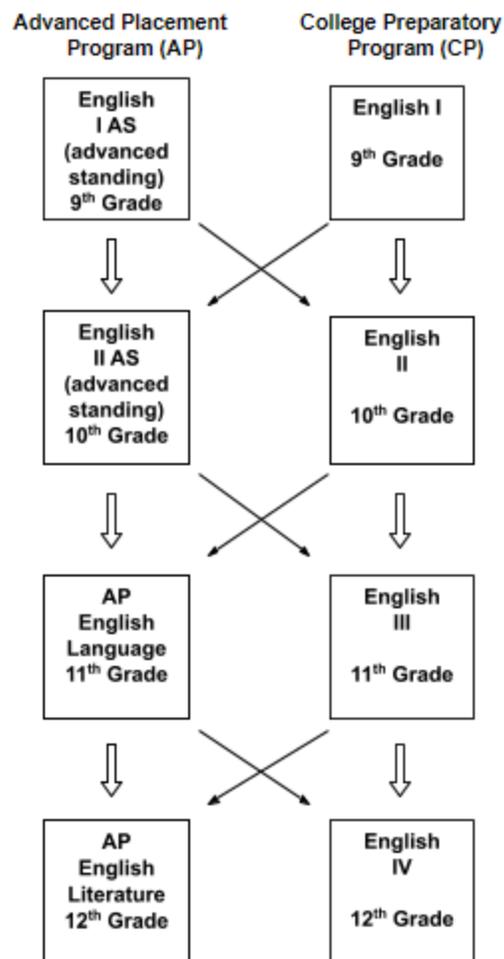
PHOTOSHOP FUNDAMENTALS; DIGITAL PHOTOGRAPHY; MEDIA ARTS

(course descriptions located under [VISUAL & PERFORMING ARTS](#))

ENGLISH DEPARTMENT

Four years (40 credits) of English are required for graduation. Our English classes emphasize reading, writing, and speaking & listening. Courses are designated as College Preparatory (CP), Advanced Standing (AS) or Advanced Placement (AP).

ENGLISH COURSE SEQUENCE



SMUHSD Literature & Book Choices

Grades 9 and 10

Novels

1984 (1090)*
A Separate Peace (1110)
A Tale of Two Cities (990)
A Very Large Expanse of Sea
All Quiet on the Western Front (830)
American Born Chinese (530)
Animal Farm (1170)
Angels of Resistance
Aristotle & Dante Discover Secrets of the Universe (380)
Barrio Boy (1140)
Bless Me, Ultima (840)
Brave New World (870)
Bronx Masquerade (670)
Call of the Wild (990)
China Boy (880)
Cry, the Beloved Country (860)
Distance Between Us
Fahrenheit 451 (890)
Frankenstein (1040)
George
Girl in Translation
Great Expectations (1230)
I Am Not Your Perfect Mexican Daughter (730)
In the Time of the Butterflies (910)
Interior Chinatown
Jane Eyre (890)
Like Water for Chocolate (1030)
Little Fires Everywhere
Lord of the Flies (770)
Maus
Monster
Night (590)
Of Mice and Men (630)
Oliver Twist (1060)
Pacific Crossing (750)
Patron Saints of Nothing
Persepolis (380)
Pride and Prejudice (1070)
Taking Sides (750)
The Absolutely True Diary of Part-time Indian (600)
The Alchemist (910)
The Bean Trees (900)
The Best We Could Do (600)
The Book of Unknown Americans (760)
The Book Thief (730)
The Catcher in the Rye (790)
The Hate U Give (590)
The History of Mary Prince
The House on Mango Street (870)
The Jungle (1170)
The Kite Runner (840)
The Once and Future King (1080)
The Perks of Being a Wallflower (720)

The Poet X (800)
Things Fall Apart (890)
To Kill a Mockingbird (870)
Whirligig (760)
Wounded
Wuthering Heights (880)

Drama

A Raisin in the Sun
Antigone
Macbeth (820)
A Midsummer Night's Dream (590)
Othello (480)
Romeo and Juliet
Twelfth Night
Taming of the Shrew (790)
The Glass Menagerie (1350)
The Merchant of Venice (760)
West Side Story
Zoot Suit

Narrative or Epic Poetry

The Canterbury Tales
The Iliad
The Odyssey

Fiction Collections

An Island Like You (910)
Edith Hamilton's Mythology (1040)
Heroes, Gods and Monsters of the Greek Myths (800)

Non-Fiction

A Different Mirror (1120)
Brown Girl Dreaming (990)
Enrique's Journey (830)
Farewell to Manzanar (1040)
Fast Food Nation (1240)
I Know Why the Caged Bird Sings (1070)
In Cold Blood (1040)
Kaffir Boy (1040)
Nothing to Envy: Ordinary Lives in North Korea
The 57 Bus (930)
The History of Mary Prince
The Freedom Writers Diary (900)
The Woman Warrior (880)
When I Was Puerto Rican (1020)
Years of Dust: The Story of the Dustbowl
Born a Crime

Collections For Use At Any Grade Level

American Voices
Class Matters
Common Threads
Everything is an Argument
Identity Lessons: Contemporary Writing About Learning to Be an American

In Brief: Short Takes on the Personal Essay
In Fact: the Best of Creative Non-fiction
The Language of Composition: Reading, Writing, Rhetoric
Somehow Tenderness Survives
They Say, I Say

SMUHSD Literature & Book Choices

Grades 11 and 12

Novels

1984 (1090)*
A Lesson Before Dying (750)
Americanah
A Passage to India (950)
A Portrait of the Artist as a Young Man (1120)
A Thousand Splendid Suns (830)
As I Lay Dying (870)
Beloved (870)
Bonesetter's Daughter
Brave New World (870)
Catch-22 (1140)
Ceremony (890)
Chronicle of a Death Foretold (1270)
Crime and Punishment (990)
Dear Martin
Dubliners (900)
East of Eden (700)
Emma (1080)
Everything Here is Beautiful
Exit West (1660)
Heart of Darkness (1020)
Invisible Man (950)
Kindred (580)
Kitchen (710)
Loved One
Mexican Gothic
Moby Dick (1200)
Native Son (700)
Notes from the Underground (1050)
One Flew Over the Cuckoo's Nest (1110)
One Hundred Years of Solitude (1410)
Ordinary People (600)
Parable of the Sower
Pride and Prejudice (1100)
Ragtime
Salvage the Bones
Siddhartha (1010)
Sing Unburied Sing
Slaughterhouse-Five (850)
Snows of Kilimanjaro (820)
Solito
The Adventures of Huckleberry Finn (980)
The Awakening (960)
The Bluest Eye (920)
The Book of Unknown Americans (760)
The Color Purple (670)

The Curious Incident of the Dog in the Nighttime
The Grapes of Wrath (680)
The Great Gatsby (1070)
The Handmaid's Tale
The Joy Luck Club (930)
The Metamorphosis (1320)
The Refugees
The Scarlet Letter (1340)
The Sound and the Fury (870)
The Stranger (880)
The Things They Carried (880)
Their Eyes Were Watching God (1080)
There There (810)
To the Lighthouse (1030)
Tracks (950)
White Noise
White Teeth (960)
Wide Sargasso Sea

Drama

A Streetcar Named Desire
Death of a Salesman
Fences
Hamlet (850)
Importance of Being Earnest (950)
King Lear (690)
Much Ado About Nothing (1190)
No Exit
Oedipus
Othello (480)
The Crucible
Sense and Sensibility
Waiting for Godot (1310)

Narrative or Epic Poetry

Beowulf (1190)

Non-Fiction

A Cup of Water Under My Bed
A Small Place
Between the World and Me
Black Boy (950)
Braiding Sweetgrass
First They Killed My Father, A Daughter of Cambodia Remembers (920)
Hiroshima (1190)
I Know Why the Caged Bird Sings (1070)
Into the Wild (1270)
Narrative of the Life of Frederick Douglass (1080)
The Autobiography of Malcolm X (1120)

The Color of Water: A Black Man's tribute to his White Mother (1140)
The Fire Next Time
The Immortal Life of Henrietta Lacks (1140)
The New Jim Crow (1390)

In Brief: Short Takes on the Personal Essay
The Other Wes Moore (990)
Wild
Why Fish Don't Exist: A Story of Loss, Love, and the Hidden Order of Life

Collections For Use At Any Grade Level

American Voices
Class Matters Common Threads
Everything is an Argument
Identity Lessons: Contemporary Writing About Learning to Be an American

In Fact: the Best of Creative Non-fiction
The Language of Composition: Reading, Writing, Rhetoric
They Say, I Say
Uncharted Territory

SMUHSD Supplementary Textbook Policy (461.3) 461.3.1 Teachers of the subject area are responsible for the selection of supplementary textbooks. 461.3.2 The department head of the subject area and the school principal are responsible for approval of supplementary textbooks. 461.3.3 The school principal is responsible for authorization to purchase supplementary textbooks. *When available, Lexile levels are noted based on information at <http://www.lexile.com>

THE FOLLOWING ARE MINIMUM EXPECTATIONS FOR ALL CP ENGLISH CLASSES:

READING

- **Literary works with at least two titles from the [SMUHSD Reading List](#).**
- **Supplementary works to enhance the curriculum.**
- **Reading will be geared towards students who read at grade level.**
- **Commitment to improving as a critical reader, and developing metacognitive and analytical skills.**

WRITING

- **Formal, multiple-paragraph writing assessments.**
- **Additional assignments might include quick-writes, creative writing, written online discussions, etc.**
- **Writing modes might include summary, narrative, reflective, argumentative, persuasive, analytical, and expository.**

SPEAKING AND LISTENING

- **At least two formal speaking and listening assessments in the form of a presentation, a debate, or a graded class discussion.**
- **A variety of speaking and listening opportunities, such as turn and talks, 4-corners discussions, small group discussions, debates, listening activities, etc.**
- **Speaking modes include argumentative, narrative, reflective, expository, or creative.**

ENGLISH I

Grade: 9
Duration: Year
Credits: 10
UC/CSU: Yes, “b” - English

Throughout their freshman year, students will read core texts, as well as shorter fiction, nonfiction pieces, and poetry to explore topics connected to “the self”. Students learn and practice a variety of reading strategies that allow them to meaningfully access, comprehend and analyze grade-level texts. Students will learn to write a variety of formal essays and paragraphs including literary analysis, argumentative, and synthesis pieces. All of these writing types focus on establishing arguable claims, selecting appropriate evidence, and writing analysis that supports their ideas in an organized structure. Students will also write narratives with the focus on the development of setting, character, conflict and theme, as well as the effective use of various literary techniques. Writing style and sentence clarity will be supported with ongoing grammar and vocabulary instruction. Throughout these units, students will develop their speaking and listening skills through class discussions, presentations, collaborative work, and structured academic discussions. Additionally, students will regularly utilize technology to build 21st century academic skills such as producing published writing, creating multimedia presentations, researching and reading texts, and collaborating with peers.

ENGLISH II

Grade: 10
Duration: Year
Credits: 10
UC/CSU: Yes, “b” - English

During the sophomore year, students in English II move from learning the basic structures of reading and writing to develop their ideas, voice, and personal repertoire of strategies. Over the course of the year, students will read several anchor texts, as well as various pieces of nonfiction and shorter fiction. They will deepen their understanding of complex themes around the tension between the identity of the individual and the pressures of society, rebellion and conformity, and philosophical questions around nature and nurture.

Throughout the year, students write literary analysis essays, argumentative essays, and synthesis essays based on assigned texts and/or independent research. All of these writings focus on selecting appropriate evidence and analysis that support a thought-provoking argument, as well as maintaining a clear organizational structure. Writing style and sentence fluency are supported by the instruction of grammar in context--grammar taught in connection with student writing, sentence construction, and the clear expression of ideas. Students are also taught vocabulary in context. Students will also create narrative pieces using various descriptive writing techniques. Throughout these units, students continue to develop their speaking and listening skills through presentations, group work, and structured academic discussions (e.g. Socratic seminars, recorded discussions, etc).

ENGLISH III

Grade: 11
Duration: Year
Credits: 10
UC/CSU: Yes, “b” - English

English III is a rigorous college and career preparatory course designed to ensure college and career success. Students read novels, short stories, drama, poetry, and nonfiction with the emphasis on American literature, looking at the concept of the American Dream (and whether it exists and is available to all), race, class, gender, and historical connections. This year helps students consider their relationship to American society, as they lead into a twelfth grade curriculum focusing largely on personal identity. They analyze fiction and nonfiction texts with a critical eye, forming opinions on textual-based evidence. They produce a variety of writing: argumentative, informative and synthesis. They expand speaking, listening, research and presentation skills within the context of grade-level texts. They hone thinking and communication skills to assist in future academic and workplace endeavors.

ENGLISH IV

Grade: 12
Duration: Year
Credits: 10
UC/CSU: Yes, “b” - English

This Common Core Standards aligned course prepares students for success in post-high school endeavors. This rigorous preparatory course is designed to hone reading and writing skills and to provide a strong foundation for college and career. Students read novels, short stories, drama, poetry, and nonfiction. Students analyze literature and nonfiction, as well as other text types such as visuals and films, with a critical eye, forming opinions based on evidence and drawing connections to external research and personal experience. Students will produce a variety of writing: expository, informational, narrative, summary, synthesis, and response to nonfiction. Students will research, evaluate, and integrate multiple sources of information presented in different media or formats. Students will expand speaking, listening, and multimedia presentation skills.

THE FOLLOWING ARE MINIMUM EXPECTATIONS FOR AS/AP English Classes:

READING

- Literary works with at least two titles from the SMUHSD Reading List.
- Supplementary works to enhance the curriculum.
- Reading will be challenging and geared towards students who read above grade level.

WRITING

- Numerous full process, multiple paragraph assignments.
- Additional assignments including quick-writes, timed writings, reflective writing responding to literature and in class essay examinations.
- Writing modes include argumentative, narrative, informative/explanatory.
- Writing will reflect accelerated comprehension and mature analysis.

ENGLISH I AS

Grade:	9
Duration:	Year
Credits:	10
UC/CSU:	Yes, "b" - English
Prerequisite:	Competence (grade A or B) in past English classes is strongly recommended.

The course mirrors the English I in terms of Common Core State Standards focus skills and content in reading, writing, and speaking & listening. However, the course moves at a more rigorous pace and requires more from students in terms of critical thought in analytical writing, structured discussion, and close reading of texts. The reading is a diverse range of eras, genres, and modes, all geared toward students who read above grade level. With higher expectations in writing quality and content, 1AS students are self-directed, driven to improve as readers and writers.

ENGLISH II AS

Grade:	10
Duration:	Year
Credits:	10
UC/CSU:	Yes, "b" - English
Prerequisite:	Competence (grade A or B) in past English classes is strongly recommended, along with a positive recommendation from 9 th grade English teacher, and an overall GPA of 3.0 or higher.

The course diverts substantially from the English II curriculum in terms of content and moves at a more rigorous pace. The course further develops critical thinking and reading skills, using dense and thought-provoking texts. Readings are quite challenging and are drawn from a variety of time periods and traditions. Students will learn to apply lenses of different critical theories on literature to the core texts that they are reading. Grammatical instruction focuses on integrating sentence variety into writing assignments for more mature and vigorous prose. This course is reading and writing intensive.

AP ENGLISH LANGUAGE AND COMPOSITION

Grade:	11
Duration:	Year
Credits:	10
UC/CSU:	Yes, "b" - English
Prerequisite:	Competence (grade A or B) in past English classes is strongly recommended, along with an overall GPA of 3.0 or higher.

The course follows two separate but related tracks. The first is a study of rhetoric, rhetorical devices, and non-fiction composition that will prepare students for the AP Language exam in May. To this end, students will learn to identify and analyze rhetorical strategies authors employ to create different effects. The course also makes a broad survey of American literature from colonial times to the middle of the 20th century, and we will read representative examples from many periods, covering many prose genres. Though most core readings will be fiction, the vast majority of supplementary readings will be non-fiction. Reading selections will be challenging and dense in their composition, and the course is both reading and writing intensive.

AP ENGLISH LITERATURE AND COMPOSITION

Grade:	12
Duration:	Year
Credits:	10
UC/CSU:	Yes, “b” - English
Prerequisite:	Competence (grade A or B) in past English classes is strongly recommended, along with an overall GPA of 3.0 or higher.

This course prepares students for the AP Literature and Composition exam in May, thus, the focus is somewhat narrower than other English classes: close reading of various genres of literature, and explication and analysis of its meaning. The literature studied in class covers the wide range of eras and genres that will appear on the AP exam: 19th century prose, classic tragedy, Shakespeare, modern fiction, etc. With its particular emphasis on poetry and dense prose, AP Lit/Comp is a course for avid, interested readers of literature.

COMMUNITY & LITERACY IN ACTION (CLA)

Grade:	9-12
Duration:	Year
Credits:	10
UC/CSU:	Yes; “g” - Elective
Prerequisite:	This course is offered to all multilingual learners who have been in the US for 6+ years.

This course is designed for multilingual scholars to develop leadership & literacy skills to connect and communicate their identities so that they are able to contribute to their school communities and beyond. Using Yosso’s Community & Cultural Wealth Model, students will work collaboratively and draw upon their home languages and cultures as resources in order to enhance their multilingual communication skills. This course will utilize asset based and humanizing pedagogy to provide students with opportunities to explore and develop their identities and leadership skills in order to understand their potential to be agents of change in their communities. This course, anchored in the ELD standards, is intended to support our multilingual scholars in improving their abilities to read, write, listen and speak across all content areas in order to demonstrate their leadership skills. Students focus on academic vocabulary development, language, syntax, grammar and writing structures through close reading of grade level informational and literary texts. Students learn how text structure, language features, and vocabulary vary depending upon purpose and audience and they develop academic language proficiency to recognize the various purposes, audiences and text types.

INTENSIVE LITERACY SUPPORT

Grade:	9-12
Duration:	Year
Credits:	10
UC/CSU:	Yes; “g” - Elective
Prerequisite:	Placement based on SMHS Transcripts & Strategic Reading Inventory Assessment; language proficiency level, teacher recommendation.

Reading Development (also known as Intensive Literacy Support) is a course for students that are identified as performing far below average in reading literacy and/or manifesting characteristics of dyslexia (reading disabilities other than just reading comprehension) . The model incorporates a dedicated *literacy* class period (average of 200 minutes per week of reading literacy intervention provided). Students work on phonics, reading fluency, comprehension, and orthography. The goal of the course is to help each student learn to read at a functional level that will lead to post-secondary success. Students typically stay in this class until they have reached a predefined “benchmark level” in reading.

PUBLICATIONS **This is the class that designs and publishes our yearbook, The Elm!*

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "g" - Elective
Prerequisite: Competence (grade A or B) in English or Art classes is strongly recommended, along with an overall GPA of 3.0.

This class produces the school yearbook, *The Elm*. Students participate in all phases of planning and design, including theme generation, photography, interviewing, layout design, writing feature stories, copyediting and publishing. Students are expected to meet strict deadlines, make aesthetic judgments, cooperate with other students and community representatives, and practice effective leadership and independent work. Students help assist the business side of the yearbook by processing orders and delivering a product to their fellow students at the end of the school year. Additionally, students learn high-level skills on professional-grade hardware and software, such as using DSLR cameras, designing on our cloud-based design program, and editing on Photoshop. A career component is included in teaching and evaluation of soft skills, along with workshops on resume writing, among other project-based tasks and assessments.

PUBLICATIONS ADVANCED **Editors of The Elm!*

Grade: 10-12
Duration: Year
Credits: 10
UC/CSU: No CSU/UC admission requirements met by this course.
Prerequisite: Completion of Publications.

Advanced students take on leadership roles, acting as editors of the various sections of the yearbook. Editors take point on finalizing the yearbook theme, cover, design elements, and style guide for peers to follow. Students are expected to take on additional tasks as editors, such as mentorship of peers, feedback on spreads, reviewing photography, and specialty tasks.

JOURNALISM

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "g" - Elective
Prerequisite: Grade of C or better in English or recommendation of English teacher.

Journalism students write stories, take photographs, design graphics and use professional-grade desktop publishing software such as In Design and Photoshop to design the print edition of the school newspaper. They also have an opportunity to produce podcasts, videos, blogs, and to help update and design our journalism web page. Students learn to write, research, meet deadlines, take photographs, sell advertising, collaborate with peers and interact with the broader community while producing our top-flight award-winning newspaper, the "San Mateo Hi" and website, www.thebearcat.net. Students leave this class with real-world job skills as well as a stronger sense of themselves and their ability to act on their world.

JOURNALISM ADVANCED

Grade:	10-12
Duration:	Year
Credits:	10
UC/CSU:	Yes; "g" - Elective
Prerequisite:	Journalism and permission of teacher.

Advanced students serve as lead writers, mentors, designers and editors.

CREATIVE WRITING

Grade:	10-12
Duration:	Year
Credits:	10
UC/CSU:	Yes; "g" - Elective ("f" - CTE to be determined)
Prerequisite:	None

Creative Writing introduces students to various writing genres and styles, as well as writing career pathways. Students develop their authentic writing voices and hone their written expression and concision by reading published work, emulating techniques, then workshopping their pieces with peers in order to develop a versatile writing portfolio. As part of their portfolio, students experiment with industry assignments in the Arts, Media, and Entertainment and Education sectors, such as technical writing, policy writing, environmental writing, advertising, script- and comic book-writing, and editing in order to explore future careers in writing. Students also participate in the semiannual class publication, *Polyglossia*, by collaborating on joint-pieces with student artists, publishing their writing, and possibly serving as copy editors or magazine designers.

ENGLISH LANGUAGE DEVELOPMENT DEPARTMENT

The English Language Development (ELD) program serves beginning, intermediate and advanced level English Learners (ELs). The goal of the program is to enable students to communicate effectively in English for academic, social, and college/career success. Students exit the ELD III program as soon as they are deemed prepared to move into mainstream English through assessment and teacher observation.

ELD I Designated (Newcomer Program)

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: No CSU/UC admission requirements met by this course
Prerequisite: Any Multilingual Learner with less than 3 years of education in the USA will be assessed for language proficiency to determine if an ELD placement is appropriate.

Students in ELD I are at the emerging stages of English development. The course is designed to introduce students to English via the four domains of reading, writing, listening and speaking/by Interacting in Meaningful Ways (Part I of ELD standards) and Learning How English Works (Part II of ELD standards) in order to demonstrate language proficiency at the expanding level based on the ELD II descriptors. The ELD standards are part of the new ELA/ELD framework which was designed with the CCSS standards as an anchor.

ELD II Designated (Newcomer Program)

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: No CSU/UC admission requirements met by this course.
Prerequisite: Any Multilingual Learner with less than 3 years of education in the USA will be assessed for language proficiency to determine if an ELD placement is appropriate.

Students in ELD II are at the expanding stages of English development. Throughout the year, students will develop and/or improve their understanding of the English language with a specific focus on reading, writing, listening and speaking/by Interacting in Meaningful Ways (Part I of ELD standards) and Learning How English Works (Part II of ELD standards) in order to demonstrate language proficiency at the bridging level based on our ELD III descriptors. ELD standards are part of the new ELA/ELD framework which was designed with the CCSS standards as an anchor.

ELD III Designated (Newcomer & Standard Program)

Grade: 9-12

Duration: Year

Credits: 10

UC/CSU: No CSU/UC admission requirements met by this course.

Prerequisite: Newcomer Program: Any Multilingual Learner with less than 3 years of education in the USA will be assessed for language proficiency to determine if an ELD placement is appropriate. Standard Program: Any Multilingual Learner with less than 6 years of education in the USA will be assessed for language proficiency to determine if an ELD placement is appropriate.

Students in ELD III are at the bridging stages of English development. Throughout the year, students will improve their understanding of the English language with a specific focus on reading, writing, listening and speaking by Interacting in Meaningful Ways (Part I of ELD standards) and Learning How English Works (Part II of ELD standards) in order to demonstrate language proficiency at the mainstream level based on our Mainstream descriptors. The ELD standards are part of the new ELA/ELD framework which was designed with the CCSS standards as an anchor.

HEALTH EDUCATION DEPARTMENT

HEALTH

Grade:	9
Duration:	One Semester
Credits:	5
UC/CSU:	No CSU/UC admission requirements met by this course
Prerequisite:	None

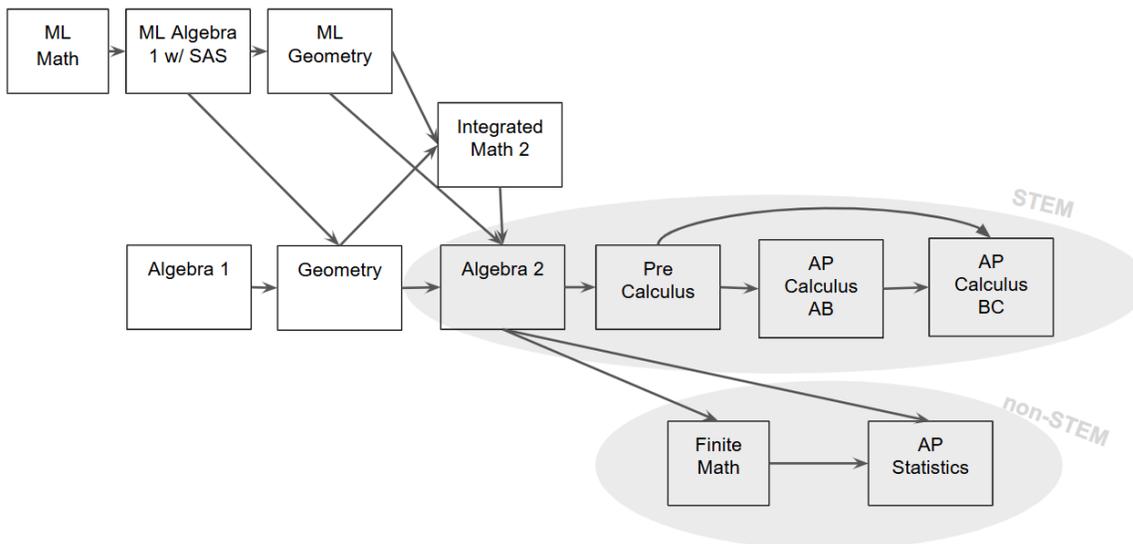
This course meets the District graduation requirement for Health Education

This course has been designed using the Health Framework for California Public Schools. It provides a comprehensive, sequentially planned program to positively influence the knowledge, skills, attitudes and behaviors of individuals related to health. This in depth health education program includes relevant health information that would lead students to make informed decisions resulting in a healthy lifestyle now and in the future. Some of the subjects covered in this course are included but not limited to: the decision-making process, goal-setting, communication, stress management, conflict-resolution, refusal skills, suicide-awareness and prevention, consumer and community health, communicable and chronic diseases, sex education, individual growth and development, environmental health, substance use and abuse, nutrition, benefits of physical fitness, injury prevention and safety.

MATHEMATICS DEPARTMENT

Three years (30) credits of Mathematics are required for graduation. Most colleges and universities require Algebra I, Geometry and Algebra II with grades of C or better.

MATH SEQUENCE



ML MATH

Grade: 9-12
 Duration: Year
 Credits: 10
 UC/CSU: No
 Prerequisite: None

A mathematics course that introduces integers, coordinate graphs, fractions, pattern recognition, and basic Algebra. It is supported by a review in arithmetic and an introduction to technology as well as including English support for the learning of mathematics vocabulary.

ML ALGEBRA I

Grade: 9-12
 Duration: Year
 Credits: 20 (10 EL Algebra; 10 Algebra Support)
 UC/CSU: Yes; "c" - Mathematics (EL Algebra only)
 Prerequisite: Participation in ELD I or II

This course covers the Algebra I material to English Language Learners. This course is the foundation for upper level mathematics courses. Students will gain an understanding of real number properties. They will also formalize the language of functions and explore their behavior graphically, analytically, numerically and verbally. They will write expressions, equations and inequalities from physical models and communicate their understanding. Technology will be used to discover relationships, test conjectures and solve problems. This course is taught as a two hour block with Algebra Support as the second hour.

ALGEBRA I

Grade:	9-12
Duration:	Year
Credits:	10
UC/CSU:	Yes; "c" - Mathematics
Prerequisite:	None

This course is the foundation for upper level mathematics courses. Students will gain an understanding of real number properties. They will also formalize the language of functions and explore their behavior graphically, analytically, numerically and verbally. They will write expressions, equations and inequalities from physical models and communicate their understanding. Technology will be used to discover relationships, test conjectures and solve problems.

GEOMETRY / ML Geometry

Grade:	9-12
Duration:	Year
Credits:	10
UC/CSU:	Yes; "c" - Mathematics
Prerequisite:	A grade of C or better in Algebra I is strongly recommended, or a passing grade in Integrated Math I.

Geometry is the study of angles 2 and 3-dimensional figures, area, perimeter and volume. Other major topics include logical reasoning and formal proofs, congruency and similarity, quadrilaterals, trigonometry, probability, and transformations. The geometric principles are developed through a variety of learning modalities including hands-on discovery lessons, pairs and small group work, lecture, and projects. Students use and develop their algebra skills throughout the course, preparing them for Algebra II the following year. Scientific calculators are used throughout the course.

INTEGRATED MATH II

Grade:	10-12
Duration:	Year
Credits:	10
UC/CSU:	Yes; "c" - Mathematics (must still complete Algebra 2 to be eligible)
Prerequisite:	A student who earns a passing grade of a D- or better in both Geometry and Algebra 1.

This course is designed for use as a bridge course between Geometry and Algebra 2. This class will support students who passed both Algebra 1 and Geometry, but want to further develop their problem solving skills before moving on to Algebra 2. The course will provide a strong foundation in Algebra while also reinforcing Geometry skills and introducing financial literacy. Algebraic topics will include: solving equations, factoring, linear functions, exponent and radical properties, exponential functions, quadratic functions, systems of equations. Geometric topics will include work with transformations and right triangles. Modules from Next Gen Personal Finance will also be included in the class.

ALGEBRA II

Grade:	9-12
Duration:	Year
Credits:	10
UC/CSU:	Yes; "c" - Mathematics
Prerequisite:	A grade of C or better in Algebra I and in Geometry are recommended.

This course is designed to prepare students for the upper level mathematics courses of Precalculus and Calculus. Topics include: solving equations and inequalities, factoring, analytic geometry, pattern recognition, graphing higher order equations, logarithmic and exponential functions, probability sequences and series. Applications and problem solving are highly emphasized to develop the higher order thinking skills necessary to succeed in more complex subsequent course. Fundamental ideas are developed through activities, explorations, and the use of a graphing calculator. Students use graphing calculators daily to complete both class work and homework assignments. The TI84 (or TI83 plus) calculator is highly recommended.

FINITE MATH & STATISTICS

Grade:	11-12
Duration:	Year
Credits:	10
UC/CSU:	Yes; "c" - Mathematics
Prerequisite:	A grade of C or better in Algebra II or Data Science.

The Finite Math & Statistics course is a full year college preparatory course and is an alternative to Precalculus or Calculus. It is designed for students who are not planning to major in the sciences and will help those college-bound students maintain and continue to develop their math skills. Topics covered include set theory, logic, graph theory, finance, descriptive statistics and combinatorics.

PRECALCULUS

Grade:	9-12
Duration:	Year
Credits:	10
UC/CSU:	Yes; "c" - Mathematics
Prerequisite:	Solid foundation of Geometry & Algebra II, with a grade of C or better and manipulation of square root-radical expressions and solid graphing skills.

This is a rigorous course designed to develop the skills necessary to advance to Calculus. The approximate homework commitment for this course is 1 hour/day, 5 days/week, but allow for extra hours of weekend homework and assignments. The course includes the following topics: relations and functions, circular functions, trigonometry, limits, logarithmic and exponential functions, vectors, and conic sections. This course extensively utilizes the graphing calculator to further supplement the understanding of these advanced skills. While this course does not have an official AS/Honors designation, it requires an equivalent amount of work in order to prepare students for AP Calculus.

AP CALCULUS AB

Grade:	9-12
Duration:	Year
Credits:	10
UC/CSU:	Yes; "c" - Mathematics
Prerequisite:	A grade of C or better in Precalculus.

Approximate Homework: 1 hour/day, 5 days/week; extra hours for weekend homework and assignments.

This course is designed to prepare the students for the Calculus Advanced Placement Examination (Mathematics AB). With successful performance on this test, the student may place out of a Calculus course at some colleges and universities. The course covers differential calculus (derivatives and their applications including graphing, optimization and related rates) and integral Calculus (anti-derivatives and their applications including area, volumes and simple differential equations) of polynomial and transcendental functions of a single variable. The students use an advanced graphing calculator such as the TI 84+ or TI89. Students should be prepared to do at least one hour of homework every night.

AP CALCULUS BC

Grade:	9-12
Duration:	Year
Credits:	10
UC/CSU:	Yes; "c" - Mathematics
Prerequisite:	A grade of C or better in AP Calculus AB, or A+ in Precalculus.

Approximate Homework: 1 hour/day, 5 days/week; extra hours for weekend homework and assignments.

This course is designed to prepare the student for the Calculus Advanced Placement Examination (Mathematics BC). With successful performance on this test, the student may place out of 2 Calculus courses at some colleges and universities. This course covers differential Calculus (derivatives and their applications including graphing optimization and related rates) and integral Calculus (anti-derivatives and their applications including area, volumes and simple differential equations) of polynomial and transcendental functions of a single variable. Additionally, the BC course covers techniques of integration, parametric equations, polar coordinates, conic sections, Taylor polynomials and Taylor's formula and infinite series. The students should use an advanced graphing calculator such as the TI 84+ or TI89. Students should be prepared to do at least one hour of homework every night.

AP STATISTICS

Grade:	9-12
Duration:	Year
Credits:	10
UC/CSU:	Yes; "c" - Mathematics
Prerequisite:	A grade of B or better in Algebra II or Data Science with teacher recommendation. or C or better in Precalculus.

Approximate Homework is 1 hour/day, 5 days/week; extra hours for weekend homework and assignments.

This course is designed to prepare the student for the Advanced Placement Examination in Statistics. With successful performance on this test, the student may place out of a Statistics course at some colleges and universities. This course presents the basic concepts underlying statistical methods and covers descriptive statistics, probability, distributions, hypotheses testing, estimate and sample sizes, correlation and regression chi-square tests, analysis of variance and nonparametric statistics. Computer analysis of statistical data integrated into the course. Applications of statistics to business, life sciences and other areas are included.

PRINCIPLES OF COMPUTER SCIENCE

Grade:	10-12
Duration:	Year
Credits:	10
UC/CSU:	Yes; "g" – Elective
Prerequisite:	Algebra I

This course is an introduction to computer science. Students learn algorithms and use programming techniques to solve problems. The course covers the history and social implications, great principles, future of computing, beautiful applications that have changed the world, and progress in other fields that has resulted from computers and programming. Relevance of computing to the student and society will be emphasized. Students will complete a number of substantial programming projects. Students will learn about logical structures and algorithms that will help prepare them to take more advanced science, math, and technology courses

AP COMPUTER SCIENCE A

Grade:	10-12
Duration:	Year
Credits:	10
UC/CSU:	Yes; "c" - Mathematics, or "g" - Elective
Prerequisite:	A grade of B or better in Algebra II or C or better in Precalculus.

Prior programming experience is recommended. Example: basics of procedural programming in a language similar to Java (example Python).

Approximate Homework is 1 hour/day, 5 days/week; extra hours for weekend homework, assignments and semester projects.

This course is designed to prepare the student for the Advanced Placement Examination in Computer Science. It is a computer programming course. The major emphasis in this course is on programming methodology, algorithms, and data structures. The programming language used will be JAVA. Applications of computing provide the context in which these subjects are treated. Applications are used to develop student awareness of the need for particular algorithms and data structures, as well as to provide topics for programming assignments to which students can apply their knowledge. Treatments of computer systems and the social implications of computing are integrated into the course. Students should understand that this course is designed to be a fourth-year math course, and the equivalent of an introductory, one-semester, non-calculus based, college-level statistics course. The course requires a working knowledge of Algebra II and quantitative reasoning. This course requires more reading and writing than most traditional math courses.

PHYSICAL EDUCATION DEPARTMENT

Two years (20 credits) of Physical Education are required for graduation.

PHYSICAL EDUCATION I

Grade: 9
Duration: Year
Credits: 10
UC/CSU: No CSU/UC admission requirements met by this course
Prerequisite: None

Ninth-grade students will follow a standards based curriculum with a comprehensive sequentially planned program with emphasis on fitness, aquatics, dance, individual and dual activities. Students will learn basic skills, movement knowledge and social development. Curriculum is designed to help students acquire the knowledge, skills, attitudes and confidence needed to adopt and maintain a physically active and healthy lifestyle.

PHYSICAL EDUCATION II

Grade: 10
Duration: Year
Credits: 10
UC/CSU: No CSU/UC admission requirements met by this course
Prerequisite: None

Tenth-grade students will follow a standards based curriculum with an emphasis on fitness, aquatics and team activities. There will be continued development of social and physical skills and a lifetime plan for physical fitness and lifelong physical activities.

PHYSICAL EDUCATION III

Grade: 11-12
Duration: Year
Credits: 10
UC/CSU: No CSU/UC admission requirements met by this course
Prerequisite: None

PE 3 is designed for upperclassmen (grades 11–12) who still need to complete the two-year physical education graduation requirement. Rather than being placed in classes with 9th and 10th graders, these students will complete their requirement through PE 3, which parallels the learning outcomes of PE 1 and PE 2 but is tailored for older students. This course balances skill acquisition, personal fitness development, and social-emotional growth, while providing opportunities for greater independence, self-direction, and leadership appropriate for upperclassmen.

PE WEIGHT CONDITIONING

Grade:	10-12
Duration:	Year
Credits:	10
UC/CSU:	No CSU/UC admission requirements met by this course
Prerequisite:	Students must have completed PE I.

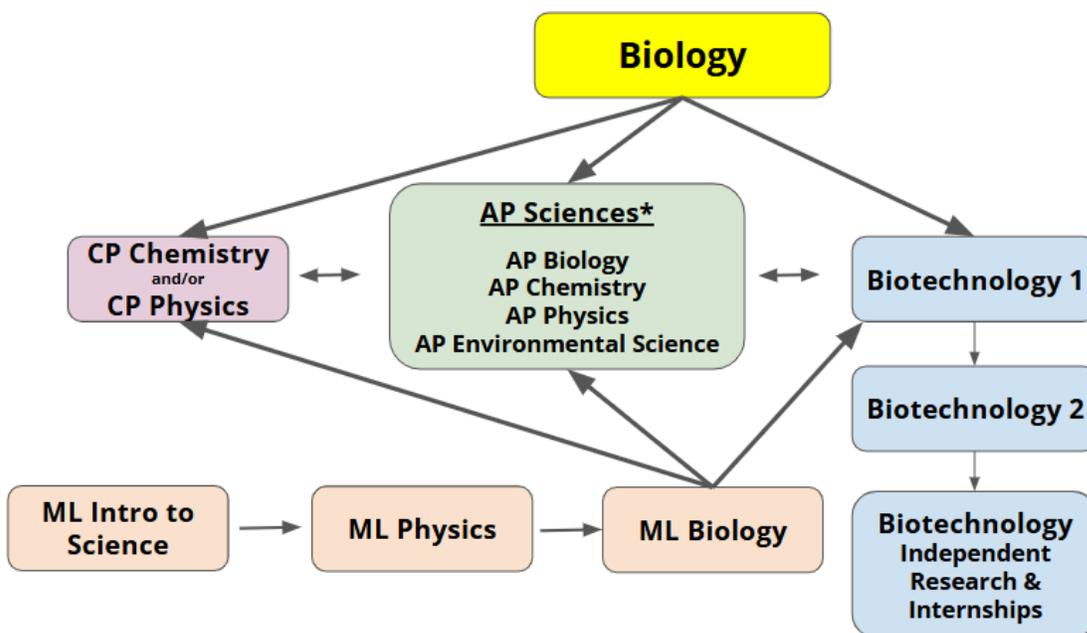
NOTE: Students will receive elective credit towards graduation.

Students will learn the proper techniques and strategies for lifting weights and personal fitness. This class provides students with a structured workout environment that will increase their strength, technique, flexibility, balance, speed, agility and overall fitness level through a variety of different fitness techniques. This is a chance for students to learn how to set and achieve personal workout and fitness goals. Students will learn the basics of Sports Medicine including anatomy, sports, nutrition, and injury prevention. This class encourages lifelong fitness that can apply outside of school.

SCIENCE DEPARTMENT

Two years (20 credits) of Science are required for graduation. One year must be a biological science and one year must be a physical science.

SCIENCE COURSE SEQUENCE



***See prerequisites and recommendations below**

BIOLOGY

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "d" - Lab Science
Prerequisite: None

Students in this course will explore the many questions of life, like why we eat, how we grow, and where we came from. Through lectures and lab investigations, students will be trained as biologists, studying concepts in molecular biology, genetics, physiology, evolution, and ecology. They will be taught to make connections between the topics discussed and the world around them, ultimately leaving the course with a greater understanding of life, perhaps even appreciating it more.

AP BIOLOGY

Grade:	10-12
Duration:	Year
Credits:	10
UC/CSU:	Yes; "d" - Lab Science
Prerequisite:	Biology (For 10 th Graders, an A in Biology is strongly recommended), Chemistry is strongly recommended

Approximate Homework is 1 hour a day, 5 days a week; extra hours for weekend assignments and review.

AP Biology is a college-level study of living things. The course explores content introduced in biology in greater depth while also incorporating new concepts and skills. Topics of study include the chemistry of life, cell structure and function, cellular energetics, cell communication and division, genetics, regulation of gene expression, evolution, and ecology. Extensive lab work, with an emphasis on inquiry-based and student-designed investigations, is conducted. Success in AP Biology requires significant work and study outside of class time and independent mastery of some topics. Grades are based largely on tests.

ML BIOLOGY

Grade:	9 -12
Duration:	Year
Credits:	10
UC/CSU:	Yes; "d" - Lab Science
Prerequisite:	Concurrent enrollment in ML II or ML III

This course is specially designed to make biology content accessible for English Language Learners. Students in this course will explore the many questions of life, like why we eat, how we grow, and where we came from. Through lectures and lab investigations, students will be trained as biologists, studying concepts in molecular biology, genetics, physiology, evolution, and ecology. They will be taught to make connections between the topics discussed and the world around them, ultimately leaving the course with a greater understanding of life, perhaps even appreciating it more.

BIOTECHNOLOGY I

Grade:	10-12
Duration:	Year
Credits:	10
UC/CSU:	Yes; "d" - Lab Science
Prerequisite:	Biology or ML Biology with a grade of C or better or teacher recommendation.

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

BIOTECHNOLOGY II

Grade:	11-12
Duration:	Year
Credits:	10
UC/CSU:	Yes; "d" - Lab Science
Prerequisite:	Biotechnology I with a grade of B or better.

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

****Skyline Dual Enrollment Credit Opportunity:** *(must take both semesters; only spring semester receives college credit)*

- BTEC 170 - Principles of Applied Bioscience (3 units)
- BTEC 171 - Laboratory Principles of Applied Bioscience (1 unit)

BIOTECHNOLOGY SERVICES (INTERNSHIP)

Grade:	10-12
Duration:	Summer + periodic meetings the preceding Spring
Credits:	10
UC/CSU:	No CSU/UC admission requirements met by this course
Prerequisite:	Successful completion (B or better grade) in Biotechnology I in a course taken at San Mateo, Carlmont, Aragon or at Capuchino High School.

The Biotechnology Services course prepares students for research and manufacturing positions in academic and industrial biotechnology laboratories. Biotechnology Services is a one-year community classroom course (internship). Biotechnology Services requires a minimum 180-hour commitment from students and a placement into a laboratory internship at a local biotechnology company. For sixty hours prior to internship placement, students review and demonstrate proficiency in the laboratory research techniques currently used in the field of biotechnology. Students develop placement portfolios and resumes. After interviewing for several laboratory research positions, students are placed at a long-term (minimum of 120 hours) laboratory internship.

BIOTECHNOLOGY INDEPENDENT RESEARCH

Grade:	12
Duration:	Year
Credits:	10
UC/CSU:	No CSU/UC admission requirements met by this course
Prerequisite:	Successful completion of all six semesters of the San Mateo Biotechnology Career Pathways

Biotechnology Independent Research is a laboratory research course designed to give students with substantial lab experience an opportunity to conduct industry-standard research. In research teams, student scientists will model research techniques and strategies used at established biotechnology companies. Progress will be monitored by the CEO (course instructor) and reported regularly to the company employees (class members).

****Skyline Dual Enrollment Credit Opportunity:** *(may be used for both Fall & Spring)*

- BTEC 480 - Biotechnology Project I (1.5 units)

AP ENVIRONMENTAL SCIENCE

Grade: 10-12
Duration: Year
Credits: 10
UC/CSU: Yes; "d" - Lab Science
Prerequisite: Biology (For 10th Graders, an A in Biology is strongly recommended)

Approximate Homework is .5-1 hour/day, 5 days/week, plus project field trip(s); extra hours for weekend homework and assignments.

Global Warming? Endangered Species? Hazardous Waste? Overfishing? This course considers the interrelationships between humans and the natural world, and the challenges that arise in these relationships. Students will learn to identify and analyze environmental problems, evaluate relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Topics include Earth, ecosystems, population growth, food, water, resources, pollution and global change. This rigorous year-long course is designed to be the equivalent of a semester-long college course in environmental science.

CHEMISTRY

Grade: 10-12
Duration: Year
Credits: 10
UC/CSU: Yes; "d" - Lab Science
Prerequisite: Algebra 1 with a grade of C or better is strongly recommended.

This course helps students develop an accurate understanding of matter and energy using the Earth as a context for our learning. Topics for study include nuclear reactions of stars and the Earth's core, gas behavior and climate, thermochemistry and plate tectonics, chemical reactions (including calculations), solutions chemistry of acids and bases, equilibrium and kinetics. The course includes chemical laboratory work, experimental support of concepts, critical thinking skills and the ability to work with others.

AP CHEMISTRY

Grade: 10-12
Duration: Year
Credits: 10
UC/CSU: Yes; "d" - Lab Science
Prerequisite: Chemistry with a grade of B or better and completion of Algebra 2

Approximate Homework is 1 hour a day, 5 days/week; extra hours for weekend homework and assignments.

This class is designed to prepare students for the lecture and lab sections of a first year college chemistry class. Preparing for the large number of topics on the AP exam in May creates a broad foundation in the principles of chemistry. Many of the topics covered in chemistry will be studied, but in greater depth, with a greater degree of mathematical computation, and there will be a number of additional topics (eg chemical kinetics, oxidation - reduction and thermodynamics) as well as a new AP focus on guided-inquiry experiments and understanding phenomena on the particle level.

ML INTRO TO SCIENCE

Grade:	9-10
Duration:	Year
Credits:	10
UC/CSU:	Yes; "g" - Elective
Prerequisite:	None

Intro to Science prepares students for future science classes while supporting English language development. The course focuses on vocabulary, math, and general science skills such as making observations, using a calculator, reading a data table, and making graphs.

PHYSICS

Grade:	10-12
Duration:	Year
Credits:	10
UC/CSU:	Yes; "d" - Lab Science
Prerequisite:	Completion of Algebra 1 with a grade of "C" or better

Physics in the Universe is a class devoted to teaching the science behind how things work. What affects your ability to survive a car crash? How are black holes similar to electrons? How does San Mateo get its electrical power? How do you send and receive text messages on your phone? Students contemplating a career in science, technology, or engineering are encouraged to take this course.

AP PHYSICS

Grade:	10-12
Duration:	Year
Credits:	10
UC/CSU:	Yes – "d" lab science
Prerequisite:	Completion of Pre-Calculus (Students who have completed of Algebra II may be accepted with math teacher recommendation)

Approximate Homework is 1 hour a day, 5 days/week; extra hours for weekend homework and assignments.

This course provides students with an experience equivalent to a first semester college-level Physics class. Designed as a first-year physics course, students will apply mathematics and complex concepts to explain how the universe behaves. Students should be prepared for complicated inquiry-based labs, engineering projects, and peer collaboration. Topics include motion, energy, momentum, gravity, waves, and electric circuits. AP Physics requires dedication and time both in and out of the classroom.

ML PHYSICS

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "d" - Lab Science
Prerequisite: Concurrent enrollment in ML II or ML III

Physics is the study of how and why things work. Why do heavy and light rocks hit the ground at the same time? What holds satellites up? Why is the sky blue? In this laboratory course students will study motion, the cause of motion, gravitation, sound, light, electricity and magnetism. Students contemplating a career in computers, science, engineering or medicine are encouraged to take physics before their senior year. This science course will also help develop more general English language skills (speaking, writing) as well as scientific language skills (observations, comparing and contrasting, analyzing).

SOCIAL SCIENCES DEPARTMENT

Three and one half years (35 credits) of Social Science are required for graduation.

INTRO TO ETHNIC STUDIES

Grade: 9
Duration: One Semester
Credits: 5
UC/CSU: Yes; "g" - Elective
Prerequisite: None

Ethnic Studies is the interdisciplinary and critical study of power and its locations around the lines of race and ethnicity, gender and sexuality, social class, and immigration status. Drawing on the insights of sociology, anthropology, history, literature, political science, and the health sciences, this course centers on the experiential knowledge, structural realities, and intellectual traditions of people of color in the U.S. (and globally) and takes as a central assumption that race and racism have been, and continue to be, formidable political, economic, and social forces within society. In this sense, then, the purpose of ethnic studies is not only to rectify the glaring absence in social science curriculum of people of color and their ways of being and knowing but, also, to utilize a critical, constructivist pedagogy as a means to empower students to become change agents within their local communities. Examining the history and influence of hip-hop as a musical genre, investigating the (mis)representation of various groups in television and film, and exploring the lived experience of both U.S.-born and immigrant children who transcend and inhabit the U.S.-Mexico borderlands figure as a few of the many learning exercises that we will tackle throughout the year.

MODERN WORLD HISTORY

Grade: 10
Duration: Year
Credits: 10
UC/CSU: Yes; "a" - History/Social Science
Prerequisite: None

After a brief review of the foundations of Western society, students focus on the history of Europe and the United States from the French Revolution through the Cold War. The course focuses on a core of information that helps to explain why Western nations have come to power in the last two centuries. The course is designed to further the development of skills that students will need in social sciences at San Mateo High School.

ML MODERN WORLD HISTORY

Grade: 10-12
Duration: Year
Credits: 10
UC/CSU: Yes; "a" - History/Social Science
Prerequisite: Concurrent enrollment in ELD II or III.

The curriculum and standards in this course parallels the mainstream Modern World History course. The teacher ensures material is accessible for English Language Learners.

AP WORLD HISTORY: MODERN

Grade: 10
Duration: Year
Credits: 10
UC/CSU: Yes; "a" - History/Social Science
Prerequisite: None

Approximate Homework is 1 hour/day, 7 days/week.

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. The course is designed to cover the Modern World History (CP) content, but there are additional units which give students specific insight into Europe's history. Students read intensively, work with primary documents and take timed essays and multiple choice exams. Successful students will spend 1-2 hours a day on reading, working and studying for the course. There is an abundance of facts and also an emphasis on abstract historical concepts. This course is designed to prepare students to take the AP test in May.

U.S. HISTORY

Grade: 11
Duration: Year
Credits: 10
UC/CSU: Yes; "a" - History/Social Science
Prerequisite: None

This is a survey course of the United States after Reconstruction. After a brief review (approximately 9 weeks) of American history prior to 1900, students focus mainly on the 20th Century. Social, political and economic aspects of American life will be studied, as well as various eras and movements that have shaped the nation.

ML U.S. HISTORY

Grade: 11-12
Duration: Year
Credits: 10
UC/CSU: Yes; "a" - History/Social Science
Prerequisite: Concurrent enrollment in ELD II or III.

The curriculum and standards in this course parallels the mainstream U.S. History course. The teacher ensures material is accessible for English Language Learners.

AP U.S. HISTORY

Grade: 11
Duration: Year
Credits: 10
UC/CSU: Yes; "a" - History/Social Science
Prerequisite: None

Approximate Homework is 1 to 1.5 hours/day, 7 days/week.

This course prepares students with additional skills and content that they will need to pass the AP exam. This course begins with colonial history, focuses intently on the 19th Century, and brings students up through the Cold War. A minimum of one to one-half hours of study per night is expected and students are assessed primarily through a mixture of multiple choice and essay tests that are designed to be as similar to the AP test as possible. Students will be asked to analyze the meaning of historical facts in terms of cause and effect and other methods typically used by historians. Materials used for this course will come from college-level textbooks, supplementary readings and primary source documents.

AMERICAN GOVERNMENT / ML AMERICAN GOVERNMENT

Grade: 12
Duration: One Semester
Credits: 5
UC/CSU: Yes; "a" - History/Social Science
Prerequisite: None

This is a one-semester course required for graduation in California. Students study the functions and structure of the executive, legislative and judiciary branches at all levels of government: national, state and local. The study of governmental processes will be balanced out by an emphasis on the rights and responsibilities of individual citizens.

AP GOVERNMENT & POLITICS U.S.

Grade: 12
Duration: One Semester
Credits: 5
UC/CSU: Yes; "a" - History/Social Science
Prerequisite: None

Approximate Homework is 1 hour/day, 7 days/week

This is a one-semester course that focuses on the forces that shape and influence the U.S. government. Political parties, pressure groups, propaganda and the role of the citizens will be considered in relation to the legislative process. Special attention will be given to how citizens can affect contemporary society constructively and positively. Extensive writing and especially reading will be required. This course prepares students to take the AP exam in American Government. Students enrolled in AP Government will be expected to enroll in AP Macroeconomics.

ECONOMICS / ML ECONOMICS

Grade: 12
Duration: One Semester
Credits: 5
UC/CSU: Yes; "g" - Elective
Prerequisite: None

This is a one-semester course required for graduation. Students will study the general theories, structures, functions and processes of the American economic system. Students will focus on the role of the citizen as a consumer, producer and investor.

AP MACROECONOMICS

Grade: 12
Duration: One Semester
Credits: 5
UC/CSU: Yes; "g" - Elective
Prerequisite: None

Approximate Homework is 1 hour/day, 7 days/week.

This semester-long course will focus on macroeconomics, linking economic concepts to government policies, fiscal policies and aggregate supply and demand. Students are held to a rigorous course of study, including nightly homework assignments and extensive reading for this college-level course. Strong mathematical and analytical skills will be required for students to succeed in the class. Students enrolled in AP Economics will be expected to enroll in American Government AP. Finally, all students enrolled in AP Economics are strongly encouraged to take the Advanced Placement Exam in May, regardless of the semester in which they have taken the course.

LAW & SOCIETY

Grade: 11-12
Duration: One Semester (paired with Sociology)
Credits: 5
UC/CSU: Yes; "g" - Elective
Prerequisite: None

This one semester course is designed to give students a practical understanding of the law and the structure, function, and actual operation of the American legal system. Law and Society requires in class participation and the opportunity for debate. Students will use critical thinking skills of inquiry and logic to form opinions and learn to support them with persuasive arguments. During this course, students will learn the foundation of law, examine the history of punishment, and review the pressing problems of juvenile crime. Students will also learn the process of investigation, how an arrest is made, and how a case goes through the court system. Students will learn the impact of law on the family with a focus on marriage, partnerships, divorce, adoption and custody. Students will also study the various aspects of laws and processes involved in being a well informed consumer by studying the impact of and various forms of advertising and consumer behavior. Included in the class will be instruction and activities supporting responsible management of a household including financial budgeting, responsible use of credit, taxes, auto/home loans, rental agreements/tenant laws and responsibilities in addition to other life skills to prepare the student for post secondary independent living.

SOCIOLOGY

Grade:	11-12
Duration	One Semester (paired with Law & Society)
Credits:	5
UC/CSU:	Yes; "g" - Elective
Prerequisite:	None

This one-semester elective course introduces students to the basic tenets of sociology. Students learn about socialization, characteristics of groups, inequality, ethnicity, gender and social deviance. Students reflect on their own social situations while learning about social theory and thinkers who have influenced the field. There is an emphasis on understanding the self in relation to social forces, patterns and problems. The course should be regarded as an advanced social science for students who excel in critical thinking. Students are exposed to college-level reading and ideas.

AP PSYCHOLOGY

Grade:	11-12
Duration:	Year
Credits:	10
UC/CSU:	Yes; "g" - Elective
Prerequisite:	None

Approximate Homework: 1 Hour/Day, Extra hours for projects/assignments.

This course delves into issues of behavior and mental process over the life span. Students are expected to be self-directed, ethical and academically disciplined. Students will be expected to read intensively in college-level textbooks, analyze supplementary readings such as current articles, take AP-style multiple choice exams and participate in class presentations and discussions. Successful students will spend 1 or more hours per day reading, synthesizing information and studying. Topics include: The Origins of Psychological Thought, Infant Development, The Adolescent Experience, The Brain, Sleep and Dreams, Conditioning, Personality, Learning & Memory, Sensation & Perception, Social Psychology and Psychological Disorders. This course is a year-long opportunity to gain knowledge of human behavior and to analyze and examine recent contributions to the field of psychology. Students are highly encouraged to take the AP Psychology exam in May.

AVID I, II, III, SENIOR SEMINAR

Grade:	9-12
Duration:	Year
Credits:	10
UC/CSU:	No CSU/UC admission requirements met by this course for I, II & III <i>YES "g" - Elective; for only AVID Senior Seminar.</i>

Prerequisite: None for I, II, III. For AVID Senior Seminar students must have taken or are currently enrolled in an AP class.

AVID is a four-year program that helps students succeed in high school as they prepare for college. AVID targets students in the "academic middle" (GPA range from 2.0 to 3.5) and who have a strong desire to go to college. Typically, they will be the first in their families to attend college and be a member of an underrepresented group in higher education. The AVID faculty ensures that the students remain on track to meet university admission requirements. Students learn organizational and study skills, develop critical thinking skills. Students are invited to participate in two college campus visits per year.

ASB LEADERSHIP

Grade: 11-12
Duration: Year
Credits: 10
UC/CSU: No CSU/UC admission requirements met by this course
Prerequisite: Election or application needed to enroll.

ASB Leadership is a class composed of juniors and seniors who have been elected or appointed to student body or senior class offices. The class forms the core of our activities program, since about 40 events during the school year are planned and carried out by the class members. These events range from Spirit Week to our community service drives and all-school dances.

RENAISSANCE LEADERSHIP

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: No CSU/UC admission requirements met by this course
Prerequisite: Application needed to enroll for incoming 9th graders.

The goal of the Renaissance Leadership class is to teach students the philosophies and strategies of the Renaissance System. Students will study leadership, character, communication and organizational skills to enhance their efforts in developing Renaissance at San Mateo High School. We will explore the building blocks of Renaissance and play to them throughout the year. We will provide a wide range of activities to celebrate excellence, achievement and improvement by the students and staff. These events will provide unity and foster positive relations among our student body, the staff at San Mateo High School and our partners outside of school.

ATHLETIC LEADERSHIP

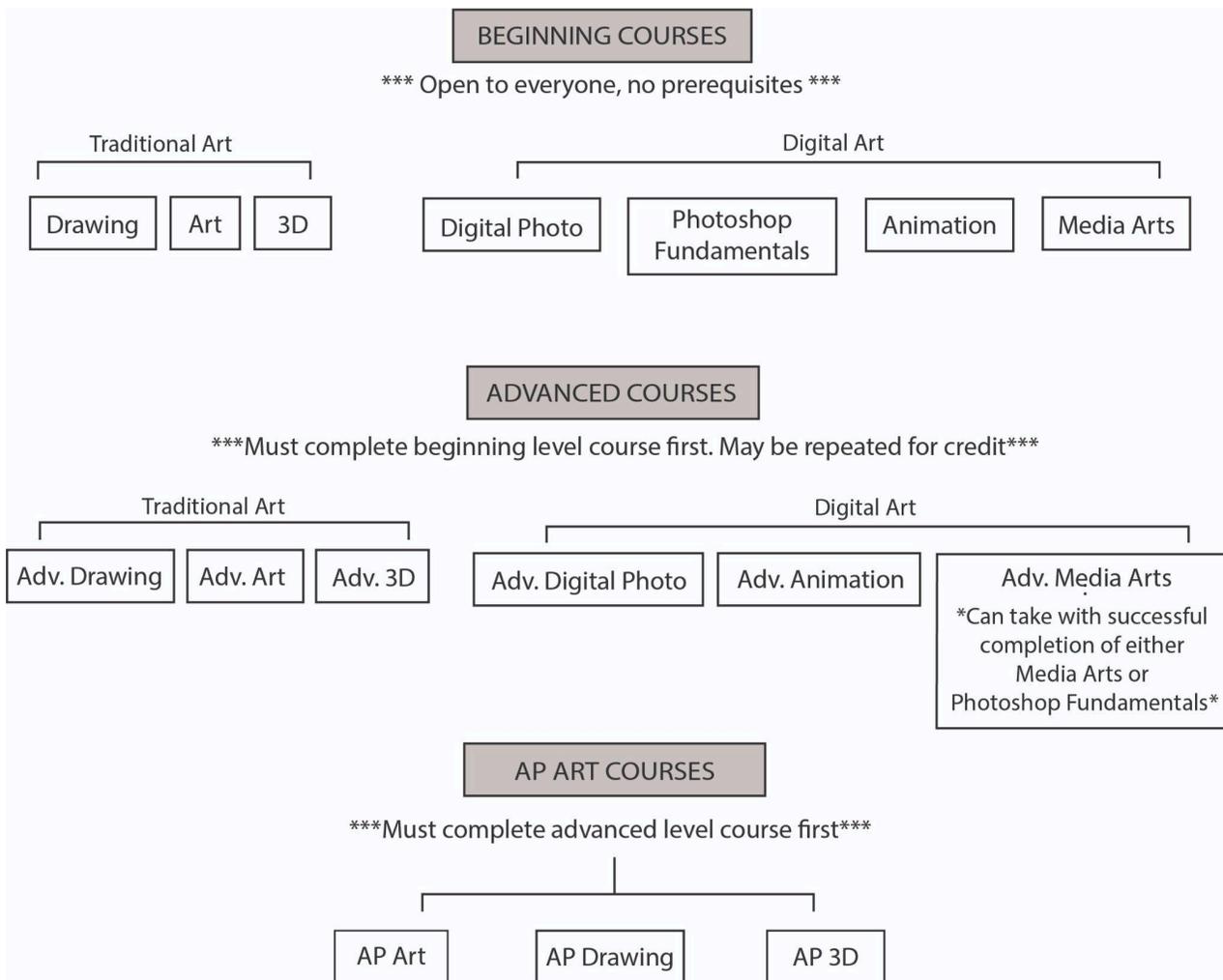
Grades: 10 - 12
Duration: Year
Credits: 10
UC/CSU: No CSU/UC admission requirements met by this course
Prerequisite: None

The aim of Athletic Leadership is to teach students valuable leadership skills, specifically within the diverse realm of athletics. Students will learn about athletic promotion and comprehensive sports marketing strategies and develop a keen sense of school spirit. They are tasked with various responsibilities such as website maintenance, social media production, content creation for news broadcasting, and crafting engaging narratives for game summaries to provide hands-on experience in media production and journalism. Throughout the program, students are immersed in collaborative environments, working closely with players, coaches, athletic directors, yearbook staff, and other faculty members. By learning to film and create content utilized in social media and news broadcasting, students gain practical experience that prepares them for the dynamic demands of the media industry while contributing significantly to the enhancement of our school's athletic programs and community engagement.

VISUAL & PERFORMING ARTS DEPARTMENT

One year (10 credits) of a Visual and Performing Art class is required for graduation.

VISUAL ART COURSE SEQUENCE



VISUAL ARTS

MEDIA ARTS (Computer Art & Graphic Design)

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f" – VAPA, CTE
Prerequisite: None

This one-year course introduces students to the fundamentals of digital design using the Adobe Creative Suite. With a focus on graphic design students will learn the elements of art, principles of design, how to visually communicate ideas, and explore a variety of career options. Students will learn and practice the design process through projects including creating stickers, posters, original shoe designs, album covers, patterns and more.

MEDIA ARTS ADVANCED (Computer Art & Graphic Design)

Grade: 10-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f"-VAPA, CTE
Prerequisite: Media Arts or Photoshop Fundamentals

This one-year course is an advanced approach to design theory and visual communication in the contemporary setting using digital art applications. Students will expand on their knowledge and design skills from the beginning level course. Students will work in the Adobe Creative Suite completing projects such as designing movie posters, personal tattoos, t-shirt, decals, logos and more. The focus is on development of an individual style and a strong portfolio of work.

****CSM Dual Enrollment Credit Opportunity:** *(must take both semesters; only spring semester receives college credit)*

DGME 211 - Introduction to Graphic Design (3 units)

3D ART (Metal Work, Clay & Sculpture)

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f" - VAPA
Prerequisite: None

This hands-on course provides students an opportunity to work with tools to make sculptural objects. Emphasis on 3D design using a variety of materials including paper, wood, stone, clay, metals and found objects. Traditional and contemporary cultural designs are an inspiration for several projects. Students will solve design problems, develop creative expression and craftsmanship techniques through the use of a variety of tools.

3D ART ADVANCED (Metal Work, Clay & Sculpture)

Grade: 10-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f" - VAPA
Prerequisite: ART 3D

This one year advanced hands-on course provides students an opportunity to expand the design and creation of their work in Beginning 3D Art. Emphasis is on studying form using various materials such as paper, wood, stone, clay, metals, glass, plaster and found objects. Students will work through their designs to create and build unique projects from portraiture to abstract. There will be an opportunity to showcase student work throughout the year.

ART

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f" - VAPA
Prerequisite: None

Art is a basic one year hands-on course where students will learn and develop the essential skills in art and design. Studio experiences in the classroom will give the student an opportunity to develop creative expression, visual perception and technical abilities. Drawing, painting, design, collage, printmaking, art history and careers in art will be explored.

ART ADVANCED

Grade: 10-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f" - VAPA.
Prerequisite: A grade of C or better in Art and/or teacher recommendation.

This one-year course builds upon the concepts and techniques learned in beginning level art classes. The class includes a series of drawing, painting and collage projects that would be suitable for art school portfolios. Students will write an artist statement, do a research project based on careers in art and an art history research project. *May be repeated for credit.*

AP STUDIO ART – 2D, DRAWING, 3D

Grade: 11-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f" - VAPA
Prerequisite: One full year of any advanced visual arts course and teacher approval based on portfolio review.

Approximate Homework is 1+ hour/day, 5 days/week

This is a rigorous portfolio development class. Students may select one of the following: 2-D Design portfolio, Drawing portfolio or 3-D Design portfolio. Students may work in a wide variety of media of choice including traditional, digital and/or sculptural. There is an emphasis on process and writing as well as making art. Student portfolios are submitted and evaluated by the College Board in May at the end of the school year.

DRAWING

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f" - VAPA
Prerequisite: None

In this one year course, students learn the fundamentals of drawing using a variety of techniques that explore line, texture, shading, perspective and composition. Students use pencil, charcoal, ink and other drawing media in a variety of studies observing nature, still life and photographic sources. Art history and art related careers will be explored.

DRAWING ADVANCED

Grade: 10-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f" - VAPA
Prerequisite: A grade of C or better in Drawing and/or teacher recommendation.

This one year course builds upon the concepts and techniques learned in Drawing. The class includes a series of drawing problems designed to perfect individual skills and provide a body of finished work that is suitable for art school portfolios, display and exhibition. Students will write an artist statement, do a research project, explore art history and careers in art. May be repeated for credit.

DIGITAL PHOTOGRAPHY

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f" - VAPA
Prerequisite: None

In this one year course, students learn the basics of photography using their own cameras. They will apply the elements of art and principles of design to photographic compositions. Digital studio experiences will give the students the opportunity to develop technical abilities in Photoshop, creative expression, visual perception and career explorations as well as art historical appreciation.

DIGITAL PHOTOGRAPHY ADVANCED

Grade: 10-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f" - VAPA
Prerequisite: Digital Photography

This one year course is an advanced approach to digital photography. There is a focus on visual problem solving and the development of more conceptual images. Students will need to develop more advanced composition and technical skills and develop a body of work that is suitable for art school portfolios, display and exhibition. Students will write an artist statement, do a research project based on careers and art history.

PHOTOSHOP FUNDAMENTALS

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f" - VAPA
Prerequisite: None

In this course students will learn to use Photoshop tools, filters, and composite techniques. The course will cover procedures including workspace basics, image resizing, output preparation, layer management, selection strategies, editing and adjustment basics, composites, filters, and effects. Students will learn to think critically to solve design problems. By the end of the year, they will have developed a strong portfolio of work and be proficient in using Adobe Photoshop.

PERFORMING ARTS

DANCE

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f" - VAPA
Prerequisite: None

In this year-long course, students will learn beginning dance techniques in the styles of jazz, hip hop, and tap. This class is recommended for students with little or no formal dance training and who are interested in studying dance as an art form. Some written work is required. Students are required to perform in the Spring Dance Concert, Mateo Motion.

DANCE INTERMEDIATE

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f" - VAPA
Prerequisite: A grade of C or higher in Beginning Dance or teacher recommendation. Attend Advanced Dance Audition in May, contact teacher.

In this year-long course, students will continue to develop the dance skills and techniques learned in the previous course. Students are exposed to a variety of dance forms including jazz, hip hop, house, musical theater, contemporary, ballet and tap. Students will also learn the foundations for creating their own choreography. Some written work is required. Students are required to perform in the Spring Dance Concert, Mateo Motion.

DANCE ADVANCED (BEARCAT DANCE ENSEMBLE)

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f" - VAPA
Prerequisite: Teacher Recommendation (Auditions held in May, contact teacher).

In this year-long course, students will study advanced choreography techniques in the area of jazz, hip hop, house, musical theater, contemporary, ballet, and tap. Students will be required to learn a wide variety of choreographic styles and will also be asked to incorporate these styles into the creation of their own performance level choreography. Dance performance will be emphasized. Some written work is required. The Bearcat Dance Ensemble will be required to perform in the Spring Dance Concert, at school functions and some community events.

DRAMA I

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f" - VAPA
Prerequisite: None

This drama course is designed to equip all students with an understanding of the fundamentals of theatre whether they have an abundance of previous experience or none at all. Through improvisation and scene study, students will learn the basic elements of acting and production, dramatic form and technique. Students will learn about the rich history of theatre around the world and put into practice these various types of performance styles. This class should be taken as a one year course and serves as a preparation for each of the Advanced Drama, Musical Theatre, and Technical Theatre paths.

ADVANCED DRAMA

Grade: 10-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f" - VAPA,
Prerequisite: Drama or Musical Theatre

This CTE course provides students with examples of real world professional theatre opportunities and develops the skills needed to build a career. Focus includes: resume, headshot, writing, directing, design, and performance. Students are expected to complete some work outside of the classroom as they will direct and perform one-act plays in the Spring and provide technical support for the mini musicals put on by the Musical Theatre class at the end of the year.

TECHNICAL THEATRE

Grade: 10-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f" - VAPA,
Prerequisite: Drama, Advanced Drama, or Musical Theatre

This year-long CTE course provides students with the opportunity to hone their skills as technical theatre practitioners. By the end of this year-long class, students will use the tools in our scene shop to construct several different theatre sets, learned and implemented professional painting techniques on those theatre sets, hung, focused, and designed lights for a theatre production, learned how to use a sewing machine, design and construct props, and run our soundboard. This course is ideal for students hoping to take on leadership positions in our after school technical theatre program.

MUSICAL THEATRE

Grade: 9-12 (Freshman accepted by permission of instructor)
Duration: Year
Credits: 10
UC/CSU: Yes; "f" - VAPA
Prerequisite: One year of high school drama or teacher recommendation.

An in-depth study of the history and style of musical theater. This course is co-taught with a professional vocal and musical director from whom students learn vocal techniques, music theory, and how to audition properly. Through research, projects, and performance, students are exposed to many different types of elements of performance. This class requires several performance opportunities outside of the classroom throughout the year and the Spring semester culminates in our students performing in mini musicals.

CONCERT CHOIR

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f" - VAPA
Prerequisite: Teacher recommendation

This course is for intermediate to advanced singers. Vocal production, rehearsal and performance techniques and music theory will be emphasized. Concerts and other scheduled performances and rehearsals are a major part of this course.

CHAMBER SINGERS

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f" - VAPA
Prerequisite: Teacher recommendation

An in depth study of the art of choral performance. Held outside the regular school day, this course is for the advanced musician who is concurrently enrolled in another music class at SMHS (vocal or instrumental). Concerts and other scheduled performances and rehearsals are a major part of this course. Audition is required.

CONCERT BAND

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f" - VAPA
Prerequisite: One year of previous band experience. Beginners may be accepted only with teacher recommendation.

The band is made up primarily of Freshman and those students who wish to further develop the technical skills needed for Advanced Band. Concerts and other scheduled performances are a major part of the course.

SYMPHONIC BAND

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f" - VAPA
Prerequisite: Recommendation of teacher via audition.

The Advanced Band prepares and performs music covering a wide range of musical styles and periods. Students must demonstrate the ability to play a brass, woodwind or percussion instrument at a level to perform standard band literature. Concerts and other scheduled performances are a major part of this course.

JAZZ ENSEMBLE

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f" - VAPA
Prerequisite: Recommendation of teacher via audition.

This course covers standard jazz repertoire, jazz history, theory and improvisation. Instrumentation includes saxes, trombones, trumpets, percussion, piano, guitar and bass. Performances are a major part of this course.

MARCHING BAND

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f" - VAPA
Prerequisite: 9th Graders or first time musicians must be enrolled in Concert/Symphonic band.

This class meets during '0' period.

Desire, dedication and drive are the attributes of a San Mateo "Bearcat" band member. Students assume a high degree of personal responsibility in the band's appearance at parades, band reviews and field shows throughout the Western states. The band includes brass, winds and percussion and flag, rifle and identification auxiliary units.

CHAMBER ORCHESTRA

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "f" - VAPA
Prerequisite: None

A multi-level course for all string players. The class will play as a larger ensemble and also as a series of small groups, i.e. string quartet. This is an excellent opportunity for an advanced player to learn standard repertoire or for a beginner to learn a first or second string instrument.

WORLD LANGUAGE DEPARTMENT

One year (10 credits) of World Language is required for graduation and must be attempted by the end of a students' 10th grade year. The SMHS World Language Department offers three world languages: Chinese (Mandarin), French, and Spanish. We also offer Spanish classes for Native Speakers of Spanish.

CHINESE I (Mandarin)

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "e" - Language.
Prerequisite: None.

Chinese I is designed for students with no background in the Mandarin language. This course helps students develop basic communicative skills in listening, speaking, reading, typing and writing. Students also learn cultural knowledge such as traditional festivals, the origin of Chinese characters and the etiquette of greetings. During the first semester, students will be expected to master Pinyin – the Chinese phonetic spelling system and the major 40 radicals. Students will begin their study of Chinese characters the second semester. By the end of the year, students should be able to read and type about 150 commonly used characters.

CHINESE II (Mandarin)

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "e" – Language.
Prerequisite: Satisfactory completion of Chinese I or equivalent.

This course is a continuation of Mandarin Chinese I with a holistic approach to enhance students' reading, writing, speaking and listening skills of Mandarin Chinese and understanding of Chinese culture. The lessons will be conducted in Mandarin most of the time to give students first-hand experience of "living in Chinese". Students will be able to communicate with others about their daily activities, school life, shopping and traveling experiences in Mandarin Chinese through writing and speaking. Students will be able to write short paragraphs and use about 300 new words at ease by the end of the year. Students will be expected to type their writing most of the time.

CHINESE III (Mandarin)

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "e" - Language.
Prerequisite: Satisfactory completion of Chinese II or equivalent.

Chinese III is designed for students who have previously studied Mandarin for two or more consecutive years. Students will continue to develop their communication skills in listening, speaking, reading and writing. Rigorous practice of spoken and written Mandarin will be conducted. By the end of the year, students should be able to read and type about 800 high frequency characters. The instruction will be conducted primarily in Mandarin.

CHINESE IV H (Mandarin)

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; “e” – Language
Prerequisite: Satisfactory completion of Chinese III or equivalent.

This is an advanced level course in which students will further develop their listening, speaking, reading and writing skills through the textbook and multimedia resources. Mandarin is the only language used in class. Students are expected to write short essays and express their view of points for different events by the end of the year. Some simplified Chinese literature will be introduced at the second semester to enrich the understanding of Chinese culture. Students will type their writing as homework and in class whenever the computer is available since Chinese typing is expected in work places and for higher education.

AP CHINESE LANGUAGE AND CULTURE (Mandarin)

Grade: 10-12
Duration: Year
Credits: 10
UC/CSU: If offered, submission will be completed.
Prerequisite: Teacher recommendation and completion of Chinese III with an A; or completion of Chinese IV Honors.

Approximate Homework is 1 hour/day, 5 days/week; extra hours for weekend hw/assignments.

The AP Chinese Language and Culture class will prepare students for the College Board’s Advanced Placement examination. The goal of this class is to have students master the material that is equivalent to the second year of college level Chinese. The class will be taught in Mandarin Chinese and students will be expected to use Chinese only in class in order to be fully immersed in Chinese culture. Students will further develop their reading, speaking, listening, writing and critical thinking skills in Chinese through the year.

FRENCH I

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; “e” - Language
Prerequisite: None.

This beginning course provides students with a general introduction to the French language, its sound system and pronunciation. Introductory topics such as describing oneself, friends, family; school and home life; leisure activities, dining out, shopping, getting around in a city and travel are treated. Through the acquisition of vocabulary and structures based on these themes, students gain basic skills for proficiency in listening, speaking, reading and writing French. Emphasis is given to understanding cultural perspectives, customs, art and music of France.

FRENCH II

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "e" - Language
Prerequisite: Satisfactory completion of French I or equivalent.

This second year elective course is designed to further develop basic communicative skills through topics such as holidays, cuisine and mealtime, cinema, technology, health and nature. Classroom instruction is designed to engage students in communicative tasks that relate to the present, past and future. Students learn the target language in a contemporary cultural context that supports living in a global society.

FRENCH III

Grade: 10-12 or permission of teacher
Duration: Year
Credits: 10
UC/CSU: Yes; "e" - Language
Prerequisite: Satisfactory completion of French II or equivalent.
Summer Assignment

Students improve language skills to a level where they are able to satisfy most survival (not just basic) needs and many social demands. They increase their communicative abilities through personal written narratives, stories, poems and oral presentations in French. There is a strong focus on grammar, including writing and listening. Cultural topics focus on current events with more emphasis on customs and traditions of French speakers beyond France's borders.

FRENCH IV H

Grade: 10-12
Duration: Year
Credits: 10
UC/CSU: Yes; "e" - Language
Prerequisite: Satisfactory completion of French III or equivalent.

Approximate Homework is 30-40 minutes/day, 5 days/week; extra hours for weekend homework and assignments.

Students will continue to build their skills through lessons in advanced structures, vocabulary and idiomatic expressions of the language and cultures of the French speaking world. Use of blogs, journals, realia, authentic texts, social media and assigned projects enhance units of study. The themes of study (global challenges, science and technology, contemporary life, personal and public identities, family and community, beauty/aesthetics) correlate with those presented on the **AP French Language and Culture Exam** which many students opt to take at the end of French IV Honors.

AP FRENCH LANGUAGE & CULTURE

Grade:	10-12
Duration:	Year
Credits:	10
UC/CSU:	If offered, submission will be completed.
Prerequisite:	Teacher recommendation and completion of French III with an A; or completion of French IV Honors

Approximate Homework: 1 hour/day, 5 days/week; extra hours for weekend homework assignments and projects.

Students will conduct an extensive study of French through reading, listening, presenting, and writing about current events, articles, poems and short stories. Students will review and expand their knowledge of advanced grammatical concepts, vocabulary, and idiomatic expressions. They will strengthen their writing and speaking skills. Students will prepare for the AP French Language and Culture exam. Their goal will be to reach a mastery level equivalent to second-year university level French. Students enrolled in this class are encouraged to take the AP exam in May.

SPANISH I

Grade:	9-12
Duration:	Year
Credits:	10
UC/CSU:	Yes; "e" - Language
Prerequisite:	None.

Students learn the basic language tools and gain the experience needed for proficiency in using Spanish for oral communication. Instruction in vocabulary, grammar, spelling, punctuation and pronunciation will be given as needed to increase proficiency.

SPANISH II

Grade:	9-12
Duration:	Year
Credits:	10
UC/CSU:	Yes; "e" - Language
Prerequisite:	Satisfactory completion of Spanish I or equivalent.

Students learn basic survival needs and at least the minimum courtesy requirements. Students are able to maintain simple face-to-face conversations and to ask and answer simple questions. Homework will include practice in reading and writing. Instruction in grammar, spelling, punctuation and pronunciation will be given as needed in order to reach proficiency.

SPANISH III

Grade:	10-12 or permission of teacher
Duration:	Year
Credits:	10
UC/CSU:	Yes; "e" - Language
Prerequisite:	Satisfactory completion of Spanish II or equivalent.

Students will improve language skills to a level where they are able to satisfy most survival (not just basic) needs and many social demands. There is a strong focus on grammar, including writing and listening. Students are responsible for essays, reports, stories, poems, note-taking and oral summaries in the foreign language.

SPANISH FOR NATIVE SPEAKERS I

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "e" - Language
Prerequisite: Concurrently enrolled in EL I

This class is designed for newcomer English Language Learner students who have limited or interrupted formal education in Spanish (SLIFE). The focus is on primary literacy skills, basic computer skills and academic identity. Students will be encouraged to develop academic and social skills that can be transferred to their other classes.

SPANISH FOR NATIVE SPEAKERS II-III

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "e" - Language
Prerequisite: Native speaker of Spanish and a placement test is required.

These courses are designed to meet the needs of students whose home language is Spanish. Students will expand their linguistic abilities in Spanish and develop a deeper understanding of the Spanish-speaking world. These courses will also reinforce literacy skills taught in their English classes. Areas of focus include basic and advanced grammatical structure and orthography through reading, writing, speaking and listening. Through a variety of media, students will explore culture, geography, history, current events and literature of the Spanish-speaking world. Upon completion of one of these courses, instructors will recommend the appropriate subsequent level of Spanish study. This may be Spanish III, IV H or AP Spanish depending upon student proficiency and advancement.

SPANISH IV H

Grade: 9-12
Duration: Year
Credits: 10
UC/CSU: Yes; "e" - Language
Prerequisite: Satisfactory completion of Spanish III, SNS III or equivalent.

Approximate Homework is 20 minutes/day, 3 days/week + three weekend projects.

Students will strengthen speaking, listening, reading and writing skills using a variety of authentic texts and real-life experiences in the language and cultures of the Spanish speaking world. Students will continue to expand their knowledge of grammar, vocabulary and orthography at an advanced level. Topics of study include Latin American history and archaeology, cultural practices, dialects of the Spanish speaking world, Magical Realism, professions, letter writing and technological innovations of the future.

AP SPANISH LANGUAGE AND CULTURE

Grade: 10-12
Duration: Year
Credits: 10
UC/CSU: Yes; "e" - Language
Prerequisite: Teacher recommendation and completion of Spanish III or SNS III with an A; or completion of Spanish IV Honors.

Approximate Homework is 30 min./day, 3 days/week; extra hours for weekend hw/assignments.

Students will conduct an extensive study of Spanish through reading, writing and speaking about current events, articles, poems and short stories. Students will review advanced grammatical concepts and will strengthen their writing and speaking skills. Students will prepare for the AP Spanish Language and Culture Exam. All students who enroll in this course are expected to take the AP exam in May.

AP SPANISH LITERATURE AND CULTURE

Grade: 10-12
Duration: Year
Credits: 10
UC/CSU: Yes; "e" - Language
Prerequisite: Completion of AP Spanish Language or teacher recommendation with completion of SNS III or Spanish IV Honors; students may enroll in AP Spanish Language simultaneously.

Approximate Homework is 1 hour/day, 6 days/week; extra hours for weekend hw/assignments.

The course will be presented with a chronological approach to the study of Spanish literature and culture. This is an opportunity for Spanish speaking students and advanced Spanish as a second language students to participate in college level coursework in Spanish and Latin American literature. Students will read and analyze Spanish literature from a variety of Spanish speaking countries. Besides reading, students will build their cognitive skills of analysis, critique, and justification through their observations of style, theme, and historical influences on the work. Students will also explore the interdisciplinary connections between literary works and other artistic forms of expression such as music, painting, architecture, and film. All students who enroll in this course are expected to take the AP exam in May.

DUAL ENROLLMENT COURSES (College of San Mateo)

San Mateo High School is continuing their partnership with the College of San Mateo to offer college level courses on our campus. Dual enrollment courses will appear on each student's SMHS transcript. This is an excellent opportunity for students to get a jump start on their college career in a supportive setting.

CAREER PLANNING & LIFE EXPLORATION (CRER 100)

Grade: 10-12
Duration: Year
Credits: 10; CTE
UC/CSU: Yes; "g" - Elective
Prerequisite: none

This course is designed to help students demonstrate an understanding and appreciation for the impact and significance of career choices on their lifestyle and social experiences. Provides a comprehensive approach to life and career planning. Topics include evaluation of students' values, skills, personality and interests, an analysis of career research and exploration, and learning current job seeking skills. An intensive career investigation that encompasses decision-making, goal-setting, job search strategies, resume writing, and interviewing skills will be completed. Students will analyze the relationship between themselves, their life choices and the ongoing process of career planning and self-development.

COLLEGE & ACADEMIC SUCCESS (COUN 240)

Grade: 10-12
Duration: Year
Credits: 10; CTE
UC/CSU: Yes; "g" - Elective
Prerequisite: none

This course assists students in understanding and engaging in college success skills and strategies. Designed to improve academic and personal success, this course takes students through a journey that includes study skills development, value clarification, personal and educational goals and options, financial literacy, time and life management, critical and creative thinking, and an awareness of learning styles. The course also provides assistance to develop communication skills related to self-advocacy.

SPECIAL EDUCATION DEPARTMENT

As required by the Individuals with Disabilities Act (IDEA), San Mateo Union High School District provides a continuum of services for students with disabilities. All programs are open to students in grades 9 to 12. Not all programs are provided at each campus; students are placed through the Individualized Education Plan (IEP) process in the program that best meets their needs.

The services available at San Mateo High School are the Directed Studies Program, and Specialized Academic Instruction (SAI). Students with an IEP may receive one or two periods of Directed Studies which supports their work in the mainstream classes. Specialized Academic Instruction serves students whose academic needs are best met through direct instruction from a special education teacher with a modified curriculum. Students with an IEP are assigned a case manager who assists in scheduling classes, implements the student's IEP, and acts as a liaison for the student, parent, general education teacher, administrator, and academic counselors.

Other related services offered at San Mateo High School are Speech and Language Services, Vocational Services, and Mental Health Services.

Students may be referred for special education assessments by their parents, teacher, or school counselor. All requests for an evaluation are processed through the Student Study Team (SST). State Eligibility Criteria must be met for a student to receive special education services. Placements are determined by the IEP team.

OFF-CAMPUS PROGRAMS

Middle College

Middle College is an alternative education program in the seven-school San Mateo Union High School District (SMUHSD). Middle College is located at College of San Mateo.

The program, which began in August 1998, includes students from throughout San Mateo Union High School District. Students take high school courses that adhere to the San Mateo Union High School District-approved curriculum and satisfy high school graduation requirements. Juniors take integrated courses, American Literature and United States History. Seniors take English, and semester courses of Economics and American Government. Additionally, students take an advisory course, designed to ensure that students take advantage of the many instructional support services available at College of San Mateo. Students complete their schedules with three or four college classes.

For many courses, students can earn both high school credits and college units similar to Advanced Placement (AP) courses. Middle College students may not have to pay tuition for their courses.

Please visit College of San Mateo's website for more information and to get admission information.