Please Note:

Arcadia High School has made every effort to provide accurate and current information in this guide. However, students and parents should understand that specific programs and services, course offerings and all other matters described herein are subject to change without notice at any time.
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ADMINISTRATION

ARCADIA UNIFIED SCHOOL DISTRICT

SUPERINTENDENT
Dr. David Vannasdall

ASSISTANT SUPERINTENDENTS
Dr. Brent Forsee
Mr. Dierk Esseln
Dr. Kevin Hryciw

GOVERNING BOARD
Mrs. Lori Phillipi
Mrs. Kay Kinsler
Mrs. Leigh Chavez
Mr. Fenton Eng
Mr. Cung Nguyen

HIGH SCHOOL ADMINISTRATION
Ms. Angela Dillman, Principal.................................................................adillman@ausd.net
Dr. Bhavini Bhakta, Assistant Principal....................................................bbhakta@ausd.net
Mr. John Finn, Assistant Principal............................................................jfinn@ausd.net
Ms. Michele Lew, Assistant Principal..........................................................mlew@ausd.net
Dr. John Tung, Assistant Principal.............................................................jtung@ausd.net
Mr. Keith Kerney, Dean of Students..........................................................kkerney@ausd.net
Mr. Ryan Press, Activities Director............................................................rpress@ausd.net
Mrs. Milica Protic, Athletic Director...........................................................mprotic@ausd.net

Arcadia High School 180 Campus Drive, Arcadia, California 91007
(626) 821-8370   ahs.ausd.net
HIGH SCHOOL OFFICES and SUPPORT

AHS Front Office ...........................................Mrs. Rachel Andrade .......................................................... 821-1754

Principal’s Office
Ms. Angela Dillman ......................................................................................................................Principal
Secretary................................................................................................................................. 821-1711
Office Assistant ...................................................................................................................... 821-1754

Assistant Principals’ Offices
Dr. Bhavini Bhakta ..................................................................... Assistant Principal Instructional Leadership
Secretary ................................................................................................................................. 821-1778
Ms. Michele Lew ....................................................................... Assistant Principal Instructional Leadership
Secretary ................................................................................................................................. 821-1778
Mr. John Finn ............................................................................ Assistant Principal Instructional Leadership
Secretary ................................................................................................................................. 821-1791
Dr. John Tung ............................................................................. Assistant Principal Instructional Leadership
Secretary ................................................................................................................................. 821-1791

Dean’s Office
Mr. Keith Kerney ................................................................................... Dean of Students
Secretary ................................................................................................................................. 821-1759

Athletic Office
Mrs. Milica Protic ........................................................................ Athletic Director
Office Assistant ...................................................................................................................... 821-8370 x 1075 or 821-1733

ASB Office
Mr. Ryan Press ................................................................................... Activities Director
Account Assistant .................................................................................................................. 821-1751
Office Assistant ...................................................................................................................... 821-1749

Attendance Office
Attendance Technician ............................................................................................................ 821-1770
Office Assistant ...................................................................................................................... 821-8370 X1098

Career Center
Career Center Office Assistant ......................................................................................... 821-8370 x1203

Career Technical Education (CTE)
Coordinator .............................................................................................................................. 821-1775

Health Office
District Nurse .......................................................................................................................... 821-1731
Health Assistant ..................................................................................................................... 821-1752

Library
Librarian ................................................................................................................................. 821-1787
Library Assistant .................................................................................................................... 821-8370 x1207

Records Office
Registrar ................................................................................................................................. 821-1744
COUNSELING OFFICES

Counselors

Ms. Phuong An ............................................................... pan@ausd.net
Ms. Rachel Chan ............................................................ r@ausd.net
Ms. Winnie Chin ............................................................ wchin@ausd.net
Mr. Kevin Darr ............................................................. kdarr@ausd.net
Ms. Amanda Fitts ......................................................... afitts@ausd.net
Ms. Jennifer Oku .......................................................... joku@ausd.net
Mr. Andrew Poon ........................................................ apoon@ausd.net
Mrs. Sharon Sandoval ................................................... ssandoval@ausd.net
Mrs. Tammie Snaer ...................................................... tsnaer@ausd.net
Ms. Gina Zavala ............................................................ gzavala@ausd.net

School Speech Pathologists
Mrs. Genevieve Huffman............................................. ghuffman@ausd.net
Ms. Joyce Wu................................................................. jwu@ausd.net

School Psychologist

Mr. Tim Crosby.............................................................. tcrosby@ausd.net
Ms. Ione Mieure............................................................... imieure@ausd.net
Ms. Monica Torre........................................................ mtorre@ausd.net

Counseling Support Staff

Secretary................................................................. Ms. Kristen King ................................. 821-1795
Career Center Office Assistant..... Ms. Tabatha Wona............................... 821-8370 x1203

ahs.ausd.net - click on School Info, Counseling
COUNSELING DEPARTMENT

National Standards for School Counseling

In 2000, the Arcadia High School Counseling Department adopted the National Standards for School Counseling as their blueprint for comprehensive guidance services at Arcadia High School. The National Standards are comprised of three domains: Personal/Social, Academic, and College/Career. The counseling team provides services in the following areas:

1. **Personal/Social Domain**

   The counselors assist students by providing support and guidance to improve school performance. Counselors are available on a daily basis to discuss personal concerns with students. The school psychologist and school nurse are also available to assist students. Counselors:
   - Provide immediate assistance at the Counselor of the Day (COD) desk
   - Identify and refer students to Student Study Team (SST) for intervention services
   - Identify and refer students for outside counseling services
   - Provide crisis intervention and appropriate mental health referrals
   - Provide assistance and guidance via individual parent meetings
   - Provide personal counseling and guidance

2. **Academic Domain**

   The counselors assist students and their parents with high school educational planning and programming to ensure that students have an appropriate secondary education and graduate from Arcadia High School in a timely manner. In addition, counselors help students in selecting coursework that supports their post-secondary educational and vocational choices. Counselors:
   - Advise students with regard to course selection and planning
   - Recommend students to summer school for remediation or enrichment
   - Monitor graduation status
   - Identify and refer students to credit recovery programs
   - Provide referrals for student tutoring
   - Provide individual academic counseling to students and parents
   - Identify and refer students to English Intervention courses
   - Provide high school transition information for 8th grade students
   - Refer students for academic testing and alternative placement
   - Conduct parent informational meetings

3. **College/ Career Domain**

   The counselors assist students by providing information and guidance pertaining to college admissions, college entrance requirements, testing, scholarships, financial aid, and the completion of college applications. Career planning for all students is emphasized by means of the computer programs available in the Career Center. Counselors:
   - Provide grade level college/career search information through Naviance Student
   - Provide access to representatives from the United States Armed Services
   - Provide college letters of recommendation, secondary school reports, mid-year reports, and final transcripts
   - Provide GPA verification for college scholarships and financial aid
   - Monitor and assist students with NCAA eligibility and registration
   - Assist students with the college application process
   - Maintain and provide access to a college representative visit program
   - Provide information regarding SAT/ACT registration
   - Provide access to information regarding SAT/ACT preparation classes in Career Center
   - Sponsor financial aid workshops
   - Maintain information regarding summer internships, study programs, and volunteer opportunities in Career Center
   - Provide access to community colleges and the California State University system via office hours with Pasadena City College and Cal State Los Angeles representatives
   - Sponsor college application and essay workshops
   - Provide Armed Services Vocational Aptitude Battery (ASVAB) testing
ACADEMIC SUCCESS

If your child is in need of additional academic support, you and your child are encouraged to take advantage of one or more of these opportunities for success:

- **Teacher Conferences:** Students are strongly encouraged to work with their teachers to improve their grades. Formal student/parent/teacher conferences can be scheduled by calling 821-1754. Faculty/Staff emails can be found at ahs.ausd.net.

- **Parent/Student Portal:** Internet access to grades, progress reports, class assignments and attendance. Log-in on the home page of the Arcadia High School website (ahs.ausd.net). If you need your parent access ID and password please see Rachel Andrade at the front desk or call 821-1754.

- **Free Peer Tutoring:** Available Monday-Friday in the AHS Library from 3:00-4:00 pm. Supervised by AHS Staff.

- **National Honor Society Tutoring drop-in:** Free drop-in every Wednesday morning from 8:00-8:50 in the Library Media Center.

- **National Honor Society Tutoring one-on-one:** Provided by National Honor Society; student must be referred by a teacher. Check with teacher in specific subject.

- **Email** – Faculty/Staff emails can be found at ahs.ausd.net.

- **Private Student Tutoring (fee-based):** Students and parents can check at the COD desk for a list of student tutors. Tutoring may not be available for all subjects.

- **Khan Academy - www.khanacademy.org:** Practice exercises, instructional videos and a personalized learning dashboard that empowers learners to study at their own pace in and out of the classroom.

- **Rancho Learning Center** – Students may complete their high school diploma by transferring to Rancho High School. Contact your child’s counselor for more information.

The AHS Student Support Personnel Team encourages parent/guardians and students to take advantage of these services available to help make the high school experience a successful one.
COUNSELING DEPARTMENT

COURSE SELECTION FOR HIGH SCHOOL

The selection of classes is one of the most important decisions to be made during the high school years. It is essential that students choose subjects carefully and with a goal in mind. In the spring, each student meets individually with a counselor to review his/her transcript and select courses for the following school year. Counselors advise students on meeting both the Arcadia High School graduation and college admission requirements. In addition, counselors provide advisement on credit recovery and grade improvement options. The course selection programming sheet must be signed by a parent/guardian and returned by the due date indicated in order for students to receive a schedule of classes. Students will be given an opportunity to request changes to their next year’s program during Program Adjustment Week (PAW), scheduled in late May. Following Program Adjustment Week, requests for changes will only be made in accordance with the rubric listed below.

The last day to request a drop from Honors and AP courses to non-honors/AP courses is June 22, 2020. No drops from Honors and AP courses will be accepted during Apache Days.

CHANGING OR DROPPING CLASSES

During the first four weeks of a semester, students may request a change in their schedule according to the guidelines in the table below. Changes require a petition form which is available at the Counselor of the Day desk. Due to limitations in the master schedule, changes are not guaranteed. Therefore, the Counseling Department encourages students to select their coursework very carefully. If problems arise, parents and students are advised to speak with the classroom teacher to identify strategies for success before seeking assistance from the counselor. Dropping courses after their stipulated deadlines are subject to approval and receiving a “W” in the course. A list of teacher e-mail addresses and phone numbers is available on the Arcadia High School website at ahs.ausd.net.

Please note that requests for teacher changes will NOT be honored.

<table>
<thead>
<tr>
<th>1st SEM. COURSE DROP PROCEDURES ARE AS FOLLOWS:</th>
<th>9th grade</th>
<th>10th grade</th>
<th>11th grade</th>
<th>12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Petitions required for all drops*</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>• Drop deadline is 4 weeks from start of semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Limit of 1 TA per semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DROPS from AP or Honors courses - Not allowed first semester</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Drop a year-long non-honors/AP academic course for 5.0 credit Teacher Aide (TA) both semesters (IF TA position is available)</td>
<td>NO</td>
<td>NO</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Drop a semester elective for a 5.0 credit TA (IF TA position is available)</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>Yes</td>
</tr>
</tbody>
</table>

*Petitions require a signature from a parent/guardian indicating their approval. Petitions are available at the Counselor of the Day desk.

<table>
<thead>
<tr>
<th>2nd SEM. COURSE DROP PROCEDURES ARE AS FOLLOWS:</th>
<th>9th grade</th>
<th>10th grade</th>
<th>11th grade</th>
<th>12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Petitions required for all drops*</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>• Drop deadline is 4 weeks from start of semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Limit 1 TA per semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drop AP or Honors course for a level change to a non-honors/AP course</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Drop a year-long academic course for a 5.0 credit TA (IF TA position is available)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Drop a semester elective for a 5.0 credit TA (IF TA position is available)</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>Yes</td>
</tr>
</tbody>
</table>

*Petitions require a signature from a parent/guardian indicating their approval. Petitions are available at the Counselor of the Day desk.
**Student Request for Private College Recommendation, School Reports and/or Transcripts**

A processing fee is charged for each private college transcript. Requests for counselor recommendations must be submitted to the Career Center; please refer to the chart below for specific dates.

Counselors will take in requests starting September 8th. The processing fee covers the Arcadia High School official transcript, the Arcadia High School profile, the completion of the necessary counselor recommendation forms and the mid-year report, if applicable.

<table>
<thead>
<tr>
<th>Application Deadline</th>
<th>Deadline to Request Letter of Recommendation or School Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 1st</td>
<td>September 14th</td>
</tr>
<tr>
<td>November 15th</td>
<td>September 21st</td>
</tr>
<tr>
<td>December 1st or later</td>
<td>October 15th</td>
</tr>
</tbody>
</table>

Students who request letters after the listed deadline will need to submit a late agreement and are subject to a late fee of $10. Students who request a letter after October 15th may receive a letter that is not personalized.

**Student Request for Summer Programs or Scholarship Recommendation Letters**

- Requests must be submitted three (3) weeks before the recommendation deadline (not including holidays).
- Requests must be submitted to the Counseling Office.
- Request must include a Data Packet found on Naviance under the document library and on counseling website.
- Students who submit requests without three (3) weeks advance notice need to submit a late agreement and may receive a letter that is not personalized.

**Length of School Day**

Freshmen, Sophomores and Juniors are required to be enrolled in six periods unless the administration has approved an alternative schedule.

**Senior Schedule**

California Education Code 46145 requires that seniors be enrolled in a minimum of five courses per semester or the equivalent number of courses per quarter. Independent Study, Special Education, and Work Experience may be used in the fulfillment of the five course requirement.

**No Class**

With counselor and parent approval, a senior may elect to enroll in “No Class” either first or sixth period. No credit is given for a “No Class”. Students who have met all subject requirements and have earned 155.0 credits by the end of the first semester of their junior year will be eligible to request one period of a “No Class” for their senior year. Students who have met all subject requirements and have earned 160.0 credits by the end of the first semester of their junior year will be eligible to request two periods of a “No Class” for their senior year (one each semester). Requests for “No Class” must be made during the programming session in the spring, prior to the senior year.

**Summer School**

Summer school options for credit recovery or grade improvement vary depending on the student’s grade level, course availability and post-secondary plans.

- AHS free online credit recovery is only offered to incoming 10th, 11th and 12th grade students (high school graduation credits only).
- Current 9-11 grade students are encouraged to explore outside accredited summer programs for credit recovery or grade improvement. These include:
  - Arcadia Educational Foundation (AEF)
  - Free and fee-based accredited summer programs
  - Free and fee-based online programs

A maximum of 15 credits will be allowed to be placed on the Arcadia High School transcript each summer. This includes Arcadia High School classes, AEF classes, Jaime Escalante Math Program, UCLA extension courses for High School Students and courses taken at other accredited schools or any combination thereof. Students who complete a course during the summer will be scheduled for the next sequential course. Students are not able to take any initiatory English and/or Modern World History course outside of the Arcadia Unified School District.

The **Arcadia Educational Foundation** offers credit and non-credit courses. All courses are tuition based and designed for initiatory credit (advancement), enrichment of skills, or make-up. Successful achievement in summer school may accomplish the following:

- Make-up credit deficiencies for graduation
- Improve GPA for eligibility purposes
- Reduce the workload for the upcoming school year
- Accelerate progress toward graduation and college entrance requirements

For questions regarding AEF summer school, please call the AEF office at (626) 821-6606 or email them at AEFsummer@arcadiaedfoundation.org.
Alternate Credits Toward Graduation

Per Administrative Regulations for Alternative Credits Towards Graduation.

In order to meet individual student needs and encourage all students to complete their high school education, the Governing Board desires to provide flexibility in the completion of prescribed courses in accordance with law.

COLLEGE COURSES

The district shall grant a maximum of 40 semester credits toward high school graduation for coursework successfully completed at a community college or four-year college, provided that: (Education Code 48800 and 51225.2)

1. A student shall exhaust all opportunities to enroll in an equivalent course, if any, at his or her school of attendance.
2. The district may authorize those students, upon recommendation of the principal and/or designee of the pupil's school of attendance, and with parental consent, to attend a community college during any session or term.
3. The student or parent/guardian shall submit a written request and a transcript showing successful completion of the course. Students concurrently enrolled in postsecondary classes may receive credit for these classes from both the high school and the postsecondary institution.
4. Three and one-third semester periods high school credit is given for each semester credit hour earned in college. Two and one-half semester periods high school credit is given for each quarter term credit earned in college.
5. Credits earned at community college and/or four-year college will be granted elective credits only.

ONLINE INSTRUCTION

Any student who wishes to include an online course on their AHS transcript must adhere to the following guidelines:

- Obtain a request verification form from the COD desk.
- Complete and return the request verification form to the COD desk.
- Wait until the verification form is signed by an administrator before enrolling in the course.

The District shall grant credit toward graduation for online instruction if ALL the following conditions are met:

- The online instruction provider is UC approved
- The specific online course is UC approved

- The student presents a valid reason why he/she is unable to take the course of study offered at AHS (subject to approval)

Guidelines for Exceptions:
- Course taken for enrichment
- Course taken for elective credits
- Course not offered at AHS
- Course taken for make-up grade improvement

The maximum number of credits granted towards graduation for online courses is 40 semester credits

- No more than 10 credits in any one subject area
- No more than 10 credits per year may be granted

Students may appeal online course requests decisions to the school’s principal or designee.
GRADUATION REQUIREMENTS

225 Credits (1 semester class = 5 credits)
4 yrs. English (40 credits)
3 yrs. History/Social Science (30 credits)
• 1 year Modern World History
• 1 year U.S. History
• 1 semester Government
• 1 semester Economics
2 yrs. Science (20 credits)
Must include biological and physical science
2 yrs. Math (20 credits)
2 yrs. P.E. (20 credits)
• Three semesters of PE Marching Band can be used to fulfill this requirement, along with 1 semester Freshman PE
• Participation in Sports Teams, Dance, Dance Prop Production, or Pep Squad fulfill this requirement
1 yr. Fine Arts or World Language (10 credits)
The courses that fulfill the AHS fine arts requirements can be found in the Visual Arts and Performing Arts sections of the curriculum guide
Electives (85 credits)
Pass Algebra 1
Pass Swim Survival
Pass Health Proficiency

Students must complete graduation requirements in order to earn an Arcadia High School diploma and participate in the graduation ceremony or graduation festivities.

CREDITS
• 5 semester credits are earned for passing each semester course.
• With the exception of designated courses in the CTE, all courses at AHS are 5.0 credits. Partial credits are not issued.
• No credit is earned for courses which are repeated if credit has been previously granted, or for courses in which an "F" grade is received.
• Students are expected to make-up all “F” grades in subject requirements following the failed course.
• Students are offered the following options for making up credits:
  ▶ AEF Summer School Program: check availability and costs in the AEF brochure distributed to students in late March.
  ▶ Arcadia High School On-Line Summer Credit Recovery Program: free of charge and available to incoming sophomores, juniors and seniors only. Courses offered through this program are NOT College preparatory.
  ▶ Other WASC accredited summer programs or Online providers (other than Arcadia High School): see your counselor for approval and application guidelines.
  ▶ Arcadia High School On-Line Credit Recovery Program: after exhausting all other methods to recover credit, sophomores, juniors and seniors who are still deficient in subject credits, will be allowed to make-up no more than 10 credits per semester through the Arcadia High School On-Line Credit Recovery Program.

Arcadia High School On-Line Credit Recovery Program courses are NOT College preparatory.
• If a student ends the senior year no more than 15 credits short for graduation, he/she will be given an opportunity to earn an Arcadia High School diploma by enrolling in the Rancho Learning Center (RLC). Students will have until the Friday of the first week of the upcoming school year to begin their RLC enrollment. Once enrolled, students must make continual progress, completing at least one course every three weeks. Students are strongly encouraged to enroll in the RLC as soon as possible after their non-grad meeting with their counselor.
• Check the Curriculum Guide descriptions for classes which can be repeated for credit.

COURSE ELIGIBILITY
Consult the Curriculum Guide to determine eligibility for all courses. Most Science, Math, World Language, English, and Social Science classes require a college qualifying grade to advance. Eligibility may be determined through:
• Audition
• Grade requirement
• Course requirement
• Students are programmed for fall classes based on first semester grades
• Final eligibility is determined after second semester and summer school grades are posted
• Students not meeting eligibility will be removed from classes and asked to repeat the preceding course to improve grade, or to select a different available elective option

COMMENCEMENT REQUIREMENTS
Pursuant to Arcadia District Policy Nos. 610-612 requirements to participate in commencement activities include completion of a prescribed course of study and satisfactory citizenship. Students participating in commencement activities must qualify for either an Arcadia High School Diploma or a Certificate of Completion. A more detailed explanation of these two requirements is as follows:
• Qualifying seniors will receive a diploma if they have completed at least 225 credits (grades 9 - 12), met all subject area requirements, passed Algebra 1, passed swim survival, passed the health proficiency, paid all dues and fines, turned in all Arcadia Unified School District property, completed required check-out forms, satisfied behavior contracts, and have satisfactory citizenship.

GRADE SCALE – The Grade Point Average is calculated on a standard 4.0 grading scale: A = 4 points, B = 3 points, C = 2 points, D = 1 points, F = 0 points.
COUNSELING DEPARTMENT

畢業要求

225 學分（每 1 學期課程 = 5 學分）
4 年英文（40 學分）
3 年歷史/社會科學（30 學分）
● 1 年現代世界歷史
● 1 年美國歷史
● 1 學期政府學
● 1 學期經濟學
2 年科學（20 學分）
必須包括生物科學和物理科學
2 年數學（20 學分）
2 年體育（20 學分）
● 3 學期的行進樂隊體育課加上 1 學期的 9 年級體育課可以滿足本項規定。
● 參加運動隊、舞蹈、舞蹈道具製作、或啦啦隊均可滿足此項規定。
1 年精美藝術或世界語言（10 學分）
滿足阿凱迪亞高中精美藝術學分規定的課程可以在課程指南的視覺藝術和表演藝術部分找到。
選修課（85 學分）
通過代數 1 課程
通過游泳求生測試
通過健康教育課程

學生必須完成畢業的各項要求才能獲得阿凱迪亞高中的畢業文憑，並且參加畢業典禮或畢業之夜慶祝活動。

學分
● 每通過一個學期的課程可以獲得 5 個學分。
● 除了某些 CTE 的特定課程外，所有阿凱迪亞高中的課程都是 5 個學分。不授予部分學分。
● 得到“F”成績的課程或是重修先前已經獲得過學分的課程將不能獲得學分。
● 在任何規定完成的科目上得到“F”成績的學生必須重修那門不及格的課程。
● 學生可用下列方法補修學分：
  ❖ 阿凱迪亞教育基金會(AEF)暑期課程：有關課程的提供和費用，請查閱 3 月下旬分發給學生的 AEF 小冊子。
  ❖ 阿凱迪亞高中暑期網上補修學分計劃：免費並且只提供給即將升入 10、11 及 12 年級的學生。該計劃提供的課程不是大學預備課程。
  ❖ 其它 WASC 認證的暑期課程或網上課程提供者（除了阿凱迪亞高中以外）：請與你的輔導老師和申請指南中的 WASC 認證機構聯繫。
  ❖ 阿凱迪亞高中網上補修學分計劃：在嘗試過所有其他補修學分的方法後，學科學分仍然不足的 10、11 和 12 年級學生，將被允許通

選課條件
請參考課程指南以確定所有課程的選課條件。大多數的科學、數學、世界語文、英文、和社會科學課程需要達到大學認可的成績才能升級。選課的條件可經由下列各點確定：
● 甄試
● 成績要求
● 課程規定
● 根據第一學期的成績來安排學生秋季的課程。
● 第二學期和暑期班的成績公佈了之後才能確定最後的選課資格。
● 不符合選課資格的學生將從課程班級中除名，並被要求重修前一個課程以獲得更好的成績，或選修一個可獲得的不同選修課程。

參加畢業典禮的條件
根據阿凱迪亞學區政策第 610 到 612 條的規定：參加畢業典禮的條件包括完成規定的學習課程，並有令人滿意的操行成績。參加畢業典禮活動的學生必須符合獲得阿凱迪亞高中文憑或結業證書的資格。對這兩個要求更詳細的解釋如下：
● 已經完成下列條件的 12 年級學生可獲得阿凱迪亞高中的畢業文憑：至少完成 225 個學分（9-12 年級）、符合所有學科領域的課程規定、通過代數 1 課程、通過游泳求生測試、通過健康教育課程、支付所有應付款和罰金、交回所有阿凱迪亞聯合學區的財產、完成規定的離校手續表格、達成行為合約的規定、以及令人滿意的操行成績。

成績等級 — 成績平均績點依照 4 分制評分等級標準計算：A = 4 分 B = 3 分 C = 2 分 D = 1 分 F = 0 分

過阿凱迪亞高中網上補修學分計劃每學期補修最多 10 個學分。
● 一位學生在 12 年級結束時缺少 15 個或以下的畢業學分，他/她將有機會通過報名參加 Rancho 學習中心（簡稱 RLC）的課程以獲得阿凱迪亞高中的文憑。學生最晚要在下一學年第一個星期的星期五報名 RLC 的課程。一旦報名以後，學生必須保持持續的進度，每三週至少完成一門課程。強烈鼓勵學生在與他們的輔導老師開完不能畢業的會議以後，儘快地報名 RLC 的課程。
● 請參考課程指南的課程介紹，確認經重修可獲得學分的課程。
Arcadia High School Honors and Advanced Placement (AP/Honors)

Arcadia High School believes that students should have an opportunity to access rigorous curriculum through honors and Advanced Placement courses based on their academic interests. This philosophy is based on the College Board Equity and Access Policy that states:

“The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP students for ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes to reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is through a commitment to equitable preparation and access that true equity and excellence can be achieved.”

Each student who plans to register for an Honors or AP course should understand the requirements and course load for every class. AHS expects that all students and their parents are making informed decisions regarding enrollment in Honors/AP classes.

**Students enrolled in AP/Honors course(s) are expected:**

- To be self-determined learners, willing to read, learn, ask questions, pursue outside reading and research, integrate and discuss material from diverse sources.
- To spend, on average, five hours per week or more for each AP/Honors course.
- To attend class, take tests, and turn in assignments on time.
- To accept that enrollment in an AP/Honors course does not guarantee an A or B grade.
- To accept assignments, suggestions, and coaching from the teacher.
- To put forth his/her best effort to improve his/her intellectual growth.
- To complete summer assignments prior to class. Failure to complete these assignments will not constitute a valid reason to withdraw from the course.
- To maintain a high level of academic integrity.

**Arcadia High School believes:**

- That work in an AP or Honors class is rigorous and will build students’ skills for college.
- That enrolling in an AP or Honors class means that students are making a year-long commitment. There is only one time to drop the class; at the end of the first semester only if space is available in another class.
- That communication with the course instructor is a major key to success. Students should consult with his/her teachers, parents, and/or counselors if s/he begins to fall behind in the class.
## CSU-UC Comparison of Minimum Freshman Admission Requirements

<table>
<thead>
<tr>
<th>SUBJECT REQUIREMENTS</th>
<th>California State University (CSU)</th>
<th>University of California (UC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUBJECT REQUIREMENTS</strong></td>
<td>15 year-long/30 semester college preparatory A-G courses are required with letter grades of C or better:</td>
<td>11 UC-required college-preparatory courses must be completed prior to senior year (including summer courses)</td>
</tr>
<tr>
<td>**A</td>
<td>History/Social Science**</td>
<td>2 years/4 semesters of history/social science, including one year of U.S. history OR one semester of U.S. history and one semester of American government, AND</td>
</tr>
<tr>
<td></td>
<td>1 year of history/social science from either the A or G subject area</td>
<td>1 year of world history, cultures, or historical geography (including European History) from the A subject area.</td>
</tr>
<tr>
<td>**B</td>
<td>English**</td>
<td>4 years/8 semesters of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD):</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**C</td>
<td>Mathematics**</td>
<td>3 years/6 semesters of mathematics (including or integrating topics covered in algebra I and II, geometry)*</td>
</tr>
<tr>
<td></td>
<td>(Integrated math sequences may be used to satisfy the C Mathematics requirement.</td>
<td></td>
</tr>
<tr>
<td>**D</td>
<td>Laboratory Science**</td>
<td>At least 1 year of physical science and 1 year of biological science, one year must be from the D subject area and the second year may be from the D or G area**</td>
</tr>
<tr>
<td></td>
<td>Integrated/Interdisciplinary courses may be used to fulfill either physical or biological science.</td>
<td></td>
</tr>
<tr>
<td>**E</td>
<td>Language Other Than English**</td>
<td>2 years/4 semesters (or equivalent to the 2nd level of high school instruction) of a language other than English*</td>
</tr>
<tr>
<td></td>
<td>(Courses must be in the same language, American Sign Language allowed)</td>
<td></td>
</tr>
<tr>
<td>**F</td>
<td>Visual and Performing Arts**</td>
<td>1 year/2 semesters (or two one-semester courses in the same discipline) required, chosen from the following disciplines: Dance, Interdisciplinary Arts, Music, Theater, or Visual Arts</td>
</tr>
<tr>
<td>**G</td>
<td>College Preparatory Elective**</td>
<td>1 year/2 semesters of elective course work chosen from any area on approved A-G course list</td>
</tr>
</tbody>
</table>

### Repeated Courses

**CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C− = C.**

- **Required A-G courses must be completed with a grade of C or better. Any course may be repeated with the exact same course. There is no limitation on the number of times a course can be repeated.**
- **Required A-G courses must be completed with a letter grade of C or better. Courses with D/F grades may be repeated. There is no limitation on the number of times a course can be repeated. Repeated courses can have the same or similarly named course titles (e.g., English 9 or English 1). The first instance of a letter grade C or better will be used in the GPA calculation.**

---

*High school-level coursework completed in 7th and/or 8th grade can be used to meet the area C and/or E requirements.

**It is best to prepare for both UC and the CSU by completing two laboratory courses from the D subject area.

---

Information is accurate as of August 2019
CSU-UC Comparison of Minimum Freshman Admission Requirements

<table>
<thead>
<tr>
<th>VALIDATION OF SUBJECT OMISSION BY OTHER COURSES</th>
<th>California State University (CSU)</th>
<th>University of California (UC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td>A letter grade of C or better in the second semester of Geometry will validate the first semester. A letter grade of C or better in the first semester of Algebra II validates both semesters of Algebra I. A letter grade of C or better in Statistics will validate Algebra I and Algebra II, but will not validate Geometry.</td>
<td>The omission of a full year of geometry cannot be validated by any higher-level coursework. A letter grade of C or better in Integrated style Math 3 which includes geometry content validates the omission of Integrated style Math 2. Refer to UC’s Validation Matrix in Quick Reference Guide to UC Admissions.</td>
</tr>
<tr>
<td>Integrated style Math 2 will be accepted in lieu of a Geometry course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language Other than English (LOTE)</strong></td>
<td>A letter grade of C or better in a semester of a higher-level course validates a lower-level course. A higher-level LOTE course can validate the appropriate number of years based on the level. A college course can validate high school LOTE courses. The level of validation depends on the college course prerequisite and description. For courses offered at a California Community College refer to ASSIST and look for the footnote indicating the course is equivalent to two years of high school instruction.</td>
<td></td>
</tr>
<tr>
<td>A grade of C or better in the second semester of Chemistry will validate the first semester.</td>
<td>UC does not allow validation of Chemistry.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VALIDATION OF DEFICIENT (D/F) GRADES IN REQUIRED COURSES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses in which grades of D/F are earned may be validated in the areas of Math and Language Other Than English (LOTE) by successful completion of higher-level coursework, including D/F grades in Geometry. For UC, refer to the Validation Matrices in Quick Reference Guide to UC Admissions. CSU also allows the validation of D/F grades in Chemistry.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VALIDATION OF SUBJECT REQUIREMENTS BY TEST SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required A-G courses may be satisfied with appropriate test scores on SAT, SAT Subject Tests, Advanced Placement exams, and designated International Baccalaureate exams. A list of acceptable tests and scores is available on the CSU website; for UC, refer to Quick Reference Guide to UC Admissions. For UC, the omission of a course in Geometry cannot be validated by any examination score.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HIGH SCHOOL GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculate GPA using all A-G approved courses completed during the summer after the 9th grade through summer after the 11th grade—excluding deficient grades which have been repeated. CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C.</td>
</tr>
<tr>
<td>Repeated courses are calculated once using the highest grade earned. When completing the online admission application, the repeated course is also only reported once using the highest grade earned.</td>
</tr>
<tr>
<td>Repeated courses are calculated once using the first instance of a letter grade of C, B, or A. UC does not average grades. However, when completing the UC admission application, all A-G courses and grades must be reported.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HONORS POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum of 8 extra grade points (honors points) from four year-long courses (8 semesters) awarded for UC-approved high school created honors, all AP, some IB courses and transferable college courses. No more than two year-long courses (4 semesters) completed in 10th grade can be used in the honors points calculation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEST SCORES – ACT/SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test required for CSU applicants to impacted campuses and programs. Test required for CSU applicants to non-impacted campuses, who have earned an A-G GPA of less than 3.0. The CSU combines the highest SAT score from like tests (taken before March 2016 OR after March 2016); may combine best subscores from multiple ACT tests to calculate a best composite. It is highly recommended that students take the ACT/SAT assessment test in their junior year.</td>
</tr>
<tr>
<td>The ACT with Writing or the SAT with Essay is required for all UC applicants and must be completed no later than December of the senior year. UC uses the highest composite score from the ACT with Writing or highest total score from the SAT with Essay from the same test date. Some campuses may recommend SAT Subject Tests for specific majors.</td>
</tr>
</tbody>
</table>

Information is accurate as of August 2019
Course list for 2019-2020

The following courses meet requirements for admission to the University of California. The “Discipline” column represents the specific subject requirement fulfilled by the course.

**History/ Social Science (“a”) 2 years required**
*Two units (equivalent to two years) of history/social science required, including: one year of world history, cultures and historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.*

<table>
<thead>
<tr>
<th>Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Discipline</th>
<th>Honors Type</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>Am Government</td>
<td>Civics/American Government</td>
<td></td>
<td>Semester</td>
</tr>
<tr>
<td>American Government SDAIE</td>
<td>Am Government (S)</td>
<td>Civics/American Government</td>
<td></td>
<td>Semester</td>
</tr>
<tr>
<td>AP Government and Politics</td>
<td>Govt/Pol Comp (AP)</td>
<td>Civics/American Government</td>
<td>AP</td>
<td>Semester</td>
</tr>
<tr>
<td>Comparative</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>AP Government and Politics United</td>
<td>Govt/Pol US (AP)</td>
<td>Civics/American Government</td>
<td>AP</td>
<td>Semester</td>
</tr>
<tr>
<td>States</td>
<td></td>
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</tr>
<tr>
<td>AP Human Geography</td>
<td>Human Geography (AP) A</td>
<td>World History/Cultures/Historical</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Geography (AP) B</td>
<td>Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP United States History</td>
<td>US History (AP) A</td>
<td>U.S. History</td>
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<td></td>
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<tr>
<td></td>
<td>US History (AP) B</td>
<td></td>
<td></td>
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<tr>
<td>Asian Studies</td>
<td>Asian History</td>
<td>World History/Cultures/Historical</td>
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<td>Semester</td>
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<tr>
<td></td>
<td>Asian Studies</td>
<td>Geography</td>
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<tr>
<td>Development of Western Civ</td>
<td>Dev Westrn Civ</td>
<td>World History/Cultures/Historical</td>
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<td>Semester</td>
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<tr>
<td>Modern World History</td>
<td>Mdrn Wrld Histy A</td>
<td>World History/Cultures/Historical</td>
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<td></td>
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<tr>
<td></td>
<td>Mdrn Wrld Histy B</td>
<td>Geography</td>
<td></td>
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</tr>
<tr>
<td>Modern World History SDAIE</td>
<td>Mdrn Wld His (S) A</td>
<td>World History/Cultures/Historical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mdrn Wld His (S) B</td>
<td>Geography</td>
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<tr>
<td>United States History</td>
<td>US History A</td>
<td>U.S. History</td>
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<td></td>
<td>US History B</td>
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<tr>
<td>United States History Honors</td>
<td>US History (H) A</td>
<td>U.S. History</td>
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<tr>
<td></td>
<td>US History (H) B</td>
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<tr>
<td>United States History SDAIE</td>
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<td>U.S. History</td>
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<tr>
<td></td>
<td>US History (S) B</td>
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</tbody>
</table>
English ("b") 4 years required

Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD English.

<table>
<thead>
<tr>
<th>Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Discipline</th>
<th>Honors Type</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP English Language and Composition</td>
<td>Eng Lng/Cmp (AP) A</td>
<td>English</td>
<td>AP</td>
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<tr>
<td></td>
<td>Eng Lng/Cmp (AP) B</td>
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<tr>
<td>AP English Literature and Composition</td>
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<td>English</td>
<td>AP</td>
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<tr>
<td></td>
<td>Eng Lit/Cmp (AP) B</td>
<td></td>
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<tr>
<td>English 10</td>
<td>Eng 10A</td>
<td>English</td>
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<tr>
<td></td>
<td>Eng 10B</td>
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<tr>
<td>English 10 Honors</td>
<td>Eng 10 (H) A</td>
<td>English</td>
<td></td>
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<tr>
<td></td>
<td>Eng 10 (H) B</td>
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<tr>
<td>English 10 SDAIE</td>
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<td>English</td>
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<tr>
<td></td>
<td>Eng 10 (S) B</td>
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<td>English 11</td>
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<td>Eng 11B</td>
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<td></td>
<td>Eng 11 (S) B</td>
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<tr>
<td>English 12 British Literature</td>
<td>Eng 12 Brit Lit</td>
<td>English</td>
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<td>Semester</td>
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<tr>
<td>English 12 Myths and Science Fiction</td>
<td>Eng 12 Mth/SciFi A</td>
<td>English</td>
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<tr>
<td></td>
<td>Eng 12 Mth/SciFi B</td>
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</tr>
<tr>
<td>English 12 Myths and Science Fiction (SDAIE)</td>
<td>Eng 12 Myth/SF (S)</td>
<td>English</td>
<td></td>
<td>Semester</td>
</tr>
<tr>
<td>English 12 Search for Human Potential</td>
<td>Eng 12 Srch H PT A</td>
<td>English</td>
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<tr>
<td></td>
<td>Eng 12 Srch H PT B</td>
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<tr>
<td>English 12 Shakespeare</td>
<td>Eng 12 Shakespr A</td>
<td>English</td>
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<tr>
<td></td>
<td>Eng 12 Shakespr B</td>
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<tr>
<td>English 12 Women's Literature</td>
<td>Eng 12 Wom Lit A</td>
<td>English</td>
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<td></td>
<td>Eng 12 Wom Lit B</td>
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<td>English 12 World Literature</td>
<td>Eng 12 Wrld Lit</td>
<td>English</td>
<td></td>
<td>Semester</td>
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<tr>
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</tr>
<tr>
<td>English 9</td>
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<td>Eng 9B</td>
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<td>English 9 SDAIE</td>
<td>Eng 9 (S) A</td>
<td>English</td>
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<tr>
<td></td>
<td>Eng 9 (S) B</td>
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</tr>
</tbody>
</table>
**Mathematics ("c") 3 years required, 4 years recommended**

*Three units (equivalent to three years)* of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two-and three-dimensional geometry.

<table>
<thead>
<tr>
<th>Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Discipline</th>
<th>Honors Type</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1</td>
<td>Algebra 1A Algebra 1B</td>
<td>Algebra I</td>
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Laboratory Science ("d") 2 years required, 3 years recommended

Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. Interdisciplinary science courses can also fulfill all or part of this requirement.

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**Language Other than English ("e") 2 years required, 3 years recommended**

*Two units (equivalent to two years, or through the second level of high school instruction) of the same language other than English (three units recommended).*

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**Visual & Performing Arts ("f") 1 year required**

*One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts).*

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**College-Preparatory Elective ("g") 1 year required**

*One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.*

<table>
<thead>
<tr>
<th>Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Discipline</th>
<th>Honors Type</th>
<th>Course Notes</th>
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<td>Psychology A</td>
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<td>Speech Team/Debate Team</td>
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<td>English</td>
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<td>Speech Team/Debate Team</td>
<td>Speech/Debate Tm B</td>
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</table>
DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletics scholarships, and/or compete during their first year.

Core-Course Requirement

Complete 16 core courses in the following areas:

- **ENGLISH**
  - 4 years
- **MATH** (Algebra I or higher)
  - 3 years
- **NATURAL/PHYSICAL SCIENCE** (including one year of lab, if offered)
  - 2 years
- **ADDITIONAL** (English, math, or natural/physical science)
  - 1 year
- **SOCIAL SCIENCE**
  - 2 years
- **ADDITIONAL COURSES** (Any area listed to the left, foreign language or comparative religion/philosophy)
  - 4 years

Full Qualifier

- Complete 16 core courses.
  - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
  - Seven of the 10 core courses must be in English, math or natural/physical science.
  - Earn a core-course GPA of at least 2.300.
  - Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
  - Graduate high school.

Academic Redshirt

- Complete 16 core courses.
  - Earn a core-course GPA of at least 2.000.
  - Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
  - Graduate high school.

Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

Academic Redshirt:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier:

College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

International Students: Please visit ncaa.org/international for information and academic requirements specific to international student-athletes.
Test Scores

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of 9999 so his or her scores are sent directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts will NOT be used in his or her academic certification.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division I college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division I requirements.

For more information on the SAT, click here to visit the College Board’s website.

<table>
<thead>
<tr>
<th>Core GPA</th>
<th>New SAT*</th>
<th>Old SAT (Prior to 3/2016)</th>
<th>ACT Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.550</td>
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</table>

*Final concordance research between the new SAT and ACT is ongoing.
## 2018 Division II New Academic Requirements

College-bound student-athletes first enrolling at an NCAA Division II school on or after Aug. 1, 2018, need to meet new academic rules to practice, compete and receive athletics scholarships during their first year.

### Core-Course Requirement

Complete 16 core courses in the following areas:

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>MATH (Algebra I or higher)</th>
<th>NATURAL/PHYSICAL SCIENCE (Including one year of lab, if offered)</th>
<th>ADDITIONAL (English, math, or natural/physical science)</th>
<th>SOCIAL SCIENCE</th>
<th>ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)</th>
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<td>2 years</td>
<td>3 years</td>
<td>2 years</td>
<td>4 years</td>
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</table>

### Full Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

### Partial Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

### Nonqualifier

College-bound student-athletes may not practice, compete or receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

**International Students:** Please visit [ncaa.org/international](http://ncaa.org/international) for information and academic requirements specific to international student-athletes.
Test Scores
If you took the SAT in March 2016 or after, and plan to attend an NCAA Division II college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division II requirements.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. You may take the SAT or ACT an unlimited number of times before you enroll full time in college. If you take either test more than once, the best subscores from each test are used for the academic certification process.

For more information on the SAT, click here to visit the College Board’s website.

### DIVISION II FULL QUALIFIER SLIDING SCALE

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<th>Core GPA</th>
<th>New SAT*</th>
<th>Old SAT (Prior to 3/2016)</th>
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<td>840 &amp; above</td>
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### DIVISION II PARTIAL QUALIFIER SLIDING SCALE

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*NCAA is a trademark of the National Collegiate Athletic Association.

Final concordance research between the new SAT and ACT is ongoing.
CSF is an organization in senior high schools throughout the state of California designed to recognize and honor superior scholarship and citizenship. The motto of CSF is “Scholarship for Service.” Membership in CSF is open to students who have met the qualifications indicated below.

Membership is neither automatic nor compulsory. Students must fill out the required application and return it by the deadline. All applications must include a photocopy of the ORIGINAL REPORT CARD from the semester for which they are applying. COPIES OF TRANSCRIPTS AND/OR COMPUTER PRINT-OUTS ARE NOT ACCEPTABLE. The enrollment period occurs during the first 2 months of the semester. Notices regarding application and payment deadlines are put in the student bulletin.

Membership is for one semester only and may be renewed whenever the student again meets the requirements. Every time the student qualifies he or she needs to pay the $5.00 dues at the ASB office by the established deadlines.

Membership qualifications are as follows:

- Students must earn a minimum of ten points in five classes. Seven points must be earned from courses on Lists I or II. At least four of the seven must be earned in courses from List I. Seniors may have all 7 points from list II only. The three remaining points may be earned from subjects on any of the three lists.

- CSF points are calculated as follows:
  - A grade of “A” in a subject which grants 5 semester credit = 3 CSF points
  - A grade of “B” in a subject which grants 5 semester credits = 1 CSF point
  - One additional point shall be granted for a grade of A or B in an AP or Honors course. No more than two such points can be used per semester.
  - A grade of “C” = 0 CSF points

Membership is denied by:

- A grade of “D” or “F” in any subject for the semester
- A “U” or more than one “N” in Citizenship and/or Work habits
- Failure to turn in a photocopy of the correct report card or failing to turn in a copy of the report card itself
- Missing deadlines or due dates
- Evidence of poor citizenship or disciplinary action
- No CSF points shall be given for teacher aide, office aide, lab assistant, physical education, or courses taken in lieu of physical education or repeated courses
- Students who take college courses as a part of their normal class load should see the appropriate CSF adviser

The requirements for becoming a Life Member (Gold Seal Bearer) are as follows:

- Students who attain CSF membership in at least four of six high school semesters (grades 10-12 only) with at least one semester being in the senior year are eligible for the status of gold seal graduate.

Life members of CSF will receive a special seal on their diploma, a CSF pin, and a gold cord. Life members will also be announced as Gold Seal graduates at graduation.

Advisers:
Mr. Barry Lisbin (blisbin@ausd.net)
Class of 2020 and Class of 2023

Ms. Mylinh Crew (mcrew@ausd.net)
Class of 2021

Ms. Jean Hong (jhong@ausd.net)
Class of 2021

Ms. Janet Chuang (jchuang@ausd.net)
Class of 2022

LIST OF QUALIFYING CLASSES WILL BE AVAILABLE ON THE ASB WEBSITE
The National Honor Society is a nationally recognized organization, aimed towards bettering the community through volunteer work, tutoring, and other services. Students will be selected based on their continued demonstration of the qualities of scholarship, character, service, and leadership. Eligible students are welcome to complete an application, which will be submitted to the NHS application panel for review.

Eligible Sophomores and Juniors may apply for membership for the following school year.

**How to Qualify**

*Students must exhibit excellence in scholarship, service, leadership, and character.*

1. Rising Juniors must have at least a 3.5 GPA for both their second semester of freshman year and their first semester of sophomore year.
2. Rising Seniors must have at least a 3.5 GPA for both their second semester of sophomore year and their first semester of junior year.
3. Applicants must not have a semester grade of “D” or “F” in any subject.
4. Applicants must have at least 40 hours of community service (timeframe: within 12 months of application date).
5. Applicants must fulfill a leadership role* (timeframe: within 12 months of application date).
6. Applicants must receive positive feedback from their teachers.
7. Applicants must not have more than one “N” per semester or a “U” in any subject in Citizenship OR Work Habits.

*Leadership role and service hours may not be from the same organization.*

**Application**

Students complete an application each spring requesting consideration for new or renewed membership. Access to the application will be given during a mandatory informational meeting in March. Applications will be due the Friday before Spring Break. Attachments to the application include photocopies of semester grade reports, verification of 40 service hours documented by the adult figure in charge of the organization, verification of active leadership supported by the adult figure in charge of the organization, and a recommendation form from two Arcadia High School academic teachers. Students who are renewing membership must have completed their event requirements from the previous year. The NHS Executive Committee reviews all applications.

**Silver Seal Recognition**

Seniors who satisfy NHS requirements for three full semesters may apply for the “Silver Seal” recognition during the Spring Semester of Senior Year. Qualified students will have the insignia of the National Honor Society placed on their diplomas and be given a silver cord to wear at their graduation ceremony.

Any additional questions or concerns may be directed to nhs@ausd.net.

**Adviser:**

Dr. John Tung, Assistant Principal
ADVANCEMENT VIA INDIVIDUAL DETERMINATION

(Year)

Advancement Via Individual Determination is an international program built around key skills that form the bedrock for college and career advancement: writing, inquiry, collaboration, organization, reading, and technology. At AHS the AVID elective is a community of highly motivated students working together to acquire new habits and further develop critical thinking skills. This is a rigorous and demanding class for students who exhibit determination, drive, and work ethic. AHS AVID also recognizes that a close-knit community is important for students to perform well. To this end, various social events, college trips, and enjoyable class activities balance the demanding academic requirements. Students work together to create a classroom culture of hard work, friendship, and community service. AVID members are also expected to be positive role models on campus through involvement in clubs, service projects, as peer tutors, and to the AVID program as contributing members of the AVID leadership commission.

AVID is intended as a four year program and requires an application and interview. Participating students are expected to remain in good standing in all academic classes and exhibit exemplary personal conduct.
CAREERS and TECHNOLOGY

DEPARTMENT CHAIR: Brent Reiske, breiske@ausd.net

CAREER TECHNICAL EDUCATION (CTE)

Career Technical Education (CTE) classes provide training and experience through a wide variety of classes available during the school day and after school. CTE offers a unique opportunity for students to acquire information, utilize this information through hands-on activities, and apply the knowledge through “real-world” applications of skills learned in academic courses. All CTE courses support the Common Core and CTE Model Curriculum Standards. Learning rigorous academic skills, especially in English Language Arts and Mathematics are an integral part of each CTE course outline and competencies. These skills help our students put English Language Arts and Mathematics to work in a real-world, hands-on environment they can relate to.

AHS offers five industry sectors and eight pathways. A pathway is a sequence of two or more CTE courses. Courses in a pathway are classified as an Introductory or beginning course, Concentrator for the intermediate course and Capstone for the final or advanced course. In the pathways with only two courses the first year is the Introductory/Concentrator and the second course is the Capstone. Pathways are designed to connect high school classes to college industry certifications and/or a career.

Many of the CTE courses are articulated with Pasadena City College, Citrus College, Glendale Community College, and UC approved (see course description for more information).

CTE Pathways:

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<th>Course Numbers</th>
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<tr>
<td>3564/3565</td>
<td>Intermediate Dance A/B (Concentrator)</td>
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<tr>
<td>3570/3571</td>
<td>Orchesis A/B (Capstone)</td>
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<td>Intermediate Dance and Orchesis also meet VPA Requirement</td>
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4066/4067  Graphic Design A/B (Concentrator)
4068/4069  Advanced Graphic Design A/B (Capstone)

Graphic Design and Advanced Graphic Design also meet VPA Requirement

5000  Computer Science (Introductory)
5022/5023  Computer Science Principles AP A/B (Concentrator)
5024/5025  Computer Science AP A/B (Capstone)
5000  Computer Science (Introductory)
5050  Computer Hardware/Network Engineering A (Concentrator)
5051  Computer Hardware/Network Engineering B (Concentrator)
5052  Computer Hardware/Network Engineering C (Capstone)
5010/5011  Introduction to Engineering Design A/B (Introductory)
5100/5101  Principles of Engineering A/B (Concentrator)
5104/5105  Engineering Design and Development A/B (Capstone)
5000  Computer Science (Introductory)
5050  Computer Hardware/Network Engineering A (Concentrator)
5051  Computer Hardware/Network Engineering B (Concentrator)
5052  Computer Hardware/Network Engineering C (Capstone)
5600/5601  Beginning Video Production A/B (Introductory)
5604/5605  Intermediate Video Production A/B (Concentrator)
5608/5609  Advanced Video Production A/B (Capstone)

Beginning, Intermediate and Advanced Video Production also meet VPA Requirement

5770  Sports Medicine (Introductory)
5780/5781  Medical Careers A/B (Concentrator)
5772/5773  Medical/Therapeutic Principles of Sport Fitness A/B (Capstone)

CTE Individual Courses:

4066/4067  Graphic Design A/B (Concentrator)
4068/4069  Advanced Graphic Design A/B (Capstone)

Graphic Design and Advanced Graphic Design also meet VPA Requirement

4716/4717  Stagecraft A/B (Introductory/Concentrator)
4718/4719  Advanced Stagecraft A/B (Capstone)

Stagecraft and Advanced Stagecraft also meet VPA Requirement

4260/4261  Animation A/B
5002  Computer Programming C++
5020  Computer Programming Java
5552  Office Technology
5802  Retail Marketing (After School)
5808  Business Management
5700  Food Science
5704/5705  Culinary Science A/B
3560 BEGINNING DANCE
(CTE Introductory Course)
(Semester) Freshman, Sophomore, Junior, Senior
This class consists of warm-ups, across the floor movements and choreography. Students are taught basic dance technique and terminology. Students are expected to learn and perform dance routines. There is a mandatory public performance each semester outside of the school day. Other dance related topics are introduced including health and nutrition, dance analysis, historical and cultural dance forms. This course fulfills the PE requirement. Course can be taken more than once. NOTE: Freshman may only take Beginning Dance one semester.

3564 INTERMEDIATE DANCE A
3565 INTERMEDIATE DANCE B
(CTE Concentrator Course)
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Student audition and/or permission of instructor.
This class is geared toward the intermediate dancer who understands basic dance technique and is ready for more challenging material and an introduction to choreography. Jazz, Performance, Ballet, Modern and Choreography units are covered. Other dance related topics include careers in the dance industry, dance in higher education, health and nutrition for the dancer, historical and cultural dance forms, and dance analysis. There is a mandatory public performance each semester outside of the school day. Course can be taken more than once. Students in Intermediate Dance may receive fine arts or physical education credit toward high school graduation.

3570 ORCHESTRA A
3571 ORCHESTRA B
(CTE Capstone Course)
(Year) Sophomore, Junior, Senior
UC Approved
Student audition and/or permission of instructor.
Completion of Intermediate Dance is required for sophomores.
This class teaches warm-ups, strengthening, advanced dance techniques, and an in-depth study of elements of choreography. Students prepare for the annual Charity Show and Orchesis Spring Production, which are presented to the public. Students develop a repertoire of choreographic work including working with professional guest choreographers. Students are exposed to a wide variety of dance genres and develop the skills required to manage and direct a dance company. Other dance related topics included are careers in the dance industry, preparation of resume and career building materials, audition experience, dance in higher education, and dance analysis. There is an extensive amount of outside rehearsal time which students are required to attend. A student in Orchesis may receive fine arts or physical education credit toward high school graduation. NOTE: Students will advance to intermediate levels.

4066 GRAPHIC DESIGN A
4067 GRAPHIC DESIGN B
(Introductory Course)
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Graphic Design is a foundation course that introduces students to the field of design and the visual arts. Students will learn elements and principles of design, and apply them to various projects such as posters, CD covers, and logo designs. The course is computer-based and students will use professional industry standard software called Adobe Photoshop and Adobe Illustrator. This course offers students the skills to pursue careers leading to graphic design, web design, publishing and editorial, marketing, public relations, business, and other careers in the diverse field of entertainment and commercial arts. Students will explore historical styles to contemporary trends in the global field of design. Through challenging projects, students will have opportunities to create, innovate, problem solve, and expand their communication skills. The course will provide students with opportunities to collaborate with different disciplines on campus. The course emphasizes knowledge of the professional environment and the diverse career paths relating to graphic design.

4068 ADVANCED GRAPHIC DESIGN A
4069 ADVANCED GRAPHIC DESIGN B
(Concentrator and Capstone Course)
(Year) Sophomore, Junior, Senior
UC Approved
Completion of Graphic Design with a college qualifying grade of “C” or better or teacher approval.
Advanced Graphic Design will provide opportunities for students to further develop their design and problem-solving skills from foundation level. They will continue to master the computer skills and also learn the desktop publishing program called Adobe Design, which is industry standard software. The projects will include a branding campaign and creating brochures, in addition to refining typography and composition skills. Students will have the opportunity to collaborate with various disciplines on campus. Through the course, students will develop a professional portfolio that would be ready for higher education or introductory junior design jobs. The course will also focus on working with local businesses and other local organizations. The students in the course will provide graphic design services and have the opportunities to work with real clients in the community. They will learn the value of service, responsibility, and reliability.

4716 STAGECRAFT A
4717 STAGECRAFT B
(CTE Introductory/ Concentrator Course)
(Year) Freshman, Sophomore, Junior, Senior
UC Approved

Stagecraft is a comprehensive course in which students develop skills in scene design, set construction, stage lighting, sound production, scenery painting, and property making. Students gain experience assisting in designing, constructing, and maintaining scenery for various productions at Arcadia High School. **NOTE:** Additional afternoon and evening hours will be required before and during theatrical productions to construct sets, prepare the theater and assist backstage during shows. The time commitment is similar to what is required to perform in a play.

**4718 ADVANCED STAGECRAFT**  
**4719 ADVANCED STAGECRAFT**  
**(CTE Capstone Course)**  
(Year) Sophomore, Junior, Senior  
**UC Approved**  
Completion of Stagecraft with a college qualifying grade of “C” or better or by teacher approval  
Advanced Stagecraft is a continuation of the skills developed in Stagecraft. The course will focus on Crew Leadership and Design in Scenic, Lighting, Sound, Costume, and Props. Students will gain experience designing and leading productions at Arcadia High School. **NOTE:** Additional time outside of class will be required during production times to lead crews, prepare the theatre, and create a full show. This course is articulated with Citrus College which means students may advance to intermediate levels.

**5000 COMPUTER SCIENCE**  
**(CTE Introductory Course)**  
(Semester) Freshman, Sophomore, Junior, Senior  
**UC Approved**  
This class will emphasize a variety of areas. Students will begin with computer literacy and the Windows environment. Desktop applications including Word, Excel, and PowerPoint will be covered. Students will progress to web page production, cloud computing, computer hardware, and programming scripting. **Note:** Computer Science cannot be taken at the same time or after Computer Science AP or Computer Science Principles AP.

For most students AP Computer Science Principles is a good first computer science course and a good first AP course. Students performing at grade level math and English can do well in this course. It is an exploration of the principles of computing.

**AP Computer Science A** is for students who want to gain a deep experience in Java programming. Additional time outside of class may be required to practice and understand the concepts.

**5022 COMPUTER SCIENCE PRINCIPLES (AP) A**  
**5023 COMPUTER SCIENCE PRINCIPLES (AP) B**  
**(CTE Concentrator Course)**  
**UC Approved**  
(Year) Sophomore, Junior, Senior

AP Computer Science Principles is designed to be the equivalent of a first-semester introductory university computer science course. This course is organized around the investigation of seven big ideas: creativity, abstraction, data and information, algorithms, programming, the internet, and global impact. Students will use Scratch and Python to cover all required programming concepts. The final AP Exam score for this course is calculated using two through-course assessment tasks and one end-of-course exam.

**5024 COMPUTER SCIENCE A (AP) A**  
**5025 COMPUTER SCIENCE A (AP) B**  
**(CTE Capstone Course)**  
(Year) Sophomore, Junior, Senior  
**UC Approved**  
**Recommendation:** Grade of “A-” or better in Computer Programming C++ or Computer Programming Java  
AP Computer Science is a rigorous, fast-paced course taught at the college level. Success in this class is dependent upon being an intellectually curious worker. It is expected that students who take this course already understand mathematical functions and have excellent reading comprehension skills. Students will code in Java. Students will design and implement computer-based solutions to problems. Algorithms and data structures will be developed to solve problems. Students will be able to read and understand a large program and describe the design and development of that program.

**5050 COMPUTER HARDWARE/NETWORK ENGINEERING A**  
**(CTE Concentrator Course)**  
**Subtitle:** Network Fundamentals  
(Semester) Freshman, Sophomore, Junior, Senior  
This course introduces the structure, functions, components, and models of the Internet and other computer networks. It focuses on the Small Office/Home Office environment. Students learn the principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations of the Internet. Labs use a simulated “model Internet” to allow students to analyze real data. At the end of the course, students build simple LAN topologies by applying basic principles of cabling, performing basic configurations of network devices such as routers and switches, and implementing IP addressing schemes.

**5051 COMPUTER HARDWARE/NETWORK ENGINEERING B**  
**(CTE Concentrator Course)**  
**Subtitle:** Routing Protocols and Concepts  
(Semester) Freshman, Sophomore, Junior, Senior  
Completion of Computer Hardware and Network Engineering A with a college qualifying grade of “C” or better

This course describes the architecture, components, and operation of routers, and explains the principles of routing and routing protocols. Students analyze, configure, verify,
and troubleshoot the primary routing protocols RIPv1, RIPv2, EIGRP, and OSPF. By the end of this course students will be able to recognize and correct common routing issues and problems.

5052 COMPUTER HARDWARE/ NETWORK ENGINEERING C (CTE Capstone Course)
Subtitle: LAN Switching and Wireless
(Semester) Sophomore, Junior, Senior
Completion of Computer Hardware and Network Engineering B with a college qualifying grade of “C” or better
This course provides a comprehensive, theoretical, and practical approach to learning the technologies and protocols needed to design and implement a converged switched network. Students learn about the hierarchical network design model and how to select devices for each layer. The course explains how to configure a switch for basic functionality and how to implement Virtual LANs, VTP, and Inter-VLAN routing in a converged network. Students develop the knowledge and skills necessary to implement a WLAN in a small-to-medium network.

5010 INTRODUCTION TO ENGINEERING DESIGN A
5011 INTRODUCTION TO ENGINEERING DESIGN B (CTE Introductory Course)
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Introduction to Engineering Design (IED) is a course that is appropriate for students who are interested in design and engineering. The major focus of the IED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, students use a state-of-the-art 3D solid modeling design software package to help them design solutions to solve proposed problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course.

5104 ENGINEERING DESIGN and DEVELOPMENT A
5105 ENGINEERING DESIGN and DEVELOPMENT B (CTE Capstone Course)
(Year) Sophomore, Junior, Senior
UC Approved
Completion of Introduction to Engineering Design, Principles of Engineering, or Computer Science Principles AP with a college qualifying grade of “C” or better. This course will introduce students to advanced topics in the engineering field. This class uses local and regional competitions in the engineering and robotics fields to assist students to advance their studies. This course is designed for students that wish to pursue majors and careers such as robotics, engineering, computer science, design and business. There is a research component to this course. Class Hours: This class will meet on Tuesday, Wednesday and Thursday during sixth period. In addition to the normal meeting time, this class will compete in a minimum of two competitions: the JPL Invention Challenge requires one Saturday in November and one Friday in December, and robotics competitions that requires the class to meet after school and on Saturdays in order to complete the competition requirements. Additional time outside of class will be required for building and designing models for competition. This class may be repeated for credit.

5601 BEGINNING TELEVISION PRODUCTION A
5602 BEGINNING TELEVISION PRODUCTION B (CTE Introductory Course)
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
“The TV Class!” This introductory course is meant to expose students to the basic concepts of video and media production. Students begin the course by becoming familiar with the historical and cultural events surrounding the emergence of radio, television and film throughout the 19th, 20th and 21st centuries. Instructional units become more technical and specialized as the class progresses, beginning with basic camera and studio operations, culminating into two large scale studio projects first semester: Studio-based productions, and the Infomercial. Second Semester, students will be introduced to the Adobe Creative Cloud suite of video editing products and will begin to develop graphical elements for their other larger scale projects. Students will end the semester by creating a radio podcast, a sketch comedy show, and a news magazine show. Through studio and single-camera exercises, professional speakers, lectures and examining media samples, students will gain the hands-on experience they need to continue on in the Television Production pathway at Arcadia High School. The completion of a portfolio/reel exhibiting advancement of concepts throughout the year is due at the completion of the course.
5604 INTERMEDIATE TELEVISION PRODUCTION A
(CTE Concentrator Course)
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Completion of Beginning Television Production with a grade of “C” or better OR permission from the teacher.

5605 INTERMEDIATE TELEVISION PRODUCTION B
(CTE Concentrator Course)
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Completion of Beginning Television Production with a grade of “C” or better OR permission from the teacher.

“The Movie Class!” This yearlong intermediate video course builds on basic concepts from Beginning Video Production such as camera operation, preproduction, and production planning. Students will concentrate on single-camera scripted productions, while becoming familiar with lighting and audio production technology. Students begin the semester by studying the historic background of cinema production and technology from the 19th, 20th, and 21st centuries. Second Semester examines more advanced concepts of postproduction technologies and software. Students will continue developing Adobe Creative Cloud skills with a heavy emphasis on postproduction. The completion of a portfolio/reel exhibiting advancement of concepts throughout the year is due at the completion of the course. Frequent and ongoing evaluation of projects in development, both by the instructor and by students, is an integral part of the course. This course is highly recommended for students looking to join Advanced Video Production: Apache News.

5608 ADVANCED VIDEO PRODUCTION A
5609 ADVANCED VIDEO PRODUCTION B
(APACHE NEWS)
(CTE Capstone Course)
(Year) Sophomore, Junior, Senior
UC Approved
Teacher recommendation, interview/audition, Beginning Television Production, Intermediate Video Production OR completion of Contemporary Journalism with a college qualifying grade of “C” or better.

This Advanced Video Production class is the capstone course in the video production pathway at Arcadia High School. In this class you will complete a weekly LIVE news show, Apache News, which is broadcast to a student body of over 3000. Additionally, shows are made available through online distribution for an even wider audience. Students will learn what it takes from concept through production and on to distribution, to run a highly complex weekly news station that not only produces the news shows, but countless sports live streams and special events. Students will also become familiar with and proficient in the logistical running of a highly advanced television production facility. Special emphasis on Broadcast Journalism ethics and practices will be highlighted throughout the course. Students will also have the opportunity to work on longer form documentary productions; there are usually two documentary production teams per semester. NOTE: Students will earn 10 credits each semester. Students are expected to attend classes Tuesday and Thursday after school. This extra class time provides the time needed to complete the Apache News weekly newscast.

5770 SPORTS MEDICINE
(CTE Introductory Course)
(Semester) Freshman, Sophomore, Junior, Senior
This course is designed to provide related instruction and field training for students preparing for careers in sports medicine, including physical therapy and careers in the health and fitness industry. Classroom instruction will include basic human anatomy, nutrition, injury prevention and training. NOTE An after-school component requires all students to participate in lab experiences involving athletic training and observation of ten hours.

5780 MEDICAL CAREERS A
5781 MEDICAL CAREERS B
(CTE Concentrator Course)
(Year) Freshman, Sophomore, Junior, Senior
(Pending UC Board Approval)
Medical Careers trains students for entry-level occupations in the medical/health field and to standards required of workers in the field. Students learn the ethical and legal responsibilities of the health care worker, safety, HIPAA, transmission based precautions, body mechanics, transporting duties, human anatomy and physiology, normal function of body systems, advanced terminology and vital signs. Also included are health care delivery systems, regulatory agencies, research, current technology, and socio-economic issues affecting health care. Internship opportunities are available during the year.

5772 MEDICAL/Therapeutic Principles of Sport Fitness A
5773 MEDICAL/Therapeutic Principles of Sport Fitness B
(CTE Capstone Course)
(Year) Sophomore, Junior, Senior
UC Approved
This course covers human anatomy and physiology by examining how the many systems of the body interact with each other through physical activity, including sports. The prevention, evaluation and treatment of illness, disease and injury will be covered along with certification in CPR and AED. Additional topics include conditions, which affect homeostasis, function and dysfunction of internal organs and the role of the nervous system in injury and recovery. This course prepares a student who is interested in a health care related career in which advanced training and a college degree is necessary. This course also focuses on critical-thinking skills and lab methods such as injury scenarios, emergency care (pulse, blood pressure, wound care, fracture splinting) and taping. NOTE: An after-school component requires all students to participate in twenty hours each semester of lab experiences involving athletic training and observation.
4260 ANIMATION A
4261 ANIMATION B
(Visual Arts)
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Animation is a project-based course that focuses on creativity and storytelling. The course is computer-based. Students will use Adobe Creative Cloud products to produce their animation projects. The students will have the opportunities to develop original screenplays that will be made into animations. The students will be responsible for pre-production such as developing storyboards and pitching their ideas to production stage, which is making the animation, and post-production, which is editing the animation that includes audios. Students will have the opportunity to view peers’ work. NOTE: Animation may be repeated for additional credit to provide students opportunities to continue building their portfolios.

5002 COMPUTER PROGRAMMING (C++)
(Semester) Freshman, Sophomore, Junior, Senior
UC Approved
This course is a fast-paced and rigorous introduction to programming fundamentals. Students will learn to write computer programs in a high level language that supports object oriented programming. Topics include data types and strings, math operations, input/output, decision-making, and loops. The course will introduce students to programming in the C++ language both on PC and mobile platforms.

5020 COMPUTER PROGRAMMING JAVA
(Semester) Freshman, Sophomore, Junior, Senior
UC Approved
This course is a fast-paced and rigorous introduction to programming fundamentals. Students will learn to write computer programs in a high level language that supports object oriented programming. Topics include data types and strings, math operations, input/output and exception handling, decision-making, and loops. This course will introduce students to programming in Java language both on PC and mobile platforms. Note: Computer Programming Java cannot be taken at the same time or after Computer Science A (AP).

5552 OFFICE TECHNOLOGY
(Semester) Freshman, Sophomore, Junior, Senior
Office Technology will train students to learn basic business skills. The class is individualized and students work at their own pace. Comprehensive overview and integration of business software application include Microsoft Office System and Google Drive, to report, analyze and measure information for the purpose of business planning and decision making. Office Technology prepares the students for business.

5808 BUSINESS MANAGEMENT
(Semester) Sophomore, Junior, Senior
This course introduces students to the buying and selling of goods, services, and to ideas in the electronic commerce environment. Utilizing marketing foundations and functions, students will learn that marketing is a process that includes selling, advertising, market research, product decision-making and distribution. Technology will be used to teach students how to inform others about themselves, and their products/services, attract and retain customers, handle transactions, provide pricing and product information, and process and deliver products.

5700 FOOD SCIENCE
Consumable Cost: $30.00
(Semester) Freshman, Sophomore, Junior, Senior
This course is designed to provide students with an understanding or kitchen safety, food sanitation, nutrition, meal planning, and equipment use. Students will learn the basic skills of knife handling, food preparation, and menu planning. Integrated throughout the course are the academic and CTE standards, which include safety, communication, technology, and career planning and employability skills. Note: This course may be repeated for credit.

5704 CULINARY SCIENCE
5705 CULINARY SCIENCE
(Year) Sophomore, Junior, Senior
UC Approved
Consumable Cost: $30.00
Prerequisite: Food Science with a grade of “C” or better, or teacher recommendation.
Culinary Science is designed to provide students with instruction in food processing, safety and sanitation and recipe development. The students will have the opportunity to experience and prepare international cuisine. Catering will allow students to plan, price, prepare and serve restaurant style meals. Students will master intermediate culinary techniques such as broiling, pastry making, and plating. Academic standards, employability skills are integrated throughout the course. Note: This course may be repeated for credit.

5802 RETAIL MARKETING
(Semester) Sophomore, Junior, Senior
Class Hours: Tuesday and Thursday 3:15-5:45 pm
This course is designed to provide students with the necessary skills for entry-level employment in merchandising and retail sales occupations. Students will acquire knowledge of basic sales techniques, cash register training, sales promotions, stock keeping and inventory control, and hands-on experience in the retail merchandising setting. NOTE: Teacher approval required for students requesting the class a second time.
5810 WORK EXPERIENCE  
(Semester) Sophomore, Junior, Senior  
Class Hours: Tuesday 3:15-5:45 pm

Students must have a job and may enroll more than one semester.

This course gives special attention to students who are currently working in Food, Retail or Office Occupations. Knowledge of customer relations, career advancement, safe work habits, tax preparation and terminology used in the industry will be covered.
All students must be enrolled in an English class every semester and must earn a total of 40 units of English credit in order to graduate. Ninth through eleventh grade classes are year-long courses. All courses comply with the Common Core State Standards for English Language Arts. In these courses, students will master a variety of language arts skills with both fiction and nonfiction pieces.

**ADVANCED PLACEMENT/ HONORS ENGLISH**
The English AP/Honors program is a three year program designed to prepare students for the Advanced Placement Examination in Language and Composition and the Advanced Placement Examination in Literature and Composition administered annually by The College Board. The English Honors course sequence is intended for the highly motivated student who desires to work at an academically accelerated rate.

**10th, 12th Grade Preparation for Advanced Placement**
English Preparation for Advanced Placement English begins when a student enters the English Honors program. Admission to the program is open to all students. The Advanced Placement English Program for juniors and seniors provides intensive study of literature and composition in preparation for the comprehensive exams in May.

**Expectations of English Advanced Placement and Honors Students**
We expect English AP/Honors students to be highly proficient in the English language: they should read sensitively, be sophisticated enough to deal with literature containing mature themes, write with precision, have an understanding of grammatical sentence structure, and actively participate in class discussions, as well as individual and group presentations.

**2100 ENGLISH 9 A**  
**2101 ENGLISH 9 B**  
UC Approved
First semester freshmen focus on academic writing and literary themes that will be developed throughout high school. Composition skills stress critical thinking, paragraph development, logical coherence, and the grammar needed to write well and to speak intelligently. The course reading list features a variety of short stories, Greek myths, and non-fiction selections. Students learn to identify and apply literary terms in order to communicate effectively about the texts they read. Students also develop appropriate presentation and collaboration skills. Second semester freshman English reinforces and deepens writing practices through various types of assignments, including responsive journals, literary analysis, personal and persuasive essays, among others. The literature this semester may include *Romeo and Juliet*, *Night*, *Animal Farm*, *Of Mice and Men* as well as poetry and nonfiction.

Students continue to practice presentation and collaboration skills.

**2150 ENGLISH 10 A**  
**2151 ENGLISH 10 B**  
UC Approved
The first semester of sophomore year examines classical themes and archetypes such as the initiation, the quest, and the hero. Required works include *The Catcher in the Rye* and *Lord of the Flies*, as well as short stories and nonfiction. Teachers may also select works including but not limited to: *I Know Why the Caged Bird Sings*, *The Merchant of Venice*, *Antigone*, *Oedipus Rex*, and *The Tales of King Arthur*. Intensive and varied composition work will include writing multi-paragraph analytical essays. Additionally, in-class passage analysis will be a focus as we prepare students to think critically and write independently about author purpose and technique. Students should be willing and able to develop ideas and essay topics. Students will be expected to present in class; students will demonstrate expository speech techniques and effective presentation techniques. Students need to work well independently and in groups. The second semester of sophomore year will focus on the role of the individual in society. Required works include one Shakespeare play, *To Kill a Mockingbird*, and may include *A Separate Peace*, *Jane Eyre*, *Wuthering Heights*, *Frankenstein*, *Antigone*, *Oedipus Rex*, and *Importance of Being Earnest* as well as various short stories, poetry, and nonfiction. In preparation for junior year, reading and writing prompts will focus on analysis, deepening critical thinking and reading skills. Students should be able to work independently in thinking and written work. We more deeply explore the elements of writing which include the purpose of the author, the tools he or she uses to achieve that purpose, and the thematic implications of the work. The focus of student writing will be completing well organized multi-paragraph persuasive and analytical essays as well as in-class passage analyses. Students will demonstrate effective presentation techniques.

**2170 ENGLISH 10 (H) A**  
**2171 ENGLISH 10 (H) B**  
UC Approved
Completion of English 9 with a college qualifying grade of “C” or better in both semesters. First semester focuses on literature and composition for advanced sophomores in which students explore archetypal patterns in literature. Other schools of literary criticism will also be pursued. Students will develop proficiency in many kinds of composition with the emphasis on writing essays about literature, developing sophisticated academic writing styles. Students will practice their grammar skills, and refine both collaborative and independent presentation skills. Literary selections include short stories, *The Catcher in the Rye*, and *Lord of the Flies*. The second semester is a continuation of the first
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semester's exploration. Students will also be introduced to Advanced Placement essay prompts and learn how to respond analytically to them in a timed-writing situation. Students will read challenging pieces to prepare them for the rigor of the Advanced Placement Language course in junior year. Core works include Greek tragedy, Othello and The Importance of Being Earnest. Additional core works include one of the following: Wuthering Heights, Jane Eyre, or Great Expectations.

2200 ENGLISH 11 A
2201 ENGLISH 11 B
UC Approved

In the junior year, students analyze the expressive power in language through close reading and the study of rhetoric. By reading various genres of American literature, students compare works of different periods that deal with similar themes, learn to appreciate the impact history has had on our literature, and analyze and evaluate the writings of major American authors. Students will acquire an understanding of the major periods in literature including American Puritan Thought, Deism/Rationalism, Romanticism, Transcendentalism, and Realism. Possible works to cover include The Crucible, The Adventures of Huckleberry Finn, and works by historically significant authors such as Edgar Allan Poe, Ralph Waldo Emerson, Henry David Thoreau, and Nathaniel Hawthorne. Frequent and varied composition work will accompany all units. Students learn the logic, rhetoric, academic discourse language, and advanced writing techniques needed to write an argumentative essay and to deliver an informed argumentative speech and/or debate. By exploring their own ideas and finding a personal interaction with various non-fiction as well as fictional prose, students will prepare for real world applications and college level coursework. In the second semester of junior year, students will explore the themes of American literature as they apply to the twentieth century. As students explore Modernism and postmodern literature, they evaluate the literary and historical landscape's transformation. Required works include The Great Gatsby and various 20th and 21st century American literary works. As in all English classes, composition will be an integral part of the study of literature. Synthesis, argument, literary analysis, and personal narratives will lead students to critical reasoning and finding their own unique voice. Students will continue to hone writing and close reading skills in preparation for the AP Language and Composition exam.

2224 ENGLISH LANGUAGE & COMPOSITION (AP) A
2225 ENGLISH LANGUAGE & COMPOSITION (AP) B
UC Approved

Completion of English 10 or 10 (H)
Advanced Placement Junior English develops critical thinking and writing skills, preparing students for the Advanced Placement Exam in Language and Composition. Espousing the concept "everything's an argument," the class is an exploration of canonical and emerging canonical nonfiction and fictional works with an emphasis on the early American experience ranging from Puritans to post-civil war. Students will also engage in close reading and annotating nonfiction in order to comprehend the author's purpose. In doing so, they will develop an appreciation for diction, syntax, and style and an understanding of the methods of argumentation (rhetoric). Students not only study the American voice, but while they read, write, and study various writing techniques and academic discourse language, they also begin to find their own unique voice. A strong work ethic is encouraged for the rigor of this course. Students must be able to read well, understand grammar, and employ composition skills with a high level of competence before entering this course.

In the second semester of junior year, students will explore the themes of American literature as they apply to the twentieth century. As students explore Modernism and postmodern literature, they evaluate the literary and historical landscape's transformation. Required works include The Great Gatsby and various 20th and 21st century American literary works. As in all English classes, composition will be an integral part of the study of literature. Synthesis, argument, literary analysis, and personal narratives will lead students to critical reasoning and finding their own unique voice. Students will continue to hone writing and close reading skills in preparation for the AP Language and Composition exam.

2224 ENGLISH LANGUAGE & COMPOSITION (AP) A
2225 ENGLISH LANGUAGE & COMPOSITION (AP) B
UC Approved

The first semester of this course is a survey of the greatest hits of British literature, culture, and humor. Students will read drama, short stories, nonfiction, and poetry. Students will polish their composition skills and receive special direction in writing the personal essay required by most colleges. For second semester, we travel beyond Britain to explore world literature. We will explore works from World War I to the present, including various selections from fiction, nonfiction, and poetry. Students will continue to refine their composition skills. Bring your creativity and your courage!

2224 ENGLISH LANGUAGE & COMPOSITION (AP) A
2225 ENGLISH LANGUAGE & COMPOSITION (AP) B
UC Approved

In the first semester, we explore the ideas that have fired our curiosity since humanity first left carved images on cave walls and stone tablets, and how ancient and historical ideas have shaped our visions of what lies ahead. In texts ranging from ancient myths and Arthurian legends to Shakespearian works and futuristic tales, we study those who grapple with gods, magic, and science, who struggle to secure better futures, and who navigate sometimes wildly different worlds from our own as they learn what to value most. In the second semester, we continue exploring classical literature and also adds some of the finest science-fiction works we've produced in the past century - stories that excite and terrify, that examine both bright futures and darker visions. The result is a course that looks both backward and forward, seeking the
answers to questions that define who we are, what we want, and where we will go as we march into a future of our making.

2260 ENGLISH 12 - THE SEARCH FOR HUMAN POTENTIAL A
2261 ENGLISH 12 - THE SEARCH FOR HUMAN POTENTIAL B
(Year)
UC Approved
How can a person lead a “good” life? How do we define life’s meaning? What do we want? What do we need? Why do we choose what we do? What exactly motivates people to succeed? How do we deal with setbacks? And if we find what we’re seeking...what comes next? Does “human potential” concern the individual or humanity at large? And what, exactly, are we responsible for? What will become of the century we’re all shaping? This class aims to examine these questions and more. Our discussions, readings, and compositions will primarily focus on how students can apply the course’s concepts in their current and future lives - how they, too, can search for their potential. The curriculum will include a variety of fictional, nonfictional, and filmed works. Students will complete various assignments designed to reflect on how they define their existence in order to prepare them for an independent life after high school.

2262 ENGLISH 12 - SHAKESPEARE A
2263 ENGLISH 12 - SHAKESPEARE B
(Year)
UC Approved
This course is a survey of the works of William Shakespeare. In the first semester, the main issue will be: Why Shakespeare? In addition, students will read at least one of Shakespeare's early comedies and one of his English history plays. This course will also examine the cultural, historical, political, and social environment that contributed to the plays, but also how Shakespeare continues to matter in the 21st century. We will approach the texts through a variety of media and activities. Plays may vary depending on local theatrical productions. Be prepared to do more than sit and read! In the second semester, students will read at least one of the later comedies and a history based tragedy. Our main issue second semester will be: How should we approach Shakespeare? Emphasis will be placed on highlighting the relevance of Shakespeare to our culture. Be prepared to act, play, insult, be insulted, dance, sing, draw—anything that creates greater understanding of the Bard and ourselves.

2264 ENGLISH 12 - WOMEN'S LITERATURE A
2265 ENGLISH 12 - WOMEN'S LITERATURE B
(Year)
UC Approved
What is feminism? What is patriarchy? If you are a person who wants to better understand society, yourself and the gendered expectations of the world, this will be an interesting course option for you. Through reading, writing, and robust discussion we will examine the sometimes problematic, sometimes triumphant relationship of women to culture and society. The second semester will examine women's voices past and present. We'll read the voices of women through their historical struggle(s) for equality and justice. By understanding where we've come from, we can see more clearly the complex intersection between gender, race, wealth, and human rights. Finally, we focus on both where we are now, and where we go from here as both individuals and a society. As in all English courses, critical thinking, and written and verbal expression, as well as reflective and analytical writing will be an integral to the class. Come with an open mind and willingness to engage with complex ideas.

2272 ENGLISH LITERATURE & COMPOSITION (AP) A
2273 ENGLISH LITERATURE & COMPOSITION (AP) B
UC Approved
Completion of English 11 or AP English Language and Composition
This course will explore techniques for analyzing prose and poetry developing critical thinking, reading, and writing skills at the beginning collegiate level. A Shakespearean play and two or three novels and/or plays will be included in the literature requirements. Students will study Classic literature, sixteenth century poetry, and 19th and 20th century poetry and fiction. Students will write a minimum of two essays of literary analysis outside of class, in addition to in-class timed writings. Students will also write personal statements for submission to various colleges as a part of the college application process. Students should be strong independent readers, thinkers, and writers to handle the academic rigor at this level; a strong work ethic is necessary.
In the second semester, students will sharpen their analytical skills in analyzing prose and poetry. The course will review literature in preparation for the challenging AP Exam in Literature and Composition. The course includes analysis of various types of literature, particularly explication of poetry, as well as techniques needed to write successful timed analytical essays. Students should be strong, independent readers and employ composition skills with a high level of competence before entering this course. Students will write multiple in-class literary analysis essays and reread and analyze three to five works of literary merit. Following the AP exam, the students will complete independent projects related to literature or career exploration.
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SDAIE ENGLISH COURSES
(Specially Designed Academic Instruction in English) for English Learners

2102 ENGLISH 9 (SDAIE) A
2103 ENGLISH 9 (SDAIE) B
UC Approved
This course, which honors the curriculum in English 9A and 9B (course number 2100 and course number 2101), is designed for Limited-English Proficient students in the advanced ELD level, delivered in English using special methodologies and strategies to ensure comprehension of the curriculum.

2152 ENGLISH 10 (SDAIE) A
2153 ENGLISH 10 (SDAIE) B
UC Approved
This course, which honors the curriculum in English 10A and 10B (course number 2150 and course number 2151), is designed for Limited-English Proficient students in the advanced ELD level. The course is delivered in English using special methodologies and strategies to ensure comprehension of the curriculum.

2202 ENGLISH 11 (SDAIE) A
2203 ENGLISH 11 (SDAIE) B
UC Approved
This course, which honors the curriculum in English 11A and 11B (course number 2200 and course number 2201), is designed for Limited-English Proficient students in the advanced ELD level. The course is delivered in English using special methodologies and strategies to ensure comprehension of the curriculum.

2252 ENGLISH 12 (SDAIE) A
2253 ENGLISH 12 (SDAIE) B
UC Approved
This course, which honors the curriculum in Senior English, is designed for Limited-English Proficient students in the advanced ELD level. The course is delivered in English using special methodologies and strategies to ensure comprehension of the curriculum.

ENGLISH ELECTIVES

2300 JOURNALISM NEWSPAPER-POW WOW A
2301 JOURNALISM NEWSPAPER-POW WOW B
(May be repeated for credit)
UC Approved
(Application and Interview required)
Students produce a digital school newspaper called the Apache Pow Wow. Interviewing, news reporting, writing, and editing skills are taught. Students seeking staff positions must be self-motivated, be self-directed, write well, have strong organizational skills, work well under pressure, be meticulous in work habits, and understand the importance of deadlines. Student editorial staff members plan and execute the entire publication process. Members of the Apache Pow Wow staff gain experience with advertising sales, budgeting, production, graphic design, and layout. Additional work hours at lunchtime and after school may be required.

2310 ADVANCED JOURNALISM STUDIES A
2311 ADVANCED JOURNALISM STUDIES B
(Yearbook)
(Year) Freshman and Sophomore (limited admission), Junior, Senior
UC Approved
(Application and Interview required)
Student must maintain a college qualifying grade of “C” or better in English classes OR approval of instructor.
Students on the Arcadian yearbook staff will be required to learn layout design, copy, writing and editing, photo cropping and placement, and computer graphics with use of Adobe InDesign CS and Photoshop programs. Students seeking staff positions must be self-motivated, be self-directed, write well, have strong organizational skills, work well under pressure, be meticulous in work habits, and understand the importance of deadlines. Student editorial staff members plan and execute the entire publication process. Members of the Arcadian staff gain experience with budgeting, planning, and learning journalistic skills. Additional work hours at lunchtime, before, and after school outside of the designated class period may be required.

2304 CONTEMPORARY JOURNALISM
(Semester) Freshman, Sophomore, Junior, Senior
UC Approved
This course provides students with introductory experiences in journalism. They can expect to learn about the historical and legal aspects of journalism as well as techniques necessary to journalism writing and publishing in multiple media formats, including newspaper, magazine, yearbook, and broadcast. Practical experiences are designed into this course to allow students to become familiar with the publications on this campus.

2312 CREATIVE WRITING A
2313 CREATIVE WRITING B
UC Approved
(Year) Freshman, Sophomore Junior, Senior
This course satisfies elective credit in English. This course gives students strategies and practice in writing poetry, prose, and criticism. Through writing groups and blogs, students will discuss the aesthetic values of word choice, the importance of criticism, and the demands of finding one’s own voice. First semester students begin by journal writing, then move to creative voice assignments and poetry. They develop their own websites and often share their poetry and prose. By the second semester, students begin writing short story fiction, and eventually end the year writing a screenplay treatment or novela. Students often enter writing contests and are encouraged to publish their work. Writers are required to participate and share their poetry and prose.
2314 ONLINE CREATIVE WRITING A  
2315 ONLINE CREATIVE WRITING B  
UC Approved  
(Year) Sophomore Junior Senior  
This online course satisfies elective credit in English. Students learn strategies to write poetry, prose and criticism through blogs, journals, text, hypertext, and writing groups. Through online lectures, lessons, and discussion threads via Google Classroom, students will produce creative voice assignments and work on the college essay, poetry, non-fiction essays and articles, short stories, and a novella or screenplay. Students engage in on-line discussions about the aesthetic values of word choice, the importance of criticism, and the demands of finding one's own voice while providing thought provoking feedback to each other. Students create their own websites, publish their works, and enter various contests. All work is posted on discussion threads for class participation, critique and revision; thus writers are required to participate and share their poetry and prose. Students are also required to meet every Monday in-class for lectures and activities. Tuesday through Friday students work online and are not required to attend a traditional classroom period. If a student fails to submit their work, the online privilege will be revoked. If you are a self-motivated, creative soul, join our online writing community.

2354 SPEECH TEAM/ DEBATE TEAM A  
2355 SPEECH TEAM/ DEBATE TEAM B  
(Semester) Freshman, Sophomore, Junior, Senior  
Needs Instructor approval. (May be repeated for credit)  
UC Approved  
This semester class is open to all students through a selection process. Although interested students must submit an application and complete an interview, no prior speech experience is required. Students that are new to the team must take the class first semester. After their first semester in speech, they may opt out of the class but still compete in tournaments. In this class, students prepare and practice for speech events at weekend tournaments; debate events include: Lincoln-Douglas, Parliamentary, Public Forum, Policy, and Congressional Debate. Speech events include: extemporaneous, persuasive, oratorical, and interpretation. Students enrolled in the class are required to attend three weekend tournaments each semester to receive credit.

2350 SPEECH DYNAMICS  
(Semester) Freshman, Sophomore, Junior, Senior  
UC Approved  
This course provides students with introductory experiences in speaking formally and informally before an audience. Students will read articles, watch documentaries, and participate in several types of group discussions and debates related to current topics of interest. They will be guided in how to prepare, deliver, and analyze a variety of speeches over the course of the semester.

ELD PROGRAM  
The English Language Development (ELD) program provides to the English Learner student access to the core curriculum for high school graduation credit and for college preparation credit in English. In addition, the Science, English and the Social Science Departments offer Sheltered and Specially Designed Academic Instruction in English (SDAIE) classes in order to provide access to the core curriculum.

English Language Development Terminology:  
1. English Language Development (ELD) refers to second-language instruction with the purpose of developing the student's English skills in listening, speaking, reading, and writing to a proficient level in both fluency and literacy. Four ELD levels are in the English-Language Development program: ELD 1- emerging level; ELD 2- early to late expanding level; and ELD 3- late expanding level; and ELD 4/SDAIE - bridging level.

2. English Learner (EL) refers to a student in the English Language Development program.

3. Specially Designed Academic Instruction in English (SDAIE) indicates classes, which give the English Learner access to the core curriculum. The classes are taught at the appropriate grade level of instruction in the core-curriculum, and they are delivered in English using special methodologies and strategies in order to ensure comprehension of the content. All of the ELD courses offer high school graduation credit, and SDAIE courses meet University of California approval.

ELD Assessment and Placement Procedures:  
1. The Education Code of the State of California require that all new students enrolling in the Arcadia Unified School District whose Home Language Survey indicates that a language other than English is spoken in the home are required to take a reading, writing, and oral (listening and speaking) ELPAC test in order to determine their English proficiency.

2. The students' test results determine their English class placement. Note: Middle School and High School teachers may recommend students for the ELD program. Those students whose test results indicate proficiency in English will be enrolled in a regular English class, and those students whose English is limited will be recommended for the ELD program.

3. As students progress through the ELD program, they are reassessed at the end of each semester for the appropriate ELD level and classes. Although all classes are year-long, changes may occur within the first 3 weeks of the semester, if necessary, and provided there is space available in the next level.
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RECLASSIFICATION REQUIREMENTS:

ENGLISH LANGUAGE PROFICIENCY
- ELPAC - English Language Proficiency Assessment of California
- Minimum overall score of 4

ENGLISH ACADEMIC ACHIEVEMENT
- Curriculum Mastery in Core subjects
- English grade of C or better in ELD/SDAIE English
- Access to the Core Curriculum
- Academic GPA = 2.0 or higher

Reclassification for grades 9-12 will be determined prior to the start of the school year (Reclassification and placement in SDAIE is no longer allowed mid-year).

*High school students who have met all other criteria, but score at the low Basic level may be brought before the ELD Reclassification Committee for consideration; the committee is comprised of the classroom teacher, English department chair, ELD curriculum specialist and an assistant principal.

**Parents have the right to withdraw their student from the ELD program; AUSD representative will meet with the parents to review options and recommendations. Students who are withdrawn from the program must still take the annual ELPAC test until they meet the required criteria for reclassification. Voluntary withdrawals from the ELD program take place in the spring after programming, to ensure placement in the general program the following academic year.

ELD LEVELS AND CLASSES:

ELD 1: (9-12) (year course)
- ELD 1 Composition and ELD 1 Reading
  These classes consist of two periods of instruction and students must be enrolled in both periods.

ELD 2: (9-12) (year course)
- ELD 2 Composition and ELD 2 Literature
  These classes consist of two periods of instruction and students must be enrolled in both periods.

ELD 3: (9-12) (year course)
- ELD 3 Composition and ELD 3 Literature
  These classes consist of two periods of instruction and students must be enrolled in both periods.

ELD 4/ SDAIE: (9-12) (year course)
- ELD 4/SDAIE
  English Learners are enrolled in SDAIE English courses based on grade level.

ENGLISH LANGUAGE DEVELOPMENT COURSES:

2400 ELD 1 Composition A
2401 ELD 1 Composition B
This course is designed for novice English learners at the Emerging Proficiency Level who are at the beginning stage of language acquisition. The course introduces everyday topics and situations that develop social and academic English vocabulary. Students also learn academic skills, as well as strategies for listening, speaking, reading, and writing to prepare them for mainstream English and other core academic courses. This course is designed to meet the English requirement for graduation from high school, and students must be concurrently enrolled in ELD 1 Composition and ELD 1 Reading.

English learners enter the Emerging level having limited receptive and productive English skills. Upon exit from the Emerging level, students have basic English communication skills in social and academic contexts.

2402 ELD 1 Reading A
2403 ELD 1 Reading B
This course is designed for novice English learners at the Emerging Proficiency Level who are at the beginning stage of language acquisition. The course introduces students to short English readings that support social and academic English vocabulary and skill development. Students also use strategies for listening, speaking, reading, and writing to prepare them for mainstream English courses. This course is designed to meet the elective requirement for graduation from high school, and students must be concurrently enrolled in ELD 1 Composition and ELD 1 Reading.

2420 ELD 2 Composition A
2421 ELD 2 Composition B
This course is designed for intermediate English learners at the Early to Late Expanding Proficiency Level who are at the beginning to intermediate stages of language acquisition. Through literary selections, students make connections to the literature that are demonstrated in independent and small group projects, oral presentations, and short essays. The course assignments and readings are designed to improve students’ social and academic English vocabulary. Students also develop their academic skills, as well as strategies for listening, speaking, reading, and writing to prepare them for mainstream English and other core academic courses. This course is designed to meet the English requirement for graduation from high school, and students must be concurrently enrolled in ELD 2 Composition and ELD 2 Literature.

As English learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations. Upon exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.
2422 ELD 2 Literature A  
2423 ELD 2 Literature B
This course is designed for intermediate English learners at the **Early to Late Expanding Proficiency Level** who are at the **beginning to intermediate stages of language acquisition**. The course introduces students to literary genres and elements, as well as develops students’ abilities to understand and interpret a broad range of English literature. Through literary selections, students continue improving their social and academic English vocabulary and skills. Students also use strategies for listening, speaking, reading, and writing to prepare them for mainstream English courses. **This course is designed to meet the elective requirement for graduation from high school, and students must be concurrently enrolled in ELD 2 Composition and ELD 2 Literature.**

2430 ELD 3 Composition A  
2431 ELD 3 Composition B
This course is designed for intermediate English learners at the **Early to Late Expanding Proficiency Level** who are at the **intermediate stage of language acquisition**. Through literary selections, students make connections to the literature that are demonstrated in independent and small group projects, oral presentations and speeches, and long essays. The course assignments and readings are designed to advance students’ academic English vocabulary. Students further develop their academic skills, as well as strategies for listening, speaking, reading, and writing to prepare them for mainstream English and other core academic courses. **This course is designed to meet the English requirement for graduation from high school, and students must be concurrently enrolled in ELD 3 Composition and ELD 3 Literature.**

As English learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations. Upon exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.

2432 ELD 3 Literature A  
2433 ELD 3 Literature B
This course is designed for intermediate English learners at the **Early to Late Expanding Proficiency Level** who are at the **intermediate stage of language acquisition**. The course develops students’ understanding of literary themes, genres, and elements, as well as supports students’ abilities to comprehend and interpret English literature. Through literary selections, students advance their academic English vocabulary and skills. Students also use strategies for listening, speaking, reading, and writing to prepare them for mainstream English courses. **This course is designed to meet the elective requirement for graduation from high school, and students must be concurrently enrolled in ELD 3 Composition and ELD 3 Literature.**

SDAI E English 9-12
Students in ELD 4 (or SDAIE) enroll in English courses based on their grade level. These courses are designed for advanced English learners at the **Bridging Proficiency Level** who are at the **advanced stage of language acquisition**. As English learners progress through the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts. Upon exit from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.

**CONTENT CLASSES FOR ENGLISH LEARNERS:**

**English Department:**
- English 9 A/B (SDAI E)  
- English 10 A/B (SDAI E)  
- English 11 A/B (SDAI E)  
- English 12 A/B (SDAI E)

**Science Department:**
- Science (Sheltered)  
- Physical Science (SDAI E)  
- Biology (SDAI E)  
- Chemistry (SDAI E)

**Social Science Department:**
- Social Science (Sheltered)  
- Modern World History (SDAI E)  
- U.S. History (SDAI E)  
- American Government (SDAI E)  
- Economics (SDAI E)

**Sheltered** content courses are designed for English learners at the **Emerging and Expanding Proficiency Levels** (i.e. ELD 1s and 2s). These English learners are at the **beginning to intermediate stages of language acquisition**. Sheltered content courses provide English learners with access to English, Science, and Social Science curriculum based on students’ English language abilities.

**SDAI E** content courses are designed for English learners at the **Expanding and Bridging Proficiency Levels** (i.e. ELD 3s and 4s). These English learners are at the **intermediate to advanced stages of language acquisition**. SDAIE content courses provide English learners with appropriate scaffolding, as well as promote academic success in mainstream English, Science, and Social Science courses.
Through the mathematics curriculum, students develop analytical and logical thinking skills. These skills will prove useful for the student regardless of the college or career path taken following high school. Through participation in Arcadia High School’s comprehensive mathematics program students will be well-prepared for their post-secondary career and study in many diverse areas including mathematics, science, engineering, computer science, the social sciences, and other subject areas.

The mathematics program at Arcadia High School balances the teaching of computational skills along with the conceptual understanding of mathematics and real-world mathematical problem solving. As they progress through the series of courses offered, students will be challenged with increasingly complex mathematical concepts and problems. All students, with persistence, effort, and daily practice, can be successful in mathematics.

**NOTE:** AHS Math Department requirements are not in complete congruence with the UC/CSU requirements. Please speak with your counselor or the Math Department Chair if you have any questions.

**Suggested Course Progressions**
Below are various progressions of math courses that students can take at Arcadia High School.
GRADUATION REQUIREMENTS
Four semesters (20 credits) of math are required for graduation. In addition, state legislation and AUSD Board policy require students to pass one year of Algebra 1 as part of these 20 credits. Students can meet the Algebra 1 requirement by completing the year course titled Algebra 1A/1B, OR passing Algebra 1 in middle school.

Enrollment in most math classes at AHS requires a “rising C average” in the preceding course, which means students must have at least a C average for the course and at least a C in the last semester of the class.

Example: If an algebra student earns a D in the fall and then a B in the spring, he/she may go on to Geometry since the student has a C average with at least a C in the second semester. However, if a student earns a B in the fall and a D in the spring, the student may NOT go on because the second semester grade was not a C, even though the average grade is a C.

In order to progress in the math sequence, math classes may be taken over the summer to improve a grade in a previous class. All work must be done at a WASC ACCREDITED school and students must submit an official transcript of completed work.

SUMMER SCHOOL ACCELERATION
Math classes may be taken over the summer in order to accelerate beyond the normal course progression. For example, a student who completes Geometry as a junior may take Algebra 2 over the summer in order to take Precalculus as a senior. The Arcadia High School Math Department does not recommend this course of action for most students. Our goal is to have students be successful and we feel it is extremely difficult to learn and retain a year’s worth of math in the course of a six or seven week summer school program. Students who choose to take summer school courses for the purpose of accelerating are subject to the following requirements:

- Students must achieve a “rising C” average on all summer school work, documented through official transcripts and/or report cards.
- Students may not take an online class to accelerate.

FREQUENTLY ASKED QUESTIONS

Q: Last summer, I had a tutor teach me all about the math class I’m enrolled in now. Is it permissible to skip this class following my participation in such a summer tutorial?

A: No. The only way you can receive credit for a class on your AHS transcript is by actually taking a class at an accredited school. This is a school policy, not just a Math department policy. This policy is for your protection: if you want a college to accept your math background as complete, you must be able to prove you took the class by having the school where you took it send a transcript to your college. Private tutors, or tutoring services that are not accredited schools, cannot send transcripts to colleges.

Q: I already know all the material in my current math class. Isn’t there a test I can take so I can go on to the next class?

A: No. Students cannot earn credit by examination at AHS.

Q: I transferred from a different school (or country) and I think I was placed in the wrong math class. How can I change classes?

A: Start by seeing your teacher. If your teacher thinks it is warranted, you may be recommended to see the math department chair for a placement exam.

DEPARTMENT POLICIES

Dropping a Test Score
Please refer to the teacher’s syllabus for more information.

Tests on File
In most math classes, teachers keep student’s tests on file and available for review at school only. Students and parents are welcome to make an appointment to review any tests with the teacher at school.
MATH DEPARTMENT

COURSE DESCRIPTIONS

1020 ALGEBRA READINESS A
1021 ALGEBRA READINESS B
(Year) Freshman, Sophomore, Junior, Senior
The goal of Algebra Readiness is to prepare students for success in Algebra 1. Topics covered include a review of basic mathematical skills, incorporating the more difficult operations with signed numbers, fractions, decimals and percents. Students will also learn fundamental algebra skills, such as evaluating and simplifying variable expressions and solving two-step equations.

1100 ALGEBRA 1A
1101 ALGEBRA 1B
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
The main purpose of Common Core Algebra 1 is to develop students’ fluency with linear, quadratic and exponential functions. The critical areas of instruction involve deepening and extending students’ understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. In addition, students engage in methods for analyzing, solving, and using exponential and quadratic functions. Some of the overarching ideas in the Algebra 1 course include: the notion of function, solving equations, rates of change and growth patterns, graphs as representations of functions, and modeling. NOTE: Students who receive a D or F in Algebra 1A may be transitioned to Algebra Readiness the following semester. Completion of Algebra 1 is a graduation requirement.

1150 GEOMETRY A
1151 GEOMETRY B
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Completion of Algebra 1 with at least a rising C average. Geometry is the study of points, lines and areas in a single plane, and some extension into three-dimensional space. Emphasis is also placed on creating a consistent set of axioms and using deductive reasoning to write proofs and derive theorems. Students need to have a strong foundation in algebraic concepts.

1170 GEOMETRY (H) A
1171 GEOMETRY (H) B
(Year) Freshman, Sophomore
UC Approved, but not for UC honors credit. The course remains an honors course for departmental purposes. Completion of Algebra 1 with at least a rising C average. Geometry (H) covers the same material as Geometry, but requires investigating many concepts more fully. Students are expected to solve more complex and sophisticated problems. First semester includes an intensive study of proofs.

1200 ALGEBRA 2A
1201 ALGEBRA 2B
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Completion of Geometry or Geometry (H) with at least a rising C average. A further study of Algebra, this course includes analysis of higher degree equations, logarithmic and exponential functions, complex numbers, conic sections, probability, sequences and series, and an introduction to trigonometry.

1220 ALGEBRA 2 (H) A
1221 ALGEBRA 2 (H) B
(Year) Freshman, Sophomore
UC Approved, but not for UC honors credit. The course remains an honors course for department purposes. Completion of Geometry (H) with at least a rising C average. Recommendation: Grade of “B” or better in all semesters of Algebra 1 and Geometry or Geometry (H) This honors-level course is similar to Algebra 2, but includes more trigonometry and analytical geometry and covers material at a faster pace. Problems are generally more challenging and require exceptional algebra and geometry skills. Will cover topics not covered in Algebra 2

1250 PRECALCULUS A
1251 PRECALCULUS B
(Year) Sophomore, Junior, Senior
UC Approved
Completion of Algebra 2 or Algebra 2 (H) with at least a rising C average. This course prepares the student for Calculus. Topics covered include an in-depth study of all the elementary functions, inverse functions, conic sections, matrices and determinants, higher degree polynomial functions, logarithmic and exponential functions, sequences and series, math induction and an in-depth study of trigonometry. NOTE: Students may not drop from Precalculus into Statistics.

1270 PRECALCULUS (H) A
1271 PRECALCULUS (H) B
(Year) Sophomore, Junior
UC Approved, eligible for UC honors credit Completion of Algebra 2 (H) with at least a rising C average. The three-semester sequence of Algebra 2 (H) and Precalculus (H) A covers the same material found in the four-semester sequence of Algebra 2 and Precalculus. Precalculus (H) B begins with an extensive study of limits of functions, which leads to the definition of the derivative of a function. Derivatives and their applications are then studied in detail. Students will work with a graphing calculator to analyze functions and their derivatives. Students who successfully complete the course may continue with AP Calculus BC in the fall.
Completion of Precalculus or Precalculus (H) with at least a rising C average.

Recommendation: Grade of “B” or better in Precalculus or Precalculus (H)

These two one-semester classes cover the beginning of calculus. Topics covered include functions, limits, continuity, the definition of the derivative, differentiation rules for elementary functions, trigonometry functions, logarithmic and exponential functions. Applications of the derivative are covered extensively. Students learn how to find anti-derivatives and solve applications that involve the definite integral, such as area and volume. This course also includes extensive work in preparation for the Advanced Placement Exam, including use of a graphing calculator. Students may earn subject and/or unit credit at the college level by the successful completion of this course and the AP exam in May.

Completion of Precalculus (H) OR Calculus AB (AP) with at least a rising C average.

This course begins with a review of Precalculus B (H) (limits, derivatives and derivative applications) and then continues with a thorough study of integral calculus. A wide variety of integration techniques are covered, as well as many different applications of the definite integral, such as area and volume. Students learn calculus application involving many different types of functions, including trigonometric, exponential, logarithmic, parametric, polar and inverse trigonometric functions. The course concludes with a thorough study of infinite series. This course also includes extensive work in preparation for the Advanced Placement Exam, including use of a graphing calculator. Students may earn subject and/or unit credit at the college level for the successful completion of this course and the AP exam in May.

Completion of Algebra 2 or Algebra 2 (H) with at least a rising C average.

This course covers the basic principles of descriptive statistics, exploratory data analysis, design of experiments, sampling distributions and estimation, and fitting models to data. Statistical concepts are studied in order to understand related methods and their applications. Other topics include probability distributions, sampling techniques, binomial distributions, and experimental design. Applications involving games of chance, business, medicine, policy-making, the natural and social sciences, and sports will be explored. A graphing calculator (Texas Instruments TI 83+) is required for the course.

Completion of Statistics or Precalculus with at least a rising C average.

AP Statistics introduces the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Major topics include: observing patterns and departures from patterns, planning a process for collecting data, producing models using probability and simulation, and applying statistical inference. Use of the Texas Instruments TI-83 calculator is incorporated into the curriculum. Students may earn subject and/or unit credit at the college level for the successful completion of this course and its accompanying Advanced Placement exam in May. Students may enroll in AP Statistics concurrently with other math classes such as Precalculus, Precalculus (H) or AP Calculus AB or BC.

Completion of Precalculus (H) OR Calculus AB (AP) with at least a rising C average (may be taken as an additional year of math beyond the minimum 3 year requirement)

Recommendation: Grade of “A-” or better in Computer Programming C++ or Computer Programming Java

AP Computer Science is a rigorous, fast-paced course taught at the college level. Success in this class is dependent upon being an intellectually curious worker. It is expected that students who take this course already understand mathematical functions and have excellent reading comprehension skills. Students will code in Java. Students will design and implement computer based solutions to problems. Algorithms and data structures will be developed to solve problems. Students will be able to read and understand a large program and describe the design and development of that program.
NON-DEPARTMENT CLASSES

5500 OFFICE AIDE A
5501 OFFICE AIDE B
(Semester) Junior, Senior
Students will be assigned to a specific office, for one period only, to assist in the everyday operations of that office. Responsibilities include answering phones, greeting visitors, filing, copying and collating materials, distributing materials, delivering messages to teachers and students, delivering call slips to students, collecting attendance sheets, and assisting other offices with their duties. This position will provide excellent training for entry-level office positions.

5502 TEACHER AIDE A
5503 TEACHER AIDE B
(Semester) Junior, Senior
Junior and Senior students may select Teacher Aide during spring programming and may be assigned any period. Positions are limited. Alternates are required. Students will be assigned to a specific teacher to assist in the classroom. Responsibilities include, but are not limited to, copying classroom materials and running errands on campus. This position will provide students with entry-level job training skills.

5504 LIBRARY AIDE A
5505 LIBRARY AIDE B
(Semester) Junior, Senior
Students will be assigned to the library, for one period only, to assist in the everyday operations of the library. Library aides will be greeting visitors as well as teachers and students, answering telephone calls, taking information, and answering questions. Library aides will retrieve and shelve library materials and textbooks, read library shelves, cover the circulation counter, and assist the library staff. This position will provide students with training for student library positions in college and personal library skills.

5530 ACADEMIC MENTOR A
5531 ACADEMIC MENTOR B
(Semester) Junior, Senior
Requires strong academic skills in core classes with a desire to assist peers.
Academic Mentor is an elective class where, under the guidance of a teacher, students work with peers who are struggling or need individual attention in one or more of their academic courses. Students will be assigned to provide academic support in a classroom during one period a day. A student's strengths and preferences will be taken into consideration.

5540 AVID MENTOR A
5541 AVID MENTOR B
(Semester) Junior, Senior
AVID tutors are chosen through an application process.
The AVID MENTOR program is a yearlong program for socially mature, academically capable juniors and seniors who wish to work with ninth and tenth grade AVID students. Mentors develop positive and effective academic relationships with AVID students as they lead and facilitate guided study problem solving exercises. Mentors work with students daily in order to encourage academic skills and habits such as maintaining organized binders and effective note-taking.

5530 ACADEMIC MENTOR A
5531 ACADEMIC MENTOR B
(Semester) Junior, Senior
Requires strong academic skills in core classes with a desire to assist peers.
Academic Mentor is an elective class where, under the guidance of a teacher, students work with peers who are struggling or need individual attention in one or more of their academic courses. Students will be assigned to provide academic support in a classroom during one period a day. A student's strengths and preferences will be taken into consideration.

5650 CIVIL LAW
(Pending UC Approval)
(Semester) Sophomore, Junior, Senior
This one-semester course covers the fundamental principles of civil law. Units will include: Introduction to Law, Torts, Contracts, Family Law (marriage and divorce), Probate Law (wills and trusts), Property Law and other pertinent topics. This course will touch on broad and specific legal topics to give students a better understanding of law and how it affects you in real life. Critical thinking, analytical writing, listening and public speaking skills will be enhanced through a variety of activities and assignments. Students will study the process of a civil lawsuit, trial preparation, and research and legal writing. Students will participate in a civil mock trial.

5652 CRIMINAL LAW
(UC Approved)
(Semester) Sophomore, Junior, Senior
This one-semester course covers the fundamental principles of criminal law. It will examine the basic elements of crimes and general doctrines of criminal liability, such as complicity, causation, attempt, and conspiracy; an example of substantive crime grading (homicide); and defenses to crimes. In addition, course work will address basic terminology, attorney/client privilege, and research/legal writing. The role of the district attorney, grand jury, public defender, and defense attorney will be discussed. Students will participate in a criminal mock trial.

5740 AVID 9 A
5741 AVID 9 B
5742 AVID 10 A
5743 AVID 10 B
5744 AVID 11 A
5745 AVID 11 B
5748 AVID 12 A
5749 AVID 12 B
UC APPROVED
(Year) Freshman, Sophomore, Junior, Senior
AVID students are chosen through an application and interview process.
Advancement Via Individual Determination (AVID) is an international program built around key skills that form the bedrock for college and career advancement: writing, inquiry, collaboration, organization, reading, and technology. At AHS, the AVID elective is a community of highly motivated students working together to acquire new habits and further develop critical thinking skills. This is a rigorous and demanding class for students who exhibit determination, drive, and work ethic. AHS AVID also recognizes that a close-knit community is important for students to perform well. To this end, various social events, college trips, and enjoyable class activities balance the demanding academic requirements. Students work together to create a classroom culture of hard work, friendship, and community service. AVID members are also expected to be positive role models on campus through involvement in clubs, service projects, as peer tutors, and to the AVID program as contributing members of the AVID leadership commission.

5750 CROSS-AGE TEACHING/PE A
5751 CROSS-AGE TEACHING/PE B
(Year) Sophomore, Junior, Senior
Teacher approval required
This program provides an opportunity for high school students to teach Game Day Elementary Physical Education Curriculum to elementary students. The first quarter will focus on providing instruction in the Game Day Curriculum as well as learning appropriate teaching strategies to implement the curriculum. During the remainder of the school year students are assigned to an elementary school three to four days a week to provide physical education instruction. One to two days a week will be spent at the high school for lesson planning and training. Priority admittance to the class will be given to those students with a clear driver's license (off provisional status) and/or those who are able to drive themselves.

5754 CROSS-AGE TEACHING/ LITERACY
(Semester) Sophomore, Junior, Senior
High school students will work with elementary children to strengthen reading skills. Students will have the opportunity to build positive, supportive relationships with the children they tutor. Three class periods per week are spent at the high school learning how to teach reading to children, making lesson plans and preparing materials. Two class periods are spent at an elementary school tutoring young children. Valuable work and life skills will be learned through participation in this program. Students build self-esteem, self-confidence, improve their literacy skills, build important relationships and make strong connections with each other in this success-oriented class.

5930 STUDY HALL A
5931 STUDY HALL B
(Semester) Sophomore, Junior, Senior
Study Hall is an elective class that offers time within the regular school day for students to complete assignments, projects, homework, or other academic tasks. Students can also utilize the class period to decompress.

5960 ASB LEADERSHIP A
5961 ASB LEADERSHIP B
(Year) Freshman, Sophomore, Junior, Senior
Elected student officers and instructor's approval
The purpose of the leadership class is to fulfill the duties of the Associated Student Body Government. Each student has a specific role to fulfill within the larger council of students based upon their elected or appointed office. Students will plan and implement activities for all students, as well as participate in issue discussions that affect members of the student body. Students will learn and apply parliamentary procedure in council meetings. Students will be primarily evaluated based upon their job effectiveness and their participation in council activities.

5970 LINK CREW A
5971 LINK CREW B
(Year) Junior, Senior
Link Leaders are chosen through an application and interview process.
Link Crew is a high school transition program that welcomes new students and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Link Crew trains members of the junior and senior classes to be Link Leaders. As positive role models, Link Leaders are motivators, leaders and teachers who guide the new students to discover what it takes to be successful during the transition to high school and help facilitate new student success. Link Leaders are a part of a leadership class during their regular school day schedule. In this class, student Link Leaders organize activities for the freshmen, learn leadership skills, and work to incorporate freshmen in regular AHS activities. Link Crew values diversity in its student leaders that possess the following qualities: compassion, commitment, reliability, confidence, communication skills, passion, and enthusiasm.
PERFORMING ARTS DEPARTMENT

DEPARTMENT CHAIR: Kevin Sherrill, ksherrill@ausd.net

INSTRUMENTAL MUSIC PROGRAM

4530 INTRODUCTION TO INSTRUMENTS
(Spring Semester only)
Freshman, Sophomore, Junior, Senior
Students in this beginning instrument course can hone their instrumental skills and improve their musicianship in preparation for entrance into one of the more advanced instrumental groups.

4532 MUSIC APPRECIATION
(Semester) Freshman, Sophomore, Junior, Senior
Music is all around us. This class was designed to help us understand and appreciate the music that we hear and to experience new sounds unfamiliar to us. We will learn about how music is made (theory), what makes the music (instruments), who makes music (musicians and composers), why it was created (music history) and we will listen to examples of music from the world around us (Ethnomusic, Music of the American Musical Theater, Jazz), and more.

4500 CONCERT BAND A (Formerly Concert Band Brass 1A & Concert Band Woodwind 1A)
4501 CONCERT BAND B (Formerly Concert Band Brass 2A & Concert Band Woodwind 2B)
(Year) Freshman
UC Approved, Name change pending UC and Board approval

Student audition and/or permission of instructor and one year introductory instrument course is required; students must demonstrate the ability to read music and possess the stamina necessary for full participation.
Concert Band offers a daily musical experience with emphasis in the first semester on musicianship and preparation of music for football game halftime, fall parades and field shows. The second semester is devoted to concert music of a more serious nature. Spring performances include concerts and festivals.

4508 SYMPHONIC BAND A (Formerly Concert Band 2A)
4509 SYMPHONIC BAND B (Formerly Concert Band 2B)
(Year) Sophomore, Junior, Senior
UC Approved, Name change pending UC and Board approval

Permission of instructor
Symphonic Band is composed of the more advanced players on the brass or woodwind instruments. Selections are based on ability and particular instrumentation needs. The first semester emphasis is on musicianship of marching music and the second semester is devoted to symphonic works with preparation for concerts.

4512 WIND ENSEMBLE A (Formerly Concert Band 3A)
4513 WIND ENSEMBLE B (Formerly Concert Band 3B)
(Year) Sophomore, Junior, Senior
UC Approved, Name change pending UC and Board approval

Student audition and/or permission of instructor
Wind Ensemble consists of the most advanced wind and brass players. The nucleus of this band may form the wind sections of the orchestra. The select nature of this ensemble gives students an opportunity to play the finest musical literature.

3550 MARCHING BAND PE
(Fall Semester-Period 1 beginning at 7:40 a.m.)
Freshman, Sophomore, Junior, Senior
Recommendation of teacher is required; students must demonstrate the ability to read music and must possess the stamina necessary for full participation
Students enrolled in Marching Band are required to be concurrently enrolled in a Concert Band class. Participation in Marching Band includes practices and performances outside of the school day, including Saturdays. Marching Band students may also have the opportunity for travel during winter or spring break requiring additional costs. One semester of Marching Band fulfills one semester of the PE requirement.
NOTE: Concurrent enrollment in Concert Band is mandatory.

3556 DANCE PROP PRODUCTION A
3557 DANCE PROP PRODUCTION B
(Color Guard)
(Year-period 1 only) Freshman, Sophomore, Junior, Senior
UC Approved

Student audition and/or permission of instructor – tryouts in spring for the following school year
This class teaches dance movement and dance skills through the use of artistic props and costumes, which necessitate supplementary costs. Fundraising activities are made available to assist with cost. Performance opportunities exist both with the Marching Band in the fall and as an independent unit in the spring. Students learn and perfect routines for public performances and competitions, which require travel outside of the school day and may include competitions out of state in the spring. Additional costs may be incurred for the spring costumes and travel.
NOTE: A student in Dance Prop Production may receive fine arts or physical education credit toward high school graduation.
NOTE: Permission of instructor and/or one year of string orchestra or its equivalent is required; students must demonstrate the ability to read music and possess the stamina necessary for full participation.

Percussion Ensemble members will develop playing and marching skills at an intermediate level, as well as developing intermediate ensemble skills. Percussion ensemble members will perform in several spring competitions, which may require some Saturday and/or weekend traveling involving additional costs. Fundraising activities are made available to assist with cost. Students may also perform with a concert band during the second semester, with the level of the concert band to be determined by the instructor.

NOTE: These students are not enrolled in Marching Band.

NOTE: Percussion Ensemble members are also members of the Marching Band, requiring two periods of participation in the fall semester.

NOTE: Music Theory (AP) is not an introductory class.

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CHORAL MUSIC

4652 CONCERT CHOIR A
4653 CONCERT CHOIR B
(YEAR) Freshman, Sophomore, Junior, Senior
UC Approved
Members of the Concert Choir participate in singing for enjoyment while learning to communicate vocally. It is also an excellent vocal class to prepare for audition for the advanced groups. Students learn the basics of music theory and some music history, and they will gain experience singing in parts. The course focuses on developing self-confidence. Concert Choir also includes a unit in functional piano skills and an exploratory unit on music therapy.

4664 ADVANCED CHORUS A
4665 ADVANCED CHORUS B
(YEAR) Sophomore, Junior, Senior
UC Approved
Audition only. Previous experience is desired. These classes function for one half of the year as the Advanced Concert Choirs singing a variety of music from different periods and styles, including popular music. For the second half of the year, these classes function as show choirs that compete in regional invitational festivals and host our own version called Pow Wow. Students learn choreography and develop a performance set that they take to competitions. Students learn not only advanced performance techniques, but also choral management and resource development. Advanced Chorus is frequently invited to perform at community events; students may expect some professional outreach performances throughout the year. Enrichment units include music therapy and the choral recording process. Members of these ensembles are expected to contribute toward the cost of their show choir costumes. (Typically $200 to $300 per year. Fundraising activities are made available to assist with the cost).

THEATER ARTS

4700 BEGINNING THEATER ARTS 1A
4701 BEGINNING THEATER ARTS 1B
(YEAR) Freshman, Sophomore, Junior, Senior
UC Approved
This is a beginning course in drama and Theater literacy. Vocabulary, pantomime, voice, body movement, improvisation, play analysis, production structure, and general Theater skills will be emphasized. Play reading, written play analysis, and Theater attendance will be required. Exercises and study will culminate in an end of the year public performance of a one-act play, or dramatic and humorous ensembles and monologues.

4704 INTERMEDIATE THEATER ARTS 2A
4705 INTERMEDIATE THEATER ARTS 2B
(YEAR) Sophomore, Junior, Senior
UC Approved
Completion of Beginning Theater Arts AND an audition with instructor is required. An intermediate course for the more serious Theater student emphasizing Theater history, directing, acting technique and technical theater. This course will prepare students for Advanced Theater Arts with a more advanced study of voice and movement, in-depth character analysis and play analysis. Play reading and Theater attendance is required. Study and exercises will culminate in student directed performances. Scene work and monologues will be taken to state theater competitions.
NOTE: Students are required to assist one main stage production per semester. This involves a two-week commitment of attending after school rehearsals.

4708 ADVANCED THEATER ARTS A
4709 ADVANCED THEATER ARTS B
(YEAR) Sophomore, Junior, Senior
UC Approved
Completion of Beginning Theater Arts, Intermediate Theater Arts AND an audition with instructor is required. This course is designed to emphasize all aspects of public performance, competition, and in-depth acting technique. Students will perform or assist in 2-3 full productions per school year, requiring after school rehearsal, as well as participation in various showcase performances. In-depth play and character analysis, advanced techniques in acting and improvisation, and make-up design are emphasized throughout the course of the year. Play reading, written play analysis, and Theater attendance are required elements.

4716 STAGECRAFT A
4717 STAGECRAFT B
(CTE Introductory/Concentrator Course)
(YEAR) Freshman, Sophomore, Junior, Senior
UC Approved
Stagecraft is a comprehensive course in which students develop skills in scene design, set construction, stage lighting, sound production, scenery painting, and property making. Students gain experience assisting in designing, constructing, and maintaining scenery for various productions at Arcadia High School. 
NOTE: Additional afternoon and evening hours will be required before and during theatrical productions to construct sets, prepare the theater and assist backstage during shows. The time commitment is similar to what is required to perform in a play.
4718 ADVANCED STAGECRAFT
4719 ADVANCED STAGECRAFT
(CTE Capstone Course)
(Year) Sophomore, Junior, Senior
UC Approved
Completion of Stagecraft with a college qualifying grade of "C" or higher or by teacher approval is required
Advanced Stagecraft is a continuation of the skills developed in Stagecraft. The course will focus on Crew Leadership and Design in Scenic, Lighting, Sound, Costume, and Props. Students will gain experience designing and leading productions at Arcadia High School.
NOTE: Additional time outside of class will be required during production times to lead crews, prepare the Theater, and create a full show. This course is articulated with Citrus College which means students may advance to intermediate levels.

DANCE PROGRAM

3560 BEGINNING DANCE
(CTE Introductory Course)
(Semester) Freshman, Sophomore, Junior, Senior
This class consists of warm-ups, across the floor movements and choreography. Students are taught basic dance technique and terminology. Students are expected to learn and perform dance routines. There is a mandatory public performance each semester outside of the school day. Other dance related topics are introduced including health and nutrition, dance analysis, historical and cultural dance forms. This course fulfills the PE requirement. Course can be taken more than once. NOTE: Freshman may only take Beginning Dance one semester.

3564 INTERMEDIATE DANCE A
3565 INTERMEDIATE DANCE B
(CTE Concentrator Course)
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Student audition and/or permission of instructor is required
This class is geared toward the intermediate dancer who understands basic dance technique and is ready for more challenging material and an introduction to choreography. Jazz, Performance, Ballet, Modern and Choreography units are covered. Other dance related topics include careers in the dance industry, dance in higher education, health and nutrition for the dancer, historical and cultural dance forms, and dance analysis. There is a mandatory public performance each semester outside of the school day. Course can be taken more than once. Students in Intermediate Dance may receive fine arts or physical education credit toward high school graduation.

3570 ORCHESIS A
3571 ORCHESIS B
(CTE Capstone Course)
(Year - 0 and 1st period only) Sophomore, Junior, Senior
UC Approved
Student audition and/or permission of instructor is required; completion of Intermediate Dance is required for sophomores.
This class teaches warm-ups, strengthening, advanced dance techniques, and an in-depth study of elements of choreography. Students prepare for the annual Charity Show and Orchesis Spring Production, which are presented to the public. Students develop a repertoire of choreographic work including working with professional guest choreographers. Students are exposed to a wide variety of dance genres and develop the skills required to manage and direct a dance company. Other dance related topics included are careers in the dance industry, preparation of resume and career building materials, audition experience, dance in higher education, and dance analysis. There is an extensive amount of outside rehearsal time which students are required to attend. A student in Orchesis may receive fine arts or physical education credit toward high school graduation. In regards to required supplies and outside dance class requirements, scholarships and financial alternatives are available for students with financial constraints. NOTE: Students will earn 10 credits each semester. This course is articulated with Glendale City College which means students may advance to intermediate levels.
PHYSICAL EDUCATION DEPARTMENT

DEPARTMENT CHAIR: Jason Franz, jfranz@ausd.net

Philosophy
Physical education focuses on the development of the whole individual – physical, social, emotional, and intellectual. The Arcadia HS Physical Education program provides a wide range of movement experiences to encourage lifelong fitness and health. Physical Education provides courses with instruction and evaluation delivered in a developmentally appropriate sequence. Content includes the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives.

PE Requirement
All students are required to enroll in Physical Education in the 9th and 10th grades. Students are encouraged to continue taking PE in grades 11 and 12. Physical Education grades are counted as part of the student’s overall high school grade point average. Any Physical Education class completed in grades 9 or 10 where credit was not earned must be made up in grades 11 or 12. Also, in order to graduate, students must meet the Swim Survival and Health Proficiency requirements.

Health Requirement
Students who do not take Physical Education (Athletics, Color Guard, or Pep Squad) will need to meet the Health requirement by taking a health class (18 days) for a Pass/Fail grade. Classes will be offered during Zero Period (3 ½ week course) or AEF Summer School (fee based program).

3502 PHYSICAL EDUCATION 9

Fall Semester
The primary emphasis of the Freshman curriculum is dual and individual sports. Students will participate on a daily basis in fitness activities aimed at improving their cardiovascular fitness, overall muscular strength, and flexibility. In addition, one or two days each week, students may participate in weight training.

Spring Semester
The primary emphasis of the Freshman curriculum is dual and individual sports. A one-week aquatics seminar may be offered to students who are interested in kayaking and Paddle Boarding. Students will also participate on a daily basis in fitness activities aimed at improving their cardiovascular fitness, overall muscular strength, and flexibility. In addition, one or two days each week, students may participate in weight training. All students will also be required to complete the California Fitness Gram assessment.

3503 PHYSICAL EDUCATION 9 WITH HEALTH

Fall Semester
The primary emphasis of the Freshman curriculum is dual and individual sports. Students will participate on a daily basis in fitness activities aimed at improving their cardiovascular fitness, overall muscular strength, and flexibility. In addition, classes will go into a classroom once one day each week to fulfill the health graduation requirement. Homework, in-class assignments, and quizzes may be given.

Spring Semester
The primary emphasis of the Freshman curriculum is dual and individual sports. A one-week aquatics seminar may be offered to those students who are interested in kayaking and Paddle boarding. Students will also participate on a daily basis in fitness activities aimed at improving their cardiovascular fitness, overall muscular strength, and flexibility. All students will also be required to complete the California Fitness Gram assessment. In addition, classes will go into a classroom one day each week to fulfill the health graduation requirement. Homework, in-class assignments, and quizzes may be given.

3510 PHYSICAL EDUCATION 10

Fall Semester
The primary emphasis of the Sophomore curriculum is team sports. Students will participate on a daily basis in fitness activities aimed at improving their cardiovascular fitness, overall muscular strength, and flexibility. In addition, one or two days each week, students may participate in weight training.

3511 PHYSICAL EDUCATION 10

Spring Semester
The primary emphasis of the Sophomore curriculum is team sports. Students will participate on a daily basis in fitness activities aimed at improving their cardiovascular fitness, overall muscular strength and flexibility. In addition, one or two days each week, students may participate in weight training.

PHYSICAL EDUCATION ELECTIVE PROGRAM

3517 WEIGHT TRAINING & CONDITIONING
(Semester) Junior, Senior
Students will participate in weight training activities three to five days each week. Utilization of both free weights and machines will be employed, as well as circuit training. One to two days each week students may participate in conditioning activities.
**3515 Fit for Life**  
(Semester) Sophomore, Junior, Senior  
Students will participate in total body conditioning and experience a variety of movement activities that encourage fitness for life. Activities include indoor sports, rock vertical wall climbing, running, flexibility, cardiovascular fitness, and strength training, and walking off-campus. Participation waivers are required. Students will be guided in designing their own personal fitness workout. Students will participate in formal physical and written assessments. This course may be taken more than once.

**3516 Sports and Conditioning**  
(Semester) Junior, Senior  
Students will participate in a variety of individual and team sports including: Badminton, Basketball, Volleyball, and Swimming. In addition, students may do fitness activities such as running or weight training to improve their general physical conditioning.

**Athletics**  
(Season) Freshman, Sophomore, Junior, Senior  
Recommendation of Teacher/Coach.  
Students selected for teams are to enroll in a sixth-period class for their Physical Education credit. All sports are under California Inter-scholastic Federation rules and regulations.

**3830 Pep Squad A**  
3831 Pep Squad B  
(Year) Freshman, Sophomore, Junior, Senior  
Class Hours: Meets sixth period  
Audition required  
This class is required for Pep Squad members. Tryouts are held second semester. The squad is composed of the following groups: Pep Flags, Song, and Cheer. Students may receive PE credit. Participation in pep squad includes practices, rehearsals, and performances outside of the school day, including a few Saturdays, which they are required to attend. These are included but not limited to morning practices to prepare for performances in assemblies, competitions, and pep rallies.

**3550 Marching Band (Perf)**  
(Fall Semester-Period 1 beginning at 7:40 a.m.)  
Freshman, Sophomore, Junior, Senior  
Recommendation of Teacher. Students must demonstrate the ability to read music and must possess the stamina necessary for full participation.  
Students enrolled in Marching Band are required to be concurrently enrolled in a Concert Band class. Participation in Marching Band includes practices and performances outside the school day, including Saturdays. Marching Band students may also have the opportunity for travel during winter or spring break requiring additional costs. One semester of Marching Band fulfills one semester of the PE requirement.  
**NOTE:** Concurrent enrollment in Concert Band is mandatory.

**3556 Dance Prop Production A (Perf)**  
3557 Dance Prop Production B (Perf)  
(Year-period 1 only) Freshman, Sophomore, Junior, Senior  
UC Approved  
Audition required - tryouts in spring for the following school year.  
This course is for the Auxiliary Guard units in the fall. Performance opportunities are both with the Marching Band and as an independent unit. In the spring, students learn and perfect routines for public performances and competitions. This class teaches dance movement and dance skills through the use of artistic props. A student in Dance Prop Production may receive fine arts or physical education credit toward high school graduation.

**3560 Beginning Dance (Perf)**  
(CTE Introductory Course)  
(Semester) Freshman, Sophomore, Junior, Senior  
This class consists of warm-ups, across the floor movements and choreography. Students are taught basic dance technique and terminology. Students are expected to learn and perform dance routines. There is a mandatory public performance each semester outside of the school day. Other dance related topics are introduced including health and nutrition, dance analysis, historical and cultural dance forms. This course fulfills the PE requirement. The course can be taken more than once.  
**NOTE:** Freshman may only take Beginning Dance one semester.

**3564 Intermediate Dance A (Perf)**  
3565 Intermediate Dance B (Perf)  
(CTE Concentrator Course)  
(Year) Freshman, Sophomore, Junior, Senior  
UC Approved  
Student audition and/or permission of instructor.  
This class is geared toward the intermediate dancer who understands basic dance technique and is ready for more challenging material and an introduction to choreography. Jazz, Performance, Ballet, Modern and Choreography units are covered. Other dance related topics include careers in the dance industry, dance in higher education, health and nutrition for the dancer, historical and cultural dance forms, and dance analysis. There is a mandatory public performance each semester outside of the school day. The course can be taken more than once. Students in Intermediate Dance may receive fine arts or physical education credit toward high school graduation.
PHYSICAL EDUCATION DEPARTMENT

3570 ORCHESIS A (PERF)
3571 ORCHESIS B (PERF)
(CTE Capstone Course)
(Year), (0 and 1st period) Sophomore, Junior, Senior
UC Approved
Student audition and/or permission of instructor and completion of Intermediate Dance are required for Sophomores.
This class teaches warm-ups, strengthening, advanced dance techniques, and an in-depth study of elements of choreography. Students prepare for the annual Charity Show and Orchesis Spring Production, which are presented to the public. Students develop a repertoire of choreographic work including working with professional guest choreographers. Students are exposed to a wide variety of dance genres and develop the skills required to manage and direct a dance company. Other dance related topics included are careers in the dance industry, preparation of resume and career building materials, audition experience, dance in higher education, and dance analysis. There is an extensive amount of outside rehearsal time which students are required to attend. A student in Orchesis may receive fine arts or physical education credit toward high school graduation. In regards to required supplies and outside dance class requirements, scholarships and financial alternatives are available for students with financial constraints.
NOTE: Students will earn 10 credits each semester. This course is articulated with Glendale City College which means students may advance to intermediate levels.
DEPARTMENT CHAIR: Peter Vo, pvo@ausd.net

OVERVIEW
The Science Department offers a wide variety and level of courses in the areas of life and physical science. Although only two years of science are required for high school graduation (see below), many colleges recommend three or more years of laboratory science. The science courses are designed to challenge the students at various levels and to engage the students in the scientific process such as making accurate and precise observations, developing a hypothesis, designing experiments, gathering and analyzing data, and determining the implications of the results. With the exceptions of Physical Science, Physical Science (SDAIIE), and Science (Sheltered), all AHS science courses fulfill the UC Lab Science Requirement. Students are encouraged to discuss their needs and interests with parents, counselors, and teachers in order to select the most appropriate course after carefully reviewing the course descriptions.

AHS GRADUATION REQUIREMENT
Students are required to take two years of Science (20 credits) that includes at least 5 credits of life science and at least 5 credits of physical science.

SUMMER SCHOOL
Biology, Chemistry, and Physics classes that are offered at AHS may be taken over the summer in order to fulfill graduation requirements, to accelerate, or to meet a prerequisite for another science class. Due to the compressed nature of summer school science classes (1 years’ worth of materials condensed into 6 weeks), students taking classes as a preceding course for another science class may be required to review concepts on their own in order to keep up with the fast pace of upper-level classes.

FAQ's
Q: What is the difference between a regular class, an Honors class, and an AP class?
A: Honors classes are accelerated high school level courses and cover the same topics as regular classes, but in greater depth, often involving more mathematics and/or independent study. Advanced Placement courses are college level courses covering more challenging topics and the classes move at a much faster pace. Students are expected to spend extra time beyond the regular class period for independent study and to complete labs. Due to time constraints, some AP classes may have labs before/after school. Students are expected to take the AP Exam in May.

Q: Can I take more than one science class in the same year?
A: Students in grades 9 through 11 are only allowed to take one science course per year. Students in grade 12 are allowed to take two science courses.

1604 Physical Science A
1605 Physical Science B
(Year) Freshman, Sophomore, Junior, Senior
UC approved only for academic elective” (“g”)
Not UC Lab approved (“d”)
Physical Science is an introduction to the physical principles of Chemistry and Physics. Students will learn about matter and its interactions, both physical and chemical. Students will also be introduced to broad concepts that guide our understanding of the physical universe. Emphasis will be placed on asking meaningful questions, conducting laboratory investigations and critical thinking. Successful completion of this course will satisfy graduation requirements for Physical Science. One year of Life Science is also required for high school graduation.
NOTE: CSU will accept 1 year of physical science with at least 1 year of a biological lab science.

1650 BIOLOGY A
1651 BIOLOGY B
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Completion of or concurrent enrollment in Algebra 1
Recommendation: Completion of Algebra 1 with a college qualifying grade of “C” or better in both semesters. Biology is designed for students needing to fulfill one of the laboratory science requirements for college entrance. Students will use scientific method to cover topics such as chemistry of life, ecology and human impacts, cell biology, genetics and evolution. The student is expected to use models and labs in order to explore critical thinking and use logical reasoning and problem solving to interpret, analyze, and communicate an understanding of the role of biology in our daily lives. Successful completion of this course will satisfy graduation requirements for Life Science.

1660 BIOLOGY (H) A
1661 BIOLOGY (H) B
(Year) Freshman, Sophomore, Junior, Senior
UC Approval, but not for UC honors credit. The course remains an honors course for department purposes ONLY.
Completion of or concurrent enrollment in Algebra 1
Recommendation: Completion of Algebra 1 with a “B” or better in both semesters. Biology Honors is a challenging course in which topics covered and laboratory exercises will be in depth and involve advanced analysis and research. Biology Honors is designed for students wishing to pursue a faster and more in-depth study of topics covered in Biology. Students are expected to be independent learners and to devote extensive time studying beyond the basic concepts. Honors Biology will have a comprehensive final examination, or a substantive culminating project.
1670 BIOLOGY (AP) A  
1671 BIOLOGY (AP) B  
(Year) Sophomore, Junior, Senior  
UC Approved  
Completion of Biology with a college qualifying grade of "C" or higher in both semesters.  
Recommendation: Biology with "A" or Biology (H) with a "B" or better and completion of Chemistry. 
AP Biology is designed to be equivalent to a first year college level general biology course. Students will study materials presented in a comprehensive, rigorous, and quickly paced manner. Required laboratory experiments are part of the course which will require time beyond the normal school hours. The course stresses basic, biological and chemical problem solving in much more detail than a general high school course. Students are expected to be independent learners and to devote extensive studying beyond the basic concepts. Detailed ideas of molecules, chemistry, cells, energy transfer, genetics, evolution, feedback mechanisms, and ecology are included in this course.

1700 CHEMISTRY A  
1701 CHEMISTRY B  
(Year) Freshman, Sophomore, Junior, Senior  
UC Approved  
Completion of Algebra 1 with a college qualifying grade of "C" or higher in both semesters.  
Recommendation: Completion of Algebra 1 with no less than a "B" or higher in both semesters.  
Chemistry combines college preparatory chemistry topics with Earth Science applications. The course will cover topics such as atomic structure, nomenclature, bond formation, chemical reactions, gases, reaction rates, thermodynamics, and stoichiometric calculations with geochemical and biogeochemical applications. Students are expected to have a firm foundation in basic algebraic and problem solving skills.

1720 CHEMISTRY (H) A  
1721 CHEMISTRY (H) B  
(Year) Freshman, Sophomore, Junior, Senior  
UC Approved  
Completion of Algebra 1 with a college qualifying grade of "C" or higher in both semesters.  
Recommendation: Completion of Algebra 1 with an "A" in both semesters.  
Chemistry Honors is a challenging high school level course in which students need strong mathematical skills. Material is cumulative such that concepts and calculations heavily depend on mastery of previous material. Chemistry Honors is designed for students wishing to pursue a faster and more in-depth study of topics covered in Chemistry. Students are expected to have a strong background in analytical problem solving and critical thinking skills.

1724 CHEMISTRY (AP) A  
1725 CHEMISTRY (AP) B  
(Year) Sophomore, Junior, Senior  
UC Approved  
Completion of Chemistry or Chemistry (H), Physics C or AP Physics C, with a college qualifying grade of "C" or higher in both semesters.  
Recommendation: Completion of Chemistry with an "A," Chemistry (H) with a "B" or better, or AP Physics C with a "B" or higher in both semesters. 
AP Chemistry is designed to be equivalent to a first year college level general chemistry course and as such, it will provide an excellent background for students who wish to pursue science majors in college. Students planning to take AP Chemistry need to have a strong background in science and mathematics. Topics covered include structure and states of matter, reactions, and descriptive chemistry with a strong emphasis on problem solving and experimentation. Due to the complex labs performed in the course along with the challenging nature of the material, students should be prepared to spend extra time beyond the regular class period devoted to lab work, mastery of the concepts, and building of critical thinking skills.

1750 PHYSICS A  
1751 PHYSICS B  
(Year) Freshman, Sophomore, Junior, Senior  
UC Approved  
Completion of Geometry with a college qualifying grade of "C" or higher in both semesters.  
Recommendation: Completion of Geometry with a "B" or higher in both semesters.  
Physics combines college preparatory physics topics with Earth and Space Science applications. Students investigate the following topics: energy, forces, fields, motion, and matter with geophysical and astrophysical applications. Laboratory and research activities are designed to lead to discovery and appreciation of concepts in these areas.

1776 PHYSICS C (AP) A  
1777 PHYSICS C (AP) B  
(Year) Junior, Senior  
UC Approved  
Completion of or concurrent enrollment in Calculus, AP Calculus AB, or AP Calculus BC  
Recommendation: Completion of Calculus with "B" or higher and completion of Physics with "C" or higher in both semesters. 
This course may be more suitable for students majoring in the physical sciences or engineering. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used whenever appropriate in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The subject matter is principally mechanics, electricity, and magnetism. One semester is devoted to mechanics. Use of calculus in problem solving
and in derivations is expected to increase as the course progresses. In the second semester, the primary emphasis is on classical electricity and magnetism. Calculus is used freely in formulating principles and in solving problems.

1800 HUMAN ANATOMY AND PHYSIOLOGY A
1801 HUMAN ANATOMY AND PHYSIOLOGY B
(Year) Sophomore, Junior, Senior
UC Approved
Completion of Biology and either Chemistry or Physics with a college qualifying grade of "C" or higher in both semesters.
Recommendation: Completion of Biology with a "C" or higher AND either Physics or Chemistry with a "C" or higher in both semesters.
Human Anatomy and Physiology is an elective science course for students interested in further study of science as it relates to humans. This is a challenging course, which emphasizes the anatomy of human structure. The course will cover cell, sensory, muscle, circulatory, neural, and respiratory physiology. Included in the course will be objective tests, group laboratory experiments, research presentations, and written assignments. Evaluation of student performance will be based on assessment using tests, lab experiments, and written and oral assignments. The course concludes with a fetal pig dissection.

1820 ENVIRONMENTAL SCIENCE (AP) A
1821 ENVIRONMENTAL SCIENCE (AP) B
UC Approved
(Year) Sophomore, Junior, Senior
Completion of Biology AND either Chemistry or Physics with a college qualifying grade of "C" or higher in both semesters.
Recommendation: Completion of Biology AND Chemistry or Physics with "B" or better in both semesters.
AP Environmental Science is an elective intended for students interested in using scientific principles to understand the human impact on the environment. Students investigate the following topics: ecosystems, biodiversity, populations, Earth systems, land and water use, energy resources and consumption, pollution, and global change. Service learning hours are required and are essential components needed to fully investigate these scientific principles.

5010 INTRODUCTION TO ENGINEERING DESIGN A
5011 INTRODUCTION TO ENGINEERING DESIGN B
(CTE Introductory Course)
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Introduction to Engineering Design (IED) is a course that is appropriate for students who are interested in design and engineering. The major focus of the IED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, students use a state of the art 3D solid modeling design software package to help them design solutions to solve proposed problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course.

5022 COMPUTER SCIENCE PRINCIPLES (AP) A
5023 COMPUTER SCIENCE PRINCIPLES (AP) B
(CTE Concentrator Course)
(Year) Sophomore, Junior, Senior
UC Approved
AP Computer Science Principles is designed to be the equivalent of a first-semester introductory university computer science course. This course is organized around the investigation of seven big ideas, creativity, abstraction, data and information, algorithms, programming, the internet, and global impact. Students will use Scratch and Python to cover all required programming concepts. The final AP Exam score for this course is calculated using two through-course assessment tasks and one end-of-course exam.

5100 PRINCIPLES OF ENGINEERING A
5101 PRINCIPLES OF ENGINEERING B
(CTE Concentrator Course)
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Completion of Algebra 1 with a college qualifying grade of "C" or higher in both semesters.
Principles of Engineering is a hands on course using robotics to explore some of the major concepts in engineering. Topics include mechanisms, energy sources and application, statics, material properties and testing, structures, control systems, hydraulics, pneumatics, statistics, and kinematics. Students develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges.

5150 SCIENCE (Sheltered) A
5151 SCIENCE (Sheltered) B
(Year) Freshman, Sophomore, Junior, Senior
For the Limited-English Proficient student in ELD level 1, this course meets the Science requirement for graduation from high school. The curriculum consists of an overview of basic science concepts. This course is delivered in English using special methodologies and strategies to ensure comprehension of the curriculum.
1606 Physical Science (SDAI E) A  
1607 Physical Science (SDAI E) B
(Year) Freshman, Sophomore, Junior, Senior
UC approved for academic elective ("g")  
Not UC Lab approved
These courses are equivalent to Physical Sciences (1604/1605) but are designed for Limited-English Proficient students in the beginning ELD level, delivered in English using special methodologies and strategies to ensure comprehension of the curriculum.

1652 BIOLOGY (SDAI E) A  
1653 BIOLOGY (SDAI E) B
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Completion of or concurrent enrollment in Algebra 1 and ELD 3 or English SDAIE.  
SDAIE Biology is equivalent to Biology (1650/1651) but is designed for Limited-English Proficient students in the advanced ELD levels. Instruction is delivered in English using special methodologies and strategies to ensure comprehension of the curriculum.

1702 CHEMISTRY (SDAI E) A  
1703 CHEMISTRY (SDAI E) B
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Completion of Algebra 1 with a college qualifying grade of “C” or higher and current enrollment in ELD 3 or English SDAIE.  
SDAIE Chemistry is equivalent to Chemistry (1720/1720), but is designed for Limited-English Proficient students in the advanced ELD levels. Instruction is delivered in English using special methodologies and strategies to ensure comprehension of the curriculum.
Students are required to take 3 years of course work in the social science department: Modern World History (freshman year), United States History (junior year) and one semester each of Government and Economics (senior year). The department offers honors and Advanced Placement courses in several content areas as well as a wide array of electives.

ADVANCED PLACEMENT/HONORS SOCIAL SCIENCE COURSES
All AP and Honors classes require the successful completion of a college qualifying grade of ‘C’ or higher in the preceding year’s course. In the past, successful AP/Honors students have achieved a ‘B’ grade or better in both History and Honors English classes with an overall GPA of 3.00 or better.

2600 MODERN WORLD HISTORY A
2601 MODERN WORLD HISTORY B
(Year) Freshman
UC Approved
Students study major turning points that shaped the modern world, from the late 18th century through the present. Students trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues. Students will develop an understanding of current world issues and relate them to historical, geographic, political, economic, and cultural contexts. Assignments focus on historical methods and critical thinking skills by analyzing a variety of primary resource documents, visuals, artifacts, and maps.

2610 DEVELOPMENT OF WESTERN CIVILIZATION
(Semester) Sophomore, Junior, Senior
UC Approved
A study of human development from prehistoric times including Egypt, Middle East, Greece and Rome. Focus will be on the contributions of the many different peoples to Western Society.

2650 UNITED STATES HISTORY A
2651 UNITED STATES HISTORY B
(Year) Junior
UC Approved
This course traces the development of the United States from the Spanish American War to the present. Students will review the significant factors responsible for the emergence of the United States as a major world leader.

2700 AMERICAN GOVERNMENT
(Semester) Senior
UC Approved
This course is a survey of the government with an emphasis on the National level, but including elements of State and local government as well. Students study the U.S. Constitution and examine American political, social, economic and legal systems. The economic and political systems of the major countries of the world are compared and contrasted with those of the United States.

2710 ECONOMICS
(Semester) Senior
UC Approved
Students study fundamental economic concepts such as scarcity, opportunity costs and trade-offs, productivity, economic systems, economic institutions and incentives. The course will also include such microeconomics concepts as market and prices, supply and demand, competition and market structure, income distribution and the role of government. Macroeconomics concepts include international trade, unemployment, inflation and deflation, and fiscal and monetary policy.

2750 PSYCHOLOGY A
(Semester) Junior, Senior
UC Approved
Psychology A introduces students to the scientific study of human behavior. Psychological methods for research, ethics, major theories, health, the brain, sensation, perception, consciousness, behavior, learning, memory, language and intelligence will be addressed. Students will learn through lecture, readings, case studies, projects, and current events as well as documentaries.

2751 PSYCHOLOGY B
(Semester) Junior, Senior
UC Approved
Completion of Psychology A with a college qualifying grade of “C” or higher.
Psychology B is an "advanced" study of human behavior. Students will explore the life span, health, personality, gender roles, psychological tests, psychological disorders, methods of therapy, social psychology as well as careers in psychology. An introduction to the current Diagnostic Statistic Manual (DSM-5) will also be included. Students will learn through lecture, readings, case studies, projects, current events, guest speakers (pending approval) as well as documentaries.
SOCIAL SCIENCE DEPARTMENT

2640 AMERICAN HISTORY THROUGH MUSIC
(Semester) Freshman, Sophomore, Junior, Senior
This course is a comprehensive study of American history through popular music, dating from minstrelsy in the 1800s to the MP3 and Internet era and covering artists from Frank Sinatra to Elvis Presley and Michael Jackson to Metallica. The class focuses on sources of popular music, music technology, issues of race, class and gender, music as both reflection and source of cultural phenomenon, as well as popularity and profit in the music industry.

2754 ASIAN STUDIES
(Semester) Sophomore, Junior, Senior
UC Approved
Asian Studies is a comprehensive class that studies the history and culture of China, Japan, India, Korea and other Asian countries. Students will examine the impact of culture on communications, values, social structure, politics, and economics. Designed to create an awareness of Asian history and culture, instruction takes an interdisciplinary approach using literature, art, music, dance, and the many facets of these rich and diverse cultures to create an understanding and appreciation that goes beyond the stereotypes.

2670 UNITED STATES HISTORY (H) A
2671 UNITED STATES HISTORY (H) B
(Year) Junior
UC Approved
College qualifying grade of “C” or higher in Modern World History in both semesters
This course is designed to increase student understanding of the American people through the study of social, historical, and cultural events. The course includes a review of US History up to 1890 followed by a focus on turn of the century to the present day.

2674 UNITED STATES HISTORY (AP) A
2675 UNITED STATES HISTORY (AP) B
(Year) Junior
UC Approved
Completion of Modern World History with a college qualifying grade of “C” or higher in both semesters.
AP US History engages students in a detailed study of American history from our earliest origins to the present day. Emphasis is placed on understanding themes, cause/effect relationships and broad examinations of social, political, cultural and economic issues that have shaped our nation. AP US History is an advanced college level course, which emphasizes research, writing, and discussion. Students will be expected to keep up with a rigorous reading schedule that averages 50+ pages per week.

2720 GOVERNMENT/ POLITICAL U.S. (AP)
(Semester) Senior
UC Approved
Completion of U.S. History with a college qualifying grade of “C” or higher in both semesters.
This is an accelerated college level course focusing on the United States Government. Students will undergo a thorough examination of The Constitution, fundamental rights, political system and major governmental institutions. Students will engage in critical analysis of contemporary political events and will be encouraged to begin to develop their own involvement in both social and political institutions. The course prepares students for the May Advanced Placement American Government Exam.

2722 GOVERNMENT/ POLITICAL COMPARATIVE (AP)
(Semester) Senior
UC Approved
Completion of U.S. History with a college qualifying grade of “C” or higher in both semesters.
This course will encompass a comparative study of the governments of six nations: Great Britain, China, Russia, Iran, Mexico and Nigeria. The course will include the study of the United States Constitution and system of government. A comparative study requires an understanding of five major areas of the select nations: sources of public authority and political power, the relationship of the citizen to the state, political institutions and framework, the relationship between social and economic classes and the state, and the sources, scope, and consequences of political change. The course prepares students for the May Advanced Placement Exam.

2618 HUMAN GEOGRAPHY (AP) A
2619 HUMAN GEOGRAPHY (AP) B
(Year) Sophomore
UC Approved
Completion of Modern World History with a college qualifying grade of “C” or higher in both semesters.
Advanced Placement Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth’s surface. Students will study diverse peoples and areas organized around concepts that include location and place, scale, pattern, spatial organization, and regionalization. They will also learn about the methods and tools geographers use in their science and practice. AP Human Geography is a rigorous course which prepares students for the AP Human Geography exam and is designed to give students the skills to be successful in future advanced placement courses.
SOCIAL SCIENCE DEPARTMENT

SOCIAL SCIENCE COURSES (For English Learners)

2500 SOCIAL SCIENCE (Sheltered) A
2501 SOCIAL SCIENCE (Sheltered) B
(Year) Open to all grades
English learners study American history and culture in this course. The curriculum also includes geography, government and politics, economics, and current events. Additionally, students will be taught academic skills that will prepare English learners for mainstream social science courses. This course is designed to meet the Social Science requirement for graduation from high school, and is only intended for students in ELD levels 1 and 2. Instruction will be delivered in English using strategies to support English learners in their understanding of the social science curriculum.

2062 MODERN WORLD HISTORY (SDAIE) A
2063 MODERN WORLD HISTORY (SDAIE) B
(Year) Freshman, Sophomore
UC Approved
The essential theme of this course is "multi-cultural awareness within a historical perspective." Through historical and literary selections, the student examines the rise of democracies, the Industrial Revolution, the rise of imperialism and colonialism, the two World Wars, the rise of totalitarian systems and nationalism. This course is intended for the advanced ELD level student, and is taught in English using special methodologies and strategies to ensure comprehension of the curriculum.

2652 UNITED STATES HISTORY (SDAIE) A
2653 UNITED STATES HISTORY (SDAIE) B
(Year) Junior
UC Approved
This course examines the history of the United States since the Spanish-American War. It reviews the significant factors responsible for the emergence of the United States as a major world-leader. This course is intended for Limited-English Proficient students in the advanced ELD level, and it is delivered in English using special methodologies and strategies to ensure comprehension of the curriculum.

2701 AMERICAN GOVERNMENT (SDAIE)
(Semester) Senior
UC Approved
This course surveys the federal system at the national, state and local levels. It examines the U.S. Constitution with an emphasis on the rights and responsibilities of the citizens. Students examine American political, social, economic, and legal systems. Students then compare and contrast these systems with foreign systems. This course is intended for Limited-English Proficient students in the advanced ELD level, and it is delivered in English using special methodologies and strategies to ensure comprehension of the curriculum.

2711 ECONOMICS (SDAIE)
(Semester) Senior
UC Approved
This course examines the fundamental economic concepts such as scarcity, opportunity costs and trade-offs, productivity, economic systems, economic institutions and incentives. The course will also include such microeconomics concepts as market and prices, supply and demand, competition and market structure, income distribution and the role of government. Macroeconomics concepts include international trade, unemployment, inflation and deflation, and fiscal and monetary policy. This course is intended for Limited-English Proficient students in the advanced ELD level, and it is delivered in English using special methodologies and strategies to ensure comprehension of the curriculum.
SPECIAL EDUCATION DEPARTMENT

DEPARTMENT CHAIR: Stefani Spitz, sspitz@ausd.net

All students with IEP's are placed in the least restrictive environment, which can include general education, modified, and assisted courses as determined by the IEP team. Modified or assisted classes meet all Arcadia High School requirements for graduation with a high school diploma, but are not college prep classes and do not meet UC/CSU admission requirements.

Specialized Academic Instruction

Specialized Academic Instruction (SAI) includes both RSP and SDC designations.

Resource Specialist Program (RSP)

The Resource Specialist Program (RSP) provides services on the Arcadia High School campus for students with mild to moderate degrees of learning disabilities. Students may be fully mainstreamed into general education classes, for one or more classes, and receive academic support from staff in the Learning Center. Other students may be enrolled in collaborative classes, which are staffed with general education teachers, special education teachers, the Speech & Language Pathologist and/or special education instructional assistants. Services for these students are typically augmented by one elective period per day in the Learning Center. Students may receive support in the form of individualized help with academic requirements; provide test-taking accommodation and modifications, technological support, and teacher consultation.

Students in need of more intensive support are provided modified classes taught by special education teachers. These are offered in all required academic areas. Modified courses support students who require less than 50% of their day to be spent receiving special education services.

The RSP staff teaching modified classes teach the content standards while still attending to individual learning needs. Core curriculum from the general education curricula is taught. As members of the Individualized Education Program (IEP) team, Resource Specialists provide services, which include assessment, educational planning and consultation with staff, parents and community professionals. Additionally, they coordinate IEP meetings for students. The degree of service required by a student is determined by the IEP Team, with the parent playing a vital role in the IEP process. Resource Specialists can be contacted by calling (626) 821-1734.

Special Day Class (SDC)

The Special Day Class program (SDC) is provided for those students who require more than 50% of their day in a supported, special education setting. This includes students with learning disabilities that require more intensive support or those students who are mildly developmentally disabled. Students are mainstreamed into general education classes when it is most appropriate to ensure their success. SDC students attend modified courses for the majority of their school day. There are typically 12-16 students, with one teacher and one instructional assistant, which allows for this individual attention. The Special Education teachers who instruct students with learning disabilities work toward teaching the course content standards, while still attending to the individual needs. For example, while the social studies requirements at each grade level match the state framework, specialized textbooks with simplified formats and modified reading levels are used in these classes to accommodate those with learning disabilities. The SDC setting for the mildly developmentally disabled students provides a more functional approach to academics, with emphasis on community access, vocational development and a focus on independent living skills. The IEP Team determines placement in this program, as well as any additional support services. For information about the Special Day Class program, please call the Learning Center at (626) 821-1734.

Other Special Education Services

Some students with special needs require support over and above that which can be provided in modified classes. These students are evaluated through the IEP process, and can be placed in an appropriate educational setting within our Special Education Local Planning Area (SELPA). These classes within our local geographic area provide services for students with moderate to severe developmental disabilities, emotional disabilities, visual and hearing impairments, and/or physical handicaps. In addition, specialists can provide some support services on campus. These services can include: support for the hearing and vision impaired, language and speech therapy, adapted physical education, occupational therapy, and mobility training. Both consultation and direct services are available. For further information, contact the Special Education Department at (626) 821-8371 x 7124

WORKABILITY I

Workability I (WAI) is a program offered by the Arcadia Unified School District in conjunction with the California Department of Education and is available to all students with an IEP. The purpose of WAI is to provide secondary special education students the opportunity to assess skills and interests and to obtain marketable job skills while completing their education. Career vocational assistants meet with students beginning in their freshman year to complete career/vocational assessments. Results of the assessments are discussed with students as they begin to
set their goals for post-secondary education and training. Students also have access to pre-employment training, job placement assistance through a WAI job developer, and follow-up services to help them be successful in their job. For information on the Workability I Program, contact Lisa Garcia at (626) 821-1729 ext. 1111

TRANSITION PARTNERSHIP PROGRAM

The Arcadia Unified School District in conjunction with the State Department of Education and Department of Rehabilitation offers the Transition Partnership Program (TPP). The goal of TPP is to help students with special needs make a transition from school to the world of work. This goal is accomplished through career exploration and varied work experiences. During the students’ junior and senior years of high school, TPP provides career counseling, assessment, and support with the decision-making skills necessary for planning and preparing for the future. Local businesses enhance TPPs range of services by providing job opportunities to qualified students. Assistance with college applications, and arranging for placement tests and post-secondary education services, is available for those students enrolled in the program. For information about the Transition Partnership Program, contact the Special Education Department at (626) 821-8371 ext. 7124.

SCHOOL PSYCHOLOGIST

The school psychologists’ services include assessment, diagnosis of learning disabilities, and educational planning and consultation with staff, parents and community professionals. The school psychologists coordinate mandated IEP meetings for special education students and participate in Student Success Team (SST) meetings. School psychologists also provide crisis counseling on an as needed basis and can make the appropriate referral for counseling services within the community. They can be contacted at (626) 821-8371 ext. 7124.

SPEECH AND LANGUAGE SERVICES

The Language-Speech and Hearing program is designed to provide services to students who have been diagnosed as having a communication disorder which interferes with their education. These disorders may be in the areas of speech (making speech sounds accurately, stuttering, producing a good voice quality) or language (vocabulary, reasoning, processing, comprehension, problem-solving, verbal expression, or social use of language). Services to these students may be delivered individually, in small groups or in an academic classroom setting with special and/or general education students. The Speech and Language pathologist who administers the program provides assessment, diagnosis, intervention and parent/teacher conferences. Additionally, the Speech and Language Pathologist works closely with the school psychologist, teachers, parents and students in the process of developing the IEP. For further information, contact the Special Education Department at (626) 821-8371 x 7124

COURSE DESCRIPTIONS

ENGLISH

6260 ENGLISH 9 (Assisted) A
6261 ENGLISH 9 (Assisted) B
6270 ENGLISH 10 (Assisted) A
6271 ENGLISH 10 (Assisted) B
6280 ENGLISH 11 (Assisted) A
6281 ENGLISH 11 (Assisted) B
6290 ENGLISH 12 (Assisted) A
6291 ENGLISH 12 (Assisted) B
(Year)
As specified in IEP
Taken in conjunction with Assisted Reading as a 2 period block, the course focuses on the writing process and literary elements from core literature. The composition skills taught are content vocabulary, sentence building, paragraph development, coherence, editing and review of basic mechanics. Skills are developed to write and speak clearly. The writing process includes the development of descriptive writing, narrative, creative writing, persuasive and expository writing, short answer paragraphs, job application forms, and responses to literature. The course uses grade level fiction, non-fiction, core novels, short stories, poetry, plays, and comedy [often in modified form] to focus on literal and inferential reading comprehension. The focus of instruction is tailored to individual student needs in making progress toward grade level standards.

6254 READING (Assisted) A
6255 READING (Assisted) B
(Year)
As specified in IEP
Taken in conjunction with Assisted English as a 2 period block, this is a research based course that focuses on the mechanics of reading and speech, decoding, fluency, syntax and flow of natural speech and intonation. The course includes class participation, sound drills for vowels and consonants, fluency drills for speed, repeated reading selections and sentence structure and mechanics. Class may be repeated for grade level credit in conjunction with Assisted English.

6060 ENGLISH 9 (Modified) A
6061 ENGLISH 9 (Modified) B
(Year)
As specified in IEP
In freshman year, students focus on the writing process and literary themes and story elements that will be developed throughout high school. The composition skills taught are paragraph development, coherence, and the
grammatical skills needed to write well and to speak intelligently about the writing process, as well as the development of persuasive and expository writing. The course features short stories, novels, and non-fiction selections as well as standard core literature. Throughout the course students, learn literary terms and devices such as personification, irony, foreshadowing, and archetypal symbols. Students also develop the oral skills needed to discuss literature.

**6070 ENGLISH 10 (Modified) A**  
**6071 ENGLISH 10 (Modified) B**  
(YEAR)  
As specified in IEP  
In sophomore year, students develop intensive and varied composition work including writing a multi-paragraph essay, developing an argument, and providing evidence to support the argument. Knowledge of techniques for speaking in front of an audience are also requirements of the course.

**6080 ENGLISH 11 (Modified) A**  
**6081 ENGLISH 11 (Modified) B**  
(YEAR)  
As specified in IEP  
In junior year, English students analyze various genres of American literature. Students explore rhetoric and elements of style. Frequent and varied composition work will accompany all units. Emphasis is placed on selecting a thesis, and writing a literary response essay using direct quotations to support that thesis. Students learn the logic, rhetoric, and writing techniques needed to write an effective persuasive essay and to give a persuasive speech.

**6090 ENGLISH 12 (Modified) A**  
**6091 ENGLISH 12 (Modified) B**  
(YEAR)  
As specified in IEP  
In senior year, Modified English focuses on developing greater understanding of rhetorical devices examining the author's purpose and identifying common themes across multiple works of literature. Students will polish their composition skills and receive special direction in writing personal essays.

**MATH**

**6000 MATH (Modified) A**  
**6001 MATH (Modified) B**  
(YEAR) Freshman, Sophomore  
As specified in IEP  
Modified Math is a course designed for students who are generally in grades 9 and 10 who need a review of pre-algebra skills. Topics include fractions, decimals, percents, probability and statistics, and applied geometry in addition to the pre-algebra skills of working with integers, graphing on a coordinate plane and solving simple equations. Use of a calculator for basic operations is incorporated throughout. This class may be retaken for full credit with teacher recommendation.

**6014 ALGEBRA 1 (Modified) A**  
**6015 ALGEBRA 1 (Modified) B**  
(YEAR) Freshman, Sophomore, Junior, Senior  
As specified in IEP  
Modified Algebra is a course designed for students to access the California State Standards for Algebra 1, which include but are not limited to solving equations, graphing linear functions, exponent rules, and systems of equations.

**SCIENCE**

**6030 SCIENCE (Modified) A**  
**6031 SCIENCE (Modified) B**  
(Rotating Two Year) Sophomore, Junior, Senior  
As specified in IEP  
This course teaches science for two years on a rotating basis. One year of physical science includes the structure of matter, properties of heat, density, buoyancy, plate tectonics, volcanoes, basic ecology, and biomes. The other year focuses on life science including the structure and function of cells, cell division (mitosis, meiosis), the classification of living organisms, the study of bacteria, viruses and other microscopic organisms, the study and function of DNA, heredity and genetics. Students will explore science through asking meaningful questions, conducting investigations and participating in experimentation.

**SOCIAL STUDIES**

**6110 WORLD HISTORY (Modified) A**  
**6111 WORLD HISTORY (Modified) B**  
(YEAR) Freshman  
As specified in IEP  
Students will study the major turning points that have shaped the modern world. From the late 18th century to the present day, students will trace the rise and roots of democracy as a revolutionary idea. Focusing on cultural, geographical, political and economic contexts, strategies to build understanding will include examining primary resources and key historical documents, reading and creating essential timelines, maps and journals, as well as being exposed to the arts and a wide variety of historical media.

**6120 UNITED STATES HISTORY (Modified) A**  
**6121 UNITED STATES HISTORY (Modified) B**  
(YEAR) Junior  
As specified in IEP  
In this course, students study the major turning points in United States history in the twentieth century. Following a
review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon their previous study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. Students consider the major social problems of our time and trace their causes in historical events.

6130 AMERICAN GOVERNMENT (Modified)
(Year) Senior
As specified in IEP
Surveying the functions of both local and state governments, as well as their contributions to the Federal system, students will examine key concepts such as the three branches of government, the U.S. Constitution, and the voting process as a whole. Further topics include political, social and economic influences on society, paths to citizenship, legislative trends, and gathering the skills needed to participate in a wide variety of democratic processes.

6131 ECONOMICS (Modified)
(Year) Senior
As specified in IEP
Students will examine key economic concepts such as opportunity-cost and the scarcity of resources. Further economic topics will include understanding supply and demand, competition, income distribution, financial markets & institutions, international trade, and the role of government in shaping economic policies. Activities will include banking functions, budgeting and career exploration.
VISUAL ARTS DEPARTMENT

DEPARTMENT CHAIR: Christine Ma, cma@ausd.net

4000 ART 1A
4001 ART 1B
SUPPLY FEE: $40/year
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
This course provides instruction in two and three-dimensional art forms. Students will be given the opportunity to develop their skills in artistic elements through practice and exposure to various artists and cultures. Design will be investigated through a variety of visual arts activities. This course is designed to accommodate beginning art students and promises to be challenging for even the most experienced. It prepares students for more advanced visual arts classes.

4100 INTRODUCTION TO CLASSIC FILM
(Semester) Freshman, Sophomore, Junior, Senior
In this course, students will view some of the great landmark films of the 20th century in the genres of silents, drama, comedy, thriller, science fiction, animation, and musicals. Emphasis is placed on story structure and cinematic techniques. This class will examine the directorial work of Orson Wells, Alfred Hitchcock, Billy Wilder, Steven Spielberg, and others. Film analysis, writing and critical thinking will enhance this exciting visual experience.

4102 CLASSIC FILM 2A
4103 CLASSIC FILM 2B
(Year) Sophomore, Junior, Senior
UC Approved
This yearlong course is a continuation of the structural and analytical skills learned in Introduction to Classic Film and for those students who wish to continue their study of classic and contemporary film. Students will watch both 20th and 21st century films to expand on their knowledge of film genres in drama, comedy, thrillers, science fiction, animation, and musicals, and explore additional genres of documentaries, action, and foreign films. Thematic/cultural comparisons and non-linear structure will be analyzed. Cinematic formats such as short films, TV shows, and 360/Virtual Reality film may also be introduced. Students will access online texts and resources to add to this feast for the mind and eye!

4010 ADVANCED DRAWING & PAINTING A
4011 ADVANCED DRAWING & PAINTING B
SUPPLY FEE: $50/year
(Year) Sophomore, Junior, Senior
UC Approved
Completion of Art 1 or Design with a qualifying grade of "C" or better, or teacher approval.
Drawing and painting techniques will be explored with an emphasis to achieve the illusion of three-dimensional form on a two-dimensional surface. This course will emphasize composition, technique, and creativity. Students will work with a variety of media including, but not limited to, pencil, ink, charcoal, pastel, colored pencil, watercolor, and acrylic. Historical and contemporary artists will be studied. This course prepares students for Art Honors.

4020 ART HONORS A
4021 ART HONORS B
SUPPLY FEE: $60/year
(Year) Junior, Senior
UC Approved
Completion of Advanced Drawing and Painting with a college qualifying grade of "C" or higher or teacher approval.
The focus of this course is portfolio development for college or job entry. Thirty works of art are required and students will concentrate on their special interests and style. Students will be expected to be familiar with different media and techniques from the advanced level courses. Studies of various art styles and contemporary artists will be emphasized. A visit to an art museum is also required once each semester. Success in Art Honors depends largely on individual creativity, productivity, organization, time management and commitment.

4034 ART AND MUSIC
SUPPLY FEE: $20/semester
(Semester) Freshman, Sophomore, Junior, Senior
This beginning level semester course is designed to introduce students to the art elements and principles including line, shape, value, form, color, space, and texture while discovering music appreciation through instruction in two and three-dimensional art forms. This semester course will focus on how music influences the visual arts and vice versa by means of different art movements and musical genres. Particular emphasis will be placed on youth driven subcultures, historical and contemporary hip hop and punk rock. It will also include discussions on classical, world, electronic, alternative and jazz music. Visual art projects are based on such personal subjects as favorite songs, bands/group artist names, song lyrics/titles, dance and creative inspirations. Students will often be given the opportunity to work in independent studies atmospheres to develop their creative skills and explore the relationships of art and music through various media such as collage and acrylic painting.

4150 CERAMICS 1A
4151 CERAMICS 1B
SUPPLY FEE: $60/year
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Ceramics allows the student to explore the properties of clay and glazes in activities that include clay modeling, slab construction, coil building, carving, extruding clay,
4152 CERAMICS 2A
4153 CERAMICS 2B
SUPPLY FEE: $60/year
(Year) Sophomore, Junior, Senior
UC Approved
Completion of Ceramics with a college qualifying grade of "C" or higher, or instructor approval.
Ceramics 2 provides an opportunity to develop in-depth skills on the potter’s wheel and promotes a number of creative approaches to designing clay sculpture. Students will use basic hand-building techniques to create more refined, complex objects. Both traditional and recently developed glazes are used to finish clay projects. Students will examine and analyze the works of selected ceramists and investigate cultural traditions in ceramics.

4070 SCREEN PRINTING AND DESIGN A
4071 SCREEN PRINTING AND DESIGN B
SUPPLY FEE: $50/year
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Screen Printing is a printmaking process most commonly known for producing t-shirts. This course introduces students to the medium and history of screen printing, as well as its relationship to both the graphic and fine arts. As a beginning level art class, students will utilize both hand-drawing and software programs (Photoshop and Illustrator) to solve creative problems and produce original artwork/designs for printing. Various styles and techniques of screen printing will be explored, encompassing a range of materials: beginning to intermediate processes, traditional and modern print methods, and advancing from one- to multiple-color printing. Students will use these skills and methods to create a variety of printed projects including posters, stickers, artworks and t-shirts. There is a student-designed/generated project at the end of the year which serves as the final exam, but students are encouraged to create extra projects of their own design or preference throughout the entire year.

4120 ART HISTORY (AP) A
4121 ART HISTORY (AP) B
(Year) Junior, Senior
UC Approved
Advanced Placement History of Art is a rigorous fast-paced course taught at the college level. It will be conducted in the manner of a college-level art history survey course. It is recommended that students who take this course have advanced skills in reading, writing and discussion. Students who pass the Advanced Placement exam for this course may earn college credits and/or advanced placement in college art courses. This course traces the development of man’s artistic accomplishments from prehistory to the present. Emphasis will be placed on learning to analyze and become articulate about art and architecture in terms of its visual nature and cultural context. A museum experience is required.
VISUAL ARTS DEPARTMENT

4066 GRAPHIC DESIGN A (CTE)
4067 GRAPHIC DESIGN B (CTE)
(Introductory Course)
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Graphic Design is a foundation course that introduces students to the field of design and the visual arts. Students will learn elements and principles of design, and apply them to various projects such as posters, CD covers, and logo designs. The course is computer based and students will use professional industry standard software called Adobe Photoshop and Adobe Illustrator. This course offers students the skills to pursue careers leading to graphic design, web design, publishing and editorial, marketing, public relations, business, and other careers in the diverse field of entertainment and commercial arts. Through challenging projects, students will have opportunities to create, innovate, problem solve, and expand their communication skills. The course emphasizes knowledge of the professional environment and the diverse career paths relating to graphic design.

4068 ADVANCED GRAPHIC DESIGN A (CTE)
4069 ADVANCED GRAPHIC DESIGN B (CTE)
(Concentrator and Capstone Course)
(Year) Sophomore, Junior, Senior
UC Approved
Completion of Graphic Design with a college qualifying grade of “C” or higher or teacher approval.
Advanced Graphic Design will provide opportunities for students to further develop their design and problem-solving skills from foundation level. They will continue to master the computer skills and also learn the desktop publishing program called Adobe in Design, which is industry standard software. The projects will include a branding campaign and creating brochures, in addition to refining typography and composition skills. Students will have the opportunity to collaborate with various disciplines on campus. Through the course, students will develop a professional portfolio that would be ready for higher education or introductory junior design jobs. The course will also focus on working with local businesses and other local organizations. The students in the course will provide graphic design services and have the opportunities to work with real clients in the community. They will learn the value of service, responsibility, and reliability.

4050 DESIGN A
4051 DESIGN B
SUPPLY FEE: $40/year
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Design is more than just art. It takes the building blocks of art and, combined with creativity and innovation, uses those elements to create ideas and objects used in society. Also called “commercial art,” design is communicative and applicable to many highly marketable careers. Designers imagine and make, research and think! This course is an exploration in the field of design, introducing students to the areas of Graphic Design, Illustration, Product Design, Architecture, Industrial Design, Textile (wearable) Design, and creating design artworks by hand, with an exposure to technological application. Students will learn the elements and principles of art, design, and typography as well as the skills of creativity and problem-solving to produce a wide variety of projects in various art media.

4260 ANIMATION A (CTE)
4261 ANIMATION B (CTE)
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Animation is a project based course that focuses on creativity and storytelling. The course is computer based. Students will use Adobe Creative Cloud products to produce animation projects. The students will have the opportunities to develop original screenplays that will be made into animations. The students will be responsible for pre-production such as developing storyboards and pitching their ideas to production stage (the making of the animation) and post-production stage (editing of the animation) that includes audios. Students will have opportunities to view peers’ works.
NOTE: Animation may be repeated for additional credit to provide students opportunities to continue building their portfolio.

4050 DESIGN A
4051 DESIGN B
SUPPLY FEE: $40/year
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Design is more than just art. It takes the building blocks of art and, combined with creativity and innovation, uses those elements to create ideas and objects used in society. Also called “commercial art,” design is communicative and applicable to many highly marketable careers. Designers imagine and make, research and think! This course is an exploration in the field of design, introducing students to the areas of Graphic Design, Illustration, Product Design, Architecture, Industrial Design, Textile (wearable) Design, and creating design artworks by hand, with an exposure to technological application. Students will learn the elements and principles of art, design, and typography as well as the skills of creativity and problem-solving to produce a wide variety of projects in various art media.

4260 ANIMATION A (CTE)
4261 ANIMATION B (CTE)
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Animation is a project based course that focuses on creativity and storytelling. The course is computer based. Students will use Adobe Creative Cloud products to produce animation projects. The students will have the opportunities to develop original screenplays that will be made into animations. The students will be responsible for pre-production such as developing storyboards and pitching their ideas to production stage (the making of the animation) and post-production stage (editing of the animation) that includes audios. Students will have opportunities to view peers’ works.
NOTE: Animation may be repeated for additional credit to provide students opportunities to continue building their portfolio.

4050 DESIGN A
4051 DESIGN B
SUPPLY FEE: $40/year
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Design is more than just art. It takes the building blocks of art and, combined with creativity and innovation, uses those elements to create ideas and objects used in society. Also called “commercial art,” design is communicative and applicable to many highly marketable careers. Designers imagine and make, research and think! This course is an exploration in the field of design, introducing students to the areas of Graphic Design, Illustration, Product Design, Architecture, Industrial Design, Textile (wearable) Design, and creating design artworks by hand, with an exposure to technological application. Students will learn the elements and principles of art, design, and typography as well as the skills of creativity and problem-solving to produce a wide variety of projects in various art media.
The primary goal of the World Languages Department is to give students the opportunity to become familiar with a language other than their own. Students will learn to use, understand and communicate in a new language, in its spoken and written form. Through the language, students will learn the cultural heritage of other lands and become acquainted with customs, values, and beliefs of other people. The study of another language enhances one's awareness of the structure of the English language. We also offer a course in Chinese that is intended for students who can prove oral proficiency but have only basic writing skills. In order to graduate, a student must pass either 10 credits of a world language or 10 credits of fine arts, or a combination thereof.

**SPANISH**

**3100 SPANISH 1A**  
**3101 SPANISH 1B**  
*UC Approved*  
Spanish 1 introduces students to the basic language and culture of the Spanish-speaking world. Language and culture are acquired through meaningful communicative activities centered on real life situations involving everyday common topics. Students develop linguistic proficiency as they perform relevant tasks in the new language.

**3104 SPANISH 2A**  
**3105 SPANISH 2B**  
*UC Approved*  
Completion of Spanish 1 with at least a rising “C” average. Spanish 2 continues the process of developing the speaking, listening, reading and writing introduced in Spanish 1. Students will increase the number of language functions and expand their knowledge of grammar with authentic materials and real-life situations allowing students to function comfortably as they express themselves in the new language.

**3108 SPANISH 3A**  
**3109 SPANISH 3B**  
*UC Approved*  
Completion of Spanish 2 with at least a rising “C” average. Spanish 3 supports students as they move from the comfort of memorized phrases to the creation of structures that reflect exactly what they want to communicate in the Spanish language. Selection of literature is introduced to increase vocabulary and enhance cultural perspective. Spanish 3 students will continue to communicate completely in Spanish orally and in writing and will be able to produce paragraphs and essays. The primary focus is for students to become independent users of the language.

**3120 SPANISH LANGUAGE and CULTURE (AP) A**  
**3121 SPANISH LANGUAGE and CULTURE (AP) B**  
*UC Approved*  
Completion of Spanish 3 with at least a rising “C” average. Advanced Placement Spanish Language is the equivalent of a college course in advanced Spanish composition and grammar. The course emphasizes the use of Spanish for active communication. Dedication to speaking, listening, reading, and writing Spanish in and outside the class is necessary for success in the course and on the AP test. The AP Spanish Language Examination administered in May assesses the achievement of students by evaluating their level of performance in the use of the language. Students are required to demonstrate achievement by understanding written and spoken Spanish and by writing and speaking fluently in correct and idiomatic Spanish.  
*Note:* Summer reading and/or assignments may be required.

**FRENCH**

The French program uses a new student-friendly textbook with embedded audio. Under the new program, students at all levels are permitted to retake certain quizzes and tests to allow for progress toward mastery of the language.

**3150 FRENCH 1A**  
**3151 FRENCH 1B**  
*UC Approved*  
French 1 introduces students to French through a communication-based approach. Students will learn the basics of the language as well as culture from throughout the French-speaking world as they accomplish meaningful tasks involving high-frequency everyday topics needed to communicate in the classroom and the real world. The beauty and influence of the French language and culture reinforce skills in other areas of the curriculum.

**3154 FRENCH 2A**  
**3155 FRENCH 2B**  
*UC Approved*  
Completion of French 1 with at least a rising “C” average. The basic skills initiated in French 1 are further developed in French 2, with additional emphasis placed on speaking, reading, writing and vocabulary building. The previously learned structure concepts are covered in more detail and depth, while oral comprehension and conversation continue to play a dominant role. Communication and real-life situations presented are based in the French culture.
WORLD LANGUAGES DEPARTMENT

3158 FRENCH 3A
3159 FRENCH 3B
(Year) Junior, Senior
UC Approved
Completion of French 2 with at least a rising “C” average. French 3 emphasizes more advanced language structures. Reading, writing, speaking, and listening skills are further developed through more specialized work with real life conversational situations and authentic French material and literature. The French-speaking world and its cultures are studied in this communication based course. Advanced studies of French further prepare students for the French SAT Subject Test and AP French Language.

3170 FRENCH 4 (H) A
3171 FRENCH 4 (H) B
(Year) Senior
UC Approved
Completion of French 3 with at least a rising “C” average. Students will increase their understanding and use of French in both written and spoken form in this communication-based Honors course, which expands the study of the French speaking world and its culture. Students will continue to develop, in much greater depth, the language skills studied in previous French courses, with emphasis placed on the speaking of French and the study of authentic written and audio sources. In contrast with AP French, Honors French 4 puts less emphasis on writing. This class is conducted almost exclusively in French and students must participate by communicating in French.

3174 FRENCH LANGUAGE and CULTURE (AP) A
3175 FRENCH LANGUAGE and CULTURE (AP) B
(Year) Senior
UC Approved
Completion of French 3 with at least a rising “C” average. Advanced Placement French is designed to further develop oral and written language skills covered in preceding years. It is the equivalent of a college course in French composition and grammar, with emphasis on both formal and conversational situations. The study of Francophone cultures is stressed through authentic modern texts, literature, and multi-media. This course encompasses six themes as mandated by College Board: global challenges, contemporary life, public and private identity, family and community, beauty and aesthetics, and science and technology. Students enrolling in Advanced Placement French Language should have reasonable proficiency in listening comprehension, speaking, reading and writing. Since they must speak the French language as part of the AP exam, this class is conducted almost exclusively in French and students must participate by communicating in French.

JAPANESE

Japanese is taught as a second language. At all levels, students are permitted to retake writing quizzes to obtain mastery.

3250 JAPANESE 1A
3251 JAPANESE 1B
(Year) Freshman, Sophomore, Junior
UC Approved
This course is designed to help students develop an active communicative proficiency in modern Japanese. Through class activities, the instructor will guide students in usage of the language in authentic situations, establishing a solid foundation of Japanese grammar and vocabulary. Basic reading and writing skills will also be introduced and practiced in authentic situations. Japanese culture is introduced throughout the curriculum.

3254 JAPANESE 2A
3255 JAPANESE 2B
(Year) Sophomore, Junior, Senior
UC Approved
Completion of Japanese 1 with at least a rising “C” average.
In Japanese 2, students continue to build on the listening, speaking, reading and writing skills introduced in Japanese 1. Students will expand their language skills by increasing vocabulary and functional structures in modern Japanese. Students will learn Kanji characters, including “Kun” and “On” readings of each character.

3258 JAPANESE 3A
3259 JAPANESE 3B
(Year) Junior, Senior
UC Approved
Completion of Japanese 2 with at least a rising “C” average.
Japanese 3 continues with the development of listening, speaking, reading and writing introduced earlier. Students will be required to demonstrate proficiency in different styles of speech and writing. Culture is an important component in this class. Students will continue to learn Kanji characters.

3270 JAPANESE LANGUAGE and CULTURE (AP) A
3271 JAPANESE LANGUAGE and CULTURE (AP) B
(Year) Junior, Senior
UC Approved
Completion of Japanese 3 with at least a rising “C” average.
Advanced Placement Japanese and Culture is built on the National Standards for Japanese Language Learning. Through a holistic approach to language learning, students will develop more cognitively challenging functional language skills. Students will acquire and expanded use of honorific expressions and an increased understanding of the Japanese linguistic culture as well as aspects of socio-cultural knowledge. Students read and discuss newspaper articles, short stories and write compositions on various topics. Grammar is studied intensively. Mastery of approximately 500 kanji characters is expected by the end of the course. Speaking, reading and writing Japanese in and beyond the classroom is necessary for the success of the students in AP Japanese.
and Culture. The course is taught entirely in Japanese.

CHINESE

Arcadia Unified School District (AUSD) understands that the Chinese community in the United States uses both traditional and simplified characters. AUSD also understands the concern surrounding the instruction of traditional versus simplified characters. It is the intent of the Chinese Language Program at Arcadia High School (AHS) to provide students the opportunity to access traditional characters as well as simplified characters.

From an academic viewpoint and aligning with the district's vision, AUSD believes that the teaching of traditional characters provides a rich foundation both culturally and historically of the Chinese writing system. Learning the traditional writing system will give students the tools to decode unknown words by understanding the rules of sounds and radicals.

Arcadia High School’s Chinese Language Program will provide instruction in traditional Chinese characters in levels 1 and 2 as well as in Heritage Chinese. At Chinese 3, 4 and Advanced Placement (AP) levels, students will have the option to read and write in either simplified or traditional characters.

Chinese is taught as a second language. Students new to the Chinese program must take a placement test before enrolling. Students who demonstrate proficiency beyond an Advanced Placement level will be asked to select a different world language. Those students who still want to demonstrate their proficiency level are encouraged to take the Chinese with Listening SAT Subject Test in order to fulfill their CSU/UC LOTE (Language Other Than English) requirement.

3200 CHINESE 1 A
3201 CHINESE 1 B
(Year) Freshman, Sophomore, Junior
UC Approved
Completion of a placement test.
Chinese 1 introduces students to Chinese through a communication-based approach. Students will learn the basics of the language as well as culture by accomplishing meaningful tasks involving high frequency everyday topics needed to communicate in the classroom and in the community. Students will learn to write approximately 200 traditional Chinese characters and be proficient in Hanyu Pinyin.

3204 CHINESE 2A
3205 CHINESE 2B
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Completion of Chinese 1 with at least a rising "C" average or placement test.
This course expands on vocabulary and focuses on mastering basic sentence structures. In Chinese 2, students will develop skills to deal with the immediate environment including school and family in formal and transactional settings. Students will build on their knowledge and will learn approximately an additional 300 traditional characters. Students who are placed in Chinese 2 and who have a background in simplified will be given a quarter adjustment period during which they will not be marked down for using simplified characters except when taking quizzes on new vocabulary. Starting second quarter, students will be expected to write in traditional characters when taking tests and doing homework. They will be given partial credits if their answers are not in traditional characters.

3206 HERITAGE CHINESE A
3207 HERITAGE CHINESE B
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Completion of a placement test.
This class is designed for students who understand and/or speak Mandarin, Cantonese or other Chinese dialects, but do not read or write characters. The course will focus on developing reading and writing skills as well as maintaining and strengthening the oral and listening skills acquired growing up. Students will learn to read and write approximately 500 Chinese words. This course will also promote cultural awareness through the reading selections. Students who are placed in Heritage Chinese and who have a background in simplified will be given a quarter adjustment period during which they will not be marked down for using simplified except when taking quizzes on new vocabulary. Starting second quarter, students will be expected to write in traditional characters when taking tests and doing homework. They will be given partial credits if their answers are not in traditional characters. NOTE: Successful completion of this course will enable students to enroll into Chinese 3.

3208 CHINESE 3A
3209 CHINESE 3B
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Completion of Chinese 2 with at least a rising "C" average or placement test.
Chinese 3 further develops speaking, listening, reading, and writing skills developed in the first two years. Through consistent practice, students expand their ability from everyday survival language to more advanced interactions. Students will continue to learn traditional characters. The course is conducted mainly in Chinese. Students will be given the option to read and write in either simplified or traditional characters.
3212 CHINESE 4A
3213 CHINESE 4B
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Completion of Chinese 3 with at least a rising “C” average
or placement test.
The course continues the language development in all
areas of reading, listening, speaking and writing. Oral and
written materials will be expanded to expose students to
social and practical topics in formal and informal settings.
Students will be able to comprehend a non-technical
lecture and discuss the information gained from the
lecture. The course is conducted mainly in Chinese.
Students will be given the option to read and write in
either simplified or traditional characters.

3224 AP CHINESE LANGUAGE & CULTURE A
3225 AP CHINESE LANGUAGE & CULTURE B
(Year) Sophomore, Junior, Senior
UC Approved
Completion of Chinese 4 with at least a rising “C” average.
Advanced Placement Chinese uses an integrated approach
to language learning. Course materials include authentic
sources: radio broadcast, newspaper, websites, and
literary works. Language and culture are taught
simultaneously through the use of these materials.
Students will be required to prepare oral presentations,
work on individual and group projects, and research a
variety of teacher and student selected topics. The class
will be conducted entirely in Chinese and students are
expected to communicate entirely in Chinese as well. This
class is the equivalent of a second-year second-semester
college course in Chinese Language. Students will be
given the option to read and write in either simplified or
traditional characters.
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<tr>
<td>String Orchestra</td>
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<td>Symphonic Band</td>
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<td>Symphony Orchestra</td>
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<td>Teacher Aide</td>
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<td>Wind Ensemble</td>
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<td>Work Experience</td>
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SCHOOLWIDE LEARNING OUTCOMES

Arcadia High School will graduate:

Effective Communicators who...

- Create, read, comprehend, and interpret a variety of written and visual materials.
- Develop clear, concise, grammatically correct prose.
- Speak and listen reflectively and critically, and respond appropriately.
- Critically evaluate oral and written work according to expected standards.
- Communicate within and across cultures.
- Self-advocate in a respectful manner and practice social decorum in a variety of situations both in person and online.

Problem solvers who...

- Research, identify, access, and organize data using appropriate technology.
- Demonstrate critical thinking skills by
  - Comparing, analyzing and evaluating data and arriving at informed conclusions.
  - Synthesizing data to create hypotheses and develop appropriate courses of action.
  - Mastering practical skills to function successfully in life.
- Apply acquired skills and knowledge to define, investigate, and provide solutions to problems.

Capable and responsible citizens who...

- Work effectively and collaboratively both academically and socially with diverse stakeholders.
- Practice a healthy lifestyle that balances intellectual, physical, social, and creative activities.
- Function ethically in society and respect the diversity of others.
- Practice and fulfill civic duties with responsibility and integrity.
- Demonstrate appropriate stewardship of the environment for future generations.