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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ARCADIA UNIFIED SCHOOL DISTRICT

SUPERINTENDENT
Dr. David Vannasdall

ASSISTANT SUPERINTENDENT
Dr. Kevin Hryciw
Dr. Jeff Wilson

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

HIGH SCHOOL ADMINISTRATION
Dr. Brent Forsee, Principal.................................................................bforsee@ausd.net
Dr. Bhavini Bhakta, Assistant Principal..............................................bbhakta@ausd.net
Ms. Angela Dillman, Assistant Principal..............................................adillman@ausd.net
Mr. John Finn, Assistant Principal......................................................jfinn@ausd.net
Dr. John Tung, Assistant Principal......................................................jtung@ausd.net
Mr. Keith Kerney, Dean of Students..................................................kkerney@ausd.net
Ms. Justina Spencer, Activities Director.............................................jspencer@ausd.net
Mr. Ryan Press, Athletic Director......................................................rpress@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
Dr. Brent Forsee ..................................................................................................................Principal
Secretary .......................................................... Mrs. Shari Rudolph ............................................................. 821-1711
Office Assistant .......................................................... Mrs. Rachel Andrade .......................................................... 821-1754

Assistant Principals’ Offices
Dr. Bhavini Bhakta .......................................................... Assistant Principal Instructional Leadership
Secretary .......................................................... Mrs. Marianne von Kriegenbergh .......................................................... 821-1778
Ms. Angela Dillman .......................................................... Assistant Principal Instructional Leadership
Secretary .......................................................... Mrs. Marianne von Kriegenbergh .......................................................... 821-1778
Mr. John Finn .......................................................... Assistant Principal Instructional Leadership
Secretary .......................................................... Ms. Susana Moreno .......................................................... 821-1791
Dr. John Tung .......................................................... Assistant Principal Instructional Leadership
Secretary .......................................................... Ms. Susana Moreno .......................................................... 821-1791

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

Athletic Office
Mr. Ryan Press ................................................................ Athletic Director
Office Assistant .......................................................... Ms. Susan Lew .......................................................... 821-8370 x 1075 or 821-1733

ASB Office
Ms. Justina Spencer .......................................................... Activities Director
Account Assistant .......................................................... Mr. Elias Chavez .......................................................... 821-1751
Office Assistant .......................................................... Mrs. Shelly Aspetitia .......................................................... 821-1749

Attendance Office
Attendance Technician .......................................................... Mrs. Terri Darr .......................................................... 821-1770
Office Assistant .......................................................... Mrs. Melissa Randazzo .......................................................... 821-8370 X1098

Career Center
Career Center Office Assistant .......................................................... Ms. Tabatha Wona .......................................................... 821-8370 x1203

Career Technical Education (CTE)
Coordinator .......................................................... Mrs. Debra Young .......................................................... 821-1775

Health Office
District Nurse .......................................................... Mrs. Lorie Purdy .......................................................... 821-1731
Health Assistant .......................................................... Mrs. Elizabeth Arellano .......................................................... 821-1752

Library
Librarian .......................................................... Ms. Lesley Ogle .......................................................... 821-1787
Library Assistant .......................................................... Ms. Susana Lewis .......................................................... 821-8370 x1207

Records Office
Registrar .......................................................... Mrs. Diane Novoa .......................................................... 821-1744
COUNSELING OFFICES

Counselors

Ms. Phuong An ................................................................. pan@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 Psychologist

Ms. Ione Mieure ................................................................. imieure@ausd.net

Counseling Support Staff

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

Students in need of additional academic support 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-Thursday in the AHS Library from 3:00-4:30 pm. Supervised by AHS Staff. Subject to change.

- **National Honor Society Tutoring drop-in:** Available only Wednesday morning from 8:00-8:50 a.m. 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 July 8, 2019. 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. 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></td>
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<td></td>
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<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>
<tr>
<td>*Petitions require a signature from a parent/guardian indicating their approval. Petitions are available at the Counselor of the Day desk.</td>
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</tr>
</tbody>
</table>

<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></td>
<td></td>
<td></td>
<td></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 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>
<tr>
<td>*Petitions require a signature from a parent/guardian indicating their approval. Petitions are available at the Counselor of the Day desk.</td>
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</table>
COUNSELING DEPARTMENT

Student Request for Private College Recommendation and Transcripts

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

Counselor will take in requests starting September 9th. 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</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 1st</td>
<td>September 16th</td>
</tr>
<tr>
<td>November 15th</td>
<td>September 23rd</td>
</tr>
<tr>
<td>December 1st or later</td>
<td>October 17th</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 17th may receive a letter that is not personalized.

Student Request for Summer Programs or Scholarship Recommendation Letters

- Requests must be submitted four (4) weeks before the recommendation deadline (not including holidays)
- Requests submitted to Ms. Wona in the Career Center
- Request must include a Student Data Packet and request form found on Naviance Family Connection under the document library and on counseling website.
- Requests submitted without four (4) week 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 10 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. 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 courses for credit and non-credit in academics. All courses are tuition based and designed for initiatory credit (advancement), enrichment of skills, or make-up for 9-11 grades. Successful achievement in summer school may accomplish the following:

- Make-up for deficient graduation credits
- Improve GPA for eligibility purposes
- Ease the stress on student scheduling during the regular school year
- Accelerate student 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 online course a student wishes to include on the AHS transcript must adhere to the following guidelines:

• Request verification form (COD) to be completed and returned to counselor
• DO NOT ENROLL in online course until verification form is signed by an administrator

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 grad night 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. Students may only complete a maximum of 40 credits of make-up work 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 學期的行進樂隊体育課加上 1 學期的 9 年級體育課可以滿足該項規定。
- 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些不及格的課程。
- 學生可用下述方法補修學分：
  - 阿卡迪亞教育基金會(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 認證的暑期計劃或網上課程提供者（除了阿凱迪亞高中以外）：請與你的輔導老師以獲得批准和申請指南。
  - 阿凱迪亞高中暑期網上補修學分計劃：在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，將被允許通過阿凱迪亞高中暑期網上補修學分計劃每月學期補修最多 10 個學分。學生最多只能通過阿凱迪亞高中暑期網上補修學分計劃補修 40 個學分。阿凱迪亞高中暑期網上補修學分計劃的課程不是大學預備課程。
- 如果一位學生在 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。學生最晚要在下一年第學期的星期五報名 RLC 的課程。一旦報名以後，學生必須保持持續的進度，每三個月完成一門課程。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。

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、世界語言、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。
  - 參考成績在暑期班的成績公佈後才能確定學期的選課資格。
  - 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。對這個資格有詳細的解釋如下：
  - 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
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. In addition to the scheduled Program Adjustment Week (refer to AHS website), students enrolled in AP/Honors classes will have a final opportunity to drop from an AP/Honors course for a college prep course or non-AP/Honors course (refer to AHS Website). This deadline is intended for students to engage in summer work related to the course(s) to best determine if the student is prepared for the AP/Honors course(s).

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.
### California State University (CSU) Comparison of Minimum Freshman Admission Requirements

<table>
<thead>
<tr>
<th>SUBJECT REQUIREMENTS</th>
<th><strong>California State University (CSU)</strong></th>
<th><strong>University of California (UC)</strong></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>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>
<td></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>**“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>(Integrated math sequences may be used to satisfy the “c” Mathematics requirement.)</td>
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<tr>
<td>**“d”</td>
<td>Laboratory Science**</td>
<td>2 years/4 semesters of laboratory science</td>
</tr>
<tr>
<td>At least 1 year of physical science and 1 year of biological science, one from the “d” subject area and the other from the “d” or “g” area**</td>
<td>Integrated/Interdisciplinary courses may be used to fulfill either physical or biological science.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>REPEATED COURSES</strong></td>
<td><strong>California State University (CSU)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

* 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 2018
<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. Integrated style Math 2 will be accepted in lieu of a geometry course. A letter grade of C or better in the second semester of an area C course with a discipline of Advanced Mathematics on the “a-g” website validates the entire high school college preparatory requirement.</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><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><strong>Chemistry</strong></td>
<td>A grade of C or better in the second semester of Chemistry will validate the first semester. UC does not allow validation of Chemistry.</td>
<td></td>
</tr>
<tr>
<td><strong>VALIDATION OF DEFICIENT (D/F) GRADES IN REQUIRED COURSES</strong></td>
<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. CSU also allows the validation of the D/F grades in Chemistry. For UC, refer to the Validation Matrix in Quick Reference Guide to UC Admissions.</td>
<td></td>
</tr>
<tr>
<td><strong>VALIDATION OF SUBJECT REQUIREMENTS BY TEST SCORES</strong></td>
<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>
<td></td>
</tr>
<tr>
<td><strong>HIGH SCHOOL GPA</strong></td>
<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. <strong>CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C.</strong> 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>
<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>
<tr>
<td><strong>HONORS POINTS</strong></td>
<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>
<td></td>
</tr>
<tr>
<td><strong>TEST SCORES – ACT/SAT</strong></td>
<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. The ACT with Writing or the SAT with Writing/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 Writing/Essay from the same test date. Some campuses may recommend SAT Subject Tests for specific majors.</td>
<td></td>
</tr>
</tbody>
</table>
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 Comparative</td>
<td>Govt/Pol Comp (AP)</td>
<td>Civics / American Government</td>
<td>AP</td>
<td>Semester</td>
</tr>
<tr>
<td>AP Government and Politics United States</td>
<td>Govt/Pol US (AP)</td>
<td>Civics / American Government</td>
<td>AP</td>
<td>Semester</td>
</tr>
<tr>
<td>AP Human Geography</td>
<td>Human Geography (AP) A</td>
<td>World History / Cultures / Historical Geography</td>
<td>AP</td>
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<tr>
<td></td>
<td>Human Geography (AP) B</td>
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<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>Asian Studies</td>
<td>Asian History</td>
<td>World History / Cultures / Historical Geography</td>
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<td>Semester</td>
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<tr>
<td></td>
<td>Asian Studies</td>
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<tr>
<td>Development of Western Civ</td>
<td>Dev Westrn Civ</td>
<td>World History / Cultures / Historical Geography</td>
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<tr>
<td>Modern World History</td>
<td>Mdrn Wrld Hist A</td>
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<td>Mdrn Wrld Hist B</td>
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<tr>
<td>Modern World History SDAIE</td>
<td>Mdrn Wld His (S) A</td>
<td>World History / Cultures / Historical Geography</td>
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<tr>
<td></td>
<td>Mdrn Wld His (S) B</td>
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<tr>
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<td>U.S. History</td>
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<td>US History B</td>
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<td>United States History Honors</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>
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<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>
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<td></td>
<td>Eng Lit/Cmp (AP) B</td>
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<td>English 10</td>
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<td>Eng 10B</td>
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<tr>
<td>English 10 Honors</td>
<td>Eng 10 (H) A</td>
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<td>Eng 10 (H) B</td>
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<td>English 11</td>
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<td>Eng 11 (S) A</td>
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<td></td>
<td>Eng 11 (S) B</td>
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<td>English 12 British Literature</td>
<td>Eng 12 Brit Lit</td>
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<td>English 12 Myths and Science Fiction</td>
<td>Eng 12 Mth/SciFi A</td>
<td>English</td>
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<td></td>
<td>Eng 12 Mth/SciFi B</td>
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<td>English 12 Myths and Science Fiction (SDAIE)</td>
<td>Eng 12 Myth/SF (S)</td>
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<tr>
<td>English 12 Search for Human Potential</td>
<td>Eng 12 Srch H PT A</td>
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<td>English 12 Shakespeare</td>
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<td>English 12 Women's Literature</td>
<td>Eng 12 Wom Lit A</td>
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<td>Eng 12 Wom Lit B</td>
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<td>English 12 World Literature SDAIE</td>
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<td>Eng 9B</td>
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<td>Eng 9 (S) A</td>
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<td></td>
<td>Eng 9 (S) B</td>
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</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>
</table>
| Algebra 1        | Algebra 1A  
Algebra 1B       | Algebra I  |             |              |
| Algebra 2        | Algebra 2A  
Algebra 2B       | Algebra II |             |              |
| Algebra 2 Honors | Algebra 2 (H) A  
Algebra 2 (H) B | Algebra II |             |              |
| AP Calculus AB   | Calculus AB (AP) A  
Calculus AB (AP) B | Calculus | AP          |              |
| AP Calculus BC   | Calculus BC (AP) A  
Calculus BC (AP) B | Calculus | AP          |              |
| AP Statistics    | Statistics (AP) A  
Statistics (AP) B | Statistics | AP         |              |
| Calculus         | Calculus A  
Calculus B       | Calculus   |             |              |
| Geometry         | Geometry A  
Geometry B     | Geometry   |             |              |
| Geometry Honors  | Geometry (H) A  
Geometry (H) B | Geometry   |             |              |
| Pre-Calculus     | Math Analysis A  
Math Analysis B  
Pre-Calc A  
Pre-Calc B | Advanced Mathematics |             |              |
| Pre-Calculus Honors | Calculus A (H)  
Pre-Calc A (H)  
Pre-Calc B (H)  
Pre-Calculs (H)  
Pre-Calculs/Calc A (H)  
Pre-Calculs/Calc B (H) | Advanced Mathematics | Honors |              |
| Statistics       | Statistics A  
Statistics B     | Statistics |             |              |
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.

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<td>History / Social Science</td>
<td>Semester</td>
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<td>Semester</td>
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<td>Speech/Debate Tm B</td>
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</table>
NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)

- Initial full-time collegiate enrollment before August 1, 2016:
  - Sixteen (16) core courses are required (see chart below for subject-area requirements).
- Initial full-time collegiate enrollment on or after August 1, 2016:
  - Sixteen (16) core courses are required (see chart below for subject-area requirements).
    - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
  - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
  - Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).

Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
  - **SAT:** critical reading and math sections.
    - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
  - **ACT:** English, math, reading and science sections.
    - Best subscore from each section is used to determine the ACT sum score for initial eligibility.
- All ACT and SAT attempts before initial full-time collegiate enrollment may be used for initial eligibility.
- Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.

Core Grade-Point Average:

- Only core courses that appear on the high school’s List of NCAA Courses on the NCAA Eligibility Center’s website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
- Initial full-time collegiate enrollment before August 1, 2016:
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
  - Core-course GPA is calculated using the best 16 core courses that meet subject-area requirements.
- Initial full-time collegiate enrollment on or after August 1, 2016:
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
  - Core-course GPA is calculated using the best 16 core courses that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

<table>
<thead>
<tr>
<th>DIVISION I Core-Course Requirement (16)</th>
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<tbody>
<tr>
<td>4 years of English</td>
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<tr>
<td>3 years of math (Algebra I or higher)</td>
</tr>
<tr>
<td>2 years of natural/physical science (1 year of lab if offered)</td>
</tr>
<tr>
<td>1 year of additional English, math or natural/physical science</td>
</tr>
<tr>
<td>2 years of social science</td>
</tr>
<tr>
<td>4 years of additional courses (any area above, foreign language or comparative religion/philosophy)</td>
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<table>
<thead>
<tr>
<th>DIVISION I – 2016 Qualifier Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Athletics aid, practice, and competition</td>
</tr>
<tr>
<td>16 core courses</td>
</tr>
<tr>
<td>- Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.</td>
</tr>
<tr>
<td>- &quot;Locked in&quot; for core-course GPA calculation.</td>
</tr>
<tr>
<td>Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).</td>
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<td>Graduate from high school.</td>
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<th>DIVISION I – 2016 Academic Redshirt Requirements</th>
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<tbody>
<tr>
<td>*Athletics aid and practice (no competition)</td>
</tr>
<tr>
<td>16 core courses</td>
</tr>
<tr>
<td>- No grades/credits &quot;locked in&quot; (repeated courses after the seventh semester begins may be used for initial eligibility).</td>
</tr>
<tr>
<td>Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).</td>
</tr>
<tr>
<td>Graduate from high school.</td>
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### NCAA Division I Sliding Scale

#### Core GPA & SAT

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For more information, visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org) or [www.2point3.org](http://www.2point3.org).
Division II Initial-Eligibility Requirements

Core Courses

- **Division II currently requires 16 core courses**. See the chart below.
- **Beginning August 1, 2018**, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018**, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT**, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average

- Be sure to look at your high school’s List of NCAA Courses on the NCAA Eligibility Center’s website (www.eligibilitycenter.org). Only courses that appear on your school’s approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition on or after August 1, 2018, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

### DIVISION II

16 Core Courses

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<tr>
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<th>Description</th>
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<tr>
<td>2</td>
<td>years of mathematics (Algebra I or higher).</td>
</tr>
<tr>
<td>2</td>
<td>years of natural/physical science (1 year of lab if offered by high school).</td>
</tr>
<tr>
<td>3</td>
<td>years of additional English, mathematics or natural/physical science.</td>
</tr>
<tr>
<td>2</td>
<td>years of social science.</td>
</tr>
<tr>
<td>4</td>
<td>years of additional courses (from any area above, foreign language or comparative religion/philosophy).</td>
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</table>
### DIVISION II COMPETITION SLIDING SCALE

**Use for Division II beginning August 1, 2018**

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<th>SAT Verbal and Math ONLY</th>
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<td>3.300 &amp; above</td>
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<td>3.275</td>
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### DIVISION II PARTIAL QUALIFIER SLIDING SCALE

**Use for Division II beginning August 1, 2018**

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<tr>
<td>2.000</td>
<td>820 &amp; above</td>
<td>68 &amp; above</td>
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</tbody>
</table>

For more information, visit the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).
SPECIAL EDUCATION
Department Chair:
Mr. Scott Santos, ssantos@ausd.net

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 through staff in the Learning Center. Other students may be enrolled in collaborative classes, which are staffed with general education teachers, special education teachers, the Language-Speech Specialist 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. Modified courses do meet high school graduation requirements, but they are not college preparatory classes and do not meet the entrance requirements for a 4-year college.

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 teachers 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 this IEP Team, with the parent playing a vital role in the IEP process. Resource Specialists can be reached through the Learning Center at (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 where and 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 learning disabled students 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, prevocational and 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 or (626) 821-1251.

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.
**PROGRAMS and OPPORTUNITIES**

**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.

**PSYCHOLOGICAL SERVICES**

The school psychologists provide services to students in general and special education programs. Their services include assessment, diagnosis of learning handicaps, 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.

**LANGUAGE AND SPEECH 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 Language and Speech Specialist who administers the program provides assessment, diagnosis, intervention and parent/teacher conferences. Additionally, the specialist works closely with the school psychologist, teachers, parents and students in the course of developing IEP. For further information, contact the Special Education Department at (626) 821-8371 x 7124.

**SPECIAL EDUCATION COURSES**

Courses offered within the Special Education Department are selected by each student’s IEP team based upon the specific learning needs of the student. A range of courses, including intensive/strategic, as well as core classes, are provided to meet varying levels of need. Core classes address and adhere to board approved California State standards in their respective subjects as well as targeting the specific learning goals of each student.
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 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 (jihong@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
Membership in the National Honor Society is both an honor and a responsibility. This society is recognized nationwide, and membership may be transferred to other schools and to other states. 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 Faculty Panel for review.

ONLY Junior and Senior Students are eligible for membership in NHS. Students MUST apply during the Spring Semester for membership the following school year. Seniors MUST apply during the Spring Semester of Senior Year for Silver Seal recognition.

Requirements
Students MUST:
1) have at least a 3.5 GPA for both their second semester of freshman year and their first semester of sophomore year.
2) have taken at least five UC/CSU approved courses per semester.*
3) have at least 40 hours of community service (timeframe: within 12 months of application date).**
4) fulfill leadership requirements as outlined on the following page (timeframe: within 12 months of application date).***
5) receive positive feedback from their teachers.

Students must NOT:
1) have a semester grade of “D” or “F” in any subject will exclude a student from consideration for membership.
2) have a student cannot have more than one “N” per semester at Arcadia High School.
3) have a grade of “U” in any subject will exclude a student from consideration.

Once accepted, members must maintain their membership by attending ALL (unless excused) NHS meetings, participating in the chapter’s required service activities (which are determined each year), and adhering to the criteria listed in the following pages. One unexcused absence constitutes as one extra service event.

Students who have been members for three years of eligibility will receive the designation of “Silver Seal” graduate, and will have the insignia of the National Honor Society placed on their diplomas and be given a silver cord to wear at graduation ceremonies. A limited number of scholarships may be available to graduating seniors.

Membership is determined as follows:

Application: Students complete an application each spring requesting consideration for new or renewed membership. 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 character references from two Arcadia High School teachers. Students who are renewing membership must have completed their event requirements from the previous year. It is the student’s responsibility to submit all materials to the NHS by the application deadline as announced each year in the student bulletin and on the AHS NHS website (http://nhs.ahs.ausd.net). No late materials will be accepted; there is no provision for retroactive membership. Please refer to the application for more specific instructions.

Review: A Faculty Panel reviews all applications. All Faculty Panel decisions are final. Inadequate demonstration of service and leadership as judged by the selection panel, and indications of unworthy character exclude a student from consideration, as does an inadequate GPA in the accepted academic courses. NHS advisers are not members of the Faculty Panel and do not determine acceptance into the NHS.

The membership process is completed with the payment of dues, following the posting of names of those whose membership request has been successful. Dues must be paid before the deadline as given on the posted lists. Late fees will be assessed.

Due dates for NHS applications vary from year to year, but always occur in the spring. For the current year’s deadlines, please check the announcements in the student bulletin, AHS NHS website, or email nhs@ausd.net.

Dues are paid each year of membership in the NHS.

Adviser:
Dr. John Tung, Assistant Principal

*Please refer to the curriculum guide for UC/CSU approved courses.
** Service may be in school, community, a church or fraternal organization.
*** Leadership hours and service hours may not overlap.
# National Honor Society - Leadership Matrix

To qualify for leadership, applicants must fulfill one requirement from Column A or two from Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Entire Executive Committee of NHS</td>
<td>• Prom Committee</td>
</tr>
<tr>
<td>• Any office of:</td>
<td>• Senior Men and Women members</td>
</tr>
<tr>
<td>➢ Associated Student Body</td>
<td>• Link Crew</td>
</tr>
<tr>
<td>➢ Class Council</td>
<td>• Orchestra Section leaders</td>
</tr>
<tr>
<td>• President, Co-President, Vice President, Treasurer, Secretary, of any AHS Chartered Club</td>
<td>• SSLT/SSC Student Representatives</td>
</tr>
<tr>
<td>• President, Vice President, Treasurer, or Secretary of:</td>
<td></td>
</tr>
<tr>
<td>➢ Band (including Drum Major and section leaders)</td>
<td>• ICC Representative, Web designer (webmaster), publicist,</td>
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<tr>
<td>➢ Orchestra (including Concertmaster)</td>
<td>historian, as well as any other officer positions on the</td>
</tr>
<tr>
<td>➢ Chanteurs</td>
<td>AHS Club Charter, not including those in Column A</td>
</tr>
<tr>
<td>➢ Harmonix</td>
<td>• president-elect</td>
</tr>
<tr>
<td>➢ Orchesis</td>
<td>• This column may also extend to include other</td>
</tr>
<tr>
<td>➢ Advanced Drama</td>
<td>activities on a case-by-case basis at the Faculty Council's</td>
</tr>
<tr>
<td>• Captain/President, Co-Captain/Vice President, Treasurer, or Secretary of:</td>
<td>discretion.</td>
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<tr>
<td>➢ Academic Decathlon</td>
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<tr>
<td>➢ History Bowl</td>
<td></td>
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<tr>
<td>➢ Math Team</td>
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<tr>
<td>➢ Ocean Science Bowl</td>
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<tr>
<td>➢ Quiz Bowl</td>
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<tr>
<td>➢ Physics Team</td>
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<tr>
<td>➢ Science Bowl</td>
<td></td>
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<tr>
<td>➢ Science Olympiad</td>
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<tr>
<td>• AHS sports team Captains and Assistant Captains</td>
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<tr>
<td>• Speech and Debate Officers</td>
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<td>• Senior Men and Women Officers</td>
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<tr>
<td>• AVID Tutors</td>
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<td>• Yearbook Editor-in-Chief</td>
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<tr>
<td>• Yearbook Editors</td>
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<tr>
<td>• Pow Wow Editor-in-Chief</td>
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<tr>
<td>• Pow Wow Editors</td>
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<tr>
<td>• Pep Squad Captains</td>
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<td>• Colorguard Captains and Squad Leaders</td>
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<tr>
<td>• Varsity Percussion Captain</td>
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<tr>
<td>• Boy and Girls Scouts leadership. These will be considered on a case-by-base basis at</td>
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<tr>
<td>the Faculty Council's discretion.</td>
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<tr>
<td>• 20 verified hours of leadership activity that does not overlap with your service</td>
<td>Leadership experience must not overlap with Service hours.</td>
</tr>
<tr>
<td>activity and is not listed in column B</td>
<td>If you are submitting Leadership and Service qualifications</td>
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<td>from similar organizations, it is your responsibility to</td>
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<td>clarify how and why they should be considered separately. It</td>
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<td>will be up to the Faculty Council whether or not to accept</td>
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<td>experiences from related organizations as separate</td>
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<td>qualifications for membership</td>
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</table>

The contents of this list, as well as leadership qualifications, may be subject to change before the final application period.

Revised Spring 2016
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.
**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 course is **Introductory** and the second course is the **Concentrator** and **Capstone**. Pathways are designed to connect high school classes to college industry certifications and/or a career.

**CTE Pathways:**

3560  Beginning Dance  
(Introductory)  
3564/3565  Intermediate Dance A/B  
(Concentrator)  
3570/3571  Orchesis A/B  
(Capstone)  

*Intermediate Dance and Orchesis also meet VPA Requirement*

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

*Graphic Design and Advanced Graphic Design also meet VPA Requirement*

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

*Stagecraft and Advanced Stagecraft also meet VPA Requirement*

**CTE Individual Courses:**

4260/4261  Animation A/B  
4250/4251  Digital Photography A/B  
4200/4201  Photography 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
CAREERS and TECHNOLOGY

DEPARTMENT CHAIR: Brent Reiske, breiske@ausd.net

3560 BEGINNING DANCE  
(CTE Introductory Course and PERF)  
(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. Other dance related topics are introduced including health and nutrition, dance analysis, and historical and cultural dance forms. Taking this course earns PE credit. Course can be taken more than once.  
NOTE: Freshman may only take Beginning Dance one semester. There is a mandatory public performance each semester outside of the school day.

3564 INTERMEDIATE DANCE A  
3565 INTERMEDIATE DANCE B  
(CTE Concentrator Course and PERF)  
(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.  
NOTE: There is a mandatory public performance each semester outside of the school day. 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 and PERF)  
(Year), (0 and 1st period) 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. 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.

4066 GRAPHIC DESIGN A  
4067 GRAPHIC DESIGN B  
(CTE Introductory Course and VART)  
(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  
(CTE Concentrator and Capstone Course and VART)  
(Year) Sophomore, Junior, Senior  
(Pending Board and UC Approval)  
Completion of Graphic Design with a 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 a foundational 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. Through the course, students will develop a professional portfolio 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 opportunity to work with real clients in the community. They will learn the values of service, responsibility, and reliability.
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 show. The time commitment is similar to what is required to perform in a play.

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. Additional time outside of class will be required during production times to lead crews, prepare the theatre, and create a full show.

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 Principles AP

For most students AP Computer Science Principles is a good first computer science course and a good first AP 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.

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. Another introduces 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 Principles AP

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.
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 Concentrator 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.

5053 COMPUTER HARDWARE/NETWORK ENGINEERING D (CTE Capstone Course)
Subtitle: Accessing the WAN
(Semester) Sophomore, Junior, Senior
Completion of Computer Hardware and Network Engineering C with a college qualifying grade of “C” or better
This course discusses the WAN technologies and network services required by converged applications in Enterprise networks. The course uses the Cisco Network Architecture to introduce integrated network services and explains how to select the appropriate devices and technologies to meet network requirements. Students learn how to implement and configure common data link protocols and how to apply WAN security concepts, principles of traffic, access control, and addressing services. Finally, students learn how to detect, troubleshoot, and correct common enterprise network implementation issues.

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.

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 better.
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.

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.

NOTE: 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 that requires one Saturday in November and one Friday in December and robotics competitions that require 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.

5600 BEGINNING TELEVISION PRODUCTION A
5601 BEGINNING TELEVISION PRODUCTION B (CTE Introductory Course)
(Year) Freshman, Sophomore, Junior
(Pending Board and UC approval)
“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, and culminating in two large scale studio projects first semester: the Seinfeld Project, The Chinese Restaurant, 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 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 VIDEO PRODUCTION A
5605 INTERMEDIATE VIDEO PRODUCTION B
(CTE Concentrator Course)
(Year) Sophomore, Junior, Senior
UC Approved
Completion of Beginning Video 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 production, 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
(CTE Capstone Course)
(APACHE NEWS) (DAY CLASS)
(Year), (4th and 7th period) Sophomore, Junior, Senior
UC Approved
Teacher recommendation, interview/ audition, Beginning Video 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 twice-weekly LIVE news show, Apache News, which is broadcast to a student body of over 3200. 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 broadcast. APN produces news shows, 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 Wednesday after school. This extra class time provides the time needed to complete Apache News.

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 athletic training.
NOTE An after-school component requires all students to participate in ten hours of lab experiences involving athletic training and observation.

5772 MEDICAL/ THERAPEUTIC PRINCIPLES OF SPORT FITNESS A
5773 MEDICAL/ THERAPEUTIC PRINCIPLES OF SPORT FITNESS B
(CTE Concentrator and Capstone)
(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 First Aid. 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 Science related career in which advanced training and a college degree is necessary. The course also focuses on lab methods, critical thinking, and communication skills needed to advance in these fields in a college or university.
NOTE: An after-school component requires all students to participate in forty hours of lab experiences involving athletic training and observation.
**CAREERS and TECHNOLOGY**

**4260 ANIMATION A**  
**4261 ANIMATION B**  
*(CTE and VART)*  
(Year) Freshman, Sophomore, Junior, Senior  
**UC Approved**  
Animation introduces students to various techniques in creating motion through animation films. The class will place creativity and storytelling as a priority. Students will have the opportunity to develop original screenplays which will be made into animations. The class is computer based. Students will use computer software such as Adobe Photoshop, Flash, Illustrator, Premiere, After Effect, and Soundbooth. Students will experience the process of developing an idea from storyboarding, to making a pitch, to production, and finally to post-production. The class will be an introduction to a career path in becoming an animator, film maker, game developer, storyboard illustrator, writer, editor, sound engineer, director, and/or producer.  
**NOTE:** Animation may be repeated for additional credit to provide students opportunities to continue building their portfolio.

**4250 DIGITAL PHOTOGRAPHY A**  
**4251 DIGITAL PHOTOGRAPHY B**  
*(CTE and VART)*  
**SUPPLY FEE:** $60/year  
(Year) Freshman, Sophomore, Junior, Senior  
**UC Approved**  
Digital photography explores the digital photographic process as a method of creative visual communication. It also investigates art principles and the development of technical skills to communicate effectively. This course will cover the use and type of hardware and software necessary to produce digital images. This would include the use of digital cameras, scanners, printers, imaging software, and studio setups. All work is done on computers. The class is project oriented and outcome based. This course is especially valuable for students with an interest in careers in photography, advertising, art, business, journalism and graphic design. This course uses professional photography hardware and software used in the art and business world today.

**5020 COMPUTER PROGRAMMING JAVA (CTE)**  
(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 (CTE)**  
(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. There is a comprehensive overview of business software applications such as Microsoft Office Suite and Google Suite.

**5802 RETAIL MARKETING (CTE)**  
(Semester) Sophomore, Junior, Senior  
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. Classes meet Tuesday and Thursday 3:00-5:30 pm.

**5808 BUSINESS MANAGEMENT (CTE)**  
(Semester) Sophomore, Junior, Senior  
This course introduces students to the buying and selling of goods and 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.

**5810 WORK EXPERIENCE (CTE)**  
(Semester) Sophomore, Junior, Senior  
**Class Hours:** Tuesday, 3:00-5:30 p.m.  
**Students must have a job and may enroll more than one semester.**  
This course addresses the needs and goals of 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.
5700 FOOD SCIENCE (CTE)
Supply Fee: $30.00
(Semester) Freshman, Sophomore, Junior, Senior
This course is designed to provide students with an understanding of 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 (CTE)
5705 CULINARY SCIENCE (CTE)
Supply Fee: $30.00
(Year) Junior, Senior

**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 simple cake decorating, pastry making, braising, and plating. Academic standards, employability skills are integrated throughout the course.

**NOTE:** Additional afternoon and evening hours will be required.
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 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.

**2101 ENGLISH 9B**

*UC Approved*

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, The Book Thief, Of Mice and Men as well as poetry and nonfiction. Students continue to practice presentation and collaboration skills.

**2150 ENGLISH 10A**

*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 from the following list: 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.

**2100 ENGLISH 9A**

*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.

**2151 ENGLISH 10B**

*UC Approved*

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: the purpose of the author, as well as 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 10A HONORS
UC Approved
Sophomore English Honors A is a semester course of 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, perfecting their grammar skills, and refining both collaborative and independent presentation skills. Literary selections include short stories, The Catcher in the Rye, and Lord of the Flies.

2171 ENGLISH 10B HONORS
UC Approved
This semester course is a continuation of the first 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 11A
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 course work.

2201 ENGLISH 11B
UC Approved
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 a choice of Death of a Salesman, A Streetcar Named Desire, The Glass Menagerie or A Raisin in the Sun. 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.

2224 Advanced Placement ENGLISH LANGUAGE and COMPOSITION A
UC Approved
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 author 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.

2225 Advanced Placement ENGLISH LANGUAGE and COMPOSITION B
UC Approved
This course will continue first semester's study of American literature and extend it into the contemporary period. During the third quarter, students will read and analyze Death of a Salesman and The Great Gatsby through various literary lenses, as well as prepare for the AP English Language Test in May. Students will continue studying rhetorical techniques and argumentation while adding synthesis and visual analysis. They will learn to develop a personal interaction with their ideas while gleaning various authors' views. Students will complete a variety of activities intended to prepare them for the examination such as multiple choice practice, good writing, critical thinking and logic. Following the AP examination, students will continue to explore the American experience through writing personal narratives and reading.
ENGLISH DEPARTMENT

2254 ENGLISH 12 - BRITISH LITERATURE  
(Fall Semester)  
UC Approved
This course is a survey of the greatest hits of British literature and culture. The core work is Macbeth. Students will also read drama, short stories, nonfiction, and poetry, including classics and more popular works, and definitely including some humor! Students will polish their composition skills and receive special direction in writing the personal essay required by most colleges. Bring your creativity and your courage!

2256 ENGLISH 12 - MYTHS & SCIENCE FICTION A  
(Fall Semester)  
UC Approved
In this course, 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. Text options include The Epic of Gilgamesh, The Inferno, Childhood’s End, The Strange Case of Dr. Jekyll and Mr. Hyde, and Frankenstein.

2257 ENGLISH 12 - MYTHS & SCIENCE FICTION B  
(Spring Semester)  
UC Approved
We continue exploring classical literatures on modern works. While the first semester introduced plenty of myths and legends, the second also adds some of the finest science-fiction works we’ve produced in the past century to the mix — 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. Text options include 1984, Anthem, The Tempest, Never Let Me Go, Slaughterhouse-Five, and Brave New World.

2260 ENGLISH 12 - THE SEARCH FOR HUMAN POTENTIAL A  
(Fall Semester)  
UC Approved
How do we define our existence? What do we want? What do we need? Why do we choose what we do? How do we deal with setbacks? What exactly are we responsible for? If we are lucky enough to answer any of these questions...what comes next? This class is designed to look at the positive and negative influences in our world through classic literature and contemporary nonfiction. The discussions, readings, and composition will all be centered on how students can apply the philosophical concepts of reaching one’s potential in their current lives and in their future. Various assignments will question what drives us, collectively and individually, to seek a better world.

2261 ENGLISH 12 - THE SEARCH FOR HUMAN POTENTIAL B  
(Spring Semester)  
UC Approved
What exactly motivates people to succeed? Does “human potential” concern the individual or humanity at large? Is literature able to predict the future based on past human behavior? What does the future look like in the 21st century? We will explore how human beings struggle to secure better futures and build a better world. As before, the curriculum will include a variety of fiction, nonfiction, and films. The readings during this semester will be more contemporary in order for students to build a better understanding of our current world. There will be various assignments designed for students to reflect on how they define their existence throughout the semester in order to prepare them for an independent life after high school.

2262 ENGLISH 12 - SHAKESPEARE A  
(Fall Semester)  
UC Approved
This class is a survey of the works of William Shakespeare that can be taken either first or second semester or as a year course. In the first semester, the main issue will be: Why Shakespeare? The core work will be Macbeth. 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 continued 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!

2263 ENGLISH 12 - SHAKESPEARE B  
(Spring Semester)  
UC Approved
In the second semester, the core work will be Hamlet. Students will also read at least one of the later comedies and a history based tragedy. Our main issue this semester will be: How should we 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  
(Fall Semester)  
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. As in all English courses, critical thinking and written and verbal expression will be an integral part of the class which will require attentive reading and a curious, open mind.

2265 ENGLISH 12 -WOMEN'S LITERATURE B
(Spring Semester)
UC Approved
Spring semester will examine women’s voices then and now. 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. The second part of the semester will focus on where we are now, and where we go from here as both individuals and a society. Again, close reading, vibrant and respectful discussions, and reflective and analytical writing are central skills for the course. Come with an open mind and willingness to engage with complex ideas.

2272 Advanced Placement ENGLISH LITERATURE and COMPOSITION A
UC Approved
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.

2273 Advanced Placement ENGLISH LITERATURE and COMPOSITION B
UC Approved
AP English B continues to help students 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.

SDAI E ENGLISH COURSES
(Specially Designed Academic Instruction in English) for English Learners

2102 ENGLISH 9A (SDAI E)
2103 ENGLISH 9B (SDAI E)
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 10A (SDAI E)
2153 ENGLISH 10B (SDAI E)
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 11A (SDAI E)
2203 ENGLISH 11B (SDAI E)
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 12A (SDAI E)
2253 ENGLISH 12 B (SDAI E)
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
(Year) Freshman, Sophomore, Junior, Senior
(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, 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, 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 second semester, students begin writing short story fiction, and eventually end the year writing a screenplay treatment or novella. 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 1a- 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 many of the 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. These test results will determine the students' ELD level.

4. 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.

**RECLASSIFICATION REQUIREMENTS:**

**ENGLISH LANGUAGE PROFICIENCY**

1. English Language Proficiency Assessment of California (ELPAC)

2. Minimum overall score of Early Advanced with a minimum individual domain score of Intermediate in either Reading OR Writing AND a minimum Listening/Speaking score of Early Advanced

**ENGLISH ACADEMIC ACHIEVEMENT**

1. Curriculum mastery in core subjects

2. English grade of C or better in ELD English/SDAIE or ELD

3. Access to the core curriculum

4. 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 not 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 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 Reading (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:

**2400/2401 ELD 1 (Composition A/B)**
**2402/2403 ELD 1 (Reading A/B)**
These courses are designed for novice English learners at the **Emerging Proficiency Level** who are at the *pre-production (or "silent period") or early speech production of language acquisition*. These courses use the natural approach method, which provides for the development of communication skills in listening, speaking, reading and writing. The curriculum includes topics, situations, and functions designed to develop everyday survival skills. Students must be enrolled concurrently in ELD 1 Composition and ELD 1 Reading.

**2420/2421 ELD 2 (Composition A/B)**
**2422/2423 ELD 2 (Reading A/B)**
These courses are designed for intermediate English at the **Early to Late Expanding Proficiency Level** who are at the *beginning to intermediate stages of language acquisition*. These courses use the natural-approach method, which provides for the development of listening, speaking, reading and writing. The curriculum includes topics, situations, and functions designed to develop social and academic English skills. In addition, the course emphasizes an understanding of literary interpretation at the student’s reading level. A variety of ELD teaching methods are used so that the English learners can acquire the English Language. Students must be enrolled concurrently in both ELD 2 Composition and ELD 2 Reading.

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.

**2430 ELD 3 (Composition A)**
**2431 ELD 3 (Composition B)**
This course is designed for intermediate English at the **Late Expanding Proficiency Level** who are in the *intermediate stage of language acquisition*. Through literary selections and genres related to the theme, the students will generate their personal connections to the literature within projects and essays. In addition, the students will use listening, speaking, reading, and writing process strategies, to enhance their social and academic English skills. Students must be enrolled concurrently in both 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.

**CONTENT CLASSES FOR ENGLISH LANGUAGE LEARNERS:**

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

**Science Department:**
- Sheltered Science
- Physical Science (SDAIE)
- Biology (SDAIE)
- Chemistry (SDAIE)

**Social Science Department:**
- Social Science (Sheltered)
- Modern World History (SDAIE)
- U.S. History (SDAIE)
- American Government (SDAIE)
- Economics (SDAIE)
**CONTENT CLASSES FOR ENGLISH LANGUAGE LEARNERS:**

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MATH DEPARTMENT

DEPARTMENT CHAIR: Mr. Dave Silah, dsilah@ausd.net

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 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.

![Math Course Progressions Diagram]
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 1 A
1101 ALGEBRA 1 B
(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.

1130 GEOMETRY A
1151 GEOMETRY B
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Completion of Geometry or Geometry (H) with a college qualifying grade of “C” or better
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, Junior, Senior
UC Approved, but not for UC honors credit. The course remains an honors course for departmental purposes.
Completion of Geometry or Geometry (H) with a college qualifying grade of “C” or better
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 2 A
1201 ALGEBRA 2 B
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Completion of Geometry or Geometry (H) with a college qualifying grade of “C” or better
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.

1250 PRECALCULUS A
1251 PRECALCULUS B
(Year) Sophomore, Junior, Senior
UC Approved
Completion of Algebra 2 or Algebra 2 (H) with a college qualifying grade of “C” or better
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 a college qualifying grade of “C” or better
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.

1300 CALCULUS A
1301 CALCULUS B
(Year) Junior, Senior
UC Approved
Completion of Precalculus with a college qualifying grade of "C" or better
This class covers the traditional calculus concepts of limits, derivatives and integrals. Each of these ideas is examined numerically, graphically and analytically to enhance understanding. Students complete projects and experiments using the graphing calculator and other technology. Calculus is designed as an alternative to AP Calculus AB for students who do not want the demands of an AP class and want a head start on college calculus. Most, but not all, of the AP Calculus AB curriculum will be covered in this course.

1322 CALCULUS AB (AP) A
1323 CALCULUS AB (AP) B
(Year) Sophomore, Junior, Senior
UC Approved
Completion of Precalculus or Precalculus (H) with a college qualifying grade of "C" or better
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 for the successful completion of this course and the AP exam in May.

Note: AP Calculus AB teachers may elect to administer exams at 7:00 a.m.

1324 CALCULUS BC (AP) A
1325 CALCULUS BC (AP) B
(Year) Junior, Senior
UC Approved
Completion of Precalculus (H) OR Calculus AB (AP) with a college qualifying grade of “C” or better
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.

1350 STATISTICS A
1351 STATISTICS B
(Year) Sophomore, Junior, Senior
UC Approved
Completion of Algebra 2 or Algebra 2 (H) with a college qualifying grade of “C” or better
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.

1370 STATISTICS (AP) A
1371 STATISTICS (AP) B
(Year) Junior, Senior
UC Approved
Completion of Statistics or Precalculus with a college qualifying grade of “C” or better
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.
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 shelf 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 mentors 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.

5740/5741 AVID 9 A/B
5742/5743 AVID 10 A/B
5744/5745 AVID 11 A/B
5748/5749 AVID 12 A/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.

**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 Theatre, Jazz), and more.

4500 CONCERT BAND 1 A (Fall) and
4503 CONCERT BAND BRASS 1 B (Spring)
4505 CONCERT BAND WOODWIND 1 B (Spring)
(Year) Freshman
UC Approved
Student audition and/or permission of instructor
Concert Band 1 offers a daily musical experience with emphasis in the first semester on musicianship and preparation of music for football game half time, 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 CONCERT BAND 2 A
4509 CONCERT BAND 2 B
(Year) Sophomore, Junior, Senior
UC Approved
Permission of Instructor
Concert Band 2 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 CONCERT BAND 3 A
4513 CONCERT BAND 3 B
(Year) Sophomore, Junior, Senior
UC Approved
Student audition and/or permission of instructor
Concert Band 3 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 (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 incurring 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 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.
**4550 INTERMEDIATE PERCUSSION ENSEMBLE A**

**4551 INTERMEDIATE PERCUSSION ENSEMBLE B**

(Year) Freshman, Sophomore, Junior, Senior  
UC Approved  
Permission of instructor, previous percussion or piano background. 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.

**4554 ADVANCED PERCUSSION ENSEMBLE A**

**4555 ADVANCED PERCUSSION ENSEMBLE B**

(Year) Freshman, Sophomore, Junior, Senior  
UC Approved  
Permission of instructor: Students must demonstrate the ability to read music and possess the stamina necessary for full participation.  
. Percussionists from Marching Band have an opportunity to practice and enhance their technical skills and improve their ability to work as a unit. Students may perform with a concert band during the second semester with the level of concert band to be determined by the instructor. Percussion Ensemble students will also 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.  
**NOTE:** Percussion Ensemble members are also members of the Marching Band, requiring two periods of participation in the fall semester.

**4606 SYMPHONY ORCHESTRA 2A**

**4607 SYMPHONY ORCHESTRA 2B**

(Year) Sophomore, Junior, Senior  
UC Approved  
Permission of instructor and/or one year of string orchestra or its equivalent.  
Symphony Orchestra 2 is designed to give students an opportunity to develop their individual technique and skills, musicianship and knowledge of literature in large and small ensemble settings. Students perform a variety of orchestral literature covering a wide scope of musical eras and styles. Performances include concerts, recitals and music festivals.

**4612 SYMPHONY ORCHESTRA 3A**

**4613 SYMPHONY ORCHESTRA 3B**

(Year) Sophomore, Junior, Senior  
UC Approved  
Student audition and/or permission of instructor AND completion of Orchestra 1 or Orchestra 2.  
Symphony Orchestra 3 consists of the most advanced string players. Students are given the opportunity to play the finest music literature for both string orchestra and full orchestra. This group provides the nucleus for the symphony orchestra, which may be augmented by the wind and percussion players from Concert Band 3. The orchestra will be prepared to provide instrumental music for the school and community when possible. Concerts may feature soloists, ensembles and full orchestra. Playing for the entire student body and community functions such as concerts and graduation are only a few of the opportunities for public appearances afforded to orchestra members.

**4520 MUSIC THEORY (AP) A**

**4521 MUSIC THEORY (AP) B**

(Year) Junior, Senior  
UC Approved  
This course is designed as a course in general music theory to prepare you for the AP Theory exam in May. The Advanced Placement designation presupposes proficiency in the Visual and Performing Arts Standards of the State of California. The Advanced Placement exam includes pitch, notation, tonality, harmonic analysis, harmonic progression, voice leading, rhythmic and harmonic dictation, and sight singing. Students who prepare for the exam should expect to understand the grammar of music well enough to feel comfortable analyzing existing music and writing effective original music of their own.  
**NOTE:** Music Theory (AP) is not an introductory class.
PERFORMING ARTS DEPARTMENT

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. The class functions 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, the class functions 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.

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 theatre literacy. Vocabulary, pantomime, voice, body movement, improvisation, play analysis, production structure, and general theatre skills will be emphasized. Play reading, written play analysis, and theatre 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. An intermediate course for the more serious theatre student emphasizing theatre history, directing, acting technique and technical theater. This course will prepare students for Advanced Theatre Arts with a more advanced study of voice and movement, in-depth character analysis and play analysis. Play reading and theatre 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. 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 theatre attendance are required elements.

4716 STAGECRAFT A
4717 STAGECRAFT B
(CTE Introductory 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
(Stage Production) Pathway
(CTE Concentrator and Capstone Course)
(Year) Sophomore, Junior, Senior
(Pending UC/Board Approval)
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. Additional time outside of class will be required during production times to lead crews, prepare the theatre, and create a full show.

NOTE: Additional afternoon and evening hours will be required before and during theatrical productions to construct sets, prepare the theatre and assist backstage during show. The time commitment is similar to what is required to perform in a play.

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. Other dance related topics are introduced including health and nutrition, dance analysis, and historical and cultural dance forms. Taking this course earns PE credit. Course can be taken more than once.

NOTE: Freshman may only take Beginning Dance one semester. There is a mandatory public performance each semester outside of the school day.

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.
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: There is a mandatory public performance each semester outside of the school day.

3570 ORCHESIS A
3571 ORCHESIS B
(CTE Capstone Course)
(Year), (0 and 1st period) 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. 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.
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 9 with Health 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 (3½ 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 in at least four major sport areas: tennis, ultimate frisbee, wiffle ball and swimming. Along with these sports, students will participate on a daily basis in fitness activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility. In addition, one or two days each week, students will participate in personal fitness and/or weight training.

Spring Semester
Students will participate in at least four major sport areas: volleyball, track and field, badminton and soccer. A one-week aquatics seminar may be offered to students who are interested in kayaking and paddle boarding. Along with these sports, students will continue working on improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility through daily fitness activities aimed at preparing students for the California Physical Fitness tests. In addition, students will receive classroom instruction once per week to fulfill the health graduation requirement. Homework, in-class assignments, and quizzes may be given.

3503 PHYSICAL EDUCATION 9 WITH HEALTH

Fall Semester
The primary emphasis of the freshman curriculum is dual and individual sports. Students will participate in at least four major sport areas: tennis, ultimate frisbee, wiffle ball and swimming. Along with these sports, students will participate on a daily basis in fitness activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility. In addition, students will receive classroom instruction once per 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 continue to develop skills acquired during their freshman year. Three or four days each week, students will participate in football, badminton, basketball, and volleyball. Along with these sports, students will participate on a daily basis in fitness activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility. In addition, one or two days each week, students will participate in personal fitness and/or weight training.

Spring Semester
Students will continue to participate three or four days each week in tennis, wiffleball/softball, ultimate frisbee, and swimming. Along with these sports, students will participate on a daily basis in fitness activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility. In addition,
one or two days each week, students will participate in personal fitness and/or weight training.

PHYSICAL EDUCATION ELECTIVE PROGRAM

3517 WEIGHT TRAINING & CONDITIONING
(Semester) Junior, Senior
Students will participate in weight training activities three to four 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 will participate in conditioning activities such as walking or running.

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 climbing, running, flexibility, cardiovascular fitness, strength training, and off-campus walking. An off-campus waiver is required. Students will be guided in designing their own personal fitness workout.

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 condition.

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.

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 incurring 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
(CTE Introductory Course and PERF)
(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. Other dance related topics are introduced including health and nutrition, dance analysis, and historical and cultural dance forms. Taking this course earns PE credit. Course can be taken more than once.
NOTE: Freshman may only take Beginning Dance one semester. There is a mandatory public performance each semester outside of the school day.
3564 INTERMEDIATE DANCE A  
3565 INTERMEDIATE DANCE B  
(CTE Concentrator Course and PERF)  
(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.  
NOTE: There is a mandatory public performance each semester outside of the school day. 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 and PERF)  
(Year), (0 and 1st period) 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. 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.
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 hypothesis, designing experiments, gathering and analyzing data, and determining the implications of the results. With the exceptions of Physical Science, SDAIE Physical Science and Sheltered Science, all science courses fulfill the UC Lab Science Requirement. Students are encouraged to discuss their needs and interests with parents and counselors 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 requirement, 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: No, you may not. Students are only allowed to take one science course per year.

Q: Is it possible to take all the AP science classes offered?
A: No. The Science Department currently offers four AP science classes but students are allowed to take one science class per year. It is recommended that students select courses in which they have a heightened interest.

SCIENCE CLASSES
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.
Biology is designed for students wishing to fulfill one of the laboratory science requirements for college entrance. The course will cover topics such as the scientific method, chemistry of life, cell structure and function, evolution, and an introduction to human body systems. The student is expected to develop critical thinking and use logical reasoning and problem solving to interpret, analyze, and communicate knowledge and understanding the role of biology in our daily lives.

1660 BIOLOGY (H) A
1661 BIOLOGY (H) B
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Completion of or concurrent enrollment in Algebra 1
Recommendation: Algebra 1 with no less than a “B” each semester.
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 better.
Recommendation: Biology with "A" 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 rigorous, biochemical oriented introductory college biology course. 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. Details of molecules, chemistry, cells, genetics, evolution, organisms and populations 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 better.
Recommendation: Algebra 1 with no less than a "B" each semester.
Chemistry combines college preparatory chemistry topics with Earth Science applications. The courses 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 HONORS (H) A
1721 CHEMISTRY HONORS (H) B
(Year) Sophomore, Junior, Senior
UC Approved
Completion of Geometry with a college qualifying grade of "C" or better.
Recommendation: Geometry with "A" or Geometry Honors with "B".
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 Honors, Physics C or AP Physics C, with a college qualifying grade of "C" or better.
Recommendation: Chemistry with "A", Chemistry Honors with "B", or AP Physics C with a "B".
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 and lengthy labs performed in the course, students should be prepared to spend extra class time beyond the regular class period.

1750 PHYSICS A
1751 PHYSICS B
(Year) Sophomore, Junior, Senior
UC Approved
Completion of Geometry with a college qualifying grade of "C" or better.
Recommendation: Geometry with no less than a "B" each semester.
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 Pre-Calculus with a college qualifying grade of "C" or better.
Recommendation: Calculus with no less than a "B" and completion of Physics with a college qualifying grade of "C" or better.
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 better.

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, 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**
(Year) Sophomore, Junior, Senior
**UC Approved**

Completion of Biology AND either Chemistry or Physics with a college qualifying grade of “C” or better.

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: human population dynamics, environmental quality, renewable, nonrenewable resources, global changes, their consequences, environment, society, interdependence of Earth’s systems, and the choices for the future.

**SCIENCE COURSES (For English Learners)**

**1550 SCIENCE (Sheltered) A**
**1551 SCIENCE (Sheltered) B**
(Year) Freshmen, 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 concept. This course is delivered in English using special methodologies and strategies to ensure comprehension of the curriculum.

**1606 Physical Science A (SDAI E)**
**1607 Physical Science B (SDAI E)**
(Year) Freshman, Sophomore, Junior, Senior
**UC approved for academic elective (“g”)**

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 SDAIE.

SDAI 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 SDAIE.

SDAI 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 better in the preceding years 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 better.
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 & 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
Completion of Modern World History with a College qualifying grade of “C” or better
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
College qualifying grade of “C” in both semesters of Modern World History.
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/ POLITICS U.S. (AP)
(Semester) Senior
UC Approved
College qualifying grade of “C” or better in any U.S. History.
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/ POLITICS COMPARATIVE (AP)
(Semester) Senior
UC Approved
College qualifying grade of “C” or better in any U.S. History.
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
College qualifying grade of “C” or better in Modern World History.
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
For the Limited-English Proficient student in ELD levels 1 and 2, this course meets the Social Science requirement for graduation from high school. The curriculum consists of geography and map-skills, library and research-skills, and current events. In addition, the following four themes are covered in numerous activities: environmental issues, social issues, politics and governments, and economics. This course is delivered in English using special methodologies and strategies to ensure comprehension of the 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.
All modified and assisted courses are designed to comply with Individualized Education Program (IEP) recommendations. 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 entrance requirements.

Collaborative classes are general education classes and follow general education curriculum and pacing. These classes have a general education teacher alongside a Resource Specialist or Instructional Aide to provide support to all students within the class. *Refer to the course descriptions in the general education sections of this curriculum guide.

The goal for the special education student in a collaborative class is to actively participate with all others in the class to raise their level of expectation and increase the quality of their work, while having a support system for the transition. For Special Education students, placement in collaborative classes is by approval of the IEP team. Placement in a Study Skills elective class is recommended for students in collaborative classes.

**ASSISTED ENGLISH 9 - 12**

*(6260 & 6261, 6270 & 6271, 6280 & 6281, 6290 & 6291)*

*(Year)* Freshman, Sophomore, Junior, Senior

*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 ASSISTED READING 9-12**

**6255 ASSISTED READING 9-12**

*(Year)* Freshman, Sophomore, Junior, Senior

*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.
SPECIAL EDUCATION DEPARTMENT

6070 MODIFIED ENGLISH 10 A
6071 MODIFIED ENGLISH 10 B
(Year) Freshman, Sophomore, Junior, Senior
As specified in IEP
In sophomore year students develop intensive and varied composition work will include the writing of the 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 MODIFIED ENGLISH 11 A
6081 MODIFIED ENGLISH 11 B
(Year) Junior
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 MODIFIED ENGLISH 12A
6091 MODIFIED ENGLISH 12 B
(Year) Senior
As specified in IEP
In senior year, Modified English focuses on developing a 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 essays.

MATH

6000 MODIFIED MATH A
6001 MODIFIED MATH B
(Year) Freshman, Sophomore, Junior, Senior
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 MODIFIED ALGEBRA 1 A
6015 MODIFIED ALGEBRA 1 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. This class may be taken for full credit for the Algebra graduation requirement.

SCIENCE

6030 MODIFIED SCIENCE A
6031 MODIFIED SCIENCE B
(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 including density and buoyancy as well as 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 MODIFIED WORLD HISTORY A
6111 MODIFIED WORLD HISTORY 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. This class satisfies the graduation requirement for World History.

6120 MODIFIED UNITED STATES HISTORY A
6121 MODIFIED UNITED STATES HISTORY 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. This class satisfies the graduation requirement for United States History.

6130 MODIFIED AMERICAN GOVERNMENT
(Year) Senior
As specified in IEP
Students will survey 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. This class satisfies the graduation requirement for American Government.

6131 MODIFIED ECONOMICS
(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. This class satisfies graduation requirement for Economics.

COLLABORATIVE COURSES BY DEPARTMENT

English
2100 ENGLISH 9A
2101 ENGLISH 9B

Math
1100 ALGEBRA 1A
1101 ALGEBRA 1B
1150 GEOMETRY A
1151 GEOMETRY B
1200 ALGEBRA 2A
1201 ALGEBRA 2B

Science
1650 BIOLOGY A
1651 BIOLOGY B
1700 CHEMISTRY 1A
1701 CHEMISTRY 1B

Social Science
2600 MODERN WORLD HISTORY A
2601 MODERN WORLD HISTORY B
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 drawing, painting and perspective through practice and exposure to various artists and cultures. Design will be investigated through problem-solving activities such as printmaking, sculpture and papier-mache. This course is designed to accommodate beginning art students and promises to be challenging for even the most experienced. It prepares students for advanced classes.

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 better 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.

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!

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, firing and glazing bisqueware. Class projects engage the
student in the principles of design, working from observation and the imagination. The criteria for each project require the use of problem-solving strategies that promote creative modes of thinking. Class activities address a basic application of art fundamentals. Students will examine the origins of pottery and study contemporary ceramists whose works have deviated from traditional forms in clay.

4152 CERAMICS 2A
4153 CERAMICS 2B
SUPPLY FEE: $30/semester
(Year) Sophomore, Junior, Senior
UC Approved
Completion of Ceramics with a college qualifying grade of “C” or better, 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
UC Approved
(Year) Freshman, Sophomore, Junior, Senior
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-color 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.

4200 PHOTOGRAPHY A
4201 PHOTOGRAPHY B
SUPPLY FEE: $50/year
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
This course provides students with fundamental instruction and study in photographic careers, history, aesthetic composition, and critique while emphasizing the Principles of Design and Elements of Art. Properties of photography and the history of film will be explored along with fundamental introduction and study in film photography. Students will receive instruction on camera operation and settings. Use of mobile/cell phone and traditional photography depicting everyday subject matters will be emphasized. Instruction on historic photographers and the aesthetics of their works are also explored. Emphasis will be placed on composing photos as well as the importance of student creative expression. Additionally the importance of basic editing to enhance student work will be explored. Most importantly, students will learn to create more interesting, thought-provoking compositions and photographic studies.

4250 DIGITAL PHOTOGRAPHY A (CTE)
4251 DIGITAL PHOTOGRAPHY B (CTE)
SUPPLY FEE: $60/year
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Digital photography explores the digital photographic process as a method of creative visual communication. It also investigates art principles and the development of technical skills to communicate effectively. This course will cover the use and type of hardware and software necessary to produce digital images. This would include the use of digital cameras, scanners, printers, imaging software, and studio setups. All work is done on computers. The class is project oriented and outcome based. This course is especially valuable for students with an interest in careers in photography, advertising, art, business, journalism and graphic design. This course uses professional photography hardware and software used in the art and business world today.

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.

4066 GRAPHIC DESIGN A
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. 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
(CTE Concentrator and Capstone Course)
(Year) Sophomore, Junior, Senior
(Pending Board and UC Approval)
Completion of Graphic Design with a 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 a foundational 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. Through the course, students will develop a professional portfolio 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 opportunity to work with real clients in the community. They will learn the values of service, responsibility, and reliability.

4260 ANIMATION A
4261 ANIMATION B
(CTE and VART)
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Animation introduces students to various techniques in creating motion through animation films. The class will place creativity and storytelling as a priority. Students will have the opportunity to develop original screenplays which will be made into animations. The class is computer based. Students will use computer software such as Adobe Photoshop, Flash, Illustrator, Premiere, After Effect, and Soundbooth. Students will experience the process of developing an idea from storyboarding, to making a pitch, to production, and finally to post-production. The class will be an introduction to a career path in becoming an animator, film maker, game developer, storyboard illustrator, writer, editor, sound engineer, director, and/or producer. NOTE: Animation may be repeated for additional credit to provide students opportunities to continue building 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.
DEPARTMENT CHAIR: Karen Duberke, kduberke@ausd.net

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 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 and thoughts of other people. The study of another language enhances one’s awareness of the structure of the English language. We also offer courses in Spanish and Chinese that are intended for students who can prove oral proficiency but 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 1 A
3101 SPANISH 1 B
(Year) Freshman, Sophomore, Junior
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 2 A
3105 SPANISH 2 B
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Completion of Spanish 1 with a rising “C” or better.
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.

3106 SPANISH NATIVE SPEAKERS 2 A
3107 SPANISH NATIVE SPEAKERS 2 B
(Year) Freshman, Sophomore, Junior, Senior
UC Approved
Students interested in this course need to take a placement test.
This course is intended for students who can demonstrate a high level of fluency in spoken Spanish and a basic knowledge of written Spanish. This is a comprehensive course covering an introduction to literature, composition, grammar, speech and study skills. Emphasis will be placed on reading short stories and articles, writing compositions, improving vocabulary, and strengthening listening and speaking skills. Class is conducted entirely in Spanish. NOTE: Upon completion of this course, the teacher will recommend students for either AP Spanish or Spanish 3.

3108 SPANISH 3 A
3109 SPANISH 3 B
(Year) Sophomore, Junior, Senior
UC Approved
Completion of Spanish 2 or Native Speakers 2 with a rising “C” or better.
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
(Year) Sophomore, Junior, Senior
UC Approved
Completion of Spanish 3 with a rising “C” or better OR recommendation from student’s Native Speakers 2 teacher.
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 1 A
3151 FRENCH 1 B
(Year) Freshman, Sophomore, Junior
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 2 A
3155 FRENCH 2 B
(Year) Sophomore, Junior, Senior
UC Approved
Completion of French 1 with a rising "C" or better.
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.

3170 FRENCH 4 (H) A
3171 FRENCH 4 (H) B
(Year) Senior
UC Approved
Completion of French 3 with a rising "C" or better.
Students will increase their understanding and use of the language 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 a rising "C" or better.
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 1 A
3251 JAPANESE 1 B
(Year) Freshman, Sophomore, Junior
UC Approved
Completion of Japanese 1 with a rising "C" or better.
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 2 A
3255 JAPANESE 2 B
(Year) Sophomore, Junior, Senior
UC Approved
Completion of Japanese 1 with a rising "C" or better.
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.
Completion of Japanese 2 with a rising “C” or better. 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.

Completion of Japanese 3 with a rising “C” or better. 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 an 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 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.

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.

Completion of Chinese 1 with a rising “C” or better or 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.

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.

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.

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 3 A
### 3209 CHINESE 3 B
(Year) Freshman, Sophomore, Junior, Senior
**UC Approved**

Completion of Chinese 2 with a rising “C” or better 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 4 A
### 3213 CHINESE 4 B
(Year) Freshmen, Sophomore, Junior, Senior
**UC Approved**

Completion of Chinese 3 with a rising “C” or better each semester 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 a rising “C” or better.

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. 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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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.