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# English

## 0101 English 1

**Course Objectives:** Students in English 1 will build on their current skills in reading to increase comprehension of reading materials, both fiction and nonfiction. Students will become proficient in writing paragraphs, essays, researched material, poetry and autobiographical works. They will use MLA formatting and become more proficient in using the computer to access assignments and course materials. Students will increase their current abilities to listen carefully to others and their confidence to speak in front of the class. Throughout all, students will work to increase their knowledge of vocabulary, grammar and standard English language usage.

### **Course Outline:**

#### **Reading:**

- Fictional and non-fictional short stories
- Novels
- Autobiography
- Poetry
- Drama

#### **Writing:**

- Narrative
- Researched information
- Poetry
- Autobiographical incident
- Note-taking

#### **Speaking:**

- Poetry presentation
- Class presentation
- Class discussions

#### **Listening:**

- Videos
- Online sources
- Student presentations

**Instructional Strategies:** Students will investigate literary techniques writers use to create fiction, nonfiction, poetry and drama. They will analyze the behavior of characters and look for meaning in the works investigated. Respectful class discussions allow students to share their observations of course material. Students will develop organizational skills in managing their assignments and submitting work in a timely manner.

**Grading:** Much of the work will be typed. Grades will be based on a combination of class participation, response to literature writing, note-taking, quizzes, tests and class presentations.

## 0102 Advanced English 1

### Course Objectives:

1. Critical reading and oral communication of ideas, both individually and in a group
2. Skilled note taking with attention to relevant details while closely reading assigned texts
3. Superior (simple, accurate, insightful, elegant, inspiring) writing of prose and poetry

### Course Outline:

We begin the Fall Semester with poetry analysis through an exploration of literary devices, which culminates in writing a compare & contrast *response to literature* essay of two poems with related themes. We then explore science fiction through both a short story and a novel; both of these mediums culminate in *response to literature* essays and/or creative writing projects. We end the Fall Semester with *PoetryOutLoud.org*, a school-wide competition in which students analyze, memorize and recite a chosen poem from POL's website. In the Spring, we explore JUSTICE *synthesizing* several political philosophy texts, such as Plato's *Republic*, along with the *Federalist Papers 10* and *51*, as well as the novel *To Kill a Mockingbird*. We often do a research paper and/or an annotated bibliography with the *rhetorical analysis* of non-fiction texts, as well. Below is a list of novels and texts we choose from. Other novels may be introduced not on this list, but will be similar in content, literary value, or complexity.

### Texts and Materials:

- Composition Books are required; buy two of them to take notes in while reading and in class.
- *I am the Cheese* by Robert Corimer
- *Fahrenheit 451* by Ray Bradbury

- *Lord of the Flies* by William Golding
- *To Kill a Mockingbird* by Harper Lee
- *Night* by Elie Wiesel

Students may purchase any or all of the above novels, if they choose, as they will either be annotating in their own books or in composition notebooks while reading a classroom edition. One is not required to purchase novels. There are novels in the classroom for students who wish to take notes in composition books.

- Poetry, short fiction and nonfiction selections, including, but not exclusive to, those from our reader, *Prentice Hall Literature, Gold* (green cover)

### **Instructional Strategies:**

The total scope and order of reading selections is always to be determined and then posted in D2L. I often give detailed updates and advance schedules, informing students what to expect regarding each unit, in class. If you missed class, you will find it in D2L or email the instructor.

Students begin to annotate and analyze literary texts on day one. Annotation is taking notes while reading for understanding; it is writing ones thoughts in margins; it is underlining, defining and learning new vocabulary in-context; it is recognizing and labeling relevant literary devices used to further a theme or themes in a text. Students annotate every assigned text; they then write discussion questions (DQs) from direct quotes from the text, the same quotes which inspired their initial curiosity; these DQs are then typed and later discussed as a group. Annotation and graded group discussions enforce close reading for understanding; they allow students to bring up questions in a safe, friendly and collegial environment, questions they might otherwise be too unsure or timid to share in a group setting. DQs are written according to a specific protocol using terms from three Levels of Questions, each one more difficult than the first. This helps ensure that students are analyzing texts from the most minute or tiny detail to the broadest of motifs and themes. We explore literary texts in the Fall as non-fiction analysis is introduced in the Spring.

Students are encouraged to conscientiously pace themselves with the class rather than enthusiastically reading ahead; we prefer that students strictly adhere to their reading schedules when it comes to annotating and writing discussion questions—this requires more attention to detail, per chapter. Your careful reading must be accompanied by careful note taking, at all times. Reading and understanding literature are two different skills. We support reading for enjoyment while seeking to foster reading for reflection; the later requires much more time and effort. One loves to read, but students are expected to analyze the deeper meanings in all assigned texts.

## 0111 English 2

**Course Objectives:** English 2 students use literature to help them hone their ability to communicate in writing and speaking. A close study of literature helps the student tackle new ideas and present their ideas using a variety of formats. The course includes an introduction to careers with a focus on continuing high school goals, creating a path for graduation, and beginning the path for post-graduation.

### Course Outline

- Short Story and Paragraph Response
- Introduction to Novel and Informational Writing
- Poetry and Performance
- Future goals and Research paper
- Shakespeare and Speech
- Antigone and Argument
- Understanding Others through writing
- Nonfiction and Global Issues

**Texts and Materials:** Holt Rinehart Winston Elements of Literature Sixth Course textbook, The Martian Chronicles, excerpts from The Warmth of Other Suns, I am Malala, and online articles, Julius Caesar, Antigone, A Long Way Gone, House on Mango Street, A Nectar in a Sieve, and other Novels which may be appropriate.

**Instructional Strategies:** Students will continue to improve language skills through close readings of texts and online sources, class activities, discussions, individual and group projects, lecture, oral presentations, quizzes and tests.

## 112 Advanced English 2

**Course Objectives:** Advanced English 2 focuses on challenging texts from a variety of genres. Students use literature to help them hone their ability to communicate in writing and speaking. A close study of literature helps the student tackle new ideas and present their ideas in civil discussion. The course includes an introduction to rhetoric and the strategies authors use to achieve their purposes.

### Course Outline:

- **Introduction to short story**
- **Introduction to novel**
- **Rhetoric**

- Gothic Novel
- Poetry
- Introduction to Shakespeare
- Dystopian Novel
- Research paper
- Presentation of research/persuasion

**Texts and Materials:** In order to meet state standards, we select readings from a number of sources including the **Prentice Hall Literature Series, The Norton Sampler**, Thomas Cooley, ed., 1993, **Where Coyotes Howl and Wind Blows Free**, Alexandra and Gerald Haslam, eds., 1995. These selections are designed to strengthen and challenge reading skills, support writing ability and develop students' critical thinking skills. By using a wide range of texts we are able to read classic American Literature, contemporary authors and multicultural texts.

**Novels and plays revolve, and can include:** *Macbeth; Life of Pi; 1984; Frankenstein; Julius Caesar; Great Expectations*

**Instructional Strategies:** Through lecture, dialog, reflection on text, annotation of a variety of texts, peer edits, and text-based evidence questions, students will fine tune written work, deliver coherent oral presentations, and become active listeners for peers and teachers.

## 0121 English 3

**Course Objectives:** In this course you will expand, and improve, on your Reading, Writing, Listening, and Speaking Skills through the study of American Literature and Current Events. Included in this course is the study and analysis of American fiction, nonfiction, poetry, current events, and workplace documents. You will also enlarge and improve your vocabulary, proofreading and editing skills, speaking techniques, and research strategies.

### Course Outline:

#### Early American Fiction and Non Fiction

Bradford, Equiano, Franklin, Henry, Paine, Emerson, Thoreau  
 Compare/Contrast Colonial Immigration and Current Immigration Issues  
 Narrative Incident Essay, Persuasive Essay, News Story, Editorial, Speech

#### Modern Fiction and Non Fiction

Twain, Bierce, London, Steinbeck, Cather, Fitzgerald, O'Connor, Faulkner  
 Survey & Generation Project, Short Story Presentation, Analysis Essay

#### American Dream Project

Interviews, Research, Class Discussions, Written Report

### Poetry

Whitman, Dickinson, Frost, Harlem Renaissance, Contemporary Poets  
Poetry Out Loud, Recite Poem, Write Poem  
Poet Brochure Project

### Research Report American History Topic since WW2

Brainstorm, Research, Drafts, Final Report

### Workplace Writing

Personal Fact Sheet, Resume  
Business Letters, Survey, Proposal Writing  
Career Expo and/or Speaker

Literary Analysis - Novels and plays revolve and can include: *To Kill a Mockingbird*, *The Great Gatsby*, *The Scarlett Letter*, *The Crucible*, and/or *The Things They Carried*.

Analysis and Discussions of Plot, Setting, Themes, and Characters  
Character or Theme Analysis Essay

**Texts and Materials:** Holt Rinehart Winston *Elements of Literature Fifth Course* textbook, web technology tools (ex: Google Apps), lecture, online sources, community events, field trips, and videos.

**Instructional Strategies:** Students are challenged to draw comparisons between historical American literature and current American and world events. Students must be prepared for Class time, by completing homework assignments, which requires active participation by all. Homework and Class Activities include assigned readings from the text and online sources, small and large group discussions, individual and group projects, research essays and reports, surveys, oral presentations, quizzes and tests. Homework is assigned regularly and is usually due at the next class. Longer, more involved projects are allotted class time and assigned as homework to complete. MLA format for written work is reinforced, and required for all assignments. High standards and high quality work is expected from all students, who will be asked to work to their greatest potential. Students will enjoy lively discussions, while respecting different perspectives from all members of the class.

## 122 Advanced English 3

**Course Objectives:** Advanced English III builds on the rhetorical foundations of Advanced English II and focuses on persuasion, logic, rhetorical strategies and analysis of literary techniques. In addition to argument and non-fiction, we explore literature and the connections between genres. Students continue their study of communication in writing and speaking,



working on precision and clarity. All discussions are presented with a goal of preserving and promoting civil discourse.

**Course Outline:**

- **Introduction to argument**
- **Rhetorical Strategies**
- **Classic Literature**
- **Poetry**
- **Graphic Novel**
- **Satire/Realism**
- ***Modern Literature***

**Texts and Materials:** In order to meet state standards we select readings from a number of sources including **Bedford St. Martin's** *Conversations in American Literature*, Aufses and Shea; **McGraw Hill** *Arguing through Literature*, Ferster; **Bedford St. Martin's** *The Compact Bedford Introduction to Literature*, Meyer. These selections are designed to challenge reading skills, engage students in a variety of viewpoints, and develop critical thinking skills. These selections expose students to classic literature as well as cutting edge writers in a variety of genres.

**Novels and plays revolve and can include:** *Scarlet Letter, Great Expectations, Othello, Persepolis, The Crucible, Huckleberry Finn, Slaughterhouse Five*

**Instructional Strategies:** Through lecture, dialog, reflection on text, annotation of a variety of

## 0133 English 4

**Course Objectives:** In this course you will expand, and improve, on your Reading, Writing, Listening, and Speaking Skills through the study of Science Fiction, Contemporary Literature, Contemporary Poetry, and Current Events. You will expand and improve on your vocabulary, proofreading and editing skills, writing, public speaking techniques, and research strategies. You will complete a Senior Project on an appropriate topic of your choice.

**Course Outline:**

Orientation & Web Tools: Write, and Create projects, using D2L features, Google Drive, and other Online Tools.

Online Discussions, Online Netiquette

Personal Learning Network

Google Apps, Voice Thread, other Online Tools

Fahrenheit 451 by Ray Bradbury: Analysis of Characters and Themes through discussions, projects and essays

- 1<sup>st</sup> Amendment Freedom of Speech Rights
- ALA Banned Books Week
- Book Banning and Censorship Voice Thread discussion
- Google Presentation about the book and author

World Literature: Read selected Fiction and Nonfiction short stories with common human themes

- Theme Analysis and Author research
- Interpret and Analyze Speeches by Public Figures
- Write a Speech that "Calls for Action"
- Give "Call to Action" Speech

Poetry: Analyze Global and Social Issues from Poetry and Song Lyrics

- Write a Poem about an Issue
- Recite Poem
- Optional: Participate in the *Poetry Out Loud* Competition.

1984 by George Orwell: Analysis of Characters and Themes through discussions, projects, and essays

- 4<sup>th</sup> Amendment Rights
- Patriot Act
- NSA Surveillance

Brave New World by Aldous Huxley: Analysis of Characters and Themes through discussions, projects and essays

- Propaganda Techniques and Advertisements
- Genetic Technology
- Prescription Drug Epidemic

Senior Project: Select and research a school appropriate topic of your choice (career or passion)

- Write a 6-10 page MLA Research Report on the topic
- Document 10 hours (minimum) of time spent learning a skill, or creating a tangible product
- Give a 10 minute Formal Presentation with follow up question session
- Submit a Binder Portfolio of all work related to this project

**Instructional Strategies:** Students will read, and listen to, a variety of fiction and non-fiction material and make connections to real world issues. Interpretation and analysis of materials, individually and in class or online discussions, will be ongoing and lead to lively discussions. Active participation is a must, and all viewpoints will be respected. Assignments are challenging, and are meant to represent culminating skills that have been acquired throughout the students high school course work. Expect to read, and hear, multiple viewpoints and in the process sharpen your own ideals.

## 0139 AP English Literature

**Course Objectives:** AP English Lit mirrors Introductory College Literature courses. Students read challenging plays, novels and poetry from across the world and across time. Each selection encourages students to grapple with difficult concepts, analyze those selections, and come to an understanding of their importance. The course is rigorous with college level skills required. Students are expected to hit the ground running and push themselves to higher levels of thought. The course directly addresses the AP English Literature exam given in May.

### Course Outline:

- **Prose Analysis**
- **Essay Analysis**
- **Novel Exploration**
- **Understanding Plays**
- **Poetry Analysis**
- **Test Prep**

**Text and Materials:** Texts come from a variety of sources, including online stories, poems, and analysis. In addition, we use college anthologies and AP sources such as: **Bedford St. Martin's**, 50 Essays, Cohen; **Norton**, *The Restoration and the 18th Century*, Greenblatt & Abrams, eds.; **Houghton Mifflin**, *The Riverside Reader*, Trimmer & Hairston, eds. The wide selection is used to mirror the level and types of reading found in introductory college English courses and those found on the AP English Exam. Studying challenging texts enables students to develop critical thinking skills that transcends academia.

**Novels and plays revolve and can include:** *Hamlet, Othello, King Lear, The Tempest, Streetcar Named Desire, Their Eyes Were Watching God, Heart of Darkness, Madame Bovary, The Stranger, Brave New World, Picture of Dorian Gray.*

# Math

## 0239 Algebra Foundations

### Course Learning Objectives:

Algebra Foundations is intended to build a foundation for Algebra 1. This course will review the concepts of pre-algebra. This course will emphasize algebraic expressions, integers, graphing, and mathematical properties that will lead into working with variables and linear equations. This course will begin work with polynomials, data analysis and systems of equations through direct class instruction, group work, homework, student projects and technology. This course satisfies year 1 of the two year Algebra A / Algebra B series.

### Course Outline:

- Pre-algebra Review--Real Number System: Fractions; Order of operations; Real numbers
- Linear Equations & Inequalities in One Variable: Addition & multiplication properties; Solve linear equations & inequality
- Linear Equations in Two Variables
- Graph linear equations; Slopes of lines; Solve systems of linear equations & inequalities
- Polynomials & Exponents: Multiply, divide, add & subtract polynomials with exponents
- Factoring: Trinomials
- Word Problems: Equations With One or Two Variables
- Rational Expressions: Multiply, divide, add & subtract
- Roots and Radicals: Multiply, divide, add & subtract radicals

### Texts and Materials:

*Algebra Essentials* by Alan G Foster. Merrill Publishing Company, 1998, using a variety of internet resources including math support sites and videos.

### Instructional Strategies:

Students will read texts, watch video, research prior to class. In class teacher will focus on new content and activities to reinforce understanding and higher thinking skills. Students will complete assignments including practice skills & concepts present in class, projects, quizzes, collaborative group discussions, and tests. Students are expected to review their own homework and revise it prior to coming to class so that class time may be used to address thoughtful questions and problems the students have encountered while working on the homework.

## 0212 Algebra 1

### Course Learning Objectives:

Algebra 1 is intended to build a foundation for all higher math classes. This course will review algebraic expressions, integers, and mathematical properties that will lead into working with variables and linear equations. There will be an in-depth study of graphing, polynomials, quadratic equations, data analysis and systems of equations through direct class instruction, group work, homework, student projects and technology.

### Course Outline:

- Pre-algebra Review--Real Number System: Fractions; Order of operations; Real numbers
- Linear Equations & Inequalities in One Variable: Addition & multiplication properties; Solve linear equations & inequality
- Linear Equations in Two Variables: Graph linear equations; Slopes of lines; Solve systems of linear equations & inequalities
- Polynomials & Exponents: Multiply, divide, add & subtract polynomials with exponents
- Factoring: Trinomials with one & 2 variable; solving quadratic equations by factoring 6. Word Problems: Equations With One or Two Variables
- Rational Expressions: Multiply, divide, add & subtract; simplify complex expressions
- Roots and Radicals: Multiply, divide, add & subtract radicals; fractional exponents
- Solve quadratic equations by completing the square & the quadratic formula
- Complex Numbers: Multiply, divide, add & subtract complex numbers; Solve quadratic equations with complex number solutions; Graph quadratic equations
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### Instructional Strategies:

Students will read texts, watch video, research prior to class. In class teacher will focus on new content and activities to reinforce understanding and higher thinking skills. Students will complete assignments including practice skills & concepts present in class, self-guided at home quizzes, collaborative group discussions & projects, tests. Students are expected to review their own homework and revise it prior to coming to class so that class time may be used to address thoughtful questions and problems the students have encountered while working on the homework.

## 0212 Algebra Essentials

### Course Learning Objectives:

**Prerequisite:** Grade 11 or 12 and have unsuccessfully completed Algebra 1.

Algebra Essentials is designed to meet the Algebra requirement for high school graduation. This course will cover the 10 major algebraic concepts in a one semester course. The class will consist of direct class instruction, group work, homework, student projects and the use of technology. One High School credit will be earned after successful completion of each of the units named in the outline below.

**Course Outline:**

- Unit 1: Algebraic Properties
- Unit 2: Solving multi-step linear equations
- Unit 3: Operations with Integers
- Unit 4: Operations with Polynomials
- Unit 5: Factoring Polynomials
- Unit 6: Graphing Linear and Quadratic Equations
- Unit 7: Solving Systems of Equations
- Unit 8: Rational Expressions
- Unit 9: Roots & Radicals
- Unit 10: Quadratic Equation

**Instructional Strategies:**

Students will read texts, watch video, research prior to class. In class teacher will focus on new content and activities to reinforce understanding and higher thinking skills. Students will complete assignments including practice skills & concepts present in class, projects, quizzes, collaborative group discussions and tests. Students are expected to review their own homework and revise it prior to coming to class so that class time may be used to address thoughtful questions and problems the students have encountered while working on the homework.

## 0221 Geometry

**Course Learning Objectives:**

Students will learn and show understanding of basic terms of geometry, including symbols, definitions, postulates and theorems that apply to spatial relationships. They will be taught basic logic principles as well as be introduced to proofs. The student will discover and apply relationships between parallel and perpendicular lines. They will understand and do practical problem solving of various polygons, including triangles and quadrilaterals. Congruency and similarity will also be studied. Each student will study circles and the various relationships between circles, lines and angles. An introduction to right triangle trigonometry will be introduced. Area, perimeter, and volume will be used as they relate to various geometric shapes and solids.

**Course Outline:**

- Basics of Geometry: Logic & Reasoning; Point, Line & Plane; Segments, Angles & Their Measures
- Segments & Angles: Bisectors; Complementary, Supplementary & Vertical Angles; Statements
- Parallel & Perpendicular Lines: Theorems With Parallel Lines; Transversals & Angles Formed
- Triangle Relationships: Classifying; Types; Pythagorean Theorem; Medians; Triangle Inequalities
- Congruent Triangles: Congruency Theorems & Proofs; Reflections & Symmetry
- Geometry Construction Skills
- Quadrilaterals: Polygons; Parallelograms, Rectangles, Squares, Rhombuses & Trapezoids
- Similarity: Ratio & Proportions; Similar Triangle Proofs & Problems; Dilations
- Polygons & Area: Classifying; Areas of Polygons; Circumference & Area of Circles
- Special Right Triangles & Trigonometry: Sine, Cosine & Tangent
- Circles: Parts; Angles, Arcs, Chords, Tangents & Equations; Rotations
- Surface Area & Volume of Solids: Prisms, Cylinders, Pyramids, Cones, & Spheres

**Texts and Materials:**

*Geometry* by Ron Larson, Boswell & Stiff. McDougal Littell/Houghton Mifflin Publisher, 2005, using a variety of internet resources including math support sites and videos.

**Instructional Strategies:**

Students will read texts, watch video, research prior to class. In class teacher will focus on new content and activities to reinforce understanding and higher thinking skills. Students will complete assignments including practice skills & concepts present in class, self-guided at home quizzes, collaborative group discussions & projects, tests. Students are expected to review their own homework and revise it prior to coming to class so that class time may be used to address thoughtful questions and problems the students have encountered while working on the homework.

[0213 Algebra 2](#)

[227 Advanced Algebra 2](#)

**Course Learning Objectives:**

Algebra 2 and Advanced Algebra 2 are designed to strengthen and extend the students understanding of algebra concepts. Students earning an A in Algebra 2 are eligible to matriculate into Math Analysis the following year. Students in Advanced Algebra 2 may enter Math Analysis if their grades are B or better. The difference between the courses is in the

pacing and the level of depth. Advanced Algebra 2 students will also focus more time on trigonometry and viewing equations as functions.

The content includes real number system, linear and quadratic equations, factoring polynomials, systems of equations, rational and radical functions, and logarithmic functions. Students will develop variety of techniques to solve problems that are represented numerically and graphically and use technology to analyze and explain specific behavior of functions.

### **Course Outline:**

- Review: Properties of real numbers; Order of operation, roots and exponents
- Linear Equations and Inequalities: Applications of linear equations and inequalities
- Graphs, Linear Equations, and Functions: Slopes of lines and introduction to functions
- Systems of Linear Equations: Systems of equation in three variables and applications
- Exponents, Polynomials, and Polynomial Functions: Simplifying polynomial and rational expressions using exponent rules; Simplifying polynomials; and Compositions of functions
- Factoring: Factoring with two or more variables; Solving equations by factoring and apply factoring skills to solve problems
- Rational Expressions and Functions: Simplifying and graphing rational expressions; Solving rational equations and their applications
- Roots, Radicals, and Root Functions: Simplify and graph radical expressions; Solve radical equations; Simplify complex numbers
- Quadratic Equations, Inequalities and Functions: Graph and solve quadratic equations; Parabolas and their applications
- Inverse, Exponential, and Logarithmic Functions: Solve and graph inverse, exponential, and logarithmic functions; Properties of logarithms and their applications
- Nonlinear Functions, Conic Sections, and Nonlinear Systems: Study the graphs of circles, ellipses, and hyperbolas; Nonlinear systems of equations and inequalities

### **Instructional Strategies:**

Instruction is a combination of class discussion and a direct instruction. Students are encouraged to participate in class discussions and ask questions. Students are expected to review concepts learned in class to master the content. Homework is given each day. Students are expected to make an honest attempt at every problem and expected to review their work before submission. Incomplete and not legible homework will receive partial credit. I will be checking homework for completion. Quizzes will be either in class or take home. Tests will be given at end of each chapter. Tests are closed book and closed notes.



## 0222 Math Analysis

### Course Learning Objectives:

Math Analysis provides foundational mathematics and problems that require critical thinking in preparation for calculus. Topics include rigorous treatment of polynomial, rational, logarithmic, exponential and trigonometric functions. Additional topics include analytic geometry, conic sections, vectors, polar equations, sequences and series and an introduction to limits and calculus. Emphasis will be placed on graphing and problem solving using a graphing calculator.

### Course Outline:

- Functions and their graphs: shifting, reflecting, combinations of functions, inverse functions, polynomial and rational functions, exponential and logarithmic functions
- Trigonometric functions: radian and degree measure, the unit circle, right triangle trigonometry, graphing trigonometric functions, inverse trigonometric functions, using fundamental identities, and law of sines and cosines
- Sequences, Series and Probability: arithmetic and geometric sequences and series, mathematical induction, binomial theorem, probability
- Analytic Geometry: conics, polar coordinates, vectors in space
- Limits and an Introduction to Calculus

Casio FX-9750 GII graphing calculators will be used in this class and are appropriate for future Calculus courses

### Instructional Strategies:

Students will read texts, work example problems and occasionally watch online math tutorial videos prior to class. In class the teacher will focus on new content focusing on applying the concepts to solving complex problems. Students will complete homework daily. Two to three quizzes will be given per chapter. There will be a test given at the end of each chapter. Students must take responsibility for thoroughly working the homework problems, asking thoughtful questions and mastering the material before the tests.

## 0230 AP Calculus AB

**Prerequisite: Grade of B or better in Math Analysis**

### Course Learning Objectives:

This course is equivalent to two college quarters of Calculus. The course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. The

content includes limits, derivatives, antiderivatives, and finding area and volume. Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to analyze the links between concepts in different topic areas. This course is a demanding one, requiring students to study broad range of mathematical topics and solve problems set in a variety of meaningful contexts. Students who score a 4 or 5 on the AP Calculus AB exam will be qualified to matriculate to the next level of college Calculus. College credits given for AP scores depend on the individual College's policy on AP credits.

### **Course Outline:**

- Limits and Their Properties: A Preview of Calculus; Finding limits graphically and numerically; Evaluating limits analytically; Continuity and one sided limits; and Infinite limits
- Differentiation: The derivative and the tangent line problem; Basic differentiation rules and rates of change; The product and quotient rules and higher order derivatives; The chain rule; Implicit differentiation; Derivatives of inverse functions; and Related rates
- Applications of Differentiation: Extrema on an interval; Rolle's theorem and the Mean value theorem; Increasing and decreasing functions and the first derivative test; Limits at infinity; Summary of curve sketching; and Optimization problems
- Integration: Antiderivatives and indefinite integration; Area; Riemann sums and definite integrals; Fundamental Theorem of Calculus; Integration by substitution; Numerical integration; Integration of inverse trigonometric functions, natural logarithmic functions and hyperbolic functions.
- Differential Equations: Growth and decay; and Separation of variables.
- Applications of Integration: Area of a region between two curves; and Volume using disk and shell method.

**Instructional Strategies:** Instruction is a combination of group discussion and direct instruction. Students are encouraged to participate in class discussions and ask questions. Students are expected to go over the concepts, theorems, and the rules to master the content. Homework is given each day. Students are expected to make an honest attempt at every problem and expected to review their work before submission. Incomplete assignments and not well organized assignments will receive a partial credit. Quizzes will be either in class or take home. Tests will be given at end of each chapter.

## 0205 Consumer Math / Personal Finance

### **Course Learning Objectives:**

Our course in Personal Finance will reinforce academic skills such as communication, mathematics, reading, research and writing. It will help students develop flexible knowledge, effective problem-solving skills, effective collaboration skills, with motivation through the use of a variety of individual and group activities. Students' financial literacy skills will enhance, inspired to achieve financial well-being, with an understanding and appreciation of ethical money management.

### **Course Outline:**

- Introduction to Personal Finance - Understand how financial decisions have long-term consequences
- Saving; Budgeting; Debt - Learn how to budget, save, spend wisely, to avoid debt
- Life After High School - Learn how to take control of money and help avoid huge money mistakes down the road; empower high school students to make sound financial decisions for life
- Consumer Awareness; Bargain Shopping - Making the monies you have buy more & last longer; understanding what precautions a person can take to protect their identities
- Investing and Retirement - Understand how to make money work with an investment and retirement portfolio
- Insurance - Understand how to manage financial risk through various types of insurance
- Money and Relationships - Learn how to take control of money and help avoid huge money mistakes down the road
- Careers and Taxes - Enable young adults to make smart financial decisions and begin to grow wealth from the start
- Giving - Understanding the meaning of the "love of humanity"; identifying and exercising one's values in giving and volunteering

### **Texts and Materials:**

*Foundations in Personal Finance-High School edition* by David Ramsey. Ramsey Educational Solutions, 2014, using a series of videos mated to a companion workbook text, a variety of internet resources including support sites with financial tools & apps.

### **Instructional Strategies:**

In class, target video lessons will provide stimulating lectures that springboard class discussions. Teacher will focus on new content and activities to reinforce understanding and higher thinking skills. Students will complete assignments using effective problem-solving skills & concepts presented in class, group discussions, participate in individual & collaborative projects, tests.

# Foreign Languages

## FRENCH - Français 1, 2, et 3

### Course Objectives:

The goals of *Français 1, 2, et 3* are to develop basic and intermediate level proficiency in French through speaking, reading in writing as well as a sound foundation for further instruction in college-level French classes through real-world communication with a *francophone* or French-speaking (person). Emphasis is on correctly communicating *en français* in order to function effectively in a *francophone* nation. This program is not designed to prepare students for the AP French exam with advanced French grammar, but it will help you tremendously later as a *francophone* tourist or foreign exchange student. Students completing French 3 are well prepared to take higher level courses in College.

### Course Outline:

Using the interactive online program [VISTA](#) and classroom activities, we explore the following material using the “immersion” process, which is just like living abroad:

We learn proper pronunciation, popular phrases and quotidian grammar interlaced with vocabulary, such as days of the week, the seasons and numbers up to one million; we explore present, past, and future verb tenses of regular and irregular ER, IR and RE verbs. We practice common speaking conventions and the appropriate grammar flowing from them—in context—exploring how to live, communicate, socialize and travel effectively in a *francophone* country. Over time, each student becomes *francophone*.

### Texts and Materials:

- *VISTA* (online learning management system including a virtual textbook in [VISTA](#))
- *French in Action* (a series of videos and textbooks with an ongoing narrative)
- *Mon Premier Dictionnaire En Images* (a children’s picture dictionary)
- *Beginners French Dictionary* (an illustrated picture dictionary)
- *Everyday Words in French* (another image-driven dictionary)
- *Le Petit Prince de Antoine de Saint-Exupéry* (The Little Prince)
- *Voltaire’s CANDIDE*
- Various *francophone* comic books, such as *Tintin*, *Asterix* and *Le Marsupilami*
- Various French-language films such as *Entre Les Murs* (The Class)

### French references online:

- your *vText* in [VISTA](#)
- [Tex's French Grammar](#)

- [French.About.com](http://French.About.com)
- [Dictionnaire LAROUSSE](http://Dictionnaire.LAROUSSE)
- [TV5Monde](http://TV5Monde)
- [TV5Monde USA](http://TV5MondeUSA)
- [Apprendre.tv](http://Apprendre.tv)

### **Instructional Strategies:**

To simulate an authentic environment, the instructor will speak exclusively in French. French 1, 2, 3 are taught through “French immersion” in conjunction with VISTA, a foreign language Learning Management System (LMS). The primary focus of this class is communicating French correctly; each online VISTA session includes reading, writing, and selections analyzing language. *Francophone* literary essays follow the classical, *these* (thesis), *antithese* (counter-argument), *synthese* (synthesis) format; therefore, creative writing or “playing” with/exploring new grammar and vocabulary is actively supported. Thus, it is strongly suggested that parents also purchase portable *French/English* dictionaries for students as well as *501 French Verbs*. These texts are not required; they are handy resources. In class, we explore *francophone* culture from much of Africa, Quebec to the Antilles, Tahiti to Belgium, and France to Switzerland.

## Spanish 1

### **Course Objectives:**

Seek to attain proficiency in listening to, speaking in, reading in, and writing in Spanish by following The World Language Content Standards for California Public Schools, Kindergarten through Twelve. The standards are not tied to specific grade levels but rather describe the levels of linguistic and cultural acquisitions.

The standards are separated into the following categories:

- **Content:** Language users address a wide variety of topics that are age and stage appropriate.
- **Communication:** Real-world communication that occurs in a variety of ways:
- **Cultures:** understanding the connection between language and culture.
- **Structures:** multiple components of grammar that students must control in order to successfully communicate in linguistically and culturally appropriate ways.
- **Settings:** Language users will carry out tasks in a variety of situations representative of those they will experience in the target language.

### **Course Outline:**

- Greetings and leave takings, identifying yourself and others.
- The classroom and school life, fields of study and school subjects, days of the week, class schedule.
- The family, identifying people, professions and occupations
- Pass times, sports, places in the city.

### **Texts and Materials:**

- Vista Higher Learning-Descubre level 1 Copyright 2011-V-textbook.
- Videos and movies
- Songs
- Variety of printed materials and online authentic sources
- 1 inch 3-ring binder for Spanish use only
- College ruled loose-leaf paper
- 3x5 index cards

### **Instructional Strategies:**

Spanish is taught in an immersion environment, meaning that Spanish is used to teach the language. Students are encouraged to use the target language as much as possible in the classroom. Students are expected to fully learned how to use The Descubre online program and have completed all the Supersite online activities prior to coming to class. Descubre is a Virtual interactive college language program that blends the principles of the five Cs, Communication, Cultures, Connections, Comparisons, Communities, with features and strategies tailored specifically to build student's speaking, listening, reading, and writing skills in Spanish. Because of the nature of our program, class time is designed to work mainly in the communication aspect of the language by using contextualized oral language-practice activities in a wide range of settings; personalized and creative practice activities that encourage students to express their own meaning in their own words; pair and group projects and activities; and use of technology to produce and access materials.

### **Grading:**

- No Late work will be accepted except for excused absences
- No extra credit will be given to make up for work not turned in on time
- Plagiarism of any type will result in a Zero on the assignment with notification to the student and parent. A second offence will result in a full grade lower in the class for the semester. A third offence will result in an F in the course.
- **Class participation (10 %):** Because of the nature of this class, active participation in all activities is expected and required. Each quarter up to 30 points of participation will be earned. In order to receive the maximum number of points, students must attend class,

arrive on time and be ready to work when class starts. This includes having had completed home assignments before they arrive in class, participate actively in class discussions and activities during every class meeting, and speaking Spanish as much as possible. Any disruptive behavior during class will affect participation points. Occasional excused absences/tardies will not affect participation; however, too many unexcused or excused absences/tardies will result in a deduction of points.

- **Home Assignments/Projects/Supersite (20 %):** will be assigned daily and should be neatly and thoughtfully completed and turned in on their due date. Home assignments should have been completed before students arrive in class. No late assignments will be accepted. If students are absent, it's their responsibility to check online for the homework, or/and to contact a class mate. If for any reason students are unable to complete the homework due to being absent, they need to talk to Sra. Ruiz to arrange a make-up. Make-up work will be due the following class. More than 3 missing assignments may result in student being drop from the class. Failure to complete at least 80% of the Descubre Supersite activities each grading period may result in student being drop from the class. All assignments must be completed in order to pass the class. Because of the nature of the class, students do many group projects. All students in a group are expected to participate fully and are expected to be in class the day the projects are due. If student is absent the day a group skit is due, the grade will be based on the group written script minus the points for the oral presentation, which can't be made up.
- **Quizzes (30%)**
- **Unit /final Test/ individual projects (40 %).**
- **Requirements to pass the class with a C or higher and to continue into Spanish 2**

A grade of C or higher in all combined assignments, projects, quizzes and test, and class participation. A grade of C or higher in the final examination. An average grade of C or higher in the Descubre Supersite activities.

All of the above requirements must be met for a student to move forward to Spanish 2.

Generally, student grades will be based on percent scale. However, the instructor may issue a grade higher or lower than the percentage scale if he/she feels the percentage grade does not reflect the grade the student has demonstrated

Grades: A: 90-100%, B: 80-89%, C: 70-79%, D: 60-69%, F: below 60%

## Spanish 2

### Course Objectives:

Seek to attain proficiency in listening to, speaking in, reading in, and writing in Spanish by following The World Language Content Standards for California Public Schools, Kindergarten through Twelve. The standards are not tied to specific grade levels but rather describe the levels of linguistic and cultural acquisitions.

The standards are separated into the following categories:

- **Content:** Language users address a wide variety of topics that are age and stage appropriate.
- **Communication:** Real-world communication that occurs in a variety of ways:
- **Cultures:** understanding the connection between language and culture.
- **Structures:** multiple components of grammar that students must control in order to successfully communicate in linguistically and culturally appropriate ways.
- **Settings:** Language users will carry out tasks in a variety of situations representative of those they will experience in the target language.

### Course Outline:

- Travel and vacation, months of the year, seasons and weather, ordinal numbers.
- Shopping, negotiation a price and buying, colors.
- Daily routine, personal hygiene, time expressions.
- Food, food description, meals.

### Texts and Materials:

- Vista Higher Learning-Descubre level 1 Copyright 2011-V-textbook.
- Videos and movies
- Songs
- Variety of printed materials and online authentic sources
- 1 inch 3-ring binder for Spanish use only
- College ruled loose-leaf paper
- 3x5 index cards

### Instructional Strategies:

Spanish is taught in an immersion environment, meaning that Spanish is used to teach the language. Students are encouraged to use the target language as much as possible in the classroom. Students are expected to fully learned how to use The Descubre online program and have completed all the Supersite online activities prior to coming to class. Descubre is a Virtual interactive college language program that blends the principles of the five Cs,



Communication, Cultures, Connections, Comparisons, Communities, with features and strategies tailored specifically to build student's speaking, listening, reading, and writing skills in Spanish. Because of the nature of our program, class time is designed to work mainly in the communication aspect of the language by using contextualized oral language-practice activities in a wide range of settings; personalized and creative practice activities that encourage students to express their own meaning in their own words; pair and group projects and activities; and use of technology to produce and access materials.

### **Grading:**

- No Late work will be accepted except for excused absences
- No extra credit will be given to make up for work not turned in on time
- Plagairism of any type will result in a Zero on the assignment with notification to the student and parent. A second offence will result in a full grade lower in the class for the semester. A third offence will result in an F in the course.
- **Class participation (10 %):** Because of the nature of this class, active participation in all activities is expected and required. Each quarter up to 30 points of participation will be earned. In order to receive the maximum number of points, students must attend class, arrive on time and be ready to work when class starts. This includes having had completed home assignments before they arrive in class, participate actively in class discussions and activities during every class meeting, and speaking Spanish as much as possible. Any disruptive behavior during class will affect participation points. Occasional excused absences will not affect participation; however, too many unexcused or excused absences will result in a deduction of points.
- **Home Assignments/Projects/Supersite (20%):** will be assigned daily and should be neatly and thoughtfully completed and turned in on their due date. Home assignments should have been completed before students arrive in class. No late assignments will be accepted. If students are absent, it's their responsibility to check online for the homework, or/and to contact a class mate. If for any reason students are unable to complete the homework due to being absent, they need to talk to Sra. Ruiz to arrange a make-up. Make-up work will be due the following class. More than 3 missing assignments may result in student being drop from the class. Failure to complete at least 80% of the Descubre Supersite activities each grading period may result in student being drop from the class. All assignments must be completed in order to pass the class. Because of the nature of the class, students do many group projects. All students in a group are expected to participate fully and are expected to be in class the day the projects are due. If student is absent the day a group skit is due, the grade will be based on the group written script minus the points for the oral presentation, which can't be made up.

- **Quizzes (30%)**
- **Unit Test/Individual projects/final examination (40%)**
- **Requirements to pass the class with a B or higher to be able to continue into Spanish3**

A grade of B or higher in all combined assignments, projects, quizzes and test, and class participation.

A grade of B or higher in the final examination.

An average grade of B or higher in the Descubre Supersite activities.

All of the above requirements must be met.

Generally, student grades will be based on percent scale. However, the instructor may issue a grade higher or lower than the percentage scale if he/she feels the percentage grade does not reflect the grade the student has demonstrated

Grades: A: 90-100%, B: 80-89%, C: 70-79%, D: 60-69%, F: below 60%

## Spanish 3

### Course Objectives:

Seek to attain proficiency in listening to, speaking in, reading in, and writing in Spanish by following The World Language Content Standards for California Public Schools, Kindergarten through Twelve. The standards are not tied to specific grade levels but rather describe the levels of linguistic and cultural acquisitions.

The standards are separated into the following categories:

- **Content:** Language users address a wide variety of topics that are age and stage appropriate.
- **Communication:** Real-world communication that occurs in a variety of ways:
- **Cultures:** understanding the connection between language and culture.
- **Structures:** multiple components of grammar that students must control in order to successfully communicate in linguistically and culturally appropriate ways.
- **Settings:** Language users will carry out tasks in a variety of situations representative of those they will experience in the target language.

### Course Outline:

- Health and medical conditions.

- Technology and electronic products, telephone conversations, car trouble.
- Describing your house or apartment, welcoming people to your house, house hold chores.
- Nature, the environment, recycling and conservation.

### **Texts and Materials:**

- Vista Higher Learning-Descubre level 2 Copyright 2011-V-textbook.
- Videos and movies
- Songs
- Variety of printed materials and online authentic sources
- 1 inch 3-ring binder for Spanish use only
- College ruled loose-leaf paper
- 3x5 index cards

### **Instructional Strategies:**

Spanish is taught in an immersion environment, meaning that Spanish is used to teach the language. Students are encouraged to use the target language as much as possible in the classroom. Students are expected to fully learned how to use The Descubre online program and have completed all the Supersite online activities prior to coming to class. Descubre is a Virtual interactive college language program that blends the principles of the five Cs, Communication, Cultures, Connections, Comparisons, Communities, with features and strategies tailored specifically to build student’s speaking, listening, reading, and writing skills in Spanish. Because of the nature of our program, class time is designed to work mainly in the communication aspect of the language by using contextualized oral language-practice activities in a wide range of settings; personalized and creative practice activities that encourage students to express their own meaning in their own words; pair and group projects and activities; and use of technology to produce and access materials.

### **Grading:**

- No Late work will be accepted except for excused absences
- No extra credit will be given to make up for work not turned in on time
- Plagairism of any type will result in a Zero on the assignment with notification to the student and parent. A second offence will result in a full grade lower in the class for the semester. A third offence will result in an F in the course.
- **Class participation (10 %):** Because of the nature of this class, active participation in all activities is expected and required. Each quarter up to 30 points of participation will be earned. In order to receive the maximum number of points, students must attend class, arrive on time and be ready to work when class starts. This includes having had completed home assignments before they arrive in class, participate actively in class

discussions and activities during every class meeting, and speaking Spanish as much as possible. Any disruptive behavior during class will affect participation points. Occasional excused absences/tardies will not affect participation; however, too many unexcused or excused absences/tardies will result in a deduction of points.

- **Home Assignments/Projects/Supersite (20 %):** will be assigned daily and should be neatly and thoughtfully completed and turned in on their due date. Home assignments should have been completed before students arrive in class. No late assignments will be accepted. If students are absent, it's their responsibility to check online for the homework, or/and to contact a class mate. If for any reason students are unable to complete the homework due to being absent, they need to talk to Sra. Ruiz to arrange a make-up. Make-up work will be due the following class. More than 3 missing assignments may result in student being drop from the class. Failure to complete at least 80% of the Descubre Supersite activities each grading period may result in student being drop from the class. All assignments must be completed in order to pass the class. Because of the nature of the class, students do many group projects. All students in a group are expected to participate fully and are expected to be in class the day the projects are due. If student is absent the day a group skit is due, the grade will be based on the group written script minus the points for the oral presentation, which can't be made up.
- **Quizzes (30%)**
- **Unit /final Test/ individual projects (40 %).**

Generally, student grades will be based on percent scale. However, the instructor may issue a grade higher or lower than the percentage scale if he/she feels the percentage grade does not reflect the grade the student has demonstrated

Grades: A: 90-100%, B: 80-89%, C: 70-79%, D: 60-69%, F: below 60%

# Social Studies

## World History

### Course Learning Objectives:

The overall objective is that students will be able to describe and understand the significant historical periods and achievements of the major civilizations. In studying these historical periods, student will analyze the political, social, and economic structures that have developed and will determine the historical applications to current events. Academically, the course will build skills in note-taking and outlining, summarizing data, and honing research, writing, and presentation skills. The content will include reviews of the Ancient World, The Middle Ages and Renaissance, and the development of European nations and colonization. Major units will emphasize the French Revolution, the World Wars, the Cold War, and the Modern World.

### Course Outline:

#### I Summary/review of the ancient world:

- Pre-history: archeology and anthropology, the Beginning River civilizations,
- The Agricultural Revolution and rise of culture,
- The first Kingdoms of Egypt and the Middle East, Greece, Minoan Culture,
- Rise of democracy, Hellenistic Culture/Alexander the Great, and the Rise and Fall of Rome

#### II Summary/review of the Middle Ages, Renaissance, Age of Exploration

#### III Rise of European Powers:

- England: Beginnings to Henry VIII
- Elizabethan England and Industrial Revolution

#### III France: Building an Empire

- Rise of Absolutism –to Louis XIV
- French Revolution to Napoleon, Struggle for a Republic
- Colonies of Spain, England, France, Holland
- Cultural and tribal conflicts, Nationalism and Imperialism

#### IV Russia: Background of the Czars

- Rise of Communism
- Analysis of Capitalism, Socialism, and Communism,

V The World at the Turn of the Century: Industry and Technology, Fall of Imperial Colonialism

XII World War I

XIII World War II

XIV The Cold War and The Nuclear Age:

- Berlin Airlift, Berlin Wall
- Eastern Bloc Nations, Revolution in China, Korea, Vietnam

XV The Modern Age

**Texts and Materials:** *World History: Connections to today*; Prentice hall, *A Little History of the World*; E.H. Gombrich, *Mankind: The Story of Us* - video, various selections of primary source documents, essays, reading excerpts, and video.

**Instructional Strategies:** Students will attend lectures and develop note taking skills, students will be prepared to discuss chapter readings and complete definitions and essays. Students will perform research and complete single and group projects as well as current events studies with applications to today's world. Students will present work in a variety of visual and artistic forms as well as written research papers and oral reports.

**Grading:** Grades are calculated as a percentage of points earned and are evenly distributed between homework assignments, tests, and projects. homework: 100 pts, tests: 200 pts, research projects: 200 pts

## U.S. History

### Course Learning Objectives:

The overall objective is that students will be able to describe and understand the significant historical periods and achievements of the major eras of American History. In studying these historical periods, students will analyze the political, social, and economic structures and events that shaped the nation. They will become familiar with a wide variety of American people who have impacted the nation. Through lecture, reading, documentary, research, and discussion, the students will increase their knowledge and understanding of their nation and make historical applications to current events. Academically, the course will build skills in note-taking

and outlining, summarizing data, and honing research, writing, and presentation skills.

**Course Outline:**

**First Quarter Review of pre-discovery to Civil War:**

- First Contacts (28,000 BCE-1821 CE)
- Settling North America (1497-1732)
- The Road to Revolution (1700-1774)
- The American Revolution (1775-1783)
- The Making of a New Nation (1776-1800)
- The Virginia Dynasty (1801--1825)
- Jacksonian Democracy (1825 -- 1850)
- Life in Antebellum America (1807-1861)
- Manifest Destiny (1806-1855)
- Sectional Crisis (1850-1861)
- American Civil War (1861-1865)
- Reconstruction (1865-1877)

**Second through Fourth Quarters**

<b>Category</b>	<b>topics</b>
Reconstruction and the Gilded Age 1865-1877	Explore the goals, successes and failures of Reconstruction. Examine the 13th, 14th and 15th amendments, the move into the West, the building of the Transcontinental Railroad and conflicts involving the Native Americans.
Industrialization and urbanization 1870-1900	Examine the economic policies, labor conditions, politics, unions, immigration and urbanization that occurred during industrialization. Also take a look at influential people of this time, such as Andrew Carnegie and Robber Barons.
The Progressive Era 1900-1917	Study Theodore Roosevelt, the Muckrakers and Woodrow Wilson. Explore how the government worked to improve daily life, business regulations, African American's during this period, early feminism and women's suffrage.

American Imperialism 1890-1919	Trace and discuss how the U.S. increased its international power and imperialism in Asia, the Pacific, Latin America and the Caribbean. In addition, study the Spanish-American War and World War I.
The Roaring 20s 1920-1929	Examine life in the 20s and see how urban culture, economics, politics, art and literature were affected. Define important aspects of this period, like the Harlem Renaissance, the Klu Klux Klan, Eugenics, the Red Scare, the Scopes Trial and the Scottsboro Boys.
The Great Depression 1929-1940	Examine this period of history and the Wall Street crash of 1929. Study other causes of the Great Depression, the presidencies of Hoover and Roosevelt, the Second New Deal and the U.S's isolation from the tensions in Europe.
World War II 1941-1945	Explore World War II, the attack on Pearl Harbor and D-Day. In addition, study the Manhattan Project and the atomic bomb, politics of the war and reflect on both world wars.
Post-War World 1946-1959	Examine Europe, Asia, the Soviet Union and American after the war. Take a look at American post-war politics, life and culture.
The Cold War 1950-1973	Discover the Cold War and the Korean War. Discuss McCarthyism, life in America during the Cold War, the Space Race, Eisenhower, Kennedy and the Vietnam War.
Protests, Activism and Civil Disobedience 1954-1973	Analyze President Johnson, the civil rights movement, hippies, student activism, the feminist movement and other activism of this era.
The 1970s 1969-1979	Explore some of the political and social topics from this period, such as Nixon, Middle East/Islam/Opec Emergence, Roe v. Wade, Watergate, the Ford presidency and the Carter presidency.
The Rise of Political Conservatism 1980-1992	Take a look at America in transition, including Ronald Reagan, Reganomics, and foreign affairs during Reagan's presidency and the end



	of the Cold War. Also learn about Desert Storm and George H.W. Bush's presidency.
Contemporary America 1992-2013	Explore the U.S since 1992 and learn more about the 1992 election, Clinton and the new democrats, Clinton's foreign policy and congress in the late 90s. Move into learning about the election of 2000, George W. Bush's domestic agenda, the terrorist attacks of 9/11 and the war on terror. Continue on to learn about Bush's second term, the economy in 2008, Barack Obama and the election of 2012.

**Texts and Materials:** The Americans (McDougal Littell), America: The Story of Us, various primary source documents, video sites, open college course lectures

**Instructional Strategies:** This is primarily a lecture course; regular attendance, note taking, and class discussion are of primary importance. Students will complete readings, essays, visual and/or artistic presentations and group projects as examples of some of their activities. Homework is assigned on the first day of class for the week and due the first day of class the following week. It may consist of: chapter readings with definitions and questions, research and writing assignments, creative interpretation projects, or on line research and writing tasks. Students will also work on long term projects that will be assigned each quarter.

**Grading:** Grades are given on a point system with weekly points for homework, unit points for tests, and quarterly points for special projects. There are optional substitute homework assignments for those with a B average or better that include book and documentary summaries/reports from the selected list.

## Economics

**Course Learning Objectives:** The objective is for students to obtain a comprehensive understanding of common economic terms, systems, and concepts. By attending class lecture, completing readings, and using internet sources, students will analyze the pros and cons of the major systems of capitalism, socialism and communism as well as the elements of America's market system structure. They will study the influence of the federal government on the economy and the place of America in a global setting. They will discuss the characteristics of labor and economic behavior both in America and globally and will research and present findings on economics problems facing the world today.

## Course Outline:

### I Introduction:

- Economic systems: The Philosophies
- Economic Terms: scarcity, opportunity costs, factors of production
- Three Basic Economic Questions, Supply and Demand

-Sample Activity: Compare/Contrast: Adam Smith, Karl Marx, and John Maynard Keynes.

### II American Business Structure:

- Operations of markets, How prices are determined, Types of American Businesses,

-Sample Activity: Research, write and present the history of an American Company

### III Labor and Unions:

- Income distribution: World and American Statistics
- American Poverty: causes and solutions, Urban economic problems

-Sample Activity: Compile the statistics on poverty as related to race, gender and age; summarize your conclusions and speculate on the causes

### IV The Economy and Government

- Role of Government Regulation, tax systems and structures

-Sample activity: analysis of pros and cons of flat, fair, and sales taxes

### V World Economics:

- America and the Global Economy: Imports, Exports, Outsourcing
- The Technological Revolution,
- LDC's: Least Developed Countries
- Characteristics of "third world" nations, Solutions for "third world" nations

-Sample Activity: Using a chart or graph, show the comparison of income and standard of living of America and \_\_\_\_\_ (choice of country given)

**Texts and Materials:** *Basic Economics*: Thomas Sowell, assorted essays and selections from a variety of texts, Khan Academy video selections

### **Instructional Strategies**

Instructional strategies include attending lecture and building note taking skills, chapter readings with definitions and essay questions, analysis of video lectures and debates, research and summary papers, group presentations, and a budget and career planning project.

**Grading:** All grading will be based on a point system with total points spread fairly equally between homework, tests, and projects. The career/budget project (Proteens) will receive an independent grade. Homework is assigned on a weekly basis.

## Government

**Course Learning Objectives:** Students will develop an understanding of American government, its fundamental principles, and its basic structure. This will include a comparison of systems of government in the world today, an in-depth study of the Constitution of the United States and the Bill of Rights. In addition, an emphasis will be placed on analyzing the relationship among federal, state and local governments. Students will discover how to develop crucial skills and habits necessary for full participation in a democracy, and will be able to apply their knowledge and research skills to understanding current events.

### **Course Outline:** Major Units of Study

#### I The Foundations of American Government

- Historical Background
- The Constitution
- The Federal System
- Civil Rights and Civil liberties

#### II Structure of American Government

- Congress: Structure, Powers, and Actions
- The President and the Executive Branch
- The Judicial system and the Supreme Court

### III The process of government.

- Political parties
- Electoral and Voting Systems
- Interest and pressure groups
- Culture, Polling, public Opinion

### IV State and Local governments

**Texts and Materials:** McGruder's American Government, various internet sources such as Yale Open Courses and Ted Talks, video and guest presentations

**Instructional Strategies:** This is primarily a lecture course; regular attendance, note taking, and class discussion are of primary importance. Students will complete readings, essays, visual and/or artistic presentations and group projects as examples of some of their activities. Homework is assigned on the first day of class for the week and due the first day of class the following week. It may consist of: chapter readings with definitions and questions, research and writing assignments, creative interpretation projects, or on line research and writing tasks. Students will also work on long term projects that will be assigned each quarter.

**Grading:** Grades will be awarded on a point system: homework (weekly) 100pt., unit tests – 200 pts, research projects – 100 pts

## Psychology

### Course Learning Objectives:

Psychology is a fundamental introduction into the science of Psychology. The general goals and objectives for the course are to provide a foundation in theory and methodology, introduce useful information on psychological principles, explore the historical context of Psychological study, and establish a correlation between different physiological states and their effects on behavior. Topics which will be discussed include (but are not limited to) research methods, theories of development, biological causes of behavior, conditioning and learning, memory, life span development, personality mental disorders and maladjusted behavior, and practical applications for social behavior and relationships.

### Course Outline:

Major Units of study

- I History and overview of psychology and psychologists.
- II Psychology Foundations

- A. Classical and operant conditioning
- B. Memory and thought
- C. Thinking/problem solving
- III Body and Behavior
  - A. Brain and electrical system
  - B. Sensation and perception
  - C. Altered states of consciousness
- IV Life span
- V Personality theory
- VI Psychological Testing
- VII Stress and conflict
- VIII Disturbance and breakdown
- IX Therapy and change
- X Human interaction and friendship

**Texts and Materials:** Understanding Psychology: Glencoe, internet sources such as Khan Academy, About Psychology, Open Yale Courses, etc.

**Instructional Strategies:** This is primarily a lecture course; regular attendance, note taking, and class discussion are of primary importance. Students will complete readings, essays, visual and/or artistic presentations and group projects as examples of some of their activities. Homework is assigned on the first day of class for the week and due the first day of class the following week. It may consist of: chapter readings with definitions and questions, research and writing assignments, creative interpretation projects, or on line research and writing tasks. Students will also work on long term projects that will be assigned each quarter.

# Fine/Performing Arts

## Art 1

**Course Objectives:** In Art 1, students will apply artistic processes and skills when creatively expressing themselves while using a variety of mediums to communicate design, meaning and intent in their original works of art. Students will create final projects based on the perimeters of each assignment given, while allowing for creative freedom in the process. Students will analyze, assess and derive meaning from works of art, including their own, as well as their peers, according to the elements of art, the principles of design and aesthetic qualities. Students will use the vocabulary of the visual arts to express their observations and assessments of art.

**Course Outline:** Art projects may include:

### **Fall Semester:**

Finger Paint Collage

Kaleidoscope of Color

Monochromatic Acrylic Painting

Sand Art

Chalk Pastel Landscape

Embossed Antique Frame with Watercolor and Ink Drawing

### **Spring Semester:**

Word Design

Pysanky: Ukrainian Egg Design

Beginning, Middle, End Illustration and Shading Techniques

Four Shadows of an Object and Shading Techniques

Self-Portrait on a Playing Card

**Instructional Strategies:** Each project will come to completion using the same step-by-step approach:

- The instructor will introduce each project: Students will follow a "project sheet" that explains the project and demonstrate/discuss the steps of the creative process, show examples, demonstrate how to use a variety of art mediums and discuss a number of approaches students could take.
- Students will research and collect ideas/designs using the internet and various art books to view a variety of art approaches and/or solutions to incorporate into their own artwork. Students will sketch out their idea using "thumbnail sketches". Once approved, the rest of the creative process will be followed.

- Upon completion of each project, students will write a self-evaluation using art vocabulary when it applies to a specific project. The instructor will provide each student with a list that includes the definition of each vocabulary word; this vocabulary list will be used during class discussions, self-evaluations and individual assessments, as well as teacher evaluations. Each student will present his/her project to the class, followed by a critique from his/her peers/teacher who will analyze, interpret and judge the artwork based on the elements of design.

**Materials:** All art materials will be provided for each student. We request students donate \$35.00 for consumable materials for projects to be taken home.

**Grading:** Grades will be based on a point system that will include: following directions, application of the skills/concepts introduced/taught for each project, in-class effort/participation/behavior (10 points per day) and final projects (50 points per project). For every 5 minutes tardy, students will lose 2 points from their "Tuesday-Thursday In-Class" grade. At the end of each project, students will fill out a "Self-Evaluation" form that must include samples that show their creative process, a summation of basic skills used and learned while incorporating appropriate art vocabulary and write an evaluation of their creative experience and the final outcome. Each student will present their final project to the class for a constructive critique.

## Drama A-G Performing Arts Class

**Course Learning Objectives:** Drama is a yearlong course designed to prepare students to meet the University of California's A-G requirements for a one-year study of the Performing Arts. This class is performance-based, thus, it is a setting that demands a mature, proactive, positive and collegial attitude. Students are joining a successful family of talented entertainers who will help guide and mentor you as you learn, together. This class will present students with an opportunity to perform in both improvisational and rehearsed settings for audiences. Students must audition for major theatrical roles in this class, as the bulk of work will include one full-length theater engagement performed for the public. A positive attitude, a solid work ethic and personal excellence, not just prior experience, are the precursors to playing major roles. All students may audition for any role they desire. All students will perform major and minor roles as well as taking on important production duties. A schedule for the year's performances will be provided by the end of the third week of class. Our primary aims are to evolve, enlighten and to entertain. These goals necessitate complete participation and enthusiasm in order for us to collectively create a memorable and rewarding experience for all, especially our audiences.

**Course Outline:** Students first learn acting fundamentals through classroom activities, such as improvisation, and at-home, reading and doing exercises from our *THEATER* textbook. Students prepare to produce a play in the Fall and one in the Spring.

**Texts and Materials:** *THEATER: Preparation and Performance*, Revised Edition, David Grote.

**Instructional Strategies:**

1. Acquire and Refine techniques for facing the audience
2. Acquire and Refine techniques for movement
3. Acquire and Refine techniques for improvement of voice
4. Acquire and Refine techniques for implementing imaginative choices on stage
5. Acquire and Refine techniques for memorizing a script
6. Acquire and Refine techniques for reading a role
7. Acquire and Refine techniques for characterizing the outer life
8. Acquire and Refine techniques for characterizing the inner life
9. Acquire and Refine techniques for working with other actors
10. Acquire and Refine techniques for working on stage
11. Acquire and Refine techniques for working on a monologue
12. Acquire and Refine techniques for working on a duologue
13. Acquire and Refine techniques for working on a scene
14. Acquire and Refine costuming techniques
15. Acquire and Refine make-up techniques
16. Acquire and Refine staging and production techniques
17. Write, research, prepare and perform improvisational games for an audience
18. Write, research, prepare and perform a series of short plays for an audience
19. Prepare for, audition for, and be cast in a major play to be performed for the public
20. Design, build, light, market and run a working professional theater on an ongoing basis

**Grading:** Active Participation, homework assignments and meeting production deadlines are essential for success in this course. The student will earn up to 85 % of the grade prior to the first performance. Quality of performances, professionalism, effort, and teamwork during the production and performance season are essential. The student's final grade will be adjusted according to the following:

- Lack of effort and/or not being able to perform according to the required schedule results in a loss of up to 15 %
- Doing an adequate job during prep, performance, and cleanup earns no additional points
- Working well as a team member during the production and performance season earns students up to an additional 15% of the overall grade

## Photography

**Course Objectives:** Students learn terminologies and techniques of camera operation, production, workflow, retouching, editing. Through on-location production, students study



sensory, formal, expressive, and aesthetic elements of photography. Students examine the history and development of photography through the works of notable Master Photographers. Students learn to link photography to other art forms and disciplines, connecting these applications to careers within contemporary society. Students learn visual storytelling, compile portfolios and create a diverse ensemble of images through a variety of assignments, techniques and disciplines. Students learn presentation techniques for a wide variety of mediums, such as calendars, printed publications, periodicals, online submissions, as well as gallery exhibits, catalogues and, in some cases, school-wide art shows. Students learn to distinguish marketable images, in a commercial sense, from those that merely satisfy and drive one's personal, creative and artistic passions.

**Course Outline:** Students will apply what they have learned—during in-class lectures and through the required textbook—by doing photographic assignments, writing essays and producing projects.

- Students first learn how to adeptly photograph compelling still images
- We then explore and apply the Storytelling Techniques of Photography
- This is followed by a hands-on Publication unit that involves both photography and page design.
- The last unit of the year is focused on creative art photography as well as more editing in *Adobe Photoshop*.

#### **Texts and Materials:**

- Each portfolio, which consists of **two alternating flash drives**, showcases an ongoing evolution of a student's visual communication skills.
- Evaluating light, photography techniques and composition fundamentals are learned via ***National Geographic Complete Photography (2011)***.
- Students need a **solid working digital camera with "M" (manual) mode**: either a **digital SLR, point-and-shoot, mirror-less or rangefinder**. Loaner DSLR or point-and-shoot cameras are provided to students who do not have one. Due to loaner camera availability, class size is limited.
- **Access to transportation** is highly recommended as several assignments require shoots in the community.

**Instructional Strategies:** Photographic, post-production and presentation techniques are taught through the production, selection, editing and refinement of images for a specific medium; special attention is given to an image's ultimate destination. Students learn timeless professional skills and values that continue to drive the world of photography, today. Appropriate use and distribution of images is also explored through discussions, essays, lectures and projects on copyright, Media Ethics and First Amendment Law.

- All photographs taken in this course are made using Manual camera settings to ensure that planning, thought and purpose drives aesthetic choices.

- All photographs made in this course must contain relevant caption information to ensure their authenticity and to teach students historical accuracy via the proper preservation of important images.
- Neither *PhotoShop* nor any digital alteration of images is allowed on pictures submitted for assignments or portfolios during the first semester; these post-production techniques are taught for future commercial viability during the second semester.

# Science

## Physical/Earth Science

**Course Objectives:** This course covers general principles of matter, motion and force, and earth science. This course also covers basic laboratory safety. Students will read-grade appropriate materials, summarize and make conclusions based on scientific facts and enter into discussions.

### Course Outline:

- Investigation and Experimentation
- Introduction to the Metric System
- Density and matter
- Structure of the Atom
- Chemical bonding
  
- Motion and Forces-Speed, Velocity, Acceleration, Friction, Gravity
- Newton's laws
- Forces in Fluids
- Pressure
- Motion and orbits of the Earth, Moon and Sun and the occurrence of tides and eclipses
- Life cycle of suns and other bodies in space
- Planets in our solar system
- Movement and location of galaxies
- Introduction to current events involving global space programs
- Introduction to solar energy

**Instructional Strategies:** Class time focuses on reviewing the material studied and doing laboratory experiments to reinforce the concepts being taught. Students are expected to read the material prior to class so that they will be prepared for classroom discussions and labs. Student keep a Science binder with class notes, as well as all labs done in class or at home. First

semester the class focuses on physical science topics, such as atoms, and force and motion. (see listing above). Second semester the class focuses on Earth Science. Assignments will require the use of the internet to read the requirements and do additional research. Student learn how to use Google Apps, such as spreadsheets. Class activities are done individually and in groups. Homework is assigned after each class time and is usually due at the next class. In addition to class lectures, and labs, there are also quizzes and tests included in the class time.

## Biology

**Course Objectives:** In this course you will try to understand life by learning about some of the molecular processes that occur in and around our environment and in our bodies. In addition, an exploration of living systems and how the organisms live together in ecosystems. Lastly, we will focus on human mechanics and processes. All of these units will share an overarching theme of transferring and using the knowledge that you acquire to use in real life and to solve problems.

**Course Outline:** Included in this course is the study of chemistry as it relates to biology, cellular processes, genetics, evolution, microorganisms and fungi, plants, invertebrates, chordates, ecology, and human physiology.

**Texts and Materials:** Holt Biology textbook, Bozeman science lecture videos

**Instructional Strategies:** Lecture, labs, activities, group projects and oral presentations, research projects.

## Chemistry

**Course Objectives:** This course covers general principles of chemistry, such as unit analysis, atomic structure, nomenclature, mole concept, stoichiometry and gases. A brief introduction to organic chemistry and biochemistry is provided. This course also provides an introduction to laboratory safety, equipment and proper technique.

**Course Outline:**

- Investigation and Experimentation
- Conservation of Matter and Stoichiometry
- Atomic and Molecular Structure
- Nuclear Processes
- Chemical Bonds
- Organic Chemistry and Biochemistry

- Gases and their properties
- Chemical Thermodynamics
- Acid and Bases
- Reaction Rates
- Chemical Equilibrium

**Texts and Materials:** Conceptual Chemistry 3rd Edition John Suchocki; Lab handouts

**Instructional Strategies:** Students will master the concepts through independent reading, class notes, worksheets, researching current events and completing laboratory investigations. Students are expected to participate in class discussions and cooperative projects. About eight laboratory experiments will take place during the second semester in the chemistry lab at the El Dorado Center of Folsom Lake College on Friday mornings.

## Physics

**Course Objectives:** This course covers topics in motion, forces, energy, gravity, heat, sound, electricity, magnetism, light and atomic and nuclear physics. Focus will be on having a thorough conceptual understanding of the material. Students will also learn to solve multistep physics problems using algebra.

### Course Outline:

- Mechanics: Linear and projectile motion, Newton's laws, momentum, energy, circular motion, gravitational interactions
- Properties of Matter: Atomic nature of matter; properties of solids, liquids and gases
- Heat: heat expansion, heat transfer, change of phase, thermodynamics
- Sound and Light: Vibrations and waves, speed of sound, electromagnetic waves, polarization, lenses
- Electricity and Magnetism: electrical forces and charges, electric field and potentials, electric current and circuits, magnetism, electromagnetic induction
- Atomic and Nuclear physics: atomic nucleus and radioactivity, half-life, fission and fusion

**Texts and Materials:** Conceptual Physics by Paul G. Hewitt; Lab handouts

**Instructional Strategies:** Students will master the concepts through independent reading, class notes, worksheets, laboratory investigations, and both individual and group projects. Students are expected to participate in class discussions.

