



ARCADIA HIGH SCHOOL

CURRICULUM GUIDE

2025-2026

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.

Arcadia High School
180 Campus Drive, Arcadia, CA 91007
(626) 821-8370
ahs.ausd.net
Safety Hotline: (626) 821-4682

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ADMINISTRATION

ARCADIA UNIFIED SCHOOL DISTRICT

SUPERINTENDENT

Dr. David Vannasdall

ASSISTANT SUPERINTENDENTS

Dr. Brent Forsee

Mr. Dierk Esseln

Dr. Kevin Hryciw

GOVERNING BOARD

Mrs. Leigh Chavez - President

Mr. Fenton Eng - Vice President

Mrs. Shirley Yee - Clerk

Ms. Jennifer Vargo - Member

Mr. Raymond Cheung - Member

HIGH SCHOOL ADMINISTRATION

Dr. Jorge Muñoz, Principal jmunoz@ausd.net

Ms. Karen DuBerke, Assistant Principal kduberke@ausd.net

Mrs. Samantha Jung, Assistant Principal sjung@ausd.net

Mr. Keith Kerney, Assistant Principal kkerney@ausd.net

Mr. Peter Vo, Assistant Principal pvo@ausd.net

Mrs. Shannon Will, Assistant Principal swill@ausd.net

Mr. Levi Sieg, Athletic Director lsieg@ausd.net

Mrs. Stefani Spitz, Activities Director sspitz@ausd.net

HIGH SCHOOL OFFICES AND SUPPORT STAFF

AHS Front Office	Mrs. Mimi Park	(626) 821-1754
<u>Principal's Office</u>		
Principal	Dr. Jorge Muñoz	
Secretary	Mrs. Shari Rudolph	(626) 821-1711
Office Assistant	Mrs. Mimi Park	(626) 821-1754
<u>Assistant Principals' Offices</u>		
Assistant Principal Instructional Leadership	Ms. Karen DuBerke	
Assistant Principal Instructional Leadership	Mr. Keith Kerney	
Secretary	Mrs. Marianne von Kriegenbergh	(626) 821-1778
Assistant Principal Instructional Leadership	Mrs. Samantha Jung	
Assistant Principal Instructional Leadership	Mrs. Shannon Will	
Secretary	Ms. Susana Moreno	(626) 821-1791
<u>Student Resource Office</u>		
Assistant Principal	Mr. Peter Vo	
Secretary	Mrs. Liz Cloud	(626) 821-1759
<u>Athletic Office</u>		
Athletic Director	Mr. Levi Sieg	
Office Assistant	Ms. Susan Lew	(626) 821-8370 x1075
<u>ASB Office</u>		
Activities Director	Ms. Stefani Spitz	
Account Assistant	Mrs. Shelly Aspeitia	(626) 821-1751
Office Assistant	Ms. Vanessa King	(626) 821-1749
<u>Attendance Office</u>		
Attendance Technician	Mrs. Melissa Randazzo	(626) 821-8370 x1098
Office Assistant	Mr. Lily Fung	(626) 821-1773
<u>Career Center</u>		
Office Assistant	Mrs. Tola Livesey	(626) 821-8370 x1203
<u>Career Technical Education (CTE)</u>		
Coordinator	Ms. Nancy Gomez	(626) 821-1775
Health Office		
District Nurse	Mrs. Erica Newkirk	(626) 821-1731
Health Assistant	Mrs. Elizabeth Arellano	(626) 821-1752
<u>Library</u>		
Librarian	Ms. Crystal Mercado	(626) 821-1787
Library Assistant	Ms. Gabriela Torres	(626) 821-8370 x1207
<u>Records Office</u>		
Registrar	Mrs. Diane Novoa	(626) 821-1744

COUNSELING DEPARTMENT

Department Chairs: Winnie Chin (wchin@ausd.net) and Jennifer Oku (joku@ausd.net)
[Counseling Website](#)

Counselors

Ms. Phuong An	pan@ausd.net
Dr. Deja Anderson	danderson@ausd.net
Ms. Andrea Campos	acamposcostanzo@ausd.net
Ms. Rachel Chan	rchan@ausd.net
Ms. Winnie Chin	wchin@ausd.net
Ms. Erricka Clarke	eclarke@ausd.net
Mr. Kevin Darr	kdarr@ausd.net
Ms. Jennifer Oku	joku@ausd.net
Mr. Andrew Poon	apoon@ausd.net
Mrs. Tammie Snaer	tsnaer@ausd.net
Ms. Gina Zavala	gzavala@ausd.net

School Speech Pathologists

Mrs. Yesenia Maradiaga	ymaradiaga@ausd.net
Ms. Serafina Palazzolo	spalazzolo@ausd.net

School Psychologists

Mr. Timothy Crosby	timcrosby@ausd.net
Ms. Ione Mieure	imieure@ausd.net
Ms. Maryam Golestani	maryam@ausd.net

Counseling Support Staff

Secretary	(626) 821-1795
Ms. Kristen King	kristenking@ausd.net
Career Center Office Assistant	(626) 821-8730 x1203
Ms. Tola Livesey	tlivesey@ausd.net

COUNSELING DEPARTMENT

National Standards for School Counseling

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

1. Personal/Social Domain

The counselors assist students by providing support and guidance to improve school performance. Counselors are available on a daily basis to discuss personal concerns with students. A designated Wellness Counselor is available to support emotional management, promote mental health awareness, and provide resources to students and parents. 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
- Provide parent information evenings

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
- Provide high school transition information for 8th grade students
- Refer students for academic testing and alternative placement
- Conduct parent informational meetings

3. College/Career Domain

The counselors assist students by providing information and guidance pertaining to college admissions, college entrance requirements, testing, scholarships, financial aid, and the completion of college applications.

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 the 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

COUNSELING DEPARTMENT

Academic Success

- **Teacher Conferences:** Students are strongly encouraged to work with their teachers to improve their grades. Formal student/parent/guardian conferences can be scheduled by emailing the teacher directly, or by calling (626) 821-1754.
- **Email:** Faculty/Staff emails can be found at the [AHS Teacher Directory](#).
- **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](#), under the Parents & Community tab. If you need your parent access ID and password please contact Susana Moreno in the Curriculum Office at smoreno@ausd.net or by calling (626) 821-1791.
- **Tutoring Resources:**
 - **Free Peer Tutoring:** Information is typically available beginning October from the [Peer Tutoring Program](#).
 - **Private Student Tutoring (Fee Based):** Students and parents can check the [Tutoring Resources Page](#) on the counseling website, for a current list of AHS students who would like to tutor. Please note: not all subjects are available. Arcadia High School does not endorse or recommend the tutors on this list. It is merely provided as a resource for our students and parents. Must be logged into a student account to access the list.
 - **National Honor Society Tutoring:** Provided by the National Honor Society; [Students must fill out the referral form to sign up](#).
- **Rancho High School:** Students may transfer to Rancho High School and obtain a diploma from Rancho High School. Contact your child's counselor for more information.
- **Wellness Center:** Arcadia High School's Wellness Center offers resources for parents and students to help cope with anxiety and stress. Visit [the Wellness Center website](#) or email our Wellness Counselor, Andrea Campos, acamposcostanzo@ausd.net for assistance in finding counseling services.

The AHS Student Support Personnel Team encourages parents/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, counselors advise students on meeting both the Arcadia High School graduation and college admission requirements. In addition, counselors provide guidance on credit recovery and grade improvement options. Students meet individually with a counselor to review their transcript and select their courses. Following the allotted course selection period, 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 Friday, June 13, 2025. No drops from Honors and AP courses will be accepted during AHS Registration Days.

Changing or Dropping Courses

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. The petition form can be found on the Counseling Website during the first four weeks of the semester. Due to limitations in the master schedule, changes are not guaranteed. Therefore, the Counseling Department encourages students to select their courses 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 a counselor. Dropping courses after their stipulated deadlines are subject to approval and receiving a "W" in the course. A list of teacher email addresses can be found at the [AHS Teacher Directory](#).

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

Course Drop Procedures				
• Petitions required for all drops* • Drops from AP or Honors courses are NOT allowed during the first semester • Drop deadline is 4 weeks from start of the semester • Limit of 1 TA per semester *The petition forms require a signature from a parent/guardian indicating their approval. The petition form can be found on the Counseling Website during the first four weeks of the semester.				
First Semester	9th	10th	11th	12th
Drop a year-long non-honors/AP academic course for 5.0 credit Teacher Aide (TA) <i>both</i> semesters, if a TA position is available	NO	NO	YES	YES
Drop a yearlong or semester elective for a 5.0 credit TA (per semester), if a TA position is available	NO	NO	NO	YES
Second Semester	9th	10th	11th	12th
Drop an AP or Honors course for a level change to a non-AP or non-Honors course, if a seat is available	YES	YES	YES	YES
Drop a year-long academic course for 5.0 credit TA, if a TA position is available	YES	YES	YES	YES
Drop a semester elective for a 5.0 credit TA, if a TA position is available	NO	NO	NO	YES

COUNSELING DEPARTMENT

Student Request for Private College Recommendation, School Reports and/or Transcripts

A processing fee is charged for each private college transcript. Requests for counselor recommendations must be submitted to the Career Center, please refer to the chart below for specific dates. Counselors will take requests starting August 28th. 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.

Application Deadline	Deadline to Request Letter of Recommendation or School Report
Before October 1st	Registration Days
October 15th	August 29th
November 1st	September 5th
November 15th	September 18th
December 1st or later	October 10th

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

Student Request for Summer Programs or Scholarship Recommendation Letters

- Contact your counselor first and confirm that they are able to submit your recommendation
- Requests must be submitted three (3) weeks before the recommendation deadline (not including holidays)
- Students must submit a Data Packet found on the Counseling Website to the Counselor of the Day Desk
- Students who submit requests without three (3) weeks' advance notice need to submit a late agreement and may receive a letter that is not personalized.

Length of School Day

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

Senior Schedule

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

No Class

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

Summer School

Summer school options for credit recovery or grade improvement vary depending on the student's grade level, course availability and post-secondary plans. AHS free online credit recovery is only offered to incoming 10th, 11th and 12th grade students (high school graduation credits only). Current 9-11 grade students are encouraged to explore outside accredited summer programs for credit recovery or grade improvement. These include: Arcadia Educational Foundation (AEF), Free and fee-based accredited summer programs, and Free and fee-based online programs

Students are **not permitted to take initiatory online AP courses** that we offer at Arcadia High School such as AP Calculus AB or AP Chemistry. With counselor permission, students can take initiatory online AP courses through UC-approved private online providers that we do not offer at AHS such as AP Psychology or AP Macroeconomics.

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

COUNSELING DEPARTMENT

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

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

For questions regarding AEF summer school, please contact the AEF office by phone at (626) 821-6606 or email 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 10 semester credits per school year for 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 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 high school credits are given for each semester credit hour earned in college. Two and one-half high school credits are given for each quarter term credit earned in college.
5. Credits earned at community college and/or four-year college will be granted elective credits only.

Online Instruction

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

- Complete and submit the Application to Request Approval to Participate in Online Instruction form available on the Counseling website
- Wait for a confirmation email that the online course is approved by an administrator before enrolling in the course.

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

- The online instruction provider is UC approved.
- The specific online course is UC approved.
- The student presents a valid reason why they are 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 to make up a D or F grade

The maximum number of credits granted towards graduation for concurrent enrollment 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 request decisions to the school's principal or designee.

COUNSELING DEPARTMENT

Graduation Requirements

225 Credits (1 semester class = 5 credits)

4 yrs. English (40 credits)

3 yrs. History/Social Science (30 credits)

- 2 semesters of Modern World History
- 2 semesters of U.S. History
- 1 semester Government
- 1 semester Economics

2 yrs. Science (20 credits)

- Must include at least 5 credits of a biological science and at least 5 credits of a physical science and 10 additional credits of either a biological science or a physical science.

2 yrs. Math (20 credits)

2 yrs. P.E. (20 credits)

- 4 semesters of Marching Band can be used to fulfill this requirement.
- Participation in Sports Teams, Dance, Dance Prop Production, or Pep Squad fulfills 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

- **Five (5) semester credits** are earned for passing each semester course.
- All courses at AHS are worth 5.0 credits. Partial credits are not issued.
- In most cases, **no credit** is issued for courses which are repeated if credit has been previously granted. (Check course descriptions for exceptions to this policy.) No credit is issued for courses in which an "F" grade is earned.
- Students are expected to make-up all subject requirement courses in which an "F" grade was earned.
- 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 Online Summer Credit Recovery (CR) Program: free of charge and available to incoming sophomores, juniors, and seniors only. Courses offered through this program are NOT college preparatory.
 - Arcadia High School College Preparatory Make-Up (CPM) Program: free of charge and available to incoming sophomores, juniors, and seniors only. Courses offered through this program are college preparatory.
 - Other WASC accredited summer programs or online providers: See your counselor for approval and application guidelines.
 - Arcadia High School Online Credit Recovery Program: after exhausting all other methods to recover credit, sophomores, juniors, and seniors who are still deficient in subject credits will be able to access the Arcadia High School Online Credit Recovery Program. See your counselor for enrollment information.
- If a student ends the senior year no more than 15 credits short for graduation, they 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.

COUNSELING DEPARTMENT

Graduation Requirements Continued

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 an audition, application, a grade requirement, and/or a course requirement.

- Eligibility for courses for the upcoming school year is based on previously earned grades.
- Final eligibility is determined after second semester and summer school grades are posted.
- Students not meeting eligibility will be removed from that class and asked to repeat the preceding course to improve their 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 Educational Achievement. 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 point, F = 0 points. Arcadia High School does not use a weighted GPA and does not rank students.

COUNSELING DEPARTMENT

畢業要求

225學分(每門一學期的課程 = 5學分)

4年英語(40學分)

3年歷史/社會科學(30學分)

- 2學期現代世界歷史
- 2學期美國歷史
- 1學期政府學
- 1學期經濟學

2年科學(20學分)

- 必須包括至少5個生物科學學分和至少5個物理科學學分，以及10個生物科學或物理科學學分。

2年數學(20學分)

2年體育(20學分)

- 三學期的行進樂隊課加上一學期包括健康教育在內的九年級體育課可以用來滿足此項要求。
- 參加運動隊、舞蹈、舞蹈道具製作或啦啦隊均可滿足此項要求。

1年精美藝術或世界語言(10學分)

- 滿足亞凱迪亞高中精美藝術學分要求的課程可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亞凱迪亞高中的畢業文憑以及參加畢業典禮或畢業之夜慶祝活動。

學分

- 通過每門一學期的課程可以獲得5個學期學分。
- 亞凱迪亞高中的課程均為5個學分。不授予部分學分。
- 在大多數情況下，重修先前已經獲得過學分的課程則不授予學分。獲得“F”成績的課程不授予學分。
- 學生應重修所有得到“F”成績的必修科目。
- 學生可用下述選項補修學分：
 - 亞凱迪亞教育基金會(簡稱AEF)暑期班計劃:有關提供的課程和費用，請查看三月份下旬分發給學生的AEF手冊。
 - 亞凱迪亞高中網上暑期學分恢復(簡稱CR)計劃:免費並且只提供給即將升入10、11及12年級的學生。此計劃提供的課程不是大學預備課程。
 - 亞凱迪亞高中大學預備課程補修(簡稱CPM)計劃:免費並且只提供給即將升入10、11及12年級的學生。此計劃提供的課程是大學預備課程。
 - 其他WASC認證的暑期計劃或網上課程提供者:有關批准和申請指南，請諮詢你的輔導員。
 - 亞凱迪亞高中網上學分恢復計劃:在用盡所有其他方法來恢復學分後，學科學分仍然不足的10、11和12年級學生，將可以使用亞凱迪亞高中的網上學分恢復計劃。有關報名信息，請諮詢你的輔導員。
- 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Rancho學習中心(簡稱RLC)的課程來獲得亞凱迪亞高中的文憑。學生最遲要在下一學年第一個星期的星期五開始RLC課程的報名程序。一旦開始上課後，學生必須保持持續的進度，每三週至少完成一門課程。強烈鼓勵學生在與他們的輔導員開完不能畢業的會議後，儘快報名RLC課程。
- 查看課程指南說明，了解重複修讀可以獲得學分的課程。

選課資格

請參考課程指南，以確定所有課程的選課資格。大多數的科學、數學、世界語言、英語和社會科學課程需要獲得符合大學入學資格的成績才能升級。選課的資格可經由甄選、申請、成績要求和/或課程要求來確定。

- 下一學年課程的資格取決於先前獲得的成績。
- 第二學期和暑期班的成績公佈了之後才能確定最後的選課資格。
- 不符合選課資格的學生將從該課程班級中除名，並被要求重修前一個課程以提高成績，或選擇不同的可選選修課。

COUNSELING DEPARTMENT

畢業典禮的規定

根據《亞凱迪亞學區政策》第610至612條規定：參加畢業典禮活動的條件包括完成規定的學習課程和令人滿意的操行成績。參加畢業典禮活動的學生必須符合獲得亞凱迪亞高中文憑或教育成就證書的資格。這兩個要求的詳細說明如下：

- 已經完成下列條件的12年級學生可獲得文憑：至少完成225個學分(9-12年級)、符合所有必修學科領域的課程要求、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、交回所有亞凱迪亞聯合學區的財產、完成規定的離校手續表格、滿足行為合約，並有令人滿意的操行成績。

評分量表

成績平均績點依照標準4.0分制評分量表計算：A=4分，B=3分，C=2分，D=1分，F=0分。亞凱迪亞高中不使用加權平均績點，也不對學生進行排名。

COLLEGE AND CAREER PLANNING

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 from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes 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 only through a commitment to equitable preparation and access that true equity and excellence can be achieved.”

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

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

- To be self-directed learners, willing to read, learn, ask questions, pursue outside reading and research, integrate and discuss material from diverse sources.
- To spend reasonable time outside of class on each Honors/AP 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 constructive feedback, suggestions, and coaching from the teacher.
- To put forth their best effort to improve their intellectual growth.
- To maintain a high level of academic integrity.

Arcadia High School believes:

- That work in a Honors or AP class is rigorous and will build students' skills for college.
- That enrolling in an Honors or AP 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 their teachers, parents, and/or counselors if they begin to fall behind in the class.

UC-CSU comparison of minimum first-year admission requirements

	California State University (CSU)	University of California (UC)
SUBJECT REQUIREMENTS		
	15 yearlong/30 semester college preparatory A-G courses are required with letter grades of C or better: [CSU and UC do not use +/- grades]	
		11 UC-required college-preparatory courses must be completed prior to senior year (including summer courses)
A History/Social Science	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	
	1 year of history/social science from either the A or G subject area	1 year of world history, cultures, or historical geography (including European History) from the A subject area.
B English	4 years/8 semesters of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD):	
	Advanced ESL may be substituted for one of the 4 years of English.	ESL/ELD cannot meet the senior year of English.
C Mathematics	3 years including/integrating topics covered in the foundational subjects of elementary algebra, two- and three-dimensional geometry, and advanced algebra;* (4 years strongly recommended)	
	Students applying to CSU and UC must complete a geometry course (or integrated math courses with geometry content).	
D Science	2 years; 3 years recommended	
	At least 1 year/2 semesters of physical science and 1 year/2 semesters of biological science; one year must be from the D subject area and the second year may be from the D or G area. Year-long sequence courses of the same subject are not required. Laboratory Science Requirement can be met with different semesters provided the student completes one year of physical science and one year of biological science. Integrated/Interdisciplinary courses may be used to fulfill either physical or biological science.	Must include at least two of the three foundational subjects of biology, chemistry, and physics (including Biology/Earth & Space Sciences, Chemistry/ Earth & Space Sciences, and Physics/Earth & Space Sciences as part of the Next Generation Science Standards [NGSS] models); or two years of a three-year NGSS integrated science model; or one year of biology, chemistry or physics and one year of an approved science chosen from the earth & space sciences or interdisciplinary sciences disciplines. <i>Approved courses in the applied science, computer science, and engineering disciplines may only be used for a 3rd year (or beyond) of the science requirement.</i> Courses must be from the D subject area.
E Language Other Than English	2 years (or equivalent to the 2 nd level of high school instruction) of a language other than English;* 3 years recommended (Courses must be in the same language, American Sign Language allowed)	
F Visual and Performing Arts	1 year/2 semesters (or two one-semester courses in the same discipline) required, chosen from the following disciplines: Dance, Music, Theater, Visual Arts or Interdisciplinary Arts	
G College Preparatory Elective	1 year/2 semesters of elective course work chosen from any area on approved A-G course list	
REPEATED COURSES	California State University (CSU) CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C.	University of California (UC)
	Required A-G courses must be completed with a grade of C or better. Any course may be repeated so long as the course curriculum is the same or similar to the original course. Course titles should be exactly the same or similarly named course titles. There is no limitation on the number of times a course can be repeated. Repeated courses are only used once and the instance with the highest earned grade will be used in the GPA calculation.	Required A-G courses must be completed with a letter grade of C or better. Courses with D/F grades may be repeated. There is no limitation on the number of times a course can be repeated. Repeated courses can have the same or similarly named course titles (e.g., English 9 or English 1). The first instance of a letter grade C or better will be used in the GPA calculation.

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

** 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 October 2024

UC-CSU comparison of minimum first-year admission requirements

	California State University (CSU)	University of California (UC)
VALIDATION OF SUBJECT OMISSION BY OTHER COURSES		
Mathematics	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. Integrated style Math 2 will be accepted in lieu of a Geometry course. A letter grade of C or better in any semester of an area C course with a discipline of Precalculus, Calculus, or Other Advanced Mathematics on the A-G website validates the entire high school college preparatory requirement. Through the 2024-2025 academic year, A letter grade of C or better in Statistics will validate Algebra I and Algebra II but will not validate Geometry. Beginning Fall 2025, Statistics will no longer validate the Algebra series. 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 CSU's Admission Handbook.	The omission of a full year of geometry cannot be validated by any higher-level coursework. Through the 2024-25 academic year: A letter grade of C or better in any semester of a math course with the discipline of Precalculus, Calculus, Statistics or Other Advanced Math will validate two years of the requirement, but not Geometry. Effective fall 2025 and later: A letter grade of C or better in any semester of a math course with the discipline of Precalculus, Calculus or Other Advanced Math will validate two years of the requirement, but not Geometry. 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.
Language Other than English (LOTE)	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 corresponds to two years of high school instruction.	
Chemistry	A grade of C or better in the second semester of Chemistry <u>will</u> validate the first semester.	UC does not allow validation of Chemistry.
VALIDATION OF DEFICIENT (D/F) GRADES IN REQUIRED COURSES		
	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. UC exception: beginning AY 2025-26, no course will validate deficient grades in Geometry. For UC, refer to the Validation Matrices in Quick Reference Guide to UC Admissions . CSU also allows the validation of D/F grades in Chemistry. For CSU, refer to the CSU Admission Handbook .	
VALIDATION OF SUBJECT REQUIREMENTS BY TEST SCORES		
	Required A-G courses may be satisfied with appropriate test scores on ACT, SAT, 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, Geometry cannot be validated by any examination score.	
HIGH SCHOOL GPA		
	Calculate GPA using all A-G approved courses completed during the summer after the 9th grade through summer after the 11th grade---excluding deficient grades which have been repeated. CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C.	
	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.	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.
HONORS POINTS		
	Maximum of 8 extra grade points (honors points) from four yearlong courses (8 semesters) awarded for UC-approved high school created honors, all AP, some IB courses and transferable college courses. No more than two yearlong courses (4 semesters) completed in 10 th grade can be used in the honors points calculation.	
TEST SCORES – ACT/SAT		
ACT or SAT	The CSU no longer considers ACT/SAT examinations in determining admission eligibility for all CSU campuses and in awarding CSU scholarships. Students will not be penalized if they choose not to submit scores. If students choose to submit test scores as part of their application, they will be used as one factor of the multiple measures used for English and quantitative reasoning/mathematics college course placement (www.CSUStudentSuccess.org) in the campus they plan to enroll in.	UC no longer considers SAT or ACT test scores when making admissions decisions or awarding scholarships. If students choose to submit test scores as part of their application, they may be used as an alternative method of fulfilling minimum requirements for eligibility or for course placement after enrollment.

Information is accurate as of October 2024

COLLEGE AND CAREER PLANNING

Course list for 2025-2026

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.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
American Government	Am Government	Civics/American Government		Semester
American Studies				I
American Studies Honors				
Apache Studies				
AP Government and Politics Comparative	Govt/Pol Comp (AP)	Civics/American Government	AP	Semester
AP Government and Politics United States	Govt/Pol US (AP)	Civics/American Government	AP	Semester
AP Human Geography	Human Geography (AP) A Human Geography (AP) B	World History/Cultures/Historical Geography	AP	
AP United States History	US History (AP) A US History (AP) B	U.S. History	AP	
Asian & Pacific Islander American Studies	AAPI	World History/Cultures/Historical Geography		Semester
Ethnic Studies				
Modern World History	Mdm Wrld Hstry A Mdm Wrld Hstry B	World History/Cultures/Historical Geography		
United States History	US History A US History B	U.S. History		
United States History Honors	US History (H) A US History (H) B	U.S. History	Honors	

COLLEGE AND CAREER PLANNING

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.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
English 9	Eng 9A Eng 9B	English		
English 9 SDAIE	Eng 9 (S) A Eng 9 (S) B	English		
English 10	Eng 10A Eng 10B	English		
English 10 Honors	Eng 10 (H) A Eng 10 (H) B	English		
English 10 SDAIE	Eng 10 (S) A Eng 10 (S) B	English		
AP English Language and Composition	Eng Lng/Cmp (AP) A Eng Lng/Cmp (AP) B	English	AP	
English 11	Eng 11A Eng 11B	English		
English 11 SDAIE	Eng 11 (S) A Eng 11 (S) B	English		
AP English Literature and Composition	Eng Lit/Cmp (AP) A Eng Lit/Cmp (AP) B	English	AP	
English 12 British Literature	Eng 12 Brit Lit	English		Semester
English 12 Ethnic Literature				
English 12 Expository Reading & Writing				
English 12 Latin a/o/x				
English 12 Myths and Science Fiction	Eng 12 Mth/SciFi A Eng 12 Mth/SciFi B	English		
English 12 Myths and Science Fiction (SDAIE)	Eng 12 Myth/SF (S)	English		Semester
English 12 Search for Human Potential	Eng 12 Srch H PT A Eng 12 Srch H PT B	English		
English 12 Women's Literature	Eng 12 Wom Lit A Eng 12 Wom Lit B	English		
English 12 World Literature	Eng 12 Wrld Lit	English		Semester
English 12 World Literature SDAIE	Eng 12 Wrld Lit (S)	English		Semester

COLLEGE AND CAREER PLANNING

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.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
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 Computer Science A	Comp Sci A (AP) A Comp Sci A (AP) B	Computer Science	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	Pre-Calc A Pre-Calc B	Advanced Mathematics		
Pre-Calculus Honors	Pre-Calc (H) A Pre-Calc (H) B	Advanced Mathematics	Honors	
Statistics	Statistics A Statistics B	Statistics		

COLLEGE AND CAREER PLANNING

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.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP Biology	Biology (AP) A Biology (AP) B	Biology/Life Sciences	AP	
AP Chemistry	Chemistry (AP) A Chemistry (AP) B	Chemistry	AP	
AP Environmental Science	Envrmtl Sci (AP) A Envrmtl Sci (AP) B	Interdisciplinary Sciences	AP	
AP Physics C: Mechanics / Electricity & Magnetism (This is a year-long course)	Physics C (AP) A Physics C (AP) B	Physics	AP	
Biology	Biology A Biology B	Biology/Life Sciences		
Biology Honors	Biology (H) A Biology (H) B	Biology/Life Sciences		
Chemistry	Chemistry A Chemistry B	Chemistry		
Chemistry Honors	Chemistry (H) A Chemistry (H) B	Chemistry	Honors	
AP Computer Science Principles	Comp Sci Prncpls (AP) A Comp Sci Prncpls (AP) B	Computer Science	AP	
Human Anatomy and Physiology	Human Anatomy/Phys A Human Anatomy/Phys B Human Physiology A Human Physiology B	Biology/Life Sciences		
Physics	Physics A Physics B	Physics		
Physics Honors	Physics (H) A Physics (H) B	Physics		
PLTW Introduction to Engineering Design	Intro to Engr Desgn(PLTW) A Intro to Engr Desgn(PLTW) A	Engineering		
PLTW Engineering Design and Development	Engr Desgn Dev A (PLTW) Engr Desgn Dev B (PLTW)	Interdisciplinary		
PLTW Principles of Engineering	Principles of Engr A (PLTW) Principles of Engr A (PLTW)	Engineering		

COLLEGE AND CAREER PLANNING

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).

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP Chinese Language and Culture	Chinese Lang (AP) A Chinese Lang (AP) B	LOTE Level 4+	AP	
AP French Language and Culture	French Lang (AP) A French Lang (AP) B	LOTE Level 4+	AP	
AP Japanese Language and Culture	Jpnese Lang (AP) B Jpnese Lang (AP) A	LOTE Level 4+	AP	
AP Spanish Language and Culture	Span Lang (AP) A Span Lang (AP) B	LOTE Level 4+	AP	
Chinese 1	Chinese 1A Chinese 1B	LOTE Level 1		
Chinese 2	Chinese 2A Chinese 2B	LOTE Level 2		
Heritage Chinese	Hrtge Chinese A Hrtge Chinese B	LOTE Level 2		
Chinese 3	Chinese 3A Chinese 3B	LOTE Level 3		
Chinese 4	Chinese 4A Chinese 4B	LOTE Level 4		
French 1	French 1 A French 1 B	LOTE Level 1		
French 2	French 2 A French 2 B	LOTE Level 2		
French 3	French 3 A French 3 B	LOTE Level 3		
French 4 Honors	French 4 (H) A French 4 (H) B	LOTE Level 4+	Honors	
Japanese 1	Japanese 1A Japanese 1B	LOTE Level 1		
Japanese 2	Japanese 2A Japanese 2B	LOTE Level 2		
Japanese 3	Japanese 3A Japanese 3B	LOTE Level 3		
Spanish 1	Spanish 1A Spanish 1B	LOTE Level 1		
Spanish 2	Spanish 2A Spanish 2B	LOTE Level 2		
Spanish 3	Spanish 3A Spanish 3B	LOTE Level 3		

COLLEGE AND CAREER PLANNING

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).

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Advanced Chorus (Chanteurs)	Advanced Chorus A Advanced Chorus B	Music		
Advanced Drawing and Painting	Adv Draw/Paint A Adv Draw/Paint B	Visual Arts		
Advanced Graphic Design	Adv Graphic Design A Adv Graphic Design B	Visual Arts		
Advanced Percussion Ensemble	Adv Percussion A Adv Percussion B	Music		
Advanced Photography	Advanced Photography A Advanced Photography B	Visual Arts		
Advanced Stagecraft	Adv Stagecraft A Adv Stagecraft B	Theater		
Advanced Theater Arts	Adv Theater Arts A Adv Theater Arts B	Theater		
Advanced Video Prdctn (Apache News)	Adv Video Prdctn A Adv Video Prdctn B	Visual Arts		
Animation	Animation A Animation B	Visual Arts		
AP Art History	Art History (AP) A Art History (AP) B	Visual Arts	AP	
AP Music Theory	Music Thry (AP) A Music Thry (AP) B	Music	AP	
Art 1	Art 1 A Art 1 B	Visual Arts		
Art Honors	Art (H) A Art (H) B	Visual Arts		
Beginning Dance	Beginning Dance A Beginning Dance B	Dance		
Beginning Television Production	Beg Television Prod 1A Beg Television Prod 1B	Visual Arts		
Beginning Theater Arts	Beg Theater Arts 1A Beg Theater Arts 1B	Theater		
Ceramics 1	Ceramics 1A Ceramics 1B	Visual Arts		
Ceramics 2	Ceramics 2 A Ceramics 2 B	Visual Arts		
Classic Film	Classic Film A Classic Film B	Visual Arts		
Concert Band	Cncert Band A Cncert Band B	Music		
Concert Choir	Concert Choir A Concert Choir B	Music		
Dance Prop Production	Dance Prop Prod A Dance Prop Prod B	Dance		
Design	Design A Design B	Visual Arts		
Graphic Design	Graphic Design A Graphic Design B	Visual Arts		

COLLEGE AND CAREER PLANNING

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

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Intermediate Dance	Intrm Dance A Intrm Dance B	Dance		
Intermediate Percussion Ensemble	Intrm Percussion A Intrm Percussion B	Music		
Intermediate Theater Arts	Intrm Theater A/B Intrm Theater Arts 2A/2B	Theater		
Intermediate Video Production	Intrm Video Prod A Intrm Video Prod B	Visual Arts		
Orchesis	Orchesis A Orchesis B	Dance		
Photography	Photography A Photography B	Visual Arts		
Premier Orchestra	Premier Orchestra A Premier Orchestra B	Music		
Screen Printing	Screen Printing A Screen Printing B	Visual Arts		
Stagecraft A/B	Stagecraft A Stagecraft B	Theater		
String Orchestra	String Orchestra A String Orchestra B	Music		
Symphonic Band	Symph Band 2A Symph Band 2B	Music		
Symphony Orchestra	Symphony Orchestra A Symphony Orchestra B	Music		
Wind Ensemble	Wind Ensemble A Wind Ensemble B	Music		

COLLEGE AND CAREER PLANNING

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.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Advanced Journalism Studies	Adv Jrnlsm Stdy A Adv Jrnlsm Stdy B	English		
AVID 9	AVID 9 A AVID 9 B	Interdisciplinary		
AVID 10	AVID 10 A AVID 10 B	Interdisciplinary		
AVID 11	AVID 11 A AVID 11 B	Interdisciplinary		
AVID 12	AVID 12 A AVID 12 B	Interdisciplinary		
Civil Law	Civil Law	History/Social Science		Semester
Computer Game Programming				
Computer Programming (C++)	Comp Prog C++	Mathematics-Computer Science		Semester
Computer Programming Java	Comp Prog Java	Mathematics-Computer Sci		Semester
Computer Science	Computer Science	Mathematics-Computer Sci		Semester
Contemporary Journalism	Contemp Jrnlsm	English		Semester
Creative Writing	Creative Writing A Creative Writing B	English		
Creative Writing (Online)	Online Creative Writing A Online Creative Writing B	English	Online	
Criminal Law	Criminal Law	History/Social Science		Semester
Culinary Arts	Culinary Arts A Culinary Arts B	Interdisciplinary		
Culinary Science	Culinary Science A Culinary Science B	Interdisciplinary		
Cybersecurity				
Economics	Economics	History/Social Science		Semester
Food Science	Food Science	Interdisciplinary		Semester
Journalism Newspaper	Jrnlsm Newspaper	English		
Medical Careers	Medical Careers A Medical Careers B	Interdisciplinary		
Medical/Therapeutic Pncpls Sport/Fit	Med/Thrp Pr Sprt A Med/Thrp Pr Sprt B	Biology/Life Sciences		
Psychology A	Psychology A	History/Social Science		Semester
Psychology B	Psychology B	History/Social Science		Semester
Speech Dynamics	Speech Dynamics	English		Semester
Speech Team/Debate Team	Speech/Debate Tm A Speech/Debate Tm B	English		

COLLEGE AND CAREER PLANNING

NCAA

Please refer to the [NCAA Eligibility Center Website](#) for current NCAA Division I and Division II Academic Requirements:

[Division I](#)

[Division II](#)

CALIFORNIA SCHOLARSHIP FEDERATION
Arcadia High School
Chapter 434(sc)
[CSF Website](#)

CSF is a nonprofit organization whose mission is to recognize and encourage academic achievement among high school students in California. 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 submit the application 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 typically occurs in September (Fall semester) and February (Spring semester). Notices regarding application and payment deadlines are in the student bulletin. Membership is for one semester only and may be renewed whenever the student again meets the requirements. For every semester the student qualifies, there is a \$5.00 membership due payable to the ASB office by the established deadlines.

Membership qualifications are as follows:

- Students must earn a minimum of 10 points in five classes. Seven points must be earned from courses in Lists I or II. At least four of the seven must be earned in courses from List I. Seniors may have all seven points from List II only. The three remaining points may be earned from subjects in any of the three Lists.
- CSF points are calculated as follows:
 - A grade of "A" in a subject which grants 5 semester credits = 3 CSF points.
 - A grade of "B" in a subject which grants 5 semester credits = 1 CSF point.
 - One additional point shall be given 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.
 - No CSF points shall be given for teacher aide, office aide, lab assistant, physical education, courses taken in lieu of physical education, repeated courses, or courses taken during summer school.

Membership is denied if:

- A grade of "D" or "F" is earned 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

Life Member (Gold Seal Bearer) qualifications 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 qualifying semester 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 to wear at graduation. Life Members will also be announced as Gold Seal graduates at graduation.

All current CSF Google Classrooms and CSF Course List are available [here on the CSF website](#).

Advisers	
Class of 2026 Mr. Matthew Wong (<u>matthewwong@ausd.net</u>)	Class of 2027 Dr. Deja Anderson (<u>danderson@ausd.net</u>)
Class of 2028 Mrs. Mylinh Crew (<u>mcrew@ausd.net</u>)	Class of 2029 Ms. Janet Chuang (<u>jchuang@ausd.net</u>)



NATIONAL HONOR SOCIETY
Arcadia High School
Chapter No. 15671
[NHS Website](#)

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

Eligible sophomores and juniors may apply for membership for the following school year.

How to Qualify

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

1. Rising juniors must have at least a 3.5 GPA for both their second semester of freshman year and their first semester of sophomore year.
2. Rising seniors must have at least a 3.5 GPA for both their second semester of sophomore year and their first semester of junior year.
3. Applicants must not have a semester grade of "D" or "F" in any subject.
4. Applicants must have at least 25 hours of community service (timeframe: within 12 months of application date).
5. Applicants must receive positive feedback from their teachers.
6. Applicants must not have more than one "N" per semester or a "U" in any subject in Citizenship OR Work Habits.

Application

Students complete an application each spring requesting consideration for new or renewed membership. Access to the application will be given during a mandatory informational meeting in March. Applications will be due the Friday before Spring Break. Attachments to the application include photocopies of semester grade reports, verification of 25 service hours documented by the adult figure in charge of the organization, leadership verification, and a recommendation form from one Arcadia High School academic teacher. Students who are renewing membership must have completed their event requirements from the previous year. The NHS Executive Committee reviews all applications.

Silver Seal Recognition

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

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

Adviser:

Mr. Keith Kerney, Assistant Principal



CALIFORNIA GOLDEN STATE SEAL MERIT DIPLOMA

The California Golden State Seal Merit Diploma (GSSMD) provides recognition to public high school graduates who have demonstrated a superior level of performance in English, math, science, and U.S. History, plus two additional subject areas. It is awarded jointly each year by the California State Board of Education and the State Superintendent of Public Instruction. Students who qualify for the GSSMD will receive an insignia on their diploma and transcript. For more information on how to qualify, please visit California's Department of Education [website](#).

CALIFORNIA STATE SEAL OF BILITERACY

The State Seal of Biliteracy (SSB), marked by a gold seal on the diploma or transcript, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. For more information on how to qualify, please visit California's Department of Education [website](#).

ADVANCEMENT VIA INDIVIDUAL DETERMINATION

[AVID Website](#)

AVID (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 AND TECHNICAL EDUCATION

Department Chair: Frank Sunez, fsunez@ausd.net
[CTE Website](#)

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

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

CTE Pathways			
3562/3563 Beginning Dance A/B (Introductory) 3564/3565 Intermediate Dance A/B (Concentrator) 3570/3571 Orchesis A/B (Capstone) <i>Beginning Dance, Intermediate Dance and Orchesis also meet VPA Requirement</i> 4066/4067 Graphic Design A/B (Concentrator) 4068/4069 Advanced Graphic Design A/B (Capstone) <i>Graphic Design and Advanced Graphic Design also meet VPA Requirement</i> 4716/4717 Stagecraft A/B (Introductory/Concentrator) 4718/4719 Advanced Stagecraft A/B (Capstone) <i>Stagecraft and Advanced Stagecraft also meet VPA Requirement</i> 5000 Computer Science (Introductory) 5022/5023 Computer Science Principles AP A/B (Concentrator) 5024/5025 Computer Science AP A/B (Capstone) 5010/5011 Introduction to Engineering Design A/B (Introductory) 5100/5101 Principles of Engineering A/B (Concentrator) 5104/5105 Engineering Design and Development A/B (Capstone)		5600/5601 Beginning Television Production A/B (Introductory) 5604/5605 Intermediate Video Production A/B (Concentrator) 5608/5609 Advanced Video Production A/B (Capstone) <i>Beginning, Intermediate and Advanced Video Production also meet VPA Requirement</i> 5770 Sports Medicine (Introductory) 5780/5781 Medical Careers A/B (Concentrator) 5772/5773 Medical/Therapeutic Principles of Sport Fitness A/B (Capstone) 4200/4201 Photography A/B (Introductory/Concentrator) 4203/4204 Advanced Photography A/B (Capstone) 5700 Food Science 5702/5703 Culinary Arts A/B 5704/5705 Culinary Science A/B	
CTE Individual Courses			
4260/4261 5035 5005	Animation A/B Cybersecurity Computer Game Programming	5882 5808	Work & Career Readiness (After School) Business Management

CAREER AND TECHNICAL EDUCATION

3562 BEGINNING DANCE A

3563 BEGINNING DANCE B

(CTE Introductory Course)

(Year) Freshman, Sophomore, Junior, Senior

This year-long introductory dance course is designed for students who are eager to explore the art of movement and advance through the dance pathway. Focusing on foundational technique, performance skills, and the basics of dance production, students will develop strength, flexibility, and coordination through a variety of dance styles and topics, including ballet, contemporary, jazz, and choreography. Other dance related topics are introduced including health and nutrition, dance analysis, historical, and cultural dance forms. Students will perform in two department productions (1 each semester), showcasing their growth in technique and artistry. Whether pursuing dance as a hobby or considering a more serious commitment, this course offers a supportive and engaging environment to discover the joy of dance. This course may be used to fulfill the following requirements, PE, Health & VPA. This course may be repeated for credit.

3564 INTERMEDIATE DANCE A

3565 INTERMEDIATE DANCE B

(CTE Concentrator Course)

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Student audition and/or permission of instructor.

This class is geared toward the intermediate dancer who understands basic dance technique and is ready for more challenging material and an introduction to choreography. Jazz, Performance, Ballet, Modern and Choreography units are covered. Other dance related topics include careers in the dance industry, dance in higher education, health and nutrition for the dancer, historical and cultural dance forms, and dance analysis. There is a mandatory public performance each semester outside of the school day. This course can be taken more than once. Students in Intermediate Dance may receive fine arts or physical education credit toward high school graduation.

3570 ORCHESIS A

3571 ORCHESIS B

(CTE Capstone Course)

(Year), (0 and 1st period) 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/Concentrator 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 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.

CAREER AND TECHNICAL EDUCATION

4068 ADVANCED GRAPHIC DESIGN A

4069 ADVANCED GRAPHIC DESIGN B

(CTE Concentrator and Capstone Course)

UC Approved(Year) Sophomore, Junior, Senior

Completion of Graphic Design with a college qualifying grade of "C" or better or teacher approval.

Advanced Graphic Design will provide opportunities for students to further develop their design and problem-solving skills from foundation level. They will continue to master computer skills and also learn the desktop publishing program called Adobe In Design, which is industry-standard software. The projects will include a branding campaign and creating brochures, in addition to refining typography and composition skills. Students will have the opportunity to collaborate with various disciplines on campus. Through the course, students will develop a professional portfolio that would be ready for higher education or introductory junior design jobs. The course will also focus on working with local businesses and other local organizations. The students in the course will provide graphic design services and have the opportunities to work with real clients in the community. They will learn the value of service, responsibility, and reliability.

4716 STAGECRAFT A

4717 STAGECRAFT B

(CTE Introductory/Concentrator Course)

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

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

4718 ADVANCED STAGECRAFT A

4719 ADVANCED STAGECRAFT B

(CTE Capstone Course)

(Year) Sophomore, Junior, Senior

UC Approved

Completion of Stagecraft with a college qualifying grade of "C" or better or by teacher approval

Advanced Stagecraft is a continuation of the skills developed in Stagecraft. The course will focus on crew leadership and design in scenic, lighting, sound, costume, and props. Students will gain experience designing and leading productions at Arcadia High School. **NOTE:** Additional time outside of class will be required during production times to lead crews, prepare the theater, and create a full show. This course is articulated with Citrus College, which means students may advance to intermediate levels.

5035 CYBERSECURITY

(Semester) Freshman, Sophomore, Junior, Senior

UC Approved

This course introduces high school students to the expanding field of cybersecurity through problem-based learning, where they role-play as cybersecurity experts. This course incorporates standards from academic, industry, and government organizations. Students gain broad exposure to digital and information security, emphasizing socially responsible choices and ethical behavior, while fostering algorithmic, computational, and innovative thinking. The course also highlights diverse educational and career paths within cybersecurity and information security.

5000 COMPUTER SCIENCE

(CTE Introductory Course)

(Semester) Freshman, Sophomore, Junior, Senior

UC Approved

This class will emphasize a variety of areas. Students will begin with computer literacy and the Windows environment. Desktop applications including Word, Excel, and PowerPoint will be covered. Students will progress to web page production, cloud computing, computer hardware, and programming scripting.

CAREER AND TECHNICAL EDUCATION

5005 COMPUTER GAME PROGRAMMING

(Semester) Freshman, Sophomore, Junior, Senior

UC Approved

COMPUTER GAME PROGRAMMING introduces students to the fundamentals of computer science and programming, focusing on developing the logical thinking skills and problem-solving skills essential for creating modern video games. Through hands-on projects in web development, game and app design, and physical computing, students will explore key coding concepts and the game design process. The course covers essential topics such as variables, control structures, user input, randomness, conditionals, functions, and arrays, providing a solid foundation for game programming. Students will also gain introductory skills in creating programmatic images, animations, sound, and interactive art. Designed for beginners with no prior experience in computer science, this highly visual and interactive course is engaging and accessible, making it ideal for new coders to dive into the world of game development.

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

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

5022 COMPUTER SCIENCE PRINCIPLES (AP) A (SCI)

5023 COMPUTER SCIENCE PRINCIPLES (AP) B (SCI)

(CTE Concentrator Course)

(Year) Sophomore, Junior, Senior

UC Approved

AP Computer Science Principles is designed to be the equivalent of a first-semester introductory university computer science course. This course is organized around the investigation of seven big ideas: creativity, abstraction, data and information, algorithms, programming, the internet, and global impact. Students will use a high level programming language such as JavaScript to cover all required programming concepts. The final AP Exam score for this course is calculated using one through-course performance task and one end-of-course multiple choice exam.

5024 COMPUTER SCIENCE A (AP) A (MATH)

5025 COMPUTER SCIENCE A (AP) B (MATH)

(CTE Capstone Course)

(Year) Sophomore, Junior, Senior

UC Approved

Recommendation: *Completion of AP Computer Science Principles, Java Programming, or C++ Programming.*

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

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 the 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.

CAREER AND TECHNICAL EDUCATION

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 grade of "C" or higher.

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 (SCI)

5105 ENGINEERING DESIGN and DEVELOPMENT B (SCI)

(CTE Capstone Course)

(Year) Sophomore, Junior, Senior

UC Approved

Completion of Introduction to Engineering Design, Principles of Engineering, AP Computer Science A, or Computer Science Principles AP with a grade of "C" or higher. Engineering Design and Development students will be selected through an application process.

This course will introduce students to advanced topics in the engineering field. This class uses local and regional competitions in the engineering and robotics fields to assist students to advance their studies. This course is designed for students that wish to pursue majors and careers such as robotics, engineering, computer science, design and business. There is a research component to this course. **Class Hours:** This class requires after school hours to prepare for competitions. There will be at minimum, two competitions, one per semester. This class may be repeated for credit.

5600 BEGINNING TELEVISION PRODUCTION A

5601 BEGINNING TELEVISION PRODUCTION B

(CTE Introductory Course)

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

"The TV Class!" This introductory course is meant to expose students to the basic concepts of video and media production. Students begin the course by becoming familiar with the historical and cultural events surrounding the emergence of radio, television and film throughout the 19th, 20th and 21st centuries. Instructional units become more technical and specialized as the class progresses, beginning with basic camera and studio operations, culminating into two large scale studio projects first semester: Studio-based productions, and the Infomercial. Second Semester, students will be introduced to the Adobe Creative Cloud suite of video editing products and will begin to develop graphical elements for their other larger scale projects. Students will end the semester by creating a radio podcast, a sketch comedy show, and a news magazine show. Through studio and single-camera exercises, professional speakers, lectures and examining media samples, students will gain the hands-on experience they need to continue on in the Television Production pathway at Arcadia High School. The completion of a portfolio/reel exhibiting advancement of concepts throughout the year is due at the completion of the course.

5604 INTERMEDIATE VIDEO PRODUCTION A

5605 INTERMEDIATE VIDEO PRODUCTION B

(CTE Concentrator Course)

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Completion of Beginning Television Production with a grade of "C" or higher OR permission from the teacher.

"The Movie Class!" This yearlong intermediate video course builds on basic concepts from Beginning Television Production such as camera operation, pre-production, and production planning. Students will concentrate on single-camera scripted productions, while becoming familiar with lighting and audio production technology. Students begin the semester by studying the historic background of cinema production and technology from the 19th, 20th, and 21st centuries. Second Semester examines more advanced concepts of post-production technologies and software. Students will continue developing Adobe Creative Cloud skills with a heavy emphasis on post production. 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*.

CAREER AND TECHNICAL EDUCATION

5608 ADVANCED VIDEO PRODUCTION A

5609 ADVANCED VIDEO PRODUCTION B

(APACHE NEWS)

(CTE Capstone Course)

(Year) Sophomore, Junior, Senior

UC Approved

Teacher recommendation, interview/ audition, Beginning Television Production, Intermediate Video Production OR completion of Contemporary Journalism with a grade of "C" or higher.

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

5770 SPORTS MEDICINE

(CTE Introductory Course)

(Semester) Freshman, Sophomore, Junior, Senior

This course is designed to provide related instruction and field training for students preparing for careers in sports medicine, including physical therapy and careers in the health and fitness industry. Classroom instruction will include basic human anatomy, nutrition, injury prevention and training. **NOTE:** An after-school component requires all students to participate in lab experiences involving athletic training and observation of ten hours.

5780 MEDICAL CAREERS A

5781 MEDICAL CAREERS B

(CTE Concentrator Course)

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Medical Careers trains students for entry-level occupations in the medical/health field and to standards required of workers in the field. Students learn the ethical and legal responsibilities of the health care worker, safety, HIPAA, transmission based precautions, body mechanics, transporting duties, human anatomy and physiology, normal function of body systems, advanced terminology and vital signs. Also included are health care delivery systems, regulatory agencies, research, current technology, and socio-economic issues affecting health care. Internship opportunities are available during the year.

5772 MEDICAL/THERAPEUTIC PRINCIPLES OF SPORT FITNESS A

5773 MEDICAL/THERAPEUTIC PRINCIPLES OF SPORT FITNESS B

(CTE Capstone Course)

(Year) Sophomore, Junior, Senior

UC Approved

This course covers human anatomy and physiology by examining how the many systems of the body interact with each other through physical activity, including sports. The prevention, evaluation and treatment of illness, disease and injury will be covered along with certification in CPR and AED. Additional topics include conditions, which affect homeostasis, function and dysfunction of internal organs and the role of the nervous system in injury and recovery. This course prepares a student who is interested in a health care related career in which advanced training and a college degree is necessary. This course also focuses on critical-thinking skills and lab methods such as injury scenarios, emergency care (pulse, blood pressure, wound care, fracture splinting) and taping. **NOTE:** An after-school component requires all students to participate in twenty hours each semester of lab experiences involving athletic training and observation.

CAREER AND TECHNICAL EDUCATION

4200 PHOTOGRAPHY A

4201 PHOTOGRAPHY B

(CTE Introductory/Concentrator Course)

Consumable Cost: \$50/year

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Photography is a sequential course, covering introductory to intermediate skills of digital and analog (film) photography. Students will learn about camera functions, shooting skills, and how to process images with digital software. Creativity, composition, design principles, and lighting are emphasized as students gain hands-on experience with industry-relevant techniques, equipment, and editing programs. This course also introduces the basics of analog/darkroom photography including film processing, scanning, and printing. In instructions and projects, students will explore contemporary photography and its societal role, including social media, advertising, portraiture, photojournalism, and fine art. A key element of the course is exposure to the various careers and industry uses of photography, as well as the professional photographers who inspire today's trends. Students have access to cameras, a photography studio, and editing software during school hours, and will develop and curate their own digital portfolio/website.

4203 ADVANCED PHOTOGRAPHY A

4204 ADVANCED PHOTOGRAPHY B

(CTE Capstone Course)

Consumable Cost: \$60/year

(Year) Sophomore, Junior, Senior

Completion of Photography with a grade of "C" or higher in both semesters, or instructor approval

Advanced Photography is a good course for those with an interest in developing a diverse yet focused portfolio for freelance photography and/or applying to college-level study. Building upon the skills gained in Photography, Advanced Photography students will carry out both independent and directed projects of interest to expand creativity, increase skills, and explore advanced techniques. A key element of this course is learning the business of photography, including how to obtain and work with industry clients, with opportunities both on and off campus to apply the skills of the profession. Advanced Photography students have access to a photography studio and digital/analog cameras during school hours; a personal camera is highly encouraged for true mastery outside of the classroom.

4260 ANIMATION A

4261 ANIMATION B

(Visual Arts)

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Animation is a project-based course that focuses on creativity and storytelling. The course is computer-based. Students will use Adobe Creative Cloud products to produce their animation projects. The students will have the opportunities to develop original screenplays that will be made into animations. The students will be responsible for pre-production such as developing storyboards and pitching their ideas to the production stage, which is making the animation, and post-production, which is editing the animation that includes audios. Students will have the opportunity to view peers' work. **NOTE:** Animation may be repeated for additional credit to provide students opportunities to continue building their portfolios.

5808 BUSINESS MANAGEMENT

(Semester) Freshman, Sophomore, Junior, Senior

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

5700 FOOD SCIENCE

(Semester) Freshman, Sophomore, Junior, Senior

UC Approved

Consumable Cost: \$35/semester

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.

CAREER AND TECHNICAL EDUCATION

5702 CULINARY ARTS A

5703 CULINARY ARTS B

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Consumable Cost: \$35/semester

Culinary Arts is designed to provide students with extended instruction in understanding of kitchen safety, food sanitation, nutrition, meal planning, and equipment use. Students will learn basic to intermediate 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.

5704 CULINARY SCIENCE A

5705 CULINARY SCIENCE B

(Year) Sophomore, Junior, Senior

UC Approved

Consumable Cost: \$35.00/semester

Prerequisite: *Food Science or Culinary Arts with a grade of "C" or higher, or teacher recommendation.*

Culinary Science is designed to provide students with instruction in food processing, safety and sanitation and recipe development. The students will have the opportunity to experience and prepare international cuisine. Catering will allow students to plan, price, prepare and serve restaurant style meals. Students will master intermediate culinary techniques such as broiling, pastry making, and plating. Academic standards, employability skills are integrated throughout the course. Note: This course may be repeated for credit.

5882 WORK AND CAREER READINESS

(Semester) Sophomore, Junior, Senior

Class Hours: Monday and Wednesday 3:45 - 6:00 pm

This course is designed for students who are currently employed or seeking employment. The goal is to provide students with the necessary skills for entry-level employment. Topics covered include job search, interviewing, job skills, career exploration, personal finance, and starting your own business. **NOTE:** Teacher approval required for students requesting the class a second time.

5810 WORK EXPERIENCE

(Semester) Sophomore, Junior, Senior

Class Hours: Monday 3:45 - 6:00 pm

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

This course gives special attention to students who are currently working in Food, Retail or Office Occupations. Knowledge of customer relations, career advancement, safe work habits, tax preparation and terminology used in the industry will be covered.

ENGLISH LANGUAGE ARTS

Department Chairs: Trish Naughtin, tnaughtin@ausd.net & Melissa Wright, mwright@ausd.net
[English Department Website](#)

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. All courses comply with the Common Core State Standards for English Language Arts. In these courses, students will master a variety of language arts skills with both fiction and nonfiction pieces.

ADVANCED PLACEMENT/HONORS ENGLISH

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

10th-12th Grade Preparation for Advanced Placement

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

Expectations of English Advanced Placement and Honors Students

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

2100 ENGLISH 9 A

2101 ENGLISH 9 B

(Year)

UC Approved

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

2150 ENGLISH 10 A

2151 ENGLISH 10 B

(Year)

UC Approved

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

ENGLISH LANGUAGE ARTS

2170 ENGLISH 10 (H) A

2171 ENGLISH 10 (H) B

(Year)

UC Approved, but not for UC honors credit. The course remains an honors course for department purposes.

Completion of English 9 with a grade of "C" or higher in both semesters.

First semester focuses on literature and composition for advanced sophomores in which students explore archetypal patterns in literature. Other schools of literary criticism will also be pursued. Students will develop proficiency in many kinds of composition with the emphasis on writing essays about literature, developing sophisticated academic writing styles, 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*. The second semester 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 11 A

2201 ENGLISH 11 B

(Year)

UC Approved

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

2225 ENGLISH LANGUAGE & COMPOSITION (AP) B

(Year)

UC Approved

Completion of English 10 or 10 (H) with a grade of C or higher both semesters.

Advanced Placement Junior English develops critical thinking and writing skills, preparing students for the Advanced Placement Exam in Language and Composition. Espousing the concept "everything's an argument," the class is an exploration of canonical and emerging canonical nonfiction and fictional works with an emphasis on the early American experience ranging from Puritans to post-civil war. Students will also engage in close reading and annotating nonfiction in **order to comprehend the author's purpose**. In doing so, they will develop an appreciation for diction, syntax, and style and an understanding of the methods of argumentation (rhetoric). Students not only study the American voice, but while they read, write, and study various writing techniques and academic discourse language, they also begin to find their own unique voice. A strong work ethic is encouraged for the rigor of this course. Students must be able to read well, understand grammar, and employ composition skills with a high level of competence before entering this course. In the second semester of junior year, students will explore the themes of American literature as they apply to the twentieth century. As students explore Modernism and postmodern literature, they evaluate the literary and historical landscape's transformation. Required works include *The Great Gatsby* and various 20th and 21st century American literary works. As in all English classes, composition will be an integral part of the study of literature. Synthesis, argument, literary analysis, and personal narratives will lead students to critical reasoning and finding their own unique voice. Students will continue to hone writing and close reading skills in preparation for the AP Language and Composition exam.

ENGLISH LANGUAGE ARTS

2254 ENGLISH 12 - BRITISH LITERATURE

2266 ENGLISH 12 - WORLD LITERATURE

(Year)

UC Approved

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

2282 ENGLISH 12 ERWC (EXPOSITORY READING AND WRITING COURSE) A

2283 ENGLISH 12 ERWC (EXPOSITORY READING AND WRITING COURSE) B

(Year)

UC Approved

This course, developed by California State University faculty, prepares college-bound seniors for the literacy demands of higher education by exploring contemporary issues through different media types. Students develop skills in expository, analytical, and argumentative reading and writing. Modules include a range of texts, such as essays, articles, reports, and full-length novels. The core structure of all the modules, the Assignment Template, progresses along an “arc” from close reading to writing rhetorically. Students will read a range of literary and nonfiction text genres and produce academic essays, creative writing, performances, multimedia presentations, and research reports.

2284 ENGLISH 12 ETHNIC STUDIES LITERATURE A

2285 ENGLISH 12 ETHNIC STUDIES LITERATURE B

(Year)

UC Approved

This course explores the cultural and racial diversity of American society, helping students develop a comprehensive understanding of the American experience. Through a variety of literature, including the experiences of diverse communities, the course highlights and celebrates the contributions, achievements, and perspectives of people of color, examining both historic and contemporary challenges. Students learn about the intersections of racial and ethnic identity with gender, class, sexuality, and other aspects that define individuals and communities.

2286 ENGLISH 12 LATINA/O/X LITERATURE A

2287 ENGLISH 12 LATINA/O/X LITERATURE B

(Year)

UC Approved

This course surveys the history, identity, and oral traditions of Latina/o/x cultures through the lens of literature, covering poetry, drama, novels, short stories, critical essays, and other nonfiction texts that will expose students to the richness and diversity that Latina/o/x cultures have to offer. The first semester of the course will focus on literature and nonfiction texts authored by foundational Latina/o/x writers. The second semester focuses on the 20th and 21st century Latina/o/x writers primarily in the United States, and how the influences of Latin America have shaped American and Latina/o/x identity in the US.

2256 ENGLISH 12 - MYTHS & SCIENCE FICTION A

2257 ENGLISH 12 - MYTHS & SCIENCE FICTION B

(Year)

UC Approved

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

ENGLISH LANGUAGE ARTS

2260 ENGLISH 12 - THE SEARCH FOR HUMAN POTENTIAL A

2261 ENGLISH 12 - THE SEARCH FOR HUMAN POTENTIAL B

(Year)

UC Approved

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

2264 ENGLISH 12 - WOMEN’S LITERATURE A

2265 ENGLISH 12 - WOMEN’S LITERATURE B

(Year)

UC Approved

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

2272 ENGLISH LITERATURE & COMPOSITION (AP) A

2273 ENGLISH LITERATURE & COMPOSITION (AP) B

(Year)

UC Approved

Completion of English 11 or AP English Language and Composition with a grade of “C” or higher in both semesters.

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, 16th century poetry, and 19th and 20th century poetry and fiction. Students will write a minimum of two essays of literary analysis outside of class, in addition to in-class timed writings. Students will also write personal statements for submission to various colleges as a part of the college application process. Students should be strong independent readers, thinkers, and writers to handle the academic rigor at this level; a strong work ethic is necessary. In the second semester, students will sharpen their analytical skills in analyzing prose and poetry. The course will review literature in preparation for the challenging AP Exam in Literature and Composition. The course includes analysis of various types of literature, particularly explication of poetry, as well as techniques needed to write successful timed analytical essays. Students should be strong, independent readers and employ composition skills with a high level of competence before entering this course. Students will write multiple in-class literary analysis essays and reread and analyze three to five works of literary merit. Following the AP exam, the students will complete independent projects related to literature or career exploration.

ENGLISH LANGUAGE ARTS

SDAIE ENGLISH COURSES

(Specially Designed Academic Instruction in English) for English Learners

2102 ENGLISH 9 (SDAIE) A

2103 ENGLISH 9 (SDAIE) B

(Year)

UC Approved

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

2152 ENGLISH 10 (SDAIE) A

2153 ENGLISH 10 (SDAIE) B

(Year)

UC Approved

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

2202 ENGLISH 11 (SDAIE) A

2203 ENGLISH 11 (SDAIE) B

(Year)

UC Approved

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

2252 ENGLISH 12 (SDAIE) A

2253 ENGLISH 12 (SDAIE) B

(Year)

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 LANGUAGE ARTS

ENGLISH ELECTIVES

2300 JOURNALISM NEWSPAPER-ARCADIA QUILL A

2301 JOURNALISM NEWSPAPER-ARCADIA QUILL 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 **Arcadia Quill**. Interviewing, news reporting, writing, and editing skills are taught. Students seeking staff positions must be self-motivated, be self-directed, write well, have strong organizational skills, work well under pressure, be meticulous in work habits, and understand the importance of deadlines. Student editorial staff members plan and execute the entire publication process. Members of the **Arcadia Quill** 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

(May be repeated for credit)

UC Approved

(Application and Interview required)

Students must maintain a grade of "C" or better in English classes OR approval of the instructor.

Students on the **Arcadian** yearbook staff will be required to learn layout design, copy, writing and editing, photo cropping and placement, and computer graphics with use of Adobe InDesign CS and Photoshop programs. Students seeking staff positions must be self-motivated, be self-directed, write well, have strong organizational skills, work well under pressure, be meticulous in work habits, and understand the importance of deadlines. Student editorial staff members plan and execute the entire publication process. Members of the **Arcadian** staff gain experience with budgeting, planning, and learning journalistic skills. Additional work hours at lunchtime, before, and after school outside of the designated class period may be required.

2312 CREATIVE WRITING A

2313 CREATIVE WRITING B

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

This course satisfies elective credit in English. This course gives students strategies and practice in writing poetry, prose, and criticism. Through writing groups and blogs, students will discuss the aesthetic values of word choice, the importance of criticism, and the demands of finding one's own voice. First semester students begin by journal writing, then move to creative voice assignments and poetry. They develop their own websites and often share their poetry and prose. By the second semester, students begin writing short story fiction, and eventually end the year writing a screenplay treatment or novela. Students often enter writing contests and are encouraged to publish their work. Writers are required to participate and share their poetry and prose.

2314 ONLINE CREATIVE WRITING A

2315 ONLINE CREATIVE WRITING B

(Year) Sophomore, Junior, Senior

UC Approved

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 online 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.

ENGLISH LANGUAGE ARTS

2354 SPEECH TEAM/DEBATE TEAM A

2355 SPEECH TEAM/DEBATE TEAM B

(Semester) Freshman, Sophomore, Junior, Senior

(May be repeated for credit)

UC Approved

(Needs Instructor approval)

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.

ENGLISH LANGUAGE ARTS

ELD PROGRAM

The English Language Development (ELD) program provides 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.

Description of Program Options and Goals for English Learners

A description of the language acquisition programs provided in the Arcadia Unified School District is listed below.

Structured English Immersion (SEI) Program

A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English language acquisition occurs as rapidly and effectively as possible and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards.

High School English Language Development (ELD) Program

- ELD 1 and ELD 2 students are placed in two periods of ELD with a certified teacher.
 - One period is dedicated to ELD Reading/Literature.
 - One period is dedicated to ELD Composition.
 - Students are placed in either Sheltered or Specially Designed Academic Instruction in English (SDAIE) classes.
- ELD 3 students are placed in one period of ELD with a certified teacher.
 - Students are placed in Specially Designed Academic Instruction in English (SDAIE) classes.
- Students in Level 4 at the high school continue to receive Specially Designed Academic Instruction in English (SDAIE). They are generally placed in grade-appropriate core and elective courses.

Goals for English Learners

- The goals of the ELD program are for students to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.
- English Language Development (ELD 1, 2, 3 & 4/SDAIE) provides instruction in English only and is based upon ELD and grade level English/Language Arts standards.

The Arcadia Unified School District English Language Development Program is aligned with all state and federal guidelines and legislation. Parents have the right to request their child be withdrawn from the ELD program; however, all students withdrawn from ELD are required by law to take the ELPAC annually until they meet reclassification criteria. AUSD remains obligated to provide the student meaningful instruction until the student exits the program, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. Parents are encouraged to work with the ELD teacher if there are concerns about ELD placement or the ELD program. Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (EC Section 52062). If interested in a different program from the one listed above, please contact Ms. Karen DuBerke, Assistant Principal, who oversees the ELD Program.

English Language Development Terminology:

1. **English Language Development (ELD)** refers to second-language instruction with the purpose of developing the student's English skills in listening, speaking, reading, and writing to a proficient level in both fluency and literacy. Four ELD levels are in the English Language Development program: ELD 1 - emerging level; ELD 2 - early to late expanding level; ELD 3 - late expanding level; and ELD 4/SDAIE – bridging level.
2. **English Learner (EL)** refers to a student in the English Language Development program.
3. **Specially Designed Academic Instruction in English (SDAIE)** indicates classes which give the English Learner access to the core curriculum. The classes are taught at the appropriate grade level of instruction in the core-curriculum, and they are delivered in English using special methodologies and strategies in order to ensure comprehension of the content. All of the ELD courses offer high school graduation credit, and SDAIE courses meet University of California approval.

ENGLISH LANGUAGE ARTS

ELD Assessment and Placement Procedures:

1. The Education Code of the State of California requires 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' ELPAC test results and other school site data determine their English class placement. Those students whose test results indicate proficiency in English will be enrolled in a general education English class and those students whose English is limited will be recommended for the ELD program.
3. As students progress through the ELD program, they are reassessed at the end of each semester for the appropriate ELD level and classes. Although all classes are year-long, changes may occur within the first 3 weeks of the semester, if necessary, and provided there is space available in the next level.

Reclassification Requirements:

English Language Proficiency

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

English Academic Achievement

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

Students will be considered for reclassification when they meet all required criteria.

ELD Levels and Classes:

ELD 1: (9-12) (year course)

- ELD 1 Composition and ELD 1 Reading

These classes consist of two periods of instruction and students must be enrolled in both periods.

ELD 2: (9-12) (year course)

- ELD 2 Composition and ELD 2 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

This composition and literature class meets one period per day.

ELD 4/SDAIE: (9-12) (year course)

- ELD 4/SDAIE

English Learners are enrolled in SDAIE English courses based on grade level. Upon recommendation, an English Learner may also be concurrently enrolled in ELD 3.

ENGLISH LANGUAGE ARTS

English Language Development Courses:

2400 ELD 1 Composition A

2401 ELD 1 Composition B

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

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

2402 ELD 1 Reading A

2403 ELD 1 Reading B

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

2420 ELD 2 Composition A

2421 ELD 2 Composition B

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

2422 ELD 2 Reading A

2423 ELD 2 Reading B

This course is designed for intermediate English learners at the **Early to Late Expanding Proficiency Level** who are at the **beginning to intermediate stages of language acquisition**. The course introduces students to literary genres and elements, as well as develops students' abilities to understand and interpret a broad range of English literature. Through literary selections, students continue improving their social and academic English vocabulary and skills. Students also use strategies for listening, speaking, reading, and writing to prepare them for mainstream English courses. **This course is designed to meet the elective requirement for graduation from high school, and students must be concurrently enrolled in ELD 2 Composition and ELD 2 Reading.**

ENGLISH LANGUAGE ARTS

2430 ELD 3 A

2431 ELD 3 B

This course is designed for intermediate English learners at the **Early to Late Expanding Proficiency Level** who are at the **intermediate stage of language acquisition**. The course develops students' understanding of literary themes, genres, and elements, as well as supports students' abilities to comprehend and interpret English literature. Students will work independently and in small groups on projects, oral presentations and speeches, and long essays. Through literary selections, students advance their academic English vocabulary and skills. Students also use strategies for listening, speaking, reading, and writing to prepare them for mainstream English courses.

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.

SDAIE English 9-12

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

Content Classes for English Learners:

English Department:

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

Science Department:

- Science (Sheltered)

Social Science Department:

- Social Science (Sheltered)

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

SDAIE content courses are designed for English learners at the **Expanding and Bridging Proficiency Levels** (i.e. ELD 3s and 4s). These English learners are at the **intermediate to advanced stages of language acquisition**. SDAIE content courses provide English learners with appropriate scaffolding, as well as promote academic success in mainstream English, Science, and Social Science courses.

MATHEMATICS

Department Chair: Dave Silah, dsilah@ausd.net
[Math Department Website](#)

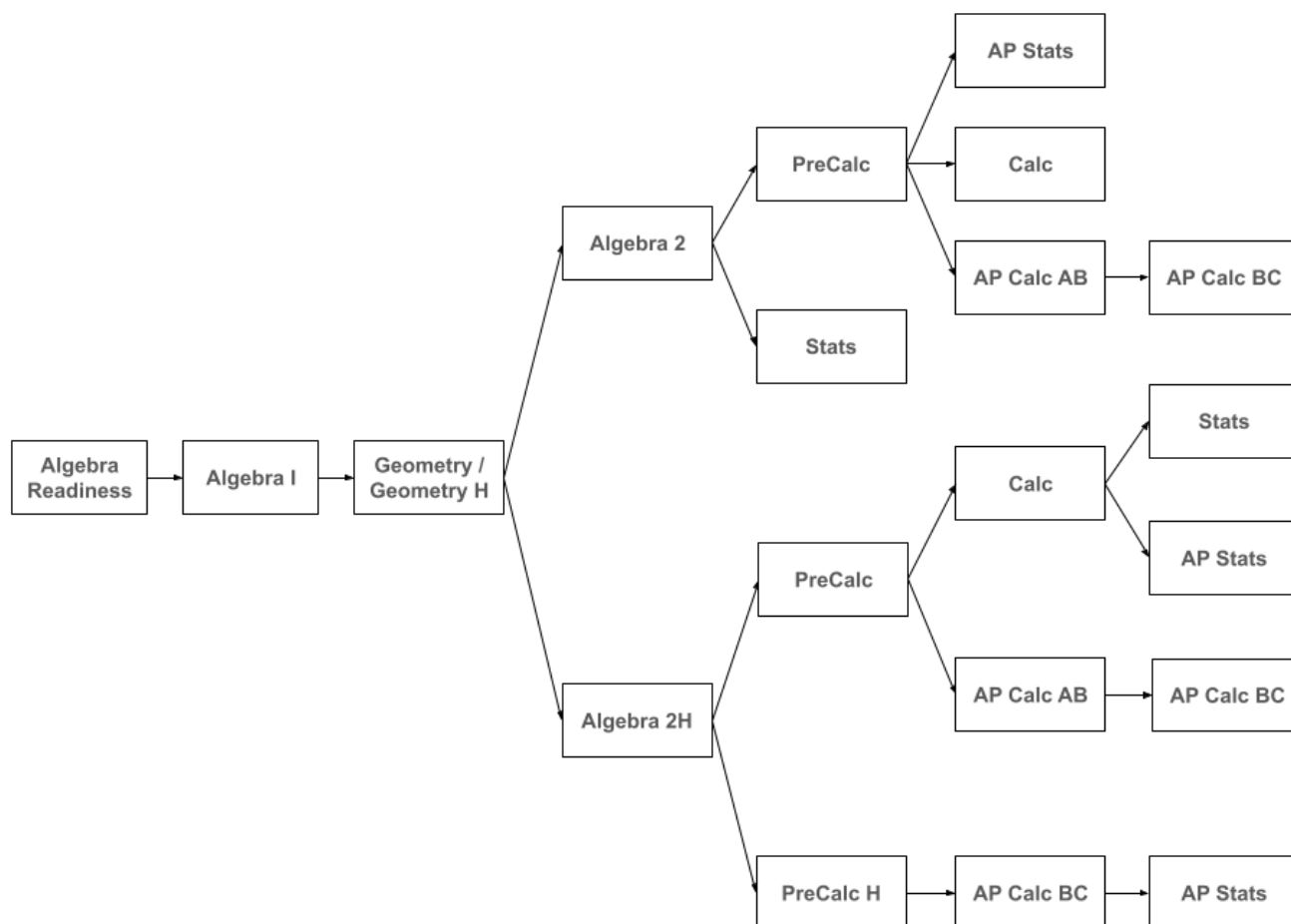
Through the mathematics curriculum, students develop analytical and logical thinking skills. These skills will prove useful for the student regardless of the college or career path taken following high school. Through participation in Arcadia High School's comprehensive mathematics program, students will be well-prepared for their post-secondary career and study in many diverse areas including mathematics, science, engineering, computer science, the social sciences, and other subject areas.

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

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

Suggested Course Progressions

Below are various progressions of math courses that students can take at Arcadia High School.



Please Note:

- Calculus can be taken at any point after Precalculus.
- Statistics can be taken at any point after Algebra 2.
- AP Statistics can be taken at any point after Precalculus.
- The Math Department highly recommends that students intending to take Algebra 2H, take the year long Geometry (H) class.
- The Math Department highly recommends that students take the year long Algebra I class, rather than online and/or during the summer.

MATHEMATICS

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, they 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.

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 an official transcript to your college. Private tutors, or tutoring services that are not accredited schools, cannot send official 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 assessment.

Q: I took Math 8 in middle school. Should I take Algebra I in the summer?

A. The Math Department highly recommends students take the year long Algebra I class, rather than online and/or in the summer.

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 students' 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.

MATHEMATICS

COURSE DESCRIPTIONS

1020 ALGEBRA READINESS A

1021 ALGEBRA READINESS B

(Year) Freshman, Sophomore, Junior, Senior

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

1100 ALGEBRA 1A

1101 ALGEBRA 1B

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

The main purpose of 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. The Math Department highly recommends students take the year long Algebra I class, rather than online and/or in the summer.

1150 GEOMETRY A

1151 GEOMETRY B

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Completion of Algebra 1 with at least a rising C average.

Geometry is the study of points, lines and areas in a single plane, and some extension into three-dimensional space. Emphasis is also placed on creating a consistent set of axioms and using deductive reasoning to write proofs and derive theorems. Students need to have a strong foundation in algebraic concepts.

1170 GEOMETRY (H) A

1171 GEOMETRY (H) B

(Year) Freshman, Sophomore, Junior, Senior

UC Approved, but not for UC honors credit. The course remains an honors course for departmental purposes.

Completion of Algebra 1 with at least a rising C average.

Recommendation: Grade of "B" or better in both semesters of Algebra 1

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.

NOTE: The Math Department highly recommends that students intending to take Algebra 2(H), take the year long Geometry (H) class.

1200 ALGEBRA 2A

1201 ALGEBRA 2B

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

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

A further study of Algebra, this course includes analysis of higher degree equations, logarithmic and exponential functions, complex numbers, conic sections, probability, sequences and series, and an introduction to trigonometry.

MATHEMATICS

1220 ALGEBRA 2 (H) A

1221 ALGEBRA 2 (H) B

(Year) Freshman, Sophomore, Junior, Senior

UC Approved, but not for UC honors credit. The course remains an honors course for department purposes.

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

Recommendation: Grade of “B” or better in all semesters of Algebra 1 and Geometry or Geometry (H)

This honors-level course is similar to Algebra 2, but includes more trigonometry and analytical geometry and covers material at a faster pace. Problems are generally more challenging and require exceptional algebra and geometry skills.

Topics not covered in Algebra 2 will be covered.

1250 PRECALCULUS A

1251 PRECALCULUS B

(Year) Sophomore, Junior, Senior

UC Approved

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

This course prepares the student for Calculus. Topics covered include an in-depth study of all the elementary functions, inverse functions, conic sections, matrices and determinants, higher degree polynomial functions, logarithmic and exponential functions, sequences and series, math induction and an in-depth study of trigonometry.

NOTE: Students may not drop from Precalculus into Statistics.

1270 PRECALCULUS (H) A

1271 PRECALCULUS (H) B

(Year) Sophomore, Junior, Senior

UC Approved, eligible for UC honors credit

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

The three-semester sequence of Algebra 2 (H) and Precalculus (H) A covers the same material found in the four-semester sequence of Algebra 2 and Precalculus. Precalculus (H) B begins with an extensive study of limits of functions, which leads to the definition of the derivative of a function. Derivatives and their applications are then studied in detail. Students will work with a graphing calculator to analyze functions and their derivatives. Students who successfully complete the course may continue with AP Calculus BC in the fall.

1300 CALCULUS A

1301 CALCULUS B

(Year) Junior, Senior

UC Approved

Completion of Precalculus with at least a rising C average.

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 at least a rising C average.

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

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

MATHEMATICS

1324 CALCULUS BC (AP) A

1325 CALCULUS BC (AP) B

(Year) Junior, Senior

UC Approved

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

This course begins with a review of Precalculus (H) B (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 applications 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 at least a rising C average.

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

1370 STATISTICS (AP) A

1371 STATISTICS (AP) B

(Year) Junior, Senior

UC Approved

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

AP Statistics introduces the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Major topics include: observing patterns and departures from patterns, planning a process for collecting data, producing models using probability and simulation, and applying statistical inference. Use of the Texas Instruments TI-83 calculator is incorporated into the curriculum. Students may enroll in AP Statistics concurrently with other math classes such as Precalculus, Precalculus (H) or AP Calculus AB or BC.

5024 COMPUTER SCIENCE A (AP) A

5025 COMPUTER SCIENCE A (AP) B

(CTE Capstone Course)

(Year) Sophomore, Junior, Senior

UC Approved *(may be taken as an additional year of math beyond the minimum 3 year requirement)*

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

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

NON-DEPARTMENT COURSES

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 course selection 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 SCIENCE AIDE A

5505 LIBRARY SCIENCE AIDE B

(Semester) Sophomore, Junior, Senior

Students will be assigned to the library for one period to assist in the everyday operations of the library. Library science aides greet visitors as well as teachers and students, take information, and answer questions. Library science aides retrieve and shelve library materials and textbooks, read library shelves, and assist the library staff with various projects. They also assist with technology needs, such as chromebook and printer troubleshooting. With customer service and organization at the forefront, this position provides students with college and career experience.

5508 TECHNOLOGY AIDE A

5509 TECHNOLOGY AIDE B

(Semester) Sophomore, Junior, Senior

Technology Aides assist Library Media Center staff with Chromebook needs, perform minor hardware and software repairs, and explore various operating systems. Working alongside District TIS staff as mentors, students develop problem-solving abilities by troubleshooting computer issues and providing technology support to teachers. Technology Aides build a strong foundation in computer technologies, concepts, and terminology, while also strengthening critical thinking, teamwork, and customer service skills. Students will collaborate directly with site and district staff to support the implementation of 21st-century skills in the classroom, enhancing both their technical expertise and professional communication.

5530 ACADEMIC MENTOR A

5531 ACADEMIC MENTOR B

(Semester) Junior, Senior

Requires strong academic skills in core classes with a desire to assist peers.

Academic Mentor is an elective class where, under the guidance of a teacher, students work with peers who are struggling or need individual attention in one or more of their academic courses. Students will be assigned to provide academic support in a classroom during one period a day. A student's strengths and preferences will be taken into consideration.

5540 AVID MENTOR A

5541 AVID MENTOR B

(Semester) Junior, Senior

AVID tutors are chosen through an application process.

The AVID MENTOR program is a year-long 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.

NON-DEPARTMENT COURSES

5650 CIVIL LAW

(Semester) Freshman, Sophomore, Junior, Senior

UC Approved

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

5652 CRIMINAL LAW

(Semester) Freshman, Sophomore, Junior, Senior

UC Approved

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

5740 AVID 9 A

5741 AVID 9 B

5742 AVID 10 A

5743 AVID 10 B

5744 AVID 11 A

5745 AVID 11 B

5748 AVID 12 A

5749 AVID 12 B

(Year) Freshman, Sophomore, Junior, Senior

UC APPROVED

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 a strong 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.

NON-DEPARTMENT COURSES

5930 STUDY HALL A

5931 STUDY HALL B

(Semester) Sophomore, Junior, Senior

Study Hall is an elective class that offers time within the regular school day for students to complete assignments, projects, homework, or other academic tasks. Students can also utilize the class period to decompress.

5960 ASB LEADERSHIP A

5961 ASB LEADERSHIP B

(Year) Freshman, Sophomore, Junior, Senior

Elected student officers and instructor's approval

The purpose of this 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 helps 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 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, 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.

4253 MEDIA INTERN A

4254 MEDIA INTERN B

(Year) Sophomore, Junior, Senior

Media Interns are chosen through an application and interview process

Students will work with AHS programs to learn how to create engaging and relevant content to promote school events and opportunities. Students will learn various social media strategies and media interfaces. Students will work under the guidance of staff in charge of each program including but not limited to Athletics, Library, and Wellness.

PERFORMING ARTS

Department Chair: Kevin Sherrill, ksherrill@ausd.net
[Performing Arts Department Website](#)

INSTRUMENTAL MUSIC PROGRAM

4532 MUSIC APPRECIATION

(Semester) Freshman, Sophomore, Junior, Senior

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

4500 CONCERT BAND A

4501 CONCERT BAND B

(Year) Freshman

UC Approved

Student audition and/or permission of instructor and one year introductory instrument course is required; students must demonstrate the ability to read music and possess the stamina necessary for full participation.

Concert Band offers a daily musical experience with emphasis in the first semester on musicianship and preparation of music for football game halftime, fall parades and field shows. The second semester is devoted to concert music of a more serious nature. Spring performances include concerts and festivals.

4506 SYMPHONIC BAND A

4507 SYMPHONIC BAND B

(Year) Sophomore, Junior, Senior

UC Approved

Permission of instructor

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

4512 WIND ENSEMBLE A

4513 WIND ENSEMBLE B

(Year) Sophomore, Junior, Senior

UC Approved

Student audition and/or permission of instructor

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

3550 MARCHING BAND PE

(Year - Period 1 starts at 8:10 am Fall Semester, starts at 8:30 am in Spring Semester)

Freshman, Sophomore, Junior, Senior

Recommendation of instructor is required; students must demonstrate the ability to read music and must possess the stamina necessary for full participation.

Students enrolled in Marching Band are required to be concurrently enrolled in a Concert Band, Symphonic Band or Wind Ensemble class. Participation in Marching Band includes practices and performances outside of the school day from August to Thanksgiving, including Saturdays. There are no rehearsals outside of the school day from December through June. One semester of Marching Band fulfills one semester of the PE requirement.

NOTE: Concurrent enrollment in a Concert Band, Symphonic Band or a Wind Ensemble class is mandatory.

PERFORMING ARTS

3556 DANCE PROP PRODUCTION A

3557 DANCE PROP PRODUCTION B

(Color Guard)

(Year-period 1 only) Freshman, Sophomore, Junior, Senior

UC Approved

Student audition and/or permission of instructor – tryouts in spring for the following school year

This class teaches dance movement and dance skills through the use of artistic props and costumes, which necessitate supplementary costs. Fundraising activities are made available to assist with cost. Performance opportunities exist both with the Marching Band in the fall and as an independent unit in the spring. Students learn and perfect routines for public performances and competitions, which require travel outside of the school day and may include competitions out of state in the spring. Additional costs may be incurred for the spring costumes and travel.

NOTE: A student in Dance Prop Production may receive **fine arts** or **physical education credit** toward high school graduation.

4550 INTERMEDIATE PERCUSSION ENSEMBLE A

4551 INTERMEDIATE PERCUSSION ENSEMBLE B

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Permission of the instructor, previous percussion or piano background is required; students must demonstrate the ability to read music and possess the stamina necessary for full participation.

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

NOTE: These students are not enrolled in Marching Band.

4554 ADVANCED PERCUSSION ENSEMBLE A

4555 ADVANCED PERCUSSION ENSEMBLE B

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Permission of instructor is required; 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.

4600 PREMIER ORCHESTRA A

4601 PREMIER ORCHESTRA B

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Prior playing experience is recommended but is not required.

Premier Orchestra is an open level orchestra focusing on fundamentals, proper technique, and ensemble musicianship through performance of a variety of orchestral literature covering a wide scope of musical eras and styles. Students also have an opportunity to work in a small ensemble. Performances include concerts, recitals, and music festivals

4606 STRING ORCHESTRA A

4607 STRING ORCHESTRA B

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Audition is required.

String Orchestra is an intermediate orchestra designed to give students an opportunity to develop their individual technique, 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.

PERFORMING ARTS

4608 CONCERT ORCHESTRA A

4609 CONCERT ORCHESTRA B

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Audition is required.

Concert Orchestra is an advanced orchestra designed to give students an opportunity to strengthen their individual technique, 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 A

4613 SYMPHONY ORCHESTRA B

(Year) Sophomore, Junior, Senior

UC Approved

One year of high school orchestra and audition are required.

Symphony Orchestra 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 Wind Ensemble. 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 students 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.

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 to audition for the advanced groups. Students learn the basics of music theory and some music history, and they will gain experience singing in parts. The course focuses on developing self-confidence. Concert Choir also includes a unit in functional piano skills and an exploratory unit on music therapy.

4664 ADVANCED CHORUS A

4665 ADVANCED CHORUS B

(Year) Sophomore, Junior, Senior

UC Approved

Audition only. Previous experience is desired.

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

PERFORMING ARTS

THEATER ARTS

4700 BEGINNING THEATER ARTS A

4701 BEGINNING THEATER ARTS B

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

This is a beginning course in Theater. Vocabulary, pantomime, voice, body movement, improvisation, and general theater skills will be emphasized. Play reading and theater attendance will be required. This is a great class to build on vocal and presentation skills that will enhance any career students choose to enter. Each semester will culminate in a fully staged one act play that cast members will perform in front of a live audience. All rehearsals are held during the class period.

4704 INTERMEDIATE THEATER ARTS A

4705 INTERMEDIATE THEATER ARTS B

(Year) Sophomore, Junior, Senior

UC Approved

Completion of Beginning Theater Arts AND an audition with the instructor is required.

This is an intermediate course for the more serious theater student emphasizing in-depth acting methods, stage makeup, and stage combat. This course will prepare students for Advanced Theater Arts with a more advanced study of voice and movement, in-depth character and play analysis. Study and exercises will culminate in a DTASC showcase and a fully staged play in front of a live audience. Intermediate students are also encouraged to audition for the Spring musical.

NOTE: Students are required to usher one main stage production per semester. This involves a 3 day commitment on the days of the performance.

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 the instructor is required.

This course is designed to emphasize all aspects of public performance, competition, and in-depth acting technique. Students will perform in two fully staged 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 make-up design are emphasized throughout the course of the year. Advanced Theater students get the opportunity to work alongside various professional performing artists in the industry to enhance their technique.

4716 STAGECRAFT A

4717 STAGECRAFT B

(CTE Introductory/Concentrator Course)

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Stagecraft is a comprehensive course in which students develop skills in scene design, set construction, stage lighting, sound production, scenery painting, and property making. Students gain experience assisting in designing, constructing, and maintaining scenery for various productions at Arcadia High School.

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

4718 ADVANCED STAGECRAFT

4719 ADVANCED STAGECRAFT

(CTE Capstone Course)

(Year) Sophomore, Junior, Senior

UC Approved

Completion of Stagecraft with a college qualifying grade of "C" or higher or by teacher approval is required.

Advanced Stagecraft is a continuation of the skills developed in Stagecraft. The course will focus on Crew Leadership and Design in Scenic, Lighting, Sound, Costume, and Props. Students will gain experience designing and leading productions at Arcadia High School. **NOTE:** Additional time outside of class will be required during production times to lead crews, prepare the Theater, and create a full show. This course is articulated with Citrus College which means students may advance to intermediate levels.

PERFORMING ARTS

DANCE PROGRAM

3562 BEGINNING DANCE A

3563 BEGINNING DANCE B

(CTE Introductory Course)

(Year Long Course) Freshman, Sophomore, Junior, Senior

UC Approved

This year-long introductory dance course is designed for students who are eager to explore the art of movement and advance through the dance pathway. Focusing on foundational technique, performance skills, and the basics of dance production, students will develop strength, flexibility, and coordination through a variety of dance styles and topics, including ballet, contemporary, jazz, and choreography. Other dance related topics are introduced including health and nutrition, dance analysis, historical, and cultural dance forms. Students will perform in two department productions (1 each semester), showcasing their growth in technique and artistry. Whether pursuing dance as a hobby or considering a more serious commitment, this course offers a supportive and engaging environment to discover the joy of dance. This course may be used to fulfill the following requirements, PE, Health & VPA. This course may be repeated for credit.

3564 INTERMEDIATE DANCE A

3565 INTERMEDIATE DANCE B

(CTE Concentrator Course)

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Student audition and/or permission from the instructor is required.

This class is geared toward the intermediate dancer who understands basic dance technique and is ready for more challenging material and an introduction to choreography. Jazz, Performance, Ballet, Modern and Choreography units are covered. Other dance related topics include careers in the dance industry, dance in higher education, health and nutrition for the dancer, historical and cultural dance forms, and dance analysis. There is a mandatory public performance each semester outside of the school day. This course can be taken more than once. This course may be used to fulfill the following requirements, PE, Health & VPA.

3570 ORCHESIS A

3571 ORCHESIS B

(CTE Capstone Course)

(Year - 0 and 1st period only) Sophomore, Junior, Senior

UC Approved

Student audition and/or permission of instructor. 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. This course may be used to fulfill the following requirements, PE, Health & VPA. 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 Chair: Jason Franz, jfranz@ausd.net
[Physical Education Department Website](#)

Philosophy

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

PE Requirement

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

Health Requirement

Students who do not take Physical Education (Athletics, Color Guard, Pep Squad, or Band) will need to meet the Health requirement by taking a health class online. Classes will be offered to students through Independent Study throughout the school year or through AEF Summer School (fee based program).

3502 PHYSICAL EDUCATION 9

Fall Semester

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

Spring Semester

The primary emphasis of the freshman curriculum is dual and individual sports. Students will also participate on a daily basis in fitness activities aimed at improving their cardiovascular fitness, overall muscular strength, and flexibility. In addition, one or two days each week, students may participate in weight training. All students will also be required to complete the California FitnessGram assessment.

3503 PHYSICAL EDUCATION 9 WITH HEALTH

Fall Semester

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

Spring Semester

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

PHYSICAL EDUCATION

3510 PHYSICAL EDUCATION 10A

Fall Semester

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

3511 PHYSICAL EDUCATION 10B

Spring Semester

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

Physical Education Elective Program

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 may include indoor sports, vertical rock wall climbing, running, flexibility, cardiovascular fitness, strength training, and walking off-campus. Participation waivers are required. Students will be guided in designing their own personal fitness workout. Students will participate in formal physical and written assessments. This course may be taken more than once.

3516 SPORTS AND CONDITIONING

(Semester) Junior, Senior

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

3517 WEIGHT TRAINING & CONDITIONING

(Semester) Junior, Senior

Students will participate in weight training activities three to five days each week. Utilization of both free weights and machines will be employed, as well as circuit training. One to two days each week students may participate in conditioning activities.

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 Interscholastic Federation rules and regulations.

3830 PEP SQUAD A

3831 PEP SQUAD B

(Year) Freshman, Sophomore, Junior, Senior

Class Hours: Meets sixth period

Audition required

This class is required for Pep Squad members. Tryouts are held second semester. The squad is composed of the following groups: Pep Flags, Song, and Cheer. Students may receive PE credit. Participation in pep squad includes practices, rehearsals, and performances outside of the school day, including a few Saturdays, which they are required to attend. These are included but not limited to morning practices to prepare for performances in assemblies, competitions, and pep rallies.

PHYSICAL EDUCATION

3550 MARCHING BAND PE

(Year - Period 1 starts at 8:10 am in Fall Semester but starts at 8:30 am in Spring Semester)

Freshman, Sophomore, Junior, Senior

Recommendation of instructor is required; students must demonstrate the ability to read music and must possess the stamina necessary for full participation.

Students enrolled in Marching Band are required to be concurrently enrolled in Concert Band, Symphonic Band or Wind Ensemble class. Participation in Marching Band includes practices and performances outside of the school day from August to Thanksgiving, including Saturdays. There are no rehearsals outside of the school day from December through June. One semester of Marching Band fulfills one semester of the PE requirement.

NOTE: Concurrent enrollment in a Concert Band, Symphonic Band or a Wind Ensemble class 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.

3562 BEGINNING DANCE A (PERF)

3563 BEGINNING DANCE B (PERF)

(CTE Introductory Course)

(Year Long Course) Freshman, Sophomore, Junior, Senior

UC Approved

This year-long introductory dance course is designed for students who are eager to explore the art of movement and advance through the dance pathway. Focusing on foundational technique, performance skills, and the basics of dance production, students will develop strength, flexibility, and coordination through a variety of dance styles and topics, including ballet, contemporary, jazz, and choreography. Other dance related topics are introduced including health and nutrition, dance analysis, historical, and cultural dance forms. Students will perform in two department productions (1 each semester), showcasing their growth in technique and artistry. Whether pursuing dance as a hobby or considering a more serious commitment, this course offers a supportive and engaging environment to discover the joy of dance. This course may be used to fulfill the following requirements, PE, Health & VPA. This course may be repeated for credit.

3564 INTERMEDIATE DANCE A (PERF)

3565 INTERMEDIATE DANCE B (PERF)

(CTE Concentrator Course)

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Student audition and/or permission of instructor.

This class is geared toward the intermediate dancer who understands basic dance technique and is ready for more challenging material and an introduction to choreography. Jazz, Performance, Ballet, Modern and Choreography units are covered. Other dance related topics include careers in the dance industry, dance in higher education, health and nutrition for the dancer, historical and cultural dance forms, and dance analysis. There is a mandatory public performance each semester outside of the school day. The course can be taken more than once. Students in Intermediate Dance may receive fine arts or physical education credit toward high school graduation.

PHYSICAL EDUCATION

3570 ORCHESIS A (PERF)

3571 ORCHESIS B (PERF)

(CTE Capstone Course)

(Year), (0 and 1st period) Sophomore, Junior, Senior

UC Approved

Student audition and/or permission of instructor and completion of Intermediate Dance are required for Sophomores.

This class teaches warm-ups, strengthening, advanced dance techniques, and an in-depth study of elements of choreography. Students prepare for the annual Charity Show and Orchesis Spring Production, which are presented to the public. Students develop a repertoire of choreographic work including working with professional guest choreographers. Students are exposed to a wide variety of dance genres and develop the skills required to manage and direct a dance company. Other dance related topics included are careers in the dance industry, preparation of resume and career building materials, audition experience, dance in higher education, and dance analysis. There is an extensive amount of outside rehearsal time which students are required to attend. A student in Orchesis may receive fine arts or physical education credit toward high school graduation. This course may be used to fulfill the following requirements, PE, Health & VPA. In regards to required supplies and outside dance class requirements, scholarships and financial alternatives are available for students with financial constraints.

NOTE: Students will earn 10 credits each semester. This course is articulated with Glendale City College which means students may advance to intermediate levels.

SCIENCE

Department Chair: Yumiko Goto, ygoto@ausd.net
[Science Department Website](#)

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 8 science and engineering practices: developing and using models, asking questions, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, engaging in arguments from evidence, and obtaining, evaluating, and communicating information. With the exception of Science (Sheltered), all AHS science courses fulfill the UC Lab Science Requirement. Students are encouraged to discuss their needs and interests with parents, counselors, and teachers in order to select the most appropriate course after carefully reviewing the course descriptions.

AHS GRADUATION REQUIREMENT

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

SUMMER SCHOOL

Biology, Chemistry, and Physics classes that are offered at AHS may be taken over the summer in order to fulfill graduation requirements, to accelerate, or to meet a prerequisite for another science class. Due to the compressed nature of summer school science classes (a yearlong course condensed into six 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.

FAQs

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, more units of study, and/or requiring more independent work and time management skills. 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. Students are expected to take the AP Exam in May.

Q: Can I take more than one science class in the same year?

A: Students in grades 9 through 11 are only allowed to take one science course per year. Students in grade 12 are allowed to take two science courses.

Life Science Classes Options (need 5 credits to graduate) <i>* = has math prerequisite requirements</i>	Physical Science Classes Options (need 5 credits to graduate) <i>* = has math prerequisite requirements</i>	
1650 BIOLOGY A 1651 BIOLOGY B 1660 BIOLOGY (H) A* 1661 BIOLOGY (H) B* 1670 BIOLOGY (AP) A 1671 BIOLOGY (AP) B 1800 HUMAN ANATOMY AND PHYSIOLOGY A 1801 HUMAN ANATOMY AND PHYSIOLOGY B	1700 CHEMISTRY A 1701 CHEMISTRY B 1720 CHEMISTRY (H) A* 1721 CHEMISTRY (H) B* 1724 CHEMISTRY (AP) A 1725 CHEMISTRY (AP) B	1750 PHYSICS A 1751 PHYSICS B 1770 PHYSICS (H) A* 1771 PHYSICS (H) B* 1776 PHYSICS C (AP) A* 1777 PHYSICS C (AP) B*

SCIENCE

1650 BIOLOGY A

1651 BIOLOGY B

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Biology is designed as an introductory NGSS life science laboratory course with Earth Science integration. Students will use the 8 science and engineering practices to cover topics such as the chemistry of life, ecology, cell biology, genetics, and evolution. Students will complete activities (models and labs) and will use critical thinking skills (logical reasoning and problem solving) to interpret data. Students will explain the role of biology in our lives through effective communication. Successful completion of this course will satisfy graduation requirements for life science. One year of physical science is also required for high school graduation.

1660 BIOLOGY (H) A

1661 BIOLOGY (H) B

(Year) Freshman, Sophomore, Junior, Senior

UC Approved, but not for UC honors credit. The course remains an honors course for department purposes.

Completion of or concurrent enrollment in Algebra 1

Recommendation: Completion of Algebra 1 with a "B" or higher in both semesters.

Biology Honors is a challenging course in which topics covered and laboratory exercises will be in depth and involve advanced analysis and research. The course will focus more on mathematical concepts, graphing of data, and an extended list of vocabulary. 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. Biology Honors will have a comprehensive final examination, or a substantive culminating project. Successful completion of this course will satisfy graduation requirements for life science. One year of physical science is also required for high school graduation.

1670 BIOLOGY (AP) A

1671 BIOLOGY (AP) B

(Year) Sophomore, Junior, Senior

UC Approved

Completion of Biology with a grade of "C" or higher in both semesters.

Recommendation: Biology with "A" or Biology (H) with a "B" or better **and** completion of Chemistry.

AP Biology is designed to be equivalent to a first year college level general biology course. Students will study materials presented in a comprehensive, rigorous, and quickly paced manner. Part of the course requires laboratory experiments to engage in science practices and skills needed for application of essential concepts on the AP Exam. The course stresses biological and chemical problem solving in much more detail than a general high school biology course. Students are expected to be independent learners and to devote extensive studying beyond the basic concepts. Detailed ideas of molecules, chemistry, cells, energy transfer, genetics, evolution, feedback mechanisms, and ecology are included in this course.

1700 CHEMISTRY A

1701 CHEMISTRY B

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Recommendation: Completion of Algebra 1 with a grade of "C" or higher in both semesters.

Chemistry is designed as an introductory NGSS physical science laboratory course with Earth Science integration. Students will use the 8 science and engineering practices to cover topics such as atomic structure, nomenclature, bond formation, chemical reactions, gases, reaction rates, thermodynamics, and some stoichiometric calculations with geochemical and biogeochemical applications. Students are expected to have some foundational level of understanding of basic algebraic problem solving. Successful completion of this course will satisfy graduation requirements for physical science. One year of life science is also required for high school graduation.

SCIENCE

1720 CHEMISTRY (H) A

1721 CHEMISTRY (H) B

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Completion of Algebra 1 with a grade of "C" or higher in both semesters.

Recommendation: Completion of Algebra 1 with an "A" in both semesters.

Chemistry Honors is a challenging high school level course in which students need strong mathematical skills. Material is cumulative such that concepts and calculations heavily depend on mastery of previous material. Chemistry Honors is designed for students wishing to pursue a faster and more in-depth study of topics covered in Chemistry. Students are expected to have a strong background in analytical problem solving and critical thinking skills. Successful completion of this course will satisfy graduation requirements for physical science. One year of life science is also required for high school graduation.

1724 CHEMISTRY (AP) A

1725 CHEMISTRY (AP) B

(Year) Sophomore, Junior, Senior

UC Approved

Completion of Chemistry or Chemistry (H), Physics (H) or AP Physics C, with a grade of "C" or higher in both semesters.

Recommendation: Completion of Chemistry with an "A," Chemistry (H) with a "B" or higher, or AP Physics C with a "B" or higher in both semesters.

AP Chemistry is designed to be equivalent to a first year college level general chemistry course and will provide an excellent background for students who wish to pursue a science major in college. Students planning to take AP Chemistry need to have a strong background in mathematics and quantitative reasoning skills and ideally should have an interest in Chemistry. Content covered in the Chemistry and Chemistry Honors courses along with additional topics are covered in much more depth and course content is covered at a fast pace. There is an emphasis on problem solving and conducting college level chemistry experiments.

1750 PHYSICS A

1751 PHYSICS B

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Physics is designed as an introductory NGSS physical science laboratory course with Earth Science integration. Physics combines conceptual physics topics with specific Earth and Space Science integration such as geophysical and astrophysical applications. Development of conceptual understanding through reasoning will be emphasized along with how to use models and graphs. Students will use the 8 science and engineering practices to investigate the following topics: energy, forces, fields, motion, and collisions. Laboratory and research activities are designed to lead to discovery and appreciation of concepts in these areas. Successful completion of this course will satisfy graduation requirements for physical science. One year of life science is also required for high school graduation.

1770 PHYSICS (H) A

1771 PHYSICS (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 with a college qualifying grade of "C" or higher in both semesters.

Recommendation: Completion of Geometry with a "B" or higher in both semesters.

Physics (H) is a more rigorous and faster paced college preparatory physics class that focuses on both conceptual and algebraic understanding. Students will investigate the following topics: kinematics, Newton's laws, forces, circular motion, momentum, gravitation, electromagnetic fields, power, energy, and collisions. A firm understanding of mathematically in-depth problem solving is necessary as extensive use of mathematics is utilized in this course. Successful completion of this course will satisfy graduation requirements for physical science. One year of life science is also required for high school graduation.

SCIENCE

1776 PHYSICS C (AP) A

1777 PHYSICS C (AP) B

(Year) Junior, Senior

UC Approved

Completion of or concurrent enrollment in Calculus, AP Calculus AB, or AP Calculus BC

Recommendation: Completion of Calculus with "B" or higher, or completion of Physics (H) with "B" or higher in both semesters.

This course may be more suitable for students planning on 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. Content covered in the Physics and Physics Honors courses along with additional topics are covered in much more depth and course content is covered at a fast pace.

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

Recommendation: Completion of Biology AND either Chemistry or Physics with a "C" or higher in both semesters.

Human Anatomy and Physiology is an elective science course for students interested in further study of science as it relates to humans. This is an inclusive course, which emphasizes the anatomy of human structure. The course will cover the anatomy of the human body, histology, and physiology of the systems. Included in the course will be student-chosen assessments, group laboratory experiments, and model construction. Evaluation of student performance will be based on participation, lab experiments, and various assessment options. 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 grade of "C" or higher in both semesters.

Recommendation: Completion of Biology AND Chemistry or Physics with "B" or higher in both semesters.

AP Environmental Science is an elective intended for students interested in using scientific principles to understand the human impact on the environment. Students investigate the following topics: ecosystems, biodiversity, populations, Earth systems and resources, land and water use, energy resources and consumption, pollution, and global change. Service learning is required and these experiences most often occur off campus and on weekends and are essential components needed to fully explore the real world applications of Environmental Science. As their semester-long project, students will gain a farm-to-table experience incorporating many APES topics by working in groups to plant herbs and vegetables in the APES Garden and prepare small dishes for homework.

5022 COMPUTER SCIENCE PRINCIPLES (AP) A

5023 COMPUTER SCIENCE PRINCIPLES (AP) B

(CTE Concentrator Course)

(Year) Sophomore, Junior, Senior

UC Approved

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

SCIENCE

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 the 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 grade of "C" or higher in both semesters.

Principles of Engineering is a hands-on course using robotics to explore some of the major concepts in engineering. Topics include mechanisms, energy sources and application, statics, material properties and testing, structures, control systems, hydraulics, pneumatics, statistics, and kinematics. Students develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges.

5104 ENGINEERING DESIGN and DEVELOPMENT A (CTE)

5105 ENGINEERING DESIGN and DEVELOPMENT B (CTE)

(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 grade of "C" or higher. Engineering Design and Development students will be selected through an application process.

This course will introduce students to advanced topics in the engineering field. This class uses local and regional competitions in the engineering and robotics fields to assist students to advance their studies. This course is designed for students that wish to pursue majors and careers such as robotics, engineering, computer science, design and business. There is a research component to this course. **Class Hours:** This class will meet on Tuesday, Wednesday and Thursday during sixth period. In addition to the normal meeting time, this class will compete in a minimum of two competitions: the JPL Invention Challenge requires one Saturday in November and one Friday in December, and robotics competitions that 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.

SCIENCE COURSES (For English Learners)

1550 SCIENCE (Sheltered) A

1551 SCIENCE (Sheltered) B

(Year) Freshman, Sophomore, Junior, Senior

For the English learner student in ELD levels 1 and 2, this course meets the science requirement for graduation from high school. This course is delivered in English using special methodologies and strategies to ensure comprehension of the curriculum and to prepare English learners for mainstream science courses.

SOCIAL SCIENCE

Department Chair: Gerry Wang, gwang@ausd.net
[Social Science Department Website](#)

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, some of which will fulfill the Ethnic Studies graduation requirement that will be required starting with the class of 2030.

ADVANCED PLACEMENT/HONORS SOCIAL SCIENCE COURSES

All AP and Honors classes require the successful completion of the preceding year's course with a grade of 'C' or higher. In the past, successful AP/Honors students have achieved a 'B' grade or higher in both History and Honors English classes with an overall GPA of 3.00 or higher.

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. Please note: this class may not be taken during the summer before 9th grade.

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.

SOCIAL SCIENCE

2751 PSYCHOLOGY B

(Semester) Junior, Senior

UC Approved

Completion of Psychology A with a grade of "C" or higher.

Psychology B is an "advanced" study of human behavior. Students will explore the life span, health, personality, gender roles, psychological tests, psychological disorders, methods of therapy, social psychology as well as careers in psychology. An introduction to the current Diagnostic Statistical 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.

2754 ASIAN & PACIFIC ISLANDER AMERICAN STUDIES

(Semester) Sophomore, Junior, Senior

UC Approved

In this course, students learn about the experiences of Asian Americans and Pacific Islander Americans in the United States. Students will study historic and contemporary AAPI migration from East Asia, Southeast Asia, South Asia, and the Pacific Islands; the struggle for civil rights, equality and justice in the US; and the contemporary issues that affect the AAPI community. They will also critically examine issues of race and systems of power that shape the lives and interactions of minority groups within American society. By studying the Asian and Pacific Islander American experience, students will gain a deeper understanding of Asian American and Pacific Islander American culture and identity.

2618 HUMAN GEOGRAPHY (AP) A

2619 HUMAN GEOGRAPHY (AP) B

(Year) Sophomore, Junior, Senior

UC Approved

Completion of Modern World History with a grade of "C" or higher in both semesters.

Advanced Placement Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will study diverse peoples and areas organized around concepts that include location and place, scale, pattern, spatial organization, and regionalization. They will also learn about the methods and tools geographers use in their science and practice. AP Human Geography is a rigorous course which prepares students for the AP Human Geography exam and is designed to give students the skills to be successful in future advanced placement courses.

2674 UNITED STATES HISTORY (AP) A

2675 UNITED STATES HISTORY (AP) B

(Year) Junior

UC Approved

Completion of Modern World History with a grade of "C" or higher in both semesters.

AP US History engages students in a detailed study of American history from our earliest origins to the present day. Emphasis is placed on understanding themes, cause/effect relationships and broad examinations of social, political, cultural and economic issues that have shaped our nation. AP US History is an advanced college level course, which emphasizes research, writing, and discussion. Students will be expected to keep up with a rigorous reading schedule that averages 50+ pages per week. The course prepares students for the May Advanced Placement Exam.

2720 GOVERNMENT/POLITICS U.S. (AP)

(Semester) Senior

UC Approved

Completion of U.S. History with a grade of "C" or higher in both semesters.

This is an accelerated college level course focusing on the United States Government. Students will undergo a thorough examination of The Constitution, fundamental rights, political system and major governmental institutions. Students will engage in critical analysis of contemporary political events and will be encouraged to begin to develop their own involvement in both social and political institutions. The course prepares students for the May Advanced Placement American Government Exam.

SOCIAL SCIENCE

2722 GOVERNMENT/POLITICS COMPARATIVE (AP)

(Semester) Senior

UC Approved

Completion of U.S. History with a grade of "C" or higher in both semesters.

This course will encompass a comparative study of the governments of six nations: Great Britain, China, Russia, Iran, Mexico and Nigeria. The course will include the study of the United States Constitution and system of government. A comparative study requires an understanding of five major areas of the select nations: sources of public authority and political power, the relationship of the citizen to the state, political institutions and framework, the relationship between social and economic classes and the state, and the sources, scope, and consequences of political change. The course prepares students for the May Advanced Placement Exam.

2654 AMERICAN STUDIES A

2655 AMERICAN STUDIES B

(Year) Junior

UC Approved

American Studies is an interdisciplinary course that meets the graduation requirements for both United States History and Ethnic Studies. Students will study Ethnic Studies as a discipline with a focus on identity, history, movement, dynamics of power, and social movements. They will then apply this understanding to a study of United States history, focusing on the 20th and 21st centuries. The course helps students better understand themselves and their society by exploring American social, economic, political and cultural history through multiple lenses and experiences.

2672 AMERICAN STUDIES (H) A

2673 AMERICAN STUDIES (H) B

(Year) Junior

UC Approved

This course is designed to increase student understanding of the American people through the study of social, historical, and cultural events. American Studies is an interdisciplinary course that meets the graduation requirements for both United States History and Ethnic Studies. Students will study Ethnic Studies as a discipline with a focus on identity, history, movement, dynamics of power, and social movements. They will then apply this understanding to a study of United States history, focusing on the 20th and 21st centuries. The course helps students better understand themselves and their society by exploring American social, economic, political and cultural history through multiple lenses and experiences. The Honors course requires students to engage in more analytical thinking, which allows them to make additional connections between the content and time periods.

2764 ETHNIC STUDIES

(Semester) Sophomore, Junior, Senior

UC Approved

In Ethnic Studies, students will explore the cultural, historical, sociological, and psychological aspects of identity, movement, dynamics of power, and social movements. With a specific focus on the experiences of communities of color, students will engage in self reflection and dynamic group activities to better understand themselves and the complex, interconnected, global world in which we live.

2763 APACHE STUDIES

(Semester) Sophomore, Junior, Senior

UC Approved

This course introduces students to the field of Native American studies through a specific study of Apache culture and history. The course provides students with an understanding of how identity is constructed by self, community, and society through a deep investigation of Apache identity and culture. Students will develop an understanding of Apache history as an example of the larger themes of colonization and sovereignty that run through multiple tribes' historical experiences with the United States. Students will investigate contemporary issues the Apache people face, with a focus on the ethnic studies themes of social movements and equity.

SOCIAL SCIENCE

SOCIAL SCIENCE COURSES (For English Learners)

2500 SOCIAL SCIENCE (Sheltered) A

2501 SOCIAL SCIENCE (Sheltered) B

(Year) Open to all grades

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

SPECIAL EDUCATION

Department Chair: Ryen Piszyk, rpiszyk@ausd.net
[Special Education Website](#)

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

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

Resource Specialist Program (RSP)

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

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

The RSP staff teaching modified classes teach the content standards while still attending to individual learning needs. Core curriculum from the general education curricula is taught. As members of the Individualized Education Program (IEP) team, Resource Specialists provide services, which include assessment, educational planning and consultation with staff, parents and community professionals. Additionally, they coordinate IEP meetings for students. The degree of service required by a student is determined by the IEP Team, with the parent playing a vital role in the IEP process. Resource Specialists can be contacted by calling (626) 821-8370.

Special Day Class (SDC)

The Special Day Class program (SDC) is provided for those students who require more than 50% of their day in a supported, special education setting. This includes students with learning disabilities that require more intensive support or those students who are mildly developmentally disabled. Students are mainstreamed into general education classes when it is most appropriate to ensure their success. SDC students attend modified courses for the majority of their school day. There are typically 12-16 students, with one teacher and one instructional assistant, which allows for this individual attention. The Special Education teachers who instruct students with learning disabilities work toward teaching the course content standards, while still attending to the individual needs. For example, while the social studies requirements at each grade level match the state framework, specialized textbooks with simplified formats and modified reading levels are used in these classes to accommodate those with learning disabilities. The SDC setting for the mildly developmentally disabled students provides a more functional approach to academics, with emphasis on community access, vocational development and a focus on independent living skills. The IEP Team determines placement in this program, as well as any additional support services. For information about the Special Day Class program, please contact the Special Education Department at (626) 821-8371 x7124.

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

SPECIAL EDUCATION

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, visit the [TPP/Workability Website](#)

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, visit the [TPP/Workability Website](#)

School Psychologist

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

Speech and Language Services

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

SPECIAL EDUCATION

COURSE DESCRIPTIONS

ENGLISH

6260 ENGLISH 9 (Assisted) A

6261 ENGLISH 9 (Assisted) B

6270 ENGLISH 10 (Assisted) A

6271 ENGLISH 10 (Assisted) B

6280 ENGLISH 11 (Assisted) A

6281 ENGLISH 11 (Assisted) B

6290 ENGLISH 12 (Assisted) A

6291 ENGLISH 12 (Assisted) B

(Year) Freshman, Sophomore, Junior, Senior

As specified in IEP

Taken in conjunction with Assisted Reading as a two period block, the course focuses on the writing process and literary elements from core literature. The composition skills taught are content vocabulary, sentence building, paragraph development, coherence, editing and review of basic mechanics. Skills are developed to write and speak clearly. The writing process includes the development of descriptive writing, narrative, creative writing, persuasive and expository writing, short answer paragraphs, job application forms, and responses to literature. The course uses grade level fiction, non-fiction, core novels, short stories, poetry, plays, and comedy [often in modified form] to focus on literal and inferential reading comprehension. The focus of instruction is tailored to individual student needs in making progress toward grade level standards.

6254 READING (Assisted) A

6255 READING (Assisted) B

(Year) Freshman, Sophomore, Junior, Senior

As specified in IEP

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

6060 ENGLISH 9 (Modified) A

6061 ENGLISH 9 (Modified) B

(Year) Freshman

As specified in IEP

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

6070 ENGLISH 10 (Modified) A

6071 ENGLISH 10 (Modified) B

(Year) Sophomore

As specified in IEP

In sophomore year, students develop intensive and varied composition work including writing a multi-paragraph essay, developing an argument, and providing evidence to support the argument. Knowledge of techniques for speaking in front of an audience are also requirements of the course.

6080 ENGLISH 11 (Modified) A

6081 ENGLISH 11 (Modified) B

(Year) 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.

SPECIAL EDUCATION

6090 ENGLISH 12 (Modified) A

6091 ENGLISH 12 (Modified) B

(Year) Senior

As specified in IEP

In senior year, Modified English focuses on developing greater understanding of rhetorical devices examining the author's purpose and identifying common themes across multiple works of literature. Students will polish their composition skills and receive special direction in writing personal essays.

MATH

6000 MATH (Modified) A

6001 MATH (Modified) B

(Year) Freshman, Sophomore

As specified in IEP

Modified Math is a course designed for students who are generally in grades 9 and 10 who need a review of pre-algebra skills. Topics include fractions, decimals, percentages, probability and statistics, and applied geometry in addition to the pre-algebra skills of working with integers, graphing on a coordinate plane and solving simple equations. Use of a calculator for basic operations is incorporated throughout. This class may be retaken for full credit with teacher recommendation.

6014 ALGEBRA 1 (Modified) A

6015 ALGEBRA 1 (Modified) B

(Year) Freshman, Sophomore, Junior, Senior

As specified in IEP

Modified Algebra is a course designed for students to access the California State Standards for Algebra 1, which include but are not limited to solving equations, graphing linear functions, exponent rules, and systems of equations. They will also be working on skills with integers, decimals and fractions. Students will also be exposed to math in real world situations including but not limited to projects, situational problems and word problems. Use of a calculator for basic operations will be incorporated throughout the course.

6030 SCIENCE (Modified) A

6031 SCIENCE (Modified) B

(Rotating Two Year) Sophomore, Junior, Senior

As specified in IEP

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

SOCIAL STUDIES

6110 WORLD HISTORY (Modified) A

6111 WORLD HISTORY (Modified) B

(Year) Freshman

As specified in IEP

Students will study the major turning points that have shaped the modern world. From the late 18th century to the present day, students will trace the rise and roots of democracy as a revolutionary idea. Focusing on cultural, geographical, political and economic contexts, strategies to build understanding will include examining primary resources and key historical documents, reading and creating essential timelines, maps and journals, as well as being exposed to the arts and a wide variety of historical media.

SPECIAL EDUCATION

6120 UNITED STATES HISTORY (Modified) A

6121 UNITED STATES HISTORY (Modified) B

(Year) Junior

As specified in IEP

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

6130 AMERICAN GOVERNMENT (Modified)

(Year) Senior

As specified in IEP

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

6131 ECONOMICS (Modified)

(Year) Senior

As specified in IEP

Students will examine key economic concepts such as opportunity-cost and the scarcity of resources. Further economic topics will include understanding supply and demand, competition, income distribution, financial markets & institutions, international trade, and the role of government in shaping economic policies. Activities will include banking functions, budgeting and career exploration.

VISUAL ARTS

Department Chair: Jennie Doezie, jdoezie@ausd.net
[Visual Arts Department Website](#)

4000 ART 1A

4001 ART 1B

Consumable Cost: \$40/year

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Art 1 is an introductory art course, providing instruction in two and three-dimensional art forms to students in a broad overview of skills and genres. Art 1 students will develop their art and creativity skills with practice in various media and techniques, as well as through exposure to classic and contemporary theories, artists, ideas, and activities. The Elements of Art and Principles of Design are taught in conjunction with units and/or projects of Drawing, Painting, and 3-Dimensional Form; practice in Color Theory and the Creative Process; and instruction in various essential drawing skills such as linear perspective. This course is designed to accommodate beginning art students as well as provide growth and challenge for the more experienced, and is intended to prepare students with the necessary skill base for advanced visual arts classes.

4010 ADVANCED DRAWING & PAINTING A

4011 ADVANCED DRAWING & PAINTING B

Consumable Cost: \$50/year

(Year) Sophomore, Junior, Senior

UC Approved

Completion of Art 1 or Design with a grade of "C" or higher in both semesters, 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

Consumable Cost: \$60/year

(Year) Junior, Senior

UC Approved

Completion of Advanced Drawing and Painting with a grade of "C" or higher in both semesters 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.

4120 ART HISTORY (AP) A

4121 ART HISTORY (AP) B

(Year) Junior, Senior

UC Approved

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

VISUAL ARTS

4050 DESIGN A

4051 DESIGN B

Consumable Cost: \$40/year

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

An introductory course, design students explore the fields of illustration, animation/character design, graphic design, surface design, packaging/branding, product design, interior design, and jewelry design. Design is an excellent course for those who are creative or artistic, and want to learn about marketable ways to use their talents! Also called “commercial art”, design is more than just art. Design takes the skills and techniques of artmaking, and combines them with the skills of visual communication, creativity, and problem-solving to create the visual products and innovations used in contemporary society. Using traditional analog tools and methods (with an exposure to digital creation), students will apply the elements and principles of art, design, and typography to produce a wide variety of projects. As a beginning-level art class, students are not required to have prior experience, but will get to learn about, practice, and explore various types of artmaking methods and media to solve creative problems. Students of all levels will be challenged, however, and the course is especially valuable to those pursuing an advanced study or career in design.

4066 GRAPHIC DESIGN A (CTE)

4067 GRAPHIC DESIGN B (CTE)

(Introductory Course)

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

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

4068 ADVANCED GRAPHIC DESIGN A (CTE)

4069 ADVANCED GRAPHIC DESIGN B (CTE)

(Concentrator and Capstone Course)

(Year) Sophomore, Junior, Senior

UC Approved

Completion of Graphic Design with a grade of “C” or higher in both semesters or teacher approval.

Advanced Graphic Design will provide opportunities for students to further develop their design and problem-solving skills from foundation level. They will continue to master the computer skills and also learn the desktop publishing program called Adobe In Design, which is industry standard software. The projects will include a branding campaign and creating brochures, in addition to refining typography and composition skills. Students will have the opportunity to collaborate with various disciplines on campus. Through the course, students will develop a professional portfolio that would be ready for higher education or introductory junior design jobs. The course will also focus on working with local businesses and other local organizations. The students in the course will provide graphic design services and have the opportunities to work with real clients in the community. They will learn the value of service, responsibility, and reliability.

4070 SCREEN PRINTING AND DESIGN A

4071 SCREEN PRINTING AND DESIGN B

Consumable Cost: \$50/year

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

T-shirts, posters, stickers, and more! Screen printing is a printmaking process used to create both commercial goods and works of art. This year-long course covers beginning to intermediate skills, traditional and modern print methods, and advances from one- to multiple-color printing. Various styles and techniques of screen printing are explored, encompassing a range of materials, and students also learn basic painting principles, simple bookmaking methods, cyanotype printing, and how to make their own handmade paper! As a beginning level art class, projects utilize both digital software (Adobe Photoshop and Illustrator) and hand-drawn elements to solve creative problems and produce original designs/artwork for printing. This is a project-based course, with a focus on skill sets in the first semester and student-generated projects in the second semester. Students are also encouraged to utilize classroom equipment to produce extracurricular prints/projects of their own design and preference throughout the year.

VISUAL ARTS

4260 ANIMATION A (CTE)

4261 ANIMATION B (CTE)

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Animation is a project-based course that focuses on creativity and storytelling. The course is computer-based. Students will use Adobe Creative Cloud products to produce animation projects. The students will have the opportunities to develop original screenplays that will be made into animations. The students will be responsible for pre-production such as developing storyboards and pitching their ideas to the production stage (the making of the animation) and post-production stage (editing of the animation) that includes audios. Students will have opportunities to view peers' works.

NOTE: Animation may be repeated for additional credit to provide students opportunities to continue building their portfolio

4100 INTRODUCTION TO CLASSIC FILM

(Semester) Freshman, Sophomore, Junior, Senior

In this semester course, students will be introduced to the world of film and filmmaking. Students will explore film genres such as drama, comedy, thrillers, science fiction, animation, and international films. Emphasis is placed on analysis of story themes and structure, and cinematic techniques. Creative filmmaking exercises will enhance this exciting visual experience.

4105 CLASSIC FILM A

4106 CLASSIC FILM B

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

This film appreciation course is an overview of a variety of classic and contemporary films. Students will watch films in genres such as drama, comedy, thrillers, science fiction, animation, international films, musicals, documentaries and short films and TV episodes. They will also explore the thematic and cultural context of films, and learn story structure. Students will incorporate cinematic techniques in creative filmmaking exercises and short films to add to this feast for the mind and eyes! **(Intro to Classic Film is NOT a prerequisite for this course.)**

4150 CERAMICS 1A

4151 CERAMICS 1B

Consumable Cost: \$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

Consumable Cost: \$60/year

(Year) Sophomore, Junior, Senior

UC Approved

Completion of Ceramics 1 with a grade of "C" or higher in both semesters, 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.

VISUAL ARTS

4200 PHOTOGRAPHY A (CTE)

4201 PHOTOGRAPHY B (CTE)

Introductory/Concentrator Course

Consumable Cost: \$50/year

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Photography is a sequential course, covering introductory to intermediate skills of digital and analog (film) photography. Students will learn about camera functions, shooting skills, and how to process images with digital software. Creativity, composition, design principles, and lighting are emphasized as students gain hands-on experience with industry-relevant techniques, equipment, and editing programs. This course also introduces the basics of analog/darkroom photography including film processing, scanning, and printing. In instructions and projects, students will explore contemporary photography and its societal role, including social media, advertising, portraiture, photojournalism, and fine art. A key element of the course is exposure to the various careers and industry uses of photography, as well as the professional photographers who inspire today's trends. Students have access to cameras, a photography studio, and editing software during school hours, and will develop and curate their own digital portfolio/website.

4203 ADVANCED PHOTOGRAPHY A (CTE)

4204 ADVANCED PHOTOGRAPHY B (CTE)

(Capstone Course)

Consumable Cost: \$60/year

UC Approved

(Year) Sophomore, Junior, Senior

Completion of Photography with a grade of "C" or higher in both semesters, or instructor approval

Advanced Photography is a good course for those with an interest in developing a diverse yet focused portfolio for freelance photography and/or applying to college-level study. Building upon the skills gained in Photography, Advanced Photography students will carry out both independent and directed projects of interest to expand creativity, increase skills, and explore advanced techniques. A key element of this course is learning the business of photography, including how to obtain and work with industry clients, with opportunities both on and off campus to apply the skills of the profession. Advanced Photography students have access to a photography studio and digital/analog cameras during school hours; a personal camera is highly encouraged for true mastery outside of the classroom.

4034 ART AND MUSIC

Consumable Cost: \$20/semester

(Semester) Freshman, Sophomore, Junior, Senior

This beginning level semester course is designed to introduce students to art elements and principles while incorporating music appreciation through instruction in 2D and 3D art forms. This course will focus on how music influences the visual arts and vice versa in different art movements and musical genres. Visual art projects are based on personal subjects such as favorite songs, instruments, band and artist names, song lyrics/titles, dance and creative inspirations. Students will often be given the opportunity to work independently and in groups to develop their creative skills.

WORLD LANGUAGES

Department Chair: Cheryl Lopez, clopez@ausd.net
[World Languages Department Website](#)

The primary goal of the World Languages Department is to give students the opportunity to become familiar with a language other than their own. Students will learn to use, understand and communicate in a new language, in its spoken and written form. Through the language, students will learn the cultural heritage of other lands and become acquainted with customs, values, and beliefs of other people. The study of another language enhances one's awareness of the structure of the English language. We also offer a course in Chinese that is intended for students who can prove oral proficiency but have only basic writing skills. In order to graduate, a student must pass either 10 credits of a world language or 10 credits of fine arts, or a combination thereof.

SPANISH

3100 SPANISH 1A

3101 SPANISH 1B

(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 2A

3105 SPANISH 2B

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Completion of Spanish 1 with at least a rising "C" average, or a placement exam.

Spanish 2 continues the process of developing the speaking, listening, reading and writing introduced in Spanish 1. Students will increase the number of language functions and expand their knowledge of grammar with authentic materials and real-life situations allowing students to function comfortably as they express themselves in the new language.

3108 SPANISH 3A

3109 SPANISH 3B

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Completion of Spanish 2 with at least a rising "C" average, or a placement exam.

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 AP SPANISH LANGUAGE AND CULTURE A

3121 AP SPANISH LANGUAGE AND CULTURE B

(Year) Sophomore, Junior, Senior

UC Approved

Completion of Spanish 3 with at least a rising "C" average.

Advanced Placement Spanish Language is the equivalent of a college course in advanced Spanish composition and grammar. The course emphasizes the use of Spanish for active communication. Dedication to speaking, listening, reading, and writing Spanish in and outside the class is necessary for success in the course and on the AP test. The AP Spanish Language Examination administered in May assesses the achievement of students by evaluating their level of performance in the use of the language. Students are required to demonstrate achievement by understanding written and spoken Spanish and by writing and speaking fluently in correct and idiomatic Spanish. **Note:** Summer reading and/or assignments may be required.

WORLD LANGUAGES

FRENCH

The French program uses a student-friendly textbook with embedded audio and Google Drive support materials. Students at all levels are permitted to retake certain quizzes and tests to allow for progress toward mastery of the language.

3150 FRENCH 1A

3151 FRENCH 1B

(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 2A

3155 FRENCH 2B

(Year) Sophomore, Junior, Senior

UC Approved

Completion of French 1 with at least a rising "C" average or placement test.

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 French culture.

3158 FRENCH 3A

3159 FRENCH 3B

(Year) Junior, Senior

UC Approved

Completion of French 2 with at least a rising "C" average or placement test.

French 3 emphasizes more advanced language structures. Reading, writing, speaking, and listening skills are further developed through more specialized work with real life conversational situations and authentic French material and literature. The French-speaking world and its cultures are studied in this communication based course. Advanced studies of French further prepare students for AP French Language.

3170 FRENCH 4 (H) A

3171 FRENCH 4 (H) B

(Year) Senior

UC Approved

Completion of French 3 with at least a rising "C" average or placement test.

Students will increase their understanding and use of French in both written and spoken form in this communication-based Honors course, which expands the study of the French speaking world and its culture. Students will continue to develop, in much greater depth, the language skills studied in previous French courses, with emphasis placed on the speaking of French and the study of authentic written and audio sources. In contrast with AP French, Honors French 4 puts less emphasis on writing. This class is conducted almost exclusively in French and students must participate by communicating in French.

3174 AP FRENCH LANGUAGE AND CULTURE A

3175 AP FRENCH LANGUAGE AND CULTURE B

(Year) Senior

UC Approved

Completion of French 3 with at least a rising "C" average.

Advanced Placement French is designed to further develop oral and written language skills covered in preceding years. It is the equivalent of a college course in French composition and grammar, with emphasis on both formal and conversational situations. The study of Francophone cultures is stressed through authentic modern texts, literature, and multimedia. 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.

WORLD LANGUAGES

JAPANESE

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

3250 JAPANESE 1A

3251 JAPANESE 1B

(Year) Freshman, Sophomore, Junior

UC Approved

This course is designed to help students develop an active communicative proficiency in modern Japanese. Through class activities, the instructor will guide students in usage of the language in authentic situations, establishing a solid foundation of Japanese grammar and vocabulary. Basic reading and writing skills will also be introduced and practiced in authentic situations. Japanese culture is introduced throughout the curriculum.

3254 JAPANESE 2A

3255 JAPANESE 2B

(Year) Sophomore, Junior, Senior

UC Approved

Completion of Japanese 1 with at least a rising "C" average or placement test.

In Japanese 2, students continue to build on the listening, speaking, reading and writing skills introduced in Japanese 1. Students will expand their language skills by increasing vocabulary and functional structures in modern Japanese. Students will learn Kanji characters, including "Kun" and "On" readings of each character.

3258 JAPANESE 3A

3259 JAPANESE 3B

(Year) Junior, Senior

UC Approved

Completion of Japanese 2 with at least a rising "C" average or placement test.

Japanese 3 continues with the development of listening, speaking, reading and writing introduced earlier. Students will be required to demonstrate proficiency in different styles of speech and writing. Culture is an important component in this class. Students will continue to learn Kanji characters.

3270 AP JAPANESE LANGUAGE AND CULTURE A

3271 AP JAPANESE LANGUAGE AND CULTURE B

(Year) Junior, Senior

UC Approved

Completion of Japanese 3 with at least a rising "C" average.

Advanced Placement Japanese and Culture is built on the National Standards for Japanese Language Learning. Through a holistic approach to language learning, students will develop more cognitively challenging functional language skills. Students will acquire 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.

WORLD LANGUAGES

CHINESE

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

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

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

Chinese is taught as a second language. Students new to the Chinese program must take a placement test before enrolling. Students who demonstrate proficiency at an Advanced Placement level will be asked to select a different world language.

3200 CHINESE 1 A

3201 CHINESE 1 B

(Year) Freshman, Sophomore, Junior

UC Approved

Completion of a placement test.

Chinese 1 introduces students to Chinese through a communication-based approach. Students will learn the basics of the language as well as culture by accomplishing meaningful tasks involving high frequency everyday topics needed to communicate in the classroom and in the community. Students will learn to write approximately 200 traditional Chinese characters and be proficient in Hanyu Pinyin.

3204 CHINESE 2A

3205 CHINESE 2B

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Completion of Chinese 1 with at least a rising "C" average or placement test.

This course expands on vocabulary and focuses on mastering basic sentence structures. In Chinese 2, students will develop skills to deal with the immediate environment including school and family in formal and transactional settings. Students will build on their knowledge and will learn approximately an additional 300 traditional characters. Students who are placed in Chinese 2 and who have a background in simplified Chinese 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 the second quarter, students will be expected to write in traditional characters when taking tests and doing homework. They will be given partial credits if their answers are not in traditional characters.

3206 HERITAGE CHINESE A

3207 HERITAGE CHINESE B

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Completion of a placement test.

This class is designed for students who understand and/or speak Mandarin, Cantonese or other Chinese dialects, but do not read or write characters. The course will focus on developing reading and writing skills as well as maintaining and strengthening the oral and listening skills acquired growing up. Students will learn to read and write approximately 500 Chinese words. This course will also promote cultural awareness through the reading selections. Students who are placed in Heritage Chinese and who have a background in simplified will be given a quarter adjustment period during which they will not be marked down for using simplified except when taking quizzes on new vocabulary. Starting the 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:** Heritage Chinese advances to Chinese 3 the following year.

WORLD LANGUAGES

3208 CHINESE 3A

3209 CHINESE 3B

(Year) Freshman, Sophomore, Junior, Senior

UC Approved

Completion of Chinese 2, or Heritage Chinese with at least a rising "C" average or placement test.

Chinese 3 further develops speaking, listening, reading, and writing skills acquired in the first two years. Through consistent practice, students expand their ability from everyday survival language to more advanced interactions. Students will have the option to read and write in either simplified or traditional characters. The course is conducted mainly in Chinese.

3224 AP CHINESE LANGUAGE AND CULTURE A

3225 AP CHINESE LANGUAGE AND CULTURE B

(Year) Sophomore, Junior, Senior

UC Approved

Completion of Chinese 3 with at least a rising "C" average or placement test.

Advanced Placement Chinese uses an integrated approach to language learning. Course materials include authentic sources: radio broadcast, newspaper, websites, and literary works. Language and culture are taught simultaneously through the use of these materials. Students will be required to prepare oral presentations, work on individual and group projects, and research a variety of teacher and student selected topics. The class will be conducted entirely in Chinese and students are expected to communicate entirely in Chinese as well. This class is the equivalent of a second-year second-semester college course in Chinese Language. Students will be given the option to read and write in either simplified or traditional characters.

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.