Social Science

World History
A-G approved, Core and College-preparatory course

The Greek-origin of the term “History” means to “acquire knowledge through investigation”. History is simply the study and interpretation of recorded past events. Its purpose is to help you develop analytical skills that you can apply to other fields of study and to help you understand how societies and nations interact and impact each other beginning from the Enlightenment of the Eighteenth century through the dawn of the Twenty-first century.

U.S. Government
A-G approved, Core and College-preparatory course

A well-designed course in United States Government and Politics will give students an historical and an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. While there is no single approach to a United States Government and Politics course that must be followed, students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes in relationship to government and politics.

Advanced Placement course also available.

U.S. History
A-G approved, Core and College-preparatory course

The primary focus of this course will be to explore the major events, personalities, social, cultural, political, economic and technological changes that have shaped United States history in the twentieth century. The course begins with a selective review of American history from the Age of Discovery to the Gilded Age, with an emphasis on the following themes: the nation’s beginnings, the origins of democratic government, the rise of sectionalism and the industrial transformation of the United States. The course continues with an intensive study of the history of the United States in the twentieth century. The major historical units will include: the Progressive Era, World War I, the 1920’s, the New Deal and the Great Depression, World War II, the Cold War and the 1950’s, the 1960’s, the 1970’s, and contemporary America. Students will develop a sense of historical connection and an appreciation of historical time, involving the concepts of the past, present, and future. Students will expand their historical literacy regarding twentieth century United States history. Finally, the course will promote democratic values and good citizenship through its examination of the evolution, effectiveness and abuse of democratic institutions in America.

Advanced Placement course also available.
English 9
*A-G approved, Core and College-preparatory course*

English 9 at Camino Nuevo Temple High School focuses on teaching students skills and strategies for independent reading and writing of complex expository and narrative texts. With support from lessons in Critical Reading, Writing, and Communication, students will analyze expository and literary texts that cover a wide range of interrelated, culturally relevant, and high interest topics. Students will read fiction (*Romeo and Juliet* and *Perks of Being a Wallflower*) and nonfiction (units based around juvenile justice and media manipulation). Key unit themes include cultural literacy, the complexity of human nature, juvenile rights and justice, and LGBT rights and equality. The course utilizes balanced literacy instructional approaches, integrating reading, writing, and analysis in interpreting texts through Common Core standards. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, and evaluate others’ ideas through structured preparation for discussion and numerous persuasive, evidence-based essays. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes, and to authentic audiences.

English 10
*A-G approved, Core and College-preparatory course*

English 10 at Camino Nuevo High School is a rigorous course intended to prepare students for the challenging demands of the university English program. Not only will students enhance their ability to comprehend, analyze text, and write coherently, they will develop their listening and speaking skills as they participate in analytical and thought-provoking class discussions. This course is designed to address all of the Tenth Grade California Content Standards for English Language. During the course of the year, students will read a variety of whole-class texts, articles, essays, short stories, poetry, non-fiction writings, and student-selected independent reading books. They will write major essays (5-7 pages) on the following genres: narrative (using *Persepolis*), persuasive (using “Julius Caesar”), response to literature (using Animal Farm and Things Fall Apart), and expository (using various controversial articles from the Expository Reading and Writing Course curriculum).

English 11
*A-G approved, Core and College-preparatory course*

American Literature at Camino Nuevo High School Temple Campus is a rigorous course intended to prepare students for the challenging demands of the university English program. Not only will students enhance their ability to comprehend, analyze text, and write coherently, they will develop their listening and speaking skills as they participate in analytical and thought-provoking class discussions. This course is designed to address all of the Eleventh Grade Common Core Standards for English Language Arts. During the course of the year, students will read a variety of whole-class texts, articles, essays, short stories, poetry, non-fiction writings, and student-selected independent reading books. They will write major essays (6-8 pages) on the following genres: narrative (using *Slaughterhouse Five*), persuasive (using *The Laramie Project* and *Our America*), response to literature (using the works of Walden, Whitman, and Dickenson, as well as *The Great Gatsby*), and expository (using *The Wordy Shipmates*). Students will also complete a series of shorter writings, including research papers and reflective pieces. Throughout each unit, instruction will address reading standards for literature and
expository texts, language standards, and speaking and listening standards. At the end of each unit, students will be assessed by a written exam. Throughout the course of the year, students will be expected to analyze, compare, and interpret writings in terms of theme, historical influence, and literary devices employed. Students are expected to perform at a high level of critical thinking and use sophisticated communication skills as they discuss each piece.

**CSU Expository Reading and Writing**

*G-G approved, Core and College-preparatory course.* Course adopted from *California State University (CSU) Early Assessment Program (EAP).*

The goal of the Expository Reading and Writing Course (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. Students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the ERWC Assignment Template—presents a scaffolded process for helping students read, comprehend, and respond to nonfiction and literary texts. The twelve instructional modules in the ERWC—from which adopting schools select eight-to-ten—are organized by semester. Most modules include multiple reading selections on a topic, often representing different genres. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, interviews, memos, assorted public documents, scholarly studies, and other nonfiction texts. Three modules include full-length works—a work of nonfiction in semester one and two novels in semester two. Adopting schools must select one full-length work in each semester. Schools are strongly encouraged to select modules in sequence and to consider the balance of text types and writing assignments in the eight-to-ten modules they select. All modules integrate text-based grammar study with rhetorical reading and writing; schools are strongly encouraged to incorporate these lessons based on the needs of their students. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them.

*Advanced Placement course also available for English Language and Composition.*

**Mathematics**

**Algebra I**

*A-G approved, Core and College-preparatory course*

This is a first year algebra course where students will learn to reason logically and symbolically. The key content involves writing, solving, and graphing linear and quadratic equations, including systems of two linear equations with more than one unknown. In this course quadratic equations are solved by factoring, completing the square, graphically, or by applying the quadratic formula. The roots of the quadratic equations are represented graphically and algebraically as solutions. The course also includes study of monomial and polynomial expressions, inequalities, exponents, functions, rational expressions, ratio, and proportion. Algebraic skills are applied in a wide variety of problem-solving situations. This course motivates the application of algebraic skills to reason logically and symbolically in a quest to solve real world scenarios and problems.
Honors course also available for Algebra I.

Calculus
A-G approved, Core and College-preparatory course

Calculus AB is primarily concerned with developing the students’ understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals. Technology is used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

Advanced Placement course also available for Calculus AB.

College Mathematics
A-G approved, Core and College-preparatory course

This is a rigorous, college preparatory math course that covers topics from a variety of fields. In an aim to make students mathematically literate citizens with a sense of informed agency, this course takes students through application. This goal will be accomplished by analyzing the stock market, businesses, banking, credit, and taxation as well as carbon dioxide concentrations on the earth and in the oceans, global warming and deforestation. They will also look at the application of trigonometry and the concept of limits to real-life situations. The lenses of financial literacy and environmental husbandry are particularly appropriate for CNHS students as CNHS seniors are expected to take Economics and AP Environmental Science. Mathematic topics used in these explorations include: Representing Data and Math Modeling, Polynomial Functions, Rational Functions, Geometry, Advanced Trigonometry, Exponential Functions, Logarithmic Functions, Statistical Analysis, Matrices, Limits. This course is a third-year college prep, applied mathematics course. Students in this course are expected to have a firm grasp of concepts through Algebra 2, and to be prepared to deal with concepts that build on previous learning and explore linear algebra, trigonometry and calculus. The concepts are presented within the study of real-world applications. The purpose of this course is to give the student an appreciation of the usefulness of the subject matter through a variety of applied problems from many disciplines. Students will also be prepared for a college level math placement exam. Topics covered throughout the year include: Representing Data and Math Modeling, Polynomial Functions, Rational Functions, Geometry and Triangle Trigonometry, Exponential Functions, Logarithmic Functions, Statistical Analysis, Matrices, Trigonometry & Limits.
Geometry
A-G approved, Core and College-preparatory course

The geometry curriculum serves to enhance geometric skills and understanding. The course will support students as they develop their ability to construct formal arguments and logical proofs using both inductive and deductive reasoning in a project based, ‘discovery’ learning environment. The students will study plane and solid geometry with an emphasis on methods of problem formulation and problem solving and the use of Algebra 1 in geometric settings. Students will be given the chance to use geometry in real life applications.

Pre-Calculus
A-G approved, Core and College-preparatory course

This discipline combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems. These standards take a functional point of view toward those topics. The most significant new concept is that of limits. Mathematical analysis is often combined with a course in trigonometry or perhaps with one in linear algebra to make a year-long pre-calculus course. Trigonometry uses the techniques that students have previously learned from the study of algebra and geometry. The trigonometric functions studied are defined geometrically rather than in terms of algebraic equations. Facility with these functions as well as the ability to prove basic identities regarding them is especially important for students intending to study calculus, more advanced mathematics, physics and other sciences, and engineering in college.

Laboratory Science

Biology
A-G approved, Core and College-preparatory course

Students will demonstrate the ability to use scientific skills and biological concepts to explain living organisms at cellular and organ/system level, their interactions with the environment, and their life cycle. Core concepts of the biology course:

1. Cell Biology- Living organisms are composed of cells. Cellular units are composed of molecules that serve as building blocks and energy source. Cells obtain energy from different sources to carry out their function.
2. Genetics - Organisms contain genetic information that is passed on to their offspring during reproduction. The genetic information influences traits of offspring leading to uniqueness and diversity found on earth.
3. Evolution- The diversity and variations within organisms serve as a raw material for evolution. The organism with variation favorable to surrounding is selected leading to changes in characteristics of organisms in a population.
4. Ecology - Organisms in an ecosystem are interdependent on each other and their environment for obtaining energy.
5. Physiology - Cells within an organism specialize to form organs/system. Various systems coordinate with each other for effective functioning of body as a whole.

Advanced Placement course also available.
Chemistry
*A-G approved, Core and College-preparatory course*

The course is designed to be a laboratory-based course in chemistry. The level of instruction is to be at a level that will provide adequate preparation for entry into a college level chemistry class. The class will cover the nature of chemistry as a science, and experimental methods. The strands that will be covered are: Atomic Theory, Theory of the Periodic Table, Theories of Chemical Bonding, Stoichiometry (including oxidation reductions), Gas Laws, Theories of Equilibrium (Keq, Kw, Ka, pH), Energy Theories, and organic chemistry.

*Advanced Placement course also available.*

Environmental Science
*A-G approved, Core and College-preparatory course*

Environmental science offers students a real world opportunity to discover and understand principles of scientific methodologies, biology, and chemistry required to understand the interrelationships of the natural world. Students, working individually and in teams, participate in a series of hands-on experimental projects to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with this problems and to examine alternative solutions for resolving or preventing them. These projects provide a foundation for data collection, analysis, reflection, presentations and technical writing skills. Through these experiences, students hone critical thinking, communication, collaboration, creativity and college readiness skills while learning key environmental science concepts.

*Advanced Placement course also available.*

Foreign Language

French I
*A-G approved, Core and College-preparatory course*

French I is an introductory course to the French language and francophone cultures. Students are introduced to thematic topics to allow them to begin to communicate in the four major areas: reading, listening, speaking, and writing. Through this study of a new language, students’ understanding of the languages they know will be strengthened through frequent conversations about parts of speech, verb tense and agreement, and regular comparisons to English and Spanish.

French II
*A-G approved, Core and College-preparatory course*

This course is designed for students who have demonstrated ability, and motivation in French I. In this course, emphasis will be on the continued development of oral proficiency in a variety of common everyday situations with an added emphasis on writing and reading. An appreciation and understanding of the customs and culture of the people of the France and other French speaking countries will continue to be the main focus of this course. This course fulfills part of the A-G Foreign language graduation requirements.
Spanish I
*A-G approved, Core and College-preparatory course*

This is an introductory course to language and culture of the Spanish-speaking countries. The focus is on all four language skills speaking, writing, reading, and listening with an introduction to culture. Students will learn greetings, verb conjugations, basic vocabulary, pronunciation, and grammatical structures. They will use those skills to communicate in real life situations. Course is aligned to the World Languages Content Standards for California. The course is outline by the five areas for foreign language education: Communication, Content, Cultures, Structures and Setting.

Spanish II
*A-G approved, Core and College-preparatory course*

The Spanish 2 course is designed for high school students to advance their understanding from novice to intermediate after completing Spanish 1. In this course, students build on their skills with speaking, listening, reading and writing. The continuing development of these skills encourage students to communicate in target language about the topics of family and friends, foods, traveling, sports, daily routines, celebrations, technology, and health in multiple verb tenses. Students learn to speak in the preterite, conditional, imperfect, and subjunctive tenses. Students also continue to study culture in Spanish-speaking countries.

Spanish III
*A-G approved, Core and College-preparatory course*

This course was designed to enhance the student’s knowledge of Spanish Language and Latin American culture. The course emphasizes advanced Spanish grammar, syntax, writing, reading, listening, and speaking skills. Students will be exposed to a variety of writings from Latin America authors. Students will read the novel Las Hijas de Juárez, by Teresa Rodríguez during the first semester. The main focus of the novel is to provide students an opportunity to hone and apply reading comprehension, listening/speaking skills, to deepen cultural awareness of social justice issues impacting women’s rights in Juarez, Mexico. In re-creating and presenting an act from the play, students will promote awareness of the injustices that women are facing in the city of Juarez, Mexico to the rest of our school’s student body. In the second semester, the focus will be Latin American fiction and poetry. Students are exposed to various writing genres incorporated in our textbook, ¡Ven conmigo!, as well as a variety of poems by Pablo Neruda, Alfonsina Storni, and Nicolas Guillen (analyzing literary devices like tone, metaphor, simile, etc.). Students will analyze and critique poetry from Nicolás Guillén and will write their own poem using Guillén’s writing style.

*Advanced Placement course available for Spanish Language and Culture.*

**Visual and Performing Arts**

**Graphic Design**
*A-G approved, Core and College-preparatory course*

Graphic Design is a visual arts based course focusing on digital media used in the advertising industry. Through projects based on real world application the students use a variety of digital software. The Adobe Design suite, including Photoshop, Illustrator, InDesign, Dreamweaver and Flash are the main
focus over the course of the year. Within these projects the students are introduced to the Elements and Principles of Design. These formal visual concepts are spiraled throughout the course and are applied to students work, as well as examples from the industry. Some examples include using Photoshop to create an original movie poster and graphics for online use. We use Illustrator to create original T-shirt designs. Using Google Sketch Up, we create architectural designs. Flash is used to create animations to use online. The students create an online portfolio of their work, learning the basics or web design and professional presentation techniques.

**Graphic Design II**
* A-G approved, Core and College-preparatory course

Graphic Design 2 is designed build on the skills and concepts introduced in Graphic Design 1. The skills developed in Photoshop and Illustrator will be explored more in-depth with the focus being on developing independent ideas and building a professional portfolio. Starting with gathering images, the students will focus on composition and strategies to take interesting pictures. These digital photographs will be used as a basis for a series of projects developing an understanding of the Elements and Principles of Design.

**Integrated Arts I**
* A-G approved, Core and College-preparatory course

In Integrated Arts 1 students will learn the fundamentals of visual art. This class will provide a foundation introducing the Elements and Principles of art, art history, production, criticism, and aesthetics. This course is designed to establish a foundation of two dimensional and 3 dimensional art production. Our students will be expected to use this basic foundation throughout high school and beyond. The basic knowledge of two dimensional and three dimensional art will include a visual literacy about the Elements and Principles of Art, as well as the aesthetic, cultural, and historical context of a variety of artworks. In addition, students will explore the content areas of general art (California Art Standards creative expression, art criticism, art history, aesthetics and interdisciplinary connections). Students will have an opportunity to explore community-based art through the theoretical, exploration and practical application. In addition to exploring the aesthetic, historical, political and socio-cultural aspects of art, students will become community-based artist and will work collaboratively with other students and the community to plan and implement a public-based artwork.

**Integrated Arts II**
* A-G approved, Core and College-preparatory course

Integrated Art 2 is designed for students who are seriously interested in the experience of art and are interested in the development of and understanding in the principles and elements of art. The course in also designed to encourage the development of original ideas. Students will develop a stronger understanding line, color, shape/form, texture, value, space, balance, contrast, dominance, emphasis, movement, repetition, rhythm, subordination, variation, unity. Students are required to investigate all three aspects of the portfolio which include Quality, Concentration, and Breadth. Students are expected to develop mastery in concept, composition, and execution of ideas. Students are encouraged to develop verbal and written literacy about their artworks. Students are encouraged to examine and discus issues relevant to their artwork.
In class students will select how and what they would like to work with. Students will work on many diverse projects to ensure all final portfolios have individuality. In their Breadth category students will work on different concepts and approaches to demonstrate their versatility, thought, problem solving and creativity. These original ideas may also be used in their concentration section.

Students will be given homework; the assignments given will focus on how to produce art work that will go into their final portfolio. Students will also participate in class critiques, students will discuss their own work, in addition students will use new art vocabulary words to address art ideas, concepts and principles in the class room.

In the second semester students will decide what their concentration section will compose of. In this section students will develop a body of work that will investigate a theme or an idea. Students will work diligently to have their concentration well planned out.

In the development of the portfolio, students experience a variety of concepts, techniques and approaches designed to help artistic talent as well as their understanding of technique and the development of original ideas. Students will develop a body of work for their Concentration section of the portfolio, this section will investigate and idea/theme of personal interest to them.

**Video Production I**
*A-G approved, Core and College-preparatory course*

Video Production I will provide students with a basic understanding of storytelling on screen. Students will study the history of film, film genres, production process, filming techniques, industry vocabulary, and mise en scene.

Students will also learn to view film critically by studying the relationship between film and society and the effect of biases in film and television. Students will also practice the art of video production and become proficient in the basic skills of the video camera and video editing software while applying the fundamentals of design, composition, and thematic organization.

Students will ultimately produce various works reflecting the school and community, such as documentaries, news broadcasts, narrative short films, advertisement, and community service announcements. This course is a visual and performing arts elective, and will focus on artistry behind filmmaking alongside its technical aspects. Students will engage in regular reading, assignments, research, and writing as well as hands-on video production.

**Advanced Placement courses available for Studio Art: Drawing and Studio Art: 2-D Design.**

**College-preparatory Electives**

**Creative Writing**
*A-G approved, Core and College-preparatory course*

The overall purpose of the course is to study the components of fiction, such as dialogue, plot, character development, world building, and point of view through short stories, poetry, novel selections, and creative nonfiction. Students will analyze these features as different authors use them across a variety of genres. After thorough analysis (written and oral), students will work to develop a portfolio of
authentic literary works of their own where they purposefully use each of these elements. Students will use these elements throughout their portfolios and will also submit multiple drafts, revise, and edit work in order to ready pieces from their portfolio for submission.

Creative Writing teaches students strategies and practice in the art of writing poetry, short stories, creative nonfiction, plays, and review. Students will explore the genres of fiction (science fiction, western, horror, romance, mystery, fantasy), graphic novels (aka comic books or manga), play writing, screenwriting, creative nonfiction, reviews (books, films, video games), and new media writing including blogging, tweeting, and hypertexting. The learning process and outcomes will emphasize the conventions of each genre, the writing process, and revision. We will use the writing workshop model for revision and critic.

Through large and small groups, students discuss the importance of word choice, tone, diction, review, voice, and style. Students will use the writing process (pre writing, drafting, peer editing, editing, proofreading, and publishing). Students will participate in close reading, writing exercises, mechanics, and grammar. Students will read works by published others to use as models.

**Economics**  
*A-G approved, Core and College-preparatory course*

This course is designed to be an introductory course in micro and macro economics. Students will understand the concepts of supply and demand, government spending and taxes, international economics, and financial stock markets. Students will create reports on economic challenges and the effects of globalization. Students will argue which macroeconomic policy within the government is most effective. Students will gain an in dept understanding of money and banking.

**Environmental Justice**  
*A-G approved, Core and College-preparatory course*

Introduction to Sustainability is a year-long introduction to sustainable living from the individual level to society as a whole. Students will build upon ecological concepts learned in biology to examine how humans impact their environment and what can be done to ensure we live in harmony with the environment. Students will learn how ethics, economics, science, and politics integrate to create the environmental policies we live with. As a result, students will participate in actively changing their interactions to live more sustainable lives through laboratory activities, projects, and action research topics.

The purpose of this course is develop students' ability to analyze complex environmental issues, synthesize topics from both the sciences and social sciences, and develop sustainable solutions to environmental problems (i.e. land use, water availability, pollutions, sustainable agriculture, and developing sustainable energy). By integrating knowledge from multiple disciplines but with a central focus on the scientific principles of sustainability, students gain a better understanding of real world problems and an ability to create solutions.

**Ethnic Studies**  
*A-G approved, Core and College-preparatory course*
The Ethnic Studies class is an interdisciplinary class that focuses on the history of African Americans, Chicana/os, Latina/os, Asian Americans, Native Americans and other ethnic groups. We will study each group historically in relationship to each other and in relationship to the history of the US. Through critical readings, class discussion, research projects, role plays, film, art, and writing students will have opportunities to develop a solid intercultural foundation to understanding race, cultural diversity, and movements for social justice in the US. This course will first highlight the historical legacy of ancient Meso-American Indigenous civilizations such as the Maya, Olmec, Toltec, Mexico (Aztec), Inca and ancient African civilizations such as Egypt, Nubia, Mali, Ghana, and others. We will then move forward to concentrate on a shared history of resistance to colonialism and slavery in Africa and the Americas. We will focus our research on cross cultural alliances and cooperation between Indigenous and African People in the past 500 years. The class will then investigate how during the 20th Century various leaders, and social movements comprised of different ethnic groups brought about change within the United States of America focusing our attention to the Civil Rights movement, Chican@ movement, Black Power movement, American Indian Movement, Women’s rights movement, Asian-American Movement, Labor Movement, LGBQT movement and other movements for social change. Students will then be asked to apply the history and strategies of the various civil rights and human rights movements of the U.S. to present day issues and concerns facing our local and global community. During the course we will be working every day on reading, writing, speaking, listening, research, communication, and presentation skills. We will read about history and we will study our own lives and family as a way to understand the world we live in. The final project of the year will ask the students to research a specific problem in the local community, come up with solutions, and create and implement an action project to address it. These will be shared with families and community members.

In addition to rigorous reading assignments, contemporary information is drawn from student’s life experiences, major newspapers, popular culture, culturally conscious musicians, and alternative media. Students will be asked to read a major newspaper weekly and to listen to the radio, including National Public Radio, Democracy Now, and KPFK 90.7 FM. The current information will allow us to see historical trajectories, contemplate social action, and make course material relevant.

Film Studies
A-G approved, College-preparatory course

Film Studies is structured to develop students’ understanding of the impact of film across the world and throughout history. Students will become familiar with the basic terminology and elements of filmmaking and narrative structure to improve their critical thinking, as well as their ability to communicate critical responses to films. Through class demonstrations, hands-on assignments, and critiques, students will be exposed to concepts such as the aesthetic, compositional, technical, and sensory properties of film. In-depth study of several movements in film will broaden the student’s knowledge of the medium’s history and evolution. Students will analyze films and study filmmakers from various cultures and eras. They will apply the standards and language of art criticism when critiquing filmmakers’ works.

Holocaust & Human Behavior
A-G approved, College-preparatory course

The Holocaust intensely depicts the fragility of democracy. Using the Facing History and Ourselves scope and sequence, students will examine how the aftermath of World War II left a ravaged Germany highly susceptible to the guiles of Hitler and the Nazi Party. As students analyze the transformation of the
Weimer Republic into the Third Reich, they will assess the roles that silencing, propaganda, conformity and blind obedience have on the destruction of democracy. Students will be called to recognize universal themes of membership and exclusion, obedience and resistance, and judgment and memory through an analysis of the Holocaust and other cases of genocide. Parallels will be drawn to the importance of civic participation in their own communities, placing students at the center of history and calling them to consider the weight their choices carry in strengthening or diminishing the health of democratic society.

Sociology
A-G approved, Core and College-preparatory course

Through this two-semester course, students explore human relationships in society. Instructional materials emphasize culture, social structure, the individual in society, institutions, and social inequality. Unit topics for the first semester include society and culture, what is sociology, the nature of culture, conformity and deviance, social structure, roles, relationships and groups, and social stratification. In the second semester, students learn about social institutions, the family, religion and education, government and economic systems, the individual in society, the early years, adolescence, the adult years, continuity and change, communities and change, social movements and collective behavior, social problems, minorities and discrimination, poverty, crime, and problems of mass society.

Yearbook
A-G approved, College-preparatory course

This project-based course is designed to provide practical, specific journalistic experiences with the main end result the production of a professional yearbook. The course goals focus on the expository aspect of the reading and reporting (oral and written), extensive practice in writing that goes through a thorough editing and revision process as well as substantial reading of expository sources and other materials that develop imperative skills and rigorous training on written themes including body copy, interviewing, captions and headlines, and visuals including photography and designing layouts. Members are expected to assume the responsibilities and self-discipline necessary to contribute to the success of such an organization. Students deal with and learn to understand the ethical dimensions of life while they search for information and gain a respect and understanding of the viewpoints others hold. Student will need to evaluate information and convey intricate or multifaceted information to the student body. Yearbook teaches real-world skills such as, meeting deadlines, teamwork, working with advanced and professional technology, communication skills, and independent thinking skills.

School-based Electives

Chemistry Lab
This is an introductory course in the foundations of chemistry. This course covers the topics through in-depth explorations into the real-world applications of chemistry. Emphasis is on the development of critical thinking skills and problem solving. This course is project oriented, providing a hands-on environment for students to explore various chemistry concepts. This course is geared toward all students, providing a solid grounding in chemistry for all, and an introduction to chemistry fundamentals for those who will pursue additional science courses.
Classroom Aide
This class is designed to help students learn about office etiquette, including professionalism in the workplace, customer service, organization, and multi-tasking. Students learn from school administrators and office staff to work with others, help visitors, organize documents, computer office basics, provide phone support, and build an efficient office culture.

French Film
Through the study of French cinema, students analyze the impact of history on French culture. The course exposes students to a wide variety of cultural aspects of contemporary French society by means of a choice of film genres, ranging from animated films and documentaries to dramas, romantic comedies and thrillers. The films serve as a window on French culture and correspond to the linguistic competence, as well as cultural knowledge of High school students.

History of American Music
This course is an enjoyable and interesting way to expose students to new cultures as well as to teach a social history of America through music. The goals of this course are: cultural awareness, teaching history through musical expression, and helping students understand that artistic expression is directly influenced by events in society.

The course will enhance student’s enjoyment and understanding of the music they may already know, as well as introduce them to less familiar styles and genres. They will develop critical listening skills and become more informed consumers of popular music. Also, students will better understand the relationship between cultural values, societal events and the art that is produced as a result. Students will critically analyze the history of this country as seen through the eyes of musicians. They will demonstrate the ability to think critically by the completion and presentation of various projects. This class is intended to help students think creatively and critically about American popular and folk music and to recognize the value and multicultural nature of American society with respect to cultural diversity. Also, one of the goals is to open up students minds and ears in order for them to hear and appreciate America’s incredibly deep well of music, past and present. Students will do this through a variety of multimedia tactics that include, films, keynote presentations, listening to recordings, lectures and live performances and demonstrations. During the course students will be tested in a variety of ways including papers and presentations to the class. A critical review of a live performance will also be required.

Leadership
The course covers topics about being a leader, leading with effectiveness, and establishing a positive school culture. Students work individually and in teams to develop and implement lessons on topics pertaining to the six school-wide character pillars: Trustworthiness, Respect, Responsibility, Fairness, Citizenship and Caring. Students also use these pillars to plan and execute school-wide culture-building programs and activities throughout the school year.

Model United Nations
Students will be introduced to major issues in United States foreign policy and international relations using a constructive model of study including research, simulation, and debate. The course will focus on introducing the social, political, and economic role of the United Nations in world affairs, as well as modern and historical foreign policy issues including the War on Terror, relations with the Middle East, the Cold War, free trade agreements, and humanitarian and military interventions around the world. Students will be expected to research, write about, and defend their positions on various topics within
the course curriculum, demonstrating media literacy and ethical decision-making. Students will learn and practice group leadership, speech and negotiation skills. These skills will be demonstrated through critical reading, writing and project based learning. As a mandatory element of the course, students will also research, develop and ultimately present their findings at the Model UN Conference.

**Physical Education**
CNHS No.2 Physical Education program is based upon the acquisition of knowledge and skills that are the foundation for engaging in physical activity. Our mission is to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life. This course is specific for 9th grade students and incorporates components designed to master the physical fitness test student are required to take during their 9th grade year.

**Physical Education II**
CNHS No.2 Physical Education program is based upon the acquisition of knowledge and skills that are the foundation for engaging in physical activity. Our mission is to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life. This course is an extension of the skills students acquired in their 9th grade Physical Education class. Physical Education II is designed to extend the depth of understanding and level of mastery of previously practices skills and curriculum covered during the Physical Education course.

**Religion in Literature**
The primary goal of this course is for students to acquire appropriate frameworks for engaging theological questions through the vehicle of literary analysis. Students will examine a variety of organizational structures in composing nonfiction writing and mastering the skills of matching purpose to structure. From cause/effect to comparison/contrast, students will collect a variety of organizational “tools” from which they can draw when composing their own written responses to various writing prompts. Through writing, students will synthesize multiple sources and genres of information to provide historical, biographical, and theological analyses of diverse texts.

**Young Business Entrepreneurs**
This competency-based course is designed to introduce Economics by developing an awareness of the key concepts involved in business ownership. The students will learn about effective decision-making as it applies to business entrepreneurship. Instruction also includes theories of microeconomics and macroeconomics - supply and demand, pricing and marketing, the Federal Reserve System, international economics and the differences among other economic systems used throughout the world today. The overall objective of this class is for students to acquire a strong foundation of knowledge of entrepreneurship at a professional level and to prepare them for university coursework or a career path in business. This course is designed to integrate core academic content with project based learning opportunities to deepen the students knowledge and create opportunities for meaningful learning that includes critical thinking and creativity. In addition, the competencies in this course are aligned with the Common Core State Standards and the California Career Technical Education Model Curriculum Standards.

**School-based Advisories**

**iConnect**
An approximately 30-minute class designed to help students balance their academic load with your future goals. Students will have lessons on how to respond to bullying, harassment, and intimidation,
coping with stress, time management, study skills, college readiness, goal setting, and grade calculation. Moreover, the course is designed to forge a bond between students and the school community at large. Students are assigned to the same iConnect class for the duration of their stay at CNHS No.2. The class is gender specific and a mix of 9th-12th grade students.

**College Seminar (Freshman, Sophomore and Junior)**
This course provides an understanding of the university preparation and application process, and to help students increase their college knowledge and readiness. Through the course, students will demonstrate knowledge of the university preparation and application process, demonstrate understanding of career opportunities and preparation for respective careers, demonstrate an understanding the financial options to pay for higher education, demonstrate an understanding the factors of college life and transition, and demonstrate confidence in written and oral expression.

**Senior Seminar A**
This course is designed to guide students through the college application process and to help students increase their college knowledge and readiness. Through the course, students will demonstrate knowledge of the university preparation and application process, demonstrate understanding of career opportunities and preparation for respective careers, demonstrate an understanding the financial options to pay for higher education, demonstrate an understanding the factors of college life and transition, and demonstrate confidence in written and oral expression.

**Senior Seminar B**
This course is designed to allow 12th grade students the opportunity to apply the skills and knowledge they have acquired over their time at the high school in a comprehensive project on a topic of their choosing. The goal of the class to showcase students’ academic skills through the use of a project based learning experience. Student work is showcased in an exhibition at the end of the year and graded by multiple faculty and administrators.

**Support Courses**

**Algebra Practicum**
Students are pre-selected for this class based on diagnostic data and teacher recommendations. Students placed in this support class have proven to need additional support in the subject of Algebra I. Students review the fundamental mathematical skill related to this course and practice skills covered in the core content classes.

**English Language Development**
This class is designed for differentiated levels of English Language Development. The class utilizes the Systematic ELD curriculum by EL Achieve, a systematic word study, vocabulary, comprehension, and fluency program that is both age and interest level appropriate for adolescents. In the course, students continue to build upon their listening and speaking skills. Students participate in small group and whole-class discussions, and then transfer these oral skills to academic writing. The course is designed to prepare the English Language Learner to acquire the prerequisite skills needed to reclassify as fluent English proficient by progressing through their designated ELD levels.

**Geometry Practicum**
Students are pre-selected for this class based on diagnostic data and teacher recommendations. Students placed in this support class have proven to need additional support in the subject of Geometry. Students review the fundamental mathematical skill related to this course and practice skills covered in the core content classes.

**iRead**
Students are pre-selected for the to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of Achieve 3000 and a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity.

**Learning Center 9-12**
In this class students with IEP receive support services in their area of need that has been determined in the students’ Individualized Education Plan document. This class is designed to extend the core classes of Math and ELA for students that require additional time to acquire the academic skill related to these classes. These classes are specifically taught by special education teachers.

**Pre-Calculus Practicum**
Students are pre-selected for this class based on diagnostic data and teacher recommendations. Students placed in this support class have proven to need additional support in the subject of Pre-Calculus. Students review the fundamental mathematical skill related to this course and practice skills covered in the core content classes.