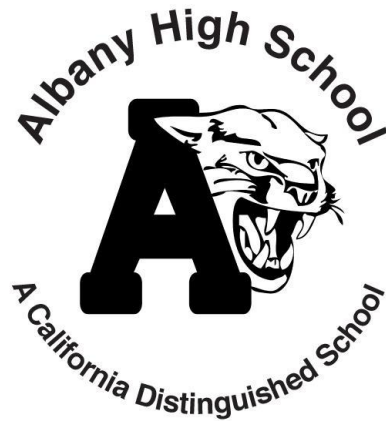


ALBANY HIGH SCHOOL



ACADEMIC INFORMATION AND COURSE DESCRIPTIONS

SCHOOL YEAR 2017–2018

**Albany High School
603 Key Route Boulevard
Albany, CA 94706
(510) 558-2500**

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General Information

Albany High School
Jeff Anderson, Principal
 603 Key Route Boulevard
 Albany, CA 94706

Important Telephone Numbers:

Main Office: 558-2500
 Attendance Office/
 Absence Verification: 558-2600
 (24-hour line)
 Counseling Office: 558-2650
 Fax: 559-6584
 AHS website: <http://ahs.ausdk12.org>
 Aeries online gradebooks: <https://albanyUSD.asp.aeries.net/student>

Administrators, Department Chairs and Counselors

Contact information for assistance with course selection and graduation planning.

All email addresses are @ausdk12.org

Name	Title	Contact
Jeff Anderson	Principal	cjanderson
Tami Benau	Assistant Principal	tbenau
Melisa Pfohl	Assistant Principal	mpfohl
Darren McNally	Coordinator of Alternative Education	dmcnally
Michelle Aselstine	Counselor (last names A-Coh)	maselstine
Tedra Grogans	Counselor, Dept. Chair (Kl-Rah)	tgrogans
Becca Burns	Counselor (Col-Ki)	bburns
M.E. Durell	Counselor (Rai-Z)	mdurell
Diane Peterson	Counselor (MacGregor)	dpeterson
Jeff Castle	Technology/Applied Arts Dept. Chair	jcastle
Nancy Mongan	ELD Coordinator	nmongan
Ned Purdom	English Dept. Chair	epurdom
Virginia Tremblay	Visual/Performing Arts Dept. Chair	vtremblay
Pam Lim-McAlister	World Languages Dept. Chair	plim-mcalister
Marguerite Buck-Bauer	Mathematics Dept. Chair	mbuck-bauer
Stephanie Berberian	Physical Education Dept. Chair	sberberian
Marty Place	Science Dept. Chair	mplace
Michelle Lau-Seim	Social Studies Dept. Chair	mlau-seim

School:

Albany High School is the only comprehensive public high school in the City and Unified School District of Albany. It has 1177 students in grades 9 through 12. AHS is a California Distinguished School and is accredited by the Western Association of Schools and Colleges through 2019. A modified block schedule is used, with all classes meeting on Monday for 51 minutes, odd periods meeting on Tues/Thur and even periods meeting on Wed/Fri. Block schedule periods are 94 minutes long. Each semester is a minimum of 18 weeks.

Students:

The school has a diverse racial, ethnic, and cultural population, composed of approximately 37% White, 30% Asian/Pacific Islander, 4% African-American, 17% Hispanic/Latino, and 10% 2 or more races. We have 9% English Learners and 25% fluent-English proficient students. At least 18% of students qualify for the Free/Reduced Price Lunch Program. The graduation rate is 94%.

Graduation Requirements:

Students must earn 220 credits for graduation status. 5 credits are granted for passing each course, each semester. Passing grade is a D-.

220 credits including:

English	40 credits	Physical Education	20 credits
Social Studies	30 credits	Fine Arts	10 credits
Mathematics	20 credits	Applied Arts	10 credits
(Algebra I/IM 1/Math 1 required)			
Life Science	10 credits		
Physical Science	10 credits		

Description of Graduation Requirements:

English:	Must pass 8 semesters in Grades 9 through 12
Social Studies:	30 credits must include passing 1 year World History, 1 year US History, and 1 year Government/Economics.
Math:	Any combination of math classes for 20 credits. At least one class must be Algebra I/Math 1 or higher.
Life Science:	10 credits in either Biology, AP Biology, Anatomy/Physiology, ROP Sports Medicine, AP Environmental Science
Physical Science:	10 credits in Earth-Space Science, Chemistry, AP Chem., Physics, AP Physics, AP Environmental Science
Physical Education:	9 th & 10 th grade
Fine Arts:	Any art, music, drama, graphic design, video and/or photography class for a total of 10 credits
Applied Arts:	Any applied arts course for a total of 10 credits.

Community College Entrance Requirements

Students entering a 2-year community college must either be 18 years of age, a high school graduate, or have passed the California High School Proficiency Exam (CHSPE).

Four-Year University Entrance Requirements

Four-year colleges and universities, including California and out-of-state public universities and private colleges, require students to complete college-preparatory course work across a distribution of subject areas. These eligibility requirements vary by college and it is very important for students to CHECK COLLEGE ADMISSIONS WEBSITES for the latest information about admissions criteria. We use the California public university systems' eligibility requirements as a rule of thumb in guiding students.

The UC and CSU systems use shared eligibility course requirements, often referred to as **a-g** course requirements. The UC course list for the present academic year is posted on the AHS website at <http://ahs.ausdk12.org> under "Counseling Department" and "Choosing Classes at AHS." To be admitted to a campus of the University of California (UC) or Cal State University system (CSU) as a freshman, you must meet these three requirements of admission:

- The Subject Requirement of "a-g" courses (minimum 15 core classes)
- The Scholarship Requirement (Grade Point Average).
- The Examination Requirement (SAT Reasoning or ACT)

All UC campuses and most CSU campuses have more applicants than they can admit. Therefore, to be considered, students are encouraged to take additional college preparatory math and science and honors and advanced placement courses as appropriate. The following subject requirements are the minimum for consideration for both UC and CSU.

Minimum Subject Requirements

Students must complete the high school courses listed below with a grade point average defined by the Scholarship Requirement. This sequence of courses is also known as the “a-g” subject requirements. Students must take 15 units of high school courses to fulfill the subject requirement – 7 units of which must be taken in the last 2 years of high school. A unit is equal to an academic year, or 2 semesters, of study. To be accepted by the universities, the course must appear on a list certified by the high school principal as meeting the university’s minimum admissions requirements. Search for the Albany High a-g approved course list at <https://hs-articulation.ucop.edu/agcourselist>.

- a) **History/Social Science** – 2 years required to include: 1 year World History, Cultures and Geography, and 1 year US History or ½ year of Civics or American Government.
- b) **English** – 4 years required of college preparatory English.
- c) **Mathematics** – 3 years required, (**4 recommended**). 3 years including Algebra I/Math 1, Geometry/Math 2, and Algebra II/Math 3 (or IM 1, IM 2 and Algebra II).
- d) **Laboratory Science** – 2 years required, (**3 recommended**). 2 years of Laboratory Science, providing fundamental knowledge (for UCs) in at least 2 of these three areas: Biology, Chemistry and Physics. CSUs require one Biological Lab Science and one Physical Lab Science. Earth-Space Science counts as a physical lab science only for CSUs.
- e) **Languages Other Than English** – 2 years required (3 recommended) of the same language other than English.
- f) **Visual and Performing Arts** – 1 year (one yearlong course)
- g) **College Preparatory Electives** – 1 year required in addition to those required in “a-f” above, chosen from the following areas: Visual and Performing Arts, History, Social Science, English, Advanced Mathematics, Laboratory Science and Languages other than English.

Instructions for selecting courses

What You Need:

- Your transcript. Use this to check that you are meeting all graduation requirements.
- Albany High School Course Catalog: ahs.ausdk12.org > Counseling > Choosing Classes at AHS. Use this to learn about course options and to check prerequisites and learn what requirements each course meets.
- Albany High “A-G” List: ahs.ausdk12.org > Counseling > Choosing Classes at AHS. Use this to check which courses meet college eligibility requirements.

Guidelines:

- In order to plan the most meaningful program for next year, discuss your choices with your parents, teachers and/or counselor before submitting your selection sheet.
- Consider your time commitments, activities and responsibilities outside of school.
- A 7th period is optional
- Consider your post high-school plans. To be 4-year-college eligible we suggest 5 academic classes per year. You must earn Cs or better in classes used to meet college eligibility requirements. Students are limited to one class per subject area except for Arts and Social Sciences.
- Advanced Placement (AP) and Honors classes provide excellent preparation for higher education through college-level instruction and expectations. These advanced level classes also demand a heavy workload, including additional homework and summer work. Students are advised to think carefully about selecting AP/Honors courses in areas of interest to them and consider their overall demands before signing up for multiple AP/Honors courses. We recommend no more than 3 AP courses in any given school year.
- Be sure that you have met all course prerequisites and get teacher approval when required. All classes marked with an * on the course list require a teacher signature. If a student has not met the requirements for a particular class but can present substantial evidence demonstrating that the requirements have been met in an alternate fashion, they should complete the waiver form, attach documentation of the requirements being met, and submit it to the Counselor for review by the Principal.

- Alternate choices are required for all courses except required classes and math. Choose your alternates carefully. Your first choice is not guaranteed, and if you omit alternates they will be chosen for you.

PLEASE NOTE:

- Albany High School has a student-driven master schedule and all staffing, class periods and course offerings are determined by your initial course requests. Therefore, there is very little flexibility to change, add or drop classes once initial course selections are submitted.
- All classes are year-long.
- Requests to change courses will be considered during the petition period in August on a case-by-case basis. After the initial petition period changes may only be made with the approval of an administrator.
- Any changes made after the first 6 weeks of any semester may result in a Withdraw (W) posted on the student’s transcript.

Schedule Changes:

In order to provide a stable and consistent learning program for our students, AHS has enacted the following schedule change policy:

1. Changes in student’s schedule must be with parental approval and may be made only during the petition periods during the first week of school for the fall semester and the week before winter finals for the spring semester. No scheduling changes will be permitted for the first two days of school.
2. Any student/parent-initiated schedule change must be requested in writing on the appropriate form. This form is available in the Counseling Office and must be signed by appropriate teachers and then a parent.
3. After the petition periods in the fall and spring, only teacher/administrator-initiated changes will be allowed.

Teacher Requests:

Albany High School cannot accommodate requests for specific teachers.

Grade Point Average:

AHS grades on a 4.0 scale: A=4.0, B=3.0, C=2.0, D=1.0, F=0.0. Total GPA (9-12) includes all grades; Academic GPA includes grades for all UC/CSU “a-g” approved college prep courses. Grade Point Averages are weighted. AP and Honors courses are assigned an extra grade point: A=5.0, B=4.0, C=3.0. D grades are not assigned the extra grade point. We provide class rank by decile.

Please note: Courses taken outside of Albany High School, including community college courses, are not listed on our transcript or counted in the AHS GPA or class rank.

Non-AHS Courses on Transcripts:

Board Policy currently allows that “of the 220 required credits (for graduation), a maximum of 60 credits may be earned through alternative education programs.” In addition, “courses completed outside of Albany High School will be recorded on the AHS transcript for credit only if needed to meet graduation requirements; letter grades will not be posted on the transcript.”

Sample student schedules

Bolded classes are required

Grade 9

Class	Notes
English 1 or English Language Development (ELD)	Required; ELD by teacher recommendation
Identity, Health and Society	Required
PE-1	Required
Math (1, 1+, 1/2 Honors)	Required; placement by teacher recommendation
Science (Biology)	
World Language or Art	
7 th class is optional	

Grade 10

Class	Notes
English 2 or English Language Development (ELD)	Required; ELD by teacher recommendation
World History	Required
PE-2	Required
Math (2, 2+, 2/3 Honors)	Required; placement by teacher recommendation
Science (Chemistry)	
World Language or Art	
7 th class is optional	

Grade 11

Class	Notes
English 3, English 3 Honors, or English Language Development (ELD)	Required; ELD by teacher recommendation
US History	Required
Math	
Science (Physics)	
World Language, Art or other elective	
World Language, Art or other elective	
7 th class is optional	

Grade 12

Class	Notes
1 semester of Senior Composition AND 1 semester of senior English elective OR AP English Lit, or English Language Development (ELD)	Required; ELD by teacher recommendation
1 semester of US Government AND 1 semester of Economics	Required
Math	
Science, World Language, Art or other elective	
Science, World Language, Art or other elective	
Science, World Language, Art or other elective	
7 th class is optional	

Technology / Applied Arts

Courses with the ROP designation are offered through the Regional Occupational Program (<http://www.cccoe.k12.ca.us/stsvcs/rop.html>). Students must be 16 years old *or* in 11th or 12th grade to take these classes.

Computer Science

Grades: 9, 10, 11, and 12

Recommendations: completion of Algebra 1 with a grade of B or better.

Description: Computer Science is a yearlong introductory course designed to develop programming skills for the high school student, with little or no programming background. The course will teach all of the basic concepts of programming a computer. The course will teach why mathematics is relevant to interesting real-world problems, and that it can be fun. The course will emphasize that programming a computer is much like exploring advanced or new ideas in all areas of science. The course will teach skills to use computers to explore both mathematics and science, where the computer becomes a tool to help answer questions and understand these subjects in new ways.

AHS Req. Applied Arts	CSU: yes	UC: yes
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(AP) Computer Science

Grades: 11 and 12, with some exceptions for 10th grade

Recommendations: Completion of Algebra II with C or better and/or consent of the teacher.

Description: AP Computer Science A is an introductory course, which is built around the development of computer programs or parts of programs that correctly solve a given problem. The course also emphasizes the design issues that make programs understandable, adaptable, and, when appropriate, reusable. Other concepts to be covered include the development of algorithms; the development and use of fundamental data structures, and the study of standard algorithms and typical applications. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of this course

AHS Req. Applied Arts	CSU: yes	UC: yes
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(AP) Computer Science Principles: Beauty and Joy of Computing

Grades: 11 and 12, with some exceptions for 10th grade

Prerequisite: Math 2 and above

Description: AP Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. The course is unique in its focus on fostering students to be creative. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using simulations to explore questions that interest them. The course focuses on using technology and programming as a means to solve computational problems and create exciting and personally relevant artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life.

AHS Req. Applied Arts	CSU: yes	UC: yes
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Computer Graphic Arts, ROP

Grades: 10, 11, and 12 (Students must be 16 by the beginning of the class or in the 11th grade)

Recommendation: Interest in graphic design, advertising, photo editing, page layout.

Description: This course is designed to teach the fundamentals of graphic design using the industry-standard Adobe Creative Suite. Develop brand identities for companies, design logos, poster advertisements, vehicle wraps, t-shirts and more. Students begin by learning the principles of graphic design, and then move on to build foundation in Illustrator, Photoshop, and InDesign. If you like making art, but enjoy staying focused with clearly defined goals, this is the class for you. Former students are working for Nike, Google Creative Lab, Honda the LA Clippers and more!

AHS Req. Applied or Fine Arts	CSU: yes	UC: yes
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Computer Aided Design and Drafting, ROP

Grades: 10, 11, and 12 (Students must be 16 by the beginning of the class or in the 11th grade)

Pre-requisites: Geometry/Math 2 (concurrent is okay)

Description: Computer Aided Design and Drafting (CADD) introduces students to the essential role that design plays in manufactured products. Use powerful computer software to create 2D sketches and 3D models of both functional and artistic pieces. Assume the role of structural engineer to assess the durability of different materials and alternate designs. Act as an industrial designer to consider the functionality, sustainability and elegance of furniture and other objects. Finally, transition to the manufacturing phase: generate toolpaths for 3D printing and CNC milling and create your projects IRL!

Computer Aided Design and Drafting

AHS Req. Applied Arts	CSU: yes	UC: yes
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Journalism, Intro to ROP

Grades: 10, 11, and 12 (Students must be 16 by the beginning of the class or in the 11th grade)

Recommendation: consent of Instructor and age 16.

Description: students will learn basic news, sports editorial and feature writing, as well as interviewing techniques, how to create headlines, edit copy and master QUARK format on Macintosh Computers. Includes some opportunities to be published in “The Cougar”.

AHS Req. English: no, Applied Arts: yes	CSU: yes	UC: yes
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Advanced Journalism, ROP

Grades: 10, 11, and 12 (Students must be 16 by the beginning of the class or in the 11th grade)

Recommendation: Introduction to Journalism or consent of Instructor.

Description: students will produce the school newspaper, “The Cougar”. Strong writing, graphic design (Quark on Macintosh), photography, or organizational skills are needed, as well as self-motivation, commitment and ability to work on a team and meet deadlines. The staff will be responsible for determining the editorial policies and content of the newspaper, as well as its circulation to the student body and community subscribers.

AHS Req. English: no, Applied Arts: yes	CSU: yes	UC: yes
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Computer Science: Developing Software for the Web (Web Development)

Grades: 10, 11, and 12

Recommendation: students who have taken Computer Science

Description: a project-based course completely dedicated to the improvement of the Albany High School web presence through the use of software engineering practices. Students can expect to learn how to use the latest to integrate services related to maps and social media into web and mobile applications as well as database design and access. By the end of the course, a student will be able to create a fully functional web and mobile application to be used by your fellow peers and school community.

AHS Req. Applied Arts	CSU: yes	UC: yes
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Photography, ROP

Grades: 10, 11, and 12 (Students must be 16 by the beginning of the class or in the 11th grade)

Recommendation: Interest in photography and/or design.

Description: Students will learn the art of photography while mastering the technical skills necessary to be versatile with both camera and computer. Projects will cover principles of composition and photographic design, the history of photography, and relevant careers in photography, such as photojournalism, fashion and portraiture. Students will learn the latest industry-standard software and practices, including studio lighting. Opportunities for learning beyond the classroom through outdoor photo shoots, field trips and visiting guest speakers.

AHS Req. Applied Arts or Fine Arts	CSU: yes	UC: yes
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Advanced Photography, ROP

Grades: 11 and 12 (Students must be 16 by the beginning of the class or in the 11th grade)

Recommendation: ROP Photography or consent of instructor.

Description: Advanced studies in digital photography. Expand your skills, work independently, design your own projects, and develop your “vision” as a photographer. Explore new photographic processes such as traditional wet darkroom, emulsion lifts, cyanotypes, and photo transfers.

AHS Req. Applied Arts or Fine Arts	CSU: yes	UC: yes
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Art of Video Production, ROP

Grades: 10, 11, and 12 (Students must be 16 at the beginning of the class or in the 11th grade)

Recommendation: Interest in filmmaking, screenwriting, or editing.

Description: Learn to plan, shoot and distribute a film. Practice writing and formatting scripts. Make use of our industry-standard equipment including DSLRs, tripods, wireless microphones and more. Edit your projects using professional software including Avid Media Composer and Adobe Premiere. Learn how films are financed, screened at festivals and acquired for distribution. Projects include documentaries, narratives, short-form journalism and creative free choice. Former students have gone on to top film colleges including USC Cinematic Arts and NYU Tisch.

AHS Req. Applied Arts or Fine Arts	CSU: yes	UC: yes
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Yearbook

Grades: 10, 11, and 12

Prerequisite: consent of instructor. Must have completed Photography, Graphic Design, or Journalism. Course may be repeated for credit.

Description: this course is designed to teach the fundamentals of desktop publishing with the Macintosh computer. Includes typographic principles, document layout, working with text and graphics, basics of photojournalism and advertising sales and ultimately producing the Albany High School Yearbook.

AHS Req. Applied Arts	CSU: no	UC: no
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Culinary Arts

Grades: 11 and 12

Requirement: Biology, Math 1/Algebra 1

Description: International Cuisine is the advanced course in a comprehensive standards-based culinary arts sequence. This course focuses on understanding the differences and commonalities we have with other cultures around the world. A common denominator in studying world cultures is cuisine. In studying the cuisine of a people or a region, we learn about a country's geography and climate, traditions, taboos and social mores, unique conditions caused by environment on a food supply, pressures on a population to trade, export, import, permit a closed or open society, and cultural values. Students will acquire a greater understanding of their world and the cultural diversity that exists in their own community.

Instructional Strategies: Lecture, readings, discussions, lab work (cooking), guest speakers

Student Assessment: Students will demonstrate knowledge regarding functional components of food, food safety, nutrition, quality assurance, new product development, food chemistry, processing and economic connections.

Instructional Materials: textbooks, culinary instructional videos, guest chef and culinary industry speakers, various cultural and technique cookbooks

AHS Req. Applied Arts	CSU: no	UC: no
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International Cuisine

Grades: 12

Requirement: consent of instructor. Must have completed Culinary Arts

Description: Students will be introduced to food science principles and food preparation techniques. Emphasis will be in ingredient functions and interaction, technique, production and sensory evaluation. The course will explore the role of food in respect to its historical, social and environmental contexts. Students will know the basic nutrients and their relationship to personal well-being, select, complete and evaluate recipes for a worldwide variety of foods and develop life-long food preparation skills.

Instructional Strategies: Lecture, readings, discussions, lab work (cooking), guest speakers

Student Assessment: Students will demonstrate knowledge regarding functional components of food, food safety, nutrition, quality assurance, new product development, food chemistry, processing and economic connections.

Instructional Materials: textbooks, culinary instructional videos, guest chef and culinary industry speakers, various cultural and technique cookbooks

AHS Req. Applied Arts	CSU: pending	UC: pending
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Design Lab 1

Grades: 10 and 11

Requirement: Concurrently enrolled in Computerized Accounting (**Venture Program**)

Description: The Business Design course is about turning curiosity and the spark of an idea into fully developed concepts, structures, and products. Students will focus on the design aspect of overarching goals shared with the Computerized Accounting class. The physical products created in class will be used to promote, package, and supply the School Store that will serve as a laboratory for the class. Students will use traditional art materials and industry-standard technology such as Adobe Suite to demonstrate their understanding of marketing and product design. Students will meet with professionals the field of design and marketing, and visit local businesses to analyze their business model and visual identity. The goal of this course is for students to engage with the authentic tools and skills necessary to make a strong showing in the professional community, applicable to a range of vocations. This Fine Arts course combines traditional graphic art materials and methods with digital media, introducing students to the elements and principles of visual design and its historical evolution. Students develop technical skills, as well as communication and collaboration skills, through individual and group projects, both within the school community and the larger Albany community.

AHS Req. Fine Arts or Applied Arts	CSU: yes	UC: yes
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English Language Development (ELD)

The English Language Development Department curriculum consists of three ELD classes, two Sheltered English classes and 2 ELD labs. ELD 1 and 2 (combined class) is for Beginning to Early Intermediate students. ELD 3 is for Intermediate students and ELD 4 is for Early Advanced students. The Sheltered 1 and 2 (Freshman and Sophomore students) class is for students who have either completed the previous ELD classes or scored Early Advanced or Advanced in all areas of their CELDT (California English Language Development Test). Sheltered 3 (Juniors and Seniors) is for students who have either completed the previous ELD classes or scored all Early Advanced or Advanced in all areas on their CELDT (California English Language Development Test). The ELD Lab 9-10 is for students who are in ELD 1, 2 or 3 and are in 9th or 10th grade. The ELD 11-12 Lab is for students who have not passed the CAHSEE (California High School Exit Exam) and/or need extra support in their core classes.

ELD 1 (Beginning ELD)

Grade: 9-12, year course

Recommendations: CELDT Level and Teacher Recommendation

Course Content: This is a beginning course for newcomer students who have either studied little or no English in their respective countries. Students in this course are primarily CELDT Level 1 students. The course includes vocabulary and language structures with an emphasis on communicative competence. This course uses the “Visions Introductory” textbook as well as the “Visions Introductory” workbook. Students supplement this textbook by reading short stories and poems. Students also supplement their vocabulary building with The Heinle Picture Dictionary.

Instructional Strategies: Group and Pair Work, Direct Instruction

Student Assessment: Lesson Quizzes, Oral Presentations, and Vocabulary Tests

Instructional Materials: Visions Intro, Visions Activity Workbook

AHS Req. English	CSU: no	UC: no
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ELD 2 (Early Intermediate ELD)

Grade: 9-12, year course

Recommendations: CELDT Level and Teacher Recommendation

Course Content: This course extends the basic skills of ELD 1 in listening, speaking, reading and writing skills. Students in this course are primarily CELDT Level II students. This is a low intermediate course for Limited English Proficient (LEP) students who have completed ELD 1 coursework, who have demonstrated higher than basic knowledge of English and/or students who have tested at this level of proficiency. This course uses the “Visions A” textbook as well as the “Visions A” workbook. Students supplement this textbook by reading short stories, novels and plays.

Instructional Strategies: Independent Reading, Group and Pair Work, Direct Instruction

Student Assessment: Lesson Quizzes and Tests, Reading Logs, Spelling Tests, Oral Presentations

Instructional Materials: Visions A, Visions Activity Workbook

AHS Req. English	CSU: no	UC: no
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ELD 3 (Intermediate ELD)

Grade: 9-12, year course

Recommendations: CELDT Level and Teacher Recommendation

Course Content: This course continues to extend the basic skills of ESL 2 in listening comprehension, speaking communication, reading and writing. Students in this course are primarily CELDT Level III students. This is an intermediate course for LEP students who have successfully completed ELD 2 coursework, who have demonstrated higher than Early Intermediate skills and/or who have tested at this level of proficiency. This course uses the “Visions B” textbook. Students supplement this textbook by reading short stories, novels and plays.

Instructional Strategies: Independent Reading, Group and Pair Work, Direct Instruction

Student Assessment: Quizzes and Tests, Reading Logs, Papers and Projects, Weekly Readings, Oral Presentations

Instructional Materials: Visions B, Selected Novels and Short Stories

AHS Req. English	CSU: no	UC: no
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ELD 4 (Early Advanced ELD)

Grade: 9-12, year course

Recommendations: CELDT Level and Teacher Recommendation

Course Content: This course is offered to ELD students who have scored Early Advanced on the CELDT test. This is an Early Advanced course for LEP students who have successfully completed ELD 3 and/or tested at the IV on their CELDT Placement Test. This course uses the “Visions C” textbook. Students supplement this textbook by reading short stories, novels and plays.

Instructional Strategies: Independent Reading, Group and Pair Work, Direct Instruction

Student Assessment: Quizzes and Tests, Reading Logs, Weekly Readings, Oral Presentations

Instructional Materials: Visions C, Selected Novels and Short Stories

AHS Req. English	CSU: yes	UC: yes
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Sheltered English 1 and 2 (Advanced ELD)

Grade: 9-10, year course

Recommendations: CELDT Level and Teacher Recommendation

Course Content: This course is offered to freshman and sophomore students who have completed the previous four sections of ELD classes or who have tested at Level V on the CELDT Placement test. This course is to focus on the enhancement of students’ listening, speaking, reading, and writing skills in English through the study of ethnically diverse literature. Class work includes reading and discussion of literature, many kinds of expository and creative writing/poetry assignment, peer editing, small group work, oral presentations and creative projects.

Instructional Strategies: Independent Reading, Group and Pair Work, Direct Instruction

Student Assessment: Papers and Projects, Oral Presentations

Instructional Materials: Selected Novels, Plays and Short Stories

AHS Req. English	CSU: yes	UC: yes
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Sheltered English 3 (Advanced ELD)

Grade: 11, year course

Recommendations: CELDT Level and Teacher Recommendation

Course Content: This course is offered to junior students who have completed the previous sections of ELD classes or who have tested at Level V on the CELDT Placement test. This course is to focus on the enhancement of students’ listening, speaking, reading, and writing skills in English through the study of ethnically diverse literature. Class work includes reading and discussion of the literature, many kinds of expository and creative writing/poetry assignment, peer editing, small group work, oral presentations and creative projects.

Instructional Strategies: Independent Reading Group and Pair Work, Direct Instruction

Student Assessment: Papers and Projects, Oral Presentations

Instructional Materials: Selected Novels, Plays and Short Stories

AHS Req. English	CSU: yes	UC: yes
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English

The English Department curriculum consists of three yearlong courses (grades 9, 10 and 11), honors English (grade 11), AP English (grade 12) and several semester long electives (grade 12). The department offers a literature-based curriculum with a strong writing component. Additionally, every course includes vocabulary development and oral language skills. Over the four years, students experience a variety of literature that covers the main genres from many cultures. Students develop comprehension, response and analysis and evaluation skills as outlined in the state and AUSD Language Arts Content Standards. They engage in process and rubric-based writing as well as skill development in grammar and composition. Students practice many writing forms with an emphasis on expository writing skills as outlined in the state and AUSD Language Arts Content Standards. All English courses incorporate and use current computer and technology standards, especially in research and writing, desktop publishing and presentation.

English 1

Grade: 9, year course

Recommendations: meeting AUSD Language Arts Standards, grades K-8

Course Content: world literature covering four genres: fiction, nonfiction, poetry and drama. Reading and analysis of works for literary components (plot, character, setting, theme) and historical, cultural and social significance. Personal, reflective, creative and expository writing and the rubric-based essay on characterization. Writing as a process through multiple drafts. Peer editing. Writing mechanics and conventions. Interdisciplinary research project that includes use of the library, computer resources, and a formal debate.

Instructional Strategies: small group and large group discussion, lecture, individual and small group projects. Assignment menus. Writing models. Writing to rubrics. Peer response groups. Study guides. Student reports. Visual displays and computer presentations. Videos. Journals. Guided writing practice. Interpretive reading.

Student Assessment: discussion and class participation. Homework. Projects and reports (oral, graphic, written). Quizzes and tests. Essays and other writing assignments. Portfolio assignments.

Instructional Materials: school-provided literature and grammar text materials (grade level reading list available). Handouts. Computers. Library materials.

AHS Req. English

CSU: yes

UC: yes

English 2

Grade: 10, year course

Recommendations: passing grade in English 1.

Course Content: world literature covering four genres: fiction, nonfiction, poetry and drama. Reading and analysis of works for literary components (plot, character, setting, theme) and historical, cultural and social significance. Personal, creative, reflective, and expository writing including proficiency in a rubric-based essay on theme. Writing as a process through multiple drafts. Peer editing. Writing mechanics and conventions. Research paper using library and computer resources. Argument and debate. **Instructional**

Strategies: small group and large group discussion. Lecture. Individual and small group projects. Assignment menus. Writing models. Writing to rubrics. Peer response groups. Study guides. Student reports. Visual displays and computer presentations. Videos. Journals. Guided writing practice. Interpretive reading.

Student Assessment: discussion and class participation. Homework. Projects and reports (oral, graphic, written). Quizzes and tests. Essays and other writing assignments. Portfolio assignments.

Instructional Materials: school-provided literature and grammar text materials (grade level reading list available). Handouts. Computers. Library materials.

AHS Req. English

CSU: yes

UC: yes

English 3

Grade: 11, year course

Recommendations: passing grade English 2.

Course Content: literature of the United States covering all genres: historical survey (1700-present), in-depth study of selected classic works, examination of recurring themes and motifs. Reading and analysis of works for literary components (plot, character, setting, theme) and historical, cultural and social significance.

Creative and expository writing including proficiency in the argumentative or evaluative essay. Writing mechanics and conventions. Revision strategies. Argument and debate. Oral presentations. Standardized test-taking strategies.

Instructional Strategies: small group and large group discussion. Lecture. Individual and small group projects. Assignment menus. Writing models. Writing to rubrics. Peer response groups. Study guides. Student reports. Visual displays and computer presentations. Videos. Journals. Guided writing practice. Interpretive reading.

Student Assessment: discussion and class participation. Homework. Projects and reports (oral, graphic, written). Quizzes and tests. Essays and other writing assignments. Portfolio assignments.

Instructional Materials: school-provided literature and grammar text materials (grade level reading list available). Handouts. Computers. Library materials.

AHS Req. English	CSU: yes	UC: yes
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English 3 Honors

Grade: 11, year course

Requirement: beginning 2008/2009, students and their families will make the ultimate decision about whether or not they will participate in Honors English. If students wish to enroll in the class, they will be provided with a document that details: previous grades, STAR test scores, and a direct writing assessment score (to be given to all sophomores on 3//11). Students will also have to obtain a teacher recommendation/evaluation and draft a short response to a question posed by the English department. With this information in hand (detailing past and current English performance), students and families can make an informed decision about Honors. This document will be provided to students who sign up for Honors. Please note that Honors involves summer work. Failure to complete it or cheating on it will result in immediate dismissal from the course. Students in Honors must maintain a C grade at the semester or they will be dropped from the course.

Course Content: advanced American Literature course. It covers considerably more literature than the regular course (including summer reading and writing), moves more quickly, involves more writing and project assignments and is graded more rigorously. It is designed for students who really enjoy reading, writing and discussing literature. The course also covers material to help students prepare for the AP Language and Composition exam, which many take at the end of the junior year. English 3 Honors carries an honors designation on the student's transcript and an extra grade point (5.0 scale).

Instructional Strategies: small group and large group discussion. Lecture. Individual and small group projects. Assignment menus. Writing models. Writing to rubrics. Peer response groups. Study guides. Student reports. Visual displays and computer presentations. Videos. Journals. Guided writing practice. Interpretive reading.

Student Assessment: discussion and class participation. Homework. Projects and reports (oral, graphic, written). Quizzes and tests. Essays and other writing assignments. Portfolio assignments.

Instructional Materials: school-provided literature and grammar text materials (grade level reading list available). Handouts. Computers. Library materials.

AHS Req. English	CSU: yes	UC: yes
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Senior Composition (Fall)/Senior Elective (Spring)

Grade: 12th

Content: All AHS seniors not enrolled in AP English will take a Senior Composition class in the fall semester. This course is designed to prepare students for writing beyond Albany High School. It will focus on critical reading of non-fiction texts and writing in a non-fiction, expository manner that is critical for college and professional settings.

For the spring semester students will be able to select an elective course. **Elective choices for 2017/2018 include:**

Film as Literature – A consideration of film as a literary form. In addition to viewing and critiquing film, students will read novels, short fiction and non-fiction pieces that have inspired/been inspired by film.

Science Fiction - An exploration of common themes and tropes found in the science fiction genre through consideration of novels, short stories, film and television.

Introduction to Non Fiction – A survey of important essay, speech, Internet-based and book-length non-fiction writing; students will practice their own non-fiction writing as well.

Women's Literature – A course covering major literary works by female authors.

Poetry – Students will explore the work of published poets and their poems and create and critique their own poetry and that of their peers.

All electives are UC/CSU approved, rigorous classes. As of this writing, teachers have not been assigned to the electives.

AHS Req. English	CSU: yes	UC: yes
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(AP) English

Grade: 12, Yearlong course

Requirement: this is a college-level literary analysis and writing course. It is also designed to prepare students for the AP Literature exam, given each spring. This course is significantly more rigorous than a regular senior English class. It involves summer reading and writing and moves at a significantly faster pace, with a greater reading/writing workload during the academic year.

AP English carries an AP designation on the student's transcript and an extra grade point (5.0 scale).

As of 2008/2009, students and their families will make the ultimate decision about whether or not they will participate in AP English. If students wish to enroll in the class, they will be provided with a document that details: previous grades, STAR test scores, and a direct writing assessment score (to be given to all juniors on during class). Students will also have to obtain a teacher recommendation/evaluation (on the document detailed above) and draft a statement regarding why they want to and should be in AP.

With this information in hand (detailing past and current English performance), students and families can make an informed decision about AP. More information provided at March 7th/9th meeting.

Please note that AP involves summer work. Failure to complete it or cheating on it will result in immediate dismissal from the course. Students in AP must maintain a C grade at the semester or they will be dropped from the course.

If students are interested in AP, they should indicate that as their first choice on their sign-up sheets AND participate in upcoming informational and sign-up activities that will be announced in the bulletin and in English classes.

AHS Req. English	CSU: yes	UC: yes
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EDSET Senior Composition (Fall)/Senior Elective Nonfiction (Spring)

Grade: 12th grade

*See EDSET Academy overview

Senior Composition and Nonfiction curriculum with emphasis on ties to government/economics and the environment. The course includes cross-curricular senior research projects between the EDSET Gov/Econ class and English. For more information, see EDSET Academy overview located below English Dept. course descriptions, and the standard Senior Composition/Nonfiction course descriptions.

AHS Req. English	CSU: yes	UC: yes
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Film as Literature

Grade: 12, semester course

Recommendations: passing grade in English 1, English 2 and English 3

Course Content: during this semester-long course, students will consider film as an art form and its relationship to literature. We consider themes that run through films, through films and literature, and in other instances we will look at how filmmakers bring literature to the screen. The basic elements of film will be examined and how these elements are adapted to specific film genres. Selected films will be viewed and analyzed to evaluate the effectiveness of the film's development and the use of the following elements: plot structure, setting and characterization; narrative strategy, script writing, cinematography; theme, point of view, direction and acting, and the use of lighting, music and special effects.

Instructional Strategies: students will view and discuss films, and read literature (novels, non-fiction, film criticism, essays).

Student Assessment: students will write, edit and discuss essays, film criticism, script and screen writing. Class participation is essential. Students may also choose to produce films.

AHS Req. English	CSU: yes	UC: yes
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Poetry

Grade: 12, semester course

Recommendations: passing grade in English 1, English 2, and English 3.

Course Content: This course combines a consideration of modern, Western Hemisphere poetry and poets with student poetry writing. Students will read, analyze and discuss a variety of poems and the lives and times of the poets. Students will also develop their own personal portfolio of poetry by writing, presenting and workshopping their work. Class also includes analysis and peer response to student poetry and in-class poetry reading. Public presentation of poetry when possible. Expository writing includes explication of poems and biographical essays.

Instructional Strategies: seminar style discussion. Lecture. Peer response. Poetry reading. Student reports. Video and films.

Student Assessment: discussion and class participation. Homework. Poetry portfolio including format and graphic presentation. poetry readings. Quizzes and tests. Essays and other writing assignments.

Instructional Materials: school-provided poetry and text materials. Handouts, journals and notebooks. School performances. Computers. Library materials.

AHS Req. English	CSU: yes	UC: yes
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Science Fiction

Grade 12, semester course

Recommendations: passing grade in English 1, English 2 and English 3

Course Content: During this semester-long course, students will explore common themes and tropes found in the science fiction genre. Students will analyze the genre across various forms (novel, short story, film, television), deconstructing and challenging scientific assumptions, scientific foundations, and the implied ethical responsibility of the human race in the texts. Students will be expected to not only analyze and deconstruct arguments in the various texts, but also create their own commentary on the human condition using the science fiction form and theories from informational texts in both the hard and soft sciences.

Instructional Strategies: direct instruction, student led discussion, individual and group projects, film, podcasts.

Student Assessment: Discussion and class participation, formal writing assignments (essays and paragraphs), creative projects, homework.

AHS Req. English	CSU: yes	UC: yes
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Introduction to Non-Fiction

Grade 12, Semester Course

Recommendations: passing grade in English 1, English 2 and English 3.

Course Content: a literature-based, writing intensive course for introducing students to non-fiction reading, writing and analysis. The course explores a wide range of non-fiction forms, including: essay, memoir, profile, criticism/appreciation, feature article, book, as well as electronic (blog, Web), broadcast (radio, TV, film) and speech/oral presentation writing. This senior elective is for students interested in reading and analyzing non-fiction literature as well as writing and editing their own non-fiction works.

AHS Req. English	CSU: yes	UC: yes
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Women's Literature

Grade 12, semester course

Recommendations: passing grade in English 1, English 2 and English 3.

Course content: Study of women's impact and participation in the global literary world from ancient texts to the internet. Exploration of gender and sexuality, language and power, critical literacy, and intersectional oppression and liberation. Analysis of gendered politics and culture through novels, short stories, essays, films, viral social media, and current events with a focus on women, people of color, and the LGBTQ+ community.

Instructional strategies: small and whole group discussion; writing and presentation projects; literature circles; lecture and media presentations

Instructional materials: novels, academic journals, and current events articles, film and other media

AHS Req. English	CSU: yes	UC: yes
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EDSET Program

The EDSET Program is a learning community at Albany High School that seeks to better engage students, connect education to the larger community, and utilize common themes and cross-curriculum learning opportunities. The central unifying thread in the program is consideration of the environment; the ways that we depend on it, and influence it. The program was originally conceived to enhance Science, Technology, Engineering, and Math (STEM) education for interested students. However, the interested students have proven to have much broader interests, which are fostered by the program.

EDSET students sign-up for a two-year program, and each year students take two classes together as a cohort. As Juniors, students take AP Environmental Science and US History as part of the program. Senior year includes Senior English and Economics / Government. Both years, students spend some of their class time at a service learning placement, where they experience a “real” work environment, see real-world connections for the course content, and learn more maturity and independence.

Junior Year

- AP Environmental Science
- US History, with an emphasis on the environment’s role in history
- Service learning
 - In lieu of attending one block of AP Environmental Science and one block of US History per week, students work at an organization with an environmental focus. The organization is of the student’s choosing.
 - Assignments related to the service learning are planned by the AP Environmental Science and US History teachers.
 - Students cover some of the course content as independent study.

Senior Year

- Senior English, with nonfiction elective and emphasis on environmental themes
- Government (one semester) and Economics (one semester), with a focus on environmental topics
- Service learning
 - In lieu of attending one block of English and one block of Government / Economics per week, students work at a organization with an environmental focus. The organization is of the student’s choosing.
 - Assignments related to the service learning are planned by the English and Government / Economics teachers.
 - Students cover some of the course content as independent study.

EDSET Course Sequence

AP Environmental Science*

* See course description under Science Dept.

Grade: 11

AHS Req. Physical or Life Science	CSU: yes	UC: yes
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EDSET US History*

* See US History description under Social Studies Dept.

Grade: 11

AHS Req. US History	CSU: yes	UC: yes
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EDSET Senior Composition*

* See Senior Comp description under English Dept.

Grade: 12

AHS Req. English	CSU: yes	UC: yes
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EDSET Non Fiction*

* See Non-Fiction description under English Dept.

Grade: 12

AHS Req. English	CSU: yes	UC: yes
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EDSET US Government*

* See US Govt. description under Social Studies Dept.

Grade: 12

AHS Req. US Government	CSU: yes	UC: yes
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EDSET Economics*

* See Economics description under Social Studies Dept.

Grade: 12

AHS Req. Economics	CSU: yes	UC: yes
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Venture Program

The VENTURE program is a sequence of two courses designed to prepare students for a future in business. Students will start and operate a store on campus selling school supplies and fashion accessories -- learning design, marketing and accounting skills in a real-life setting. If students continue the course for a second year they will progress into management roles and do consulting work in the community. As seniors students will have the option to do a capstone project in a business of their own creation or their own choosing. This program could lead to college and a career in business, be a great complement to your study of culinary arts, visual arts, web design or other fields where most people are self-employed, or lead to a job in marketing or accounting right out of high school.

VENTURE Year 1 (10th grade) -- Fall Semester Accounting 1a, Spring Semester Design Lab 1a

VENTURE Year 2 (11th grade) - Fall Semester Design Lab 1b, Spring Semester Accounting 1b

Accounting 1*

Grade: 10 and 11

Students will operate a business on the Albany High campus selling school supplies and fashion accessories. Students will work in teams to complete all of the accounting for their business according to Generally Accepted Accounting Principles, gradually increasing the sophistication of their accounting work to a level that will qualify them for an entry level “full charge” bookkeeping job. Students will learn cash management, inventory management, produce income statements and balance sheets, evaluate pricing, cash flow and profitability, and complete sales tax and income tax returns. Students will learn to use Excel spreadsheets and accounting software. Students will also develop relationships with other businesses in the community, conducting research and proposing solutions to business operations issues.

AHS Req. Elective

CSU: yes (College Prep Elective)

UC: yes (College Prep Elective)

Design Lab 1*

Grade: 10 and 11

The Business Design course is about turning curiosity and the spark of an idea into fully developed concepts, structures, and products. Students will create marketing materials, conduct market research, and design products for market. The physical products created in class will be used to promote, package, and supply the School Store that will serve as a laboratory for the class. Students will use traditional art materials and industry-standard technology such as Adobe Suite to demonstrate their understanding of marketing and product design. Students will meet with professionals the field of design and marketing, and visit local businesses to analyze their business model and visual identity. The goal of this course is for students to engage with the authentic tools and skills necessary to make a strong showing in the professional community, applicable to a range of vocations. Design Lab 1 is a UC/CSU- approved college prep elective.

AHS Req. Fine Arts & Applied Arts

CSU: yes

UC: yes

Visual and Performing Arts

The arts curriculum provides a way to learn that is powerful and unique and is necessary for every student. While building skills through focusing on the creative process, students are opened to the joy and beauty of the arts. Through the rigorous and challenging discipline, each student learns resourcefulness, independent thinking, teamwork, problem solving, time management, and motivation. In addition, the program includes career exploration, use of technology in the arts, and opportunities for community involvement. The arts core curriculum is grounded in the district adopted California State Visual and Performing Arts Standards for grades 9-12.

All students must fulfill a Fine Arts Requirement of 10 credits to graduate from Albany High. The University of California and California State Universities require one year of fine arts. A student may fulfill the University of California “f” requirement with art courses.

Advanced Art

Grades: 10, 11, and 12

Prerequisites: A or B in one Foundation Art course (Foundation 2D or 3D)

Recommendation: all other arts, tech or design courses.

Description: This class builds on the coursework completed in the 2- or 3-D Foundation Art class and is a prerequisite for Honors and AP Studio Art. Students will continue their study of visual art and will increase their skills and knowledge of technique. They are expected to spend more time with their artworks, have a disciplined work ethic, and generate original material. Student work will show improved quality over time, and a level of skill worthy of portfolio consideration. There is an expectation that at least 1 hour will be spent out of class each week to complete high quality work. Instruction will include art history both contemporary and ancient, art appreciation, critical analysis, and a wide variety of media. Media and techniques may include but are not limited to: Printmaking, screen-printing, video, design fundamentals, composition, acrylic painting, chalk and oil pastel, charcoal, mixed media, watercolor, found object sculpture, installation, and ceramics.

Instructional Strategies: In-depth concentration on a variety of media, experience with large format and advanced techniques, one-on-one instruction and guidance, lecture, demonstration, field trips to museums and studios, exposure to a number of working artists, and a view of art history.

Student Assessment: portfolio work, assigned projects, sketchbook, studio participation, classroom discipline, peer and self-evaluations, class critiques, written work, outside reading, and annual art show.

Instructional Materials: studio donation appreciated, some personal supplies required, extra time dedicated to increased long term work, participation and prep work for art show.

AHS Req. Fine Arts	CSU: yes	UC: yes
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Honors Drawing and Painting

Grades: 11 and 12

Prerequisites: Art Foundations and Advanced Art

Recommendation: Instructor portfolio review

Description: This course is an in-depth exploration of drawing, painting, and design with student-initiated projects as well as class projects. It is designed to prepare students for Advanced Placement Studio Art. The development of each student's individual style is accomplished through topics ranging from abstraction to realism along with varied problem-solving themes. Color theory will be taught as well as advanced composition, varied subject matter, and an art history component. Students will refine and be able to manipulate their use of the elements and principles of design through various art exercises and projects. They will further refine their skills of figure and portrait drawing, as well as non-objective design. There will be a range of drawing and painting media, including acrylics and computers for a digital component to projects. Students will have exhibitions, critiques, portfolio building, field trips and guest presenters. Students will keep up an active sketchbook.

Instructional Strategies: In-depth concentration on a variety of media, experience with large format and advanced techniques, one-on-one instruction and guidance, lecture, guest artists, demonstration, field trips to museums and studios, exposure a number of working artists, and a view of art history.

Student Assessment: portfolio work, assigned projects, sketchbook, studio participation, classroom discipline, peer and self-evaluations, class critiques, written work, outside reading, and annual art show.

Instructional Materials: studio donation appreciated, some personal supplies required, extra time dedicated to increased long term work, participation and prep work for art show.

AHS Req. Fine and Applied Arts	CSU: yes	UC: yes
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(AP) Studio Art - Drawing and Painting and 2-D Design

Grades: 11-12

Prerequisite: A or B in Advanced Art, portfolio review, and recommendation of teacher. Summer work may be required.

Recommendations: at least two years of high school studio art, a portfolio that includes some work that can be used for the AP portfolio submission, very high skills, mature work habits, some background in photography

Description: This is a college level course for the highly motivated art student who has already reached a high level of mastery and is ready to produce artwork in a studio atmosphere. It involves significant commitment. The class is not based on a written examination; instead students submit portfolios for evaluation at the end of the school year. Every student will submit a minimum of 24 high quality works that that are photographed and sent digitally for AP review. This kind of accelerated pace means the student

will be expected to work at least as many hours outside of the classroom as well as in it. Maintaining a sketchbook is also a necessary component of instruction. There are currently two portfolio options: Drawing and Painting, and 2-D Design. The student must choose only one to submit, each will reflect the quality of student work, the breadth of experience in formal, technical, and expressive means, and the student's concentration on a particular visual interest or problem.

Instructional strategies: this is independent work within a structured curriculum, students will be given a number of materials, techniques, and content and allowed to show fundamental competence and a range of understanding, there will be field trips, guest artists, demonstration, one on one consultation and guidance, and outside reading.

Student Assessment: portfolio, studio time and participation, artistic discipline and independence, sketchbook, written work, response to reading, peer and self evaluations, class and individual critique, annual art show, compiling of AP Portfolio by April.

Instructional materials: substantial studio fee (including photo costs), personal supplies required, extra time dedicated to increased long term work, participation and prep work for art show.

AHS Req. Fine Arts	CSU: yes	UC: yes
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Foundation Art: 2D Emphasis

Grades: 9, 10, 11, and 12 no prerequisite

Recommendations: any art, design, or graphics class.

Description: This is a class designed to introduce students to art - both as a practice that provides personal rewards, and as a method of exploring culture and human experience. It is a foundational course which covers general art topics with a specific emphasis on 2-D methods and media. The intent of this course is to introduce students to a variety of art, artists, and media. This course is a foundation on which to build a deeper artistic practice in subsequent years. Over the course of two semesters students have the opportunity to work in a variety of media on specific project assignments. The foundational skills shared with the companion course, Foundation Art 2-D are: the Elements and Principles of Art, art criticism, observation and basic drawing, career applications/paths, art history, and the Studio Habits of Mind. The components of the course specific to the 2-D emphasis are: drawing techniques in pencil, charcoal, and pen, Painting in India ink, acrylic and water color, different methods for using chalk and oil pastel, how to effectively used mixed media, contour Line drawing techniques, portraiture, landscape drawing and painting, mural making and linoleum-cut printmaking. At the culmination of the course, students will have a portfolio that represents at least 5 different media, and be comfortable with self-reflection on work and working-process. In addition to teaching practical creative processes, these projects are thematically structured to encourage students to think about how and why artistic choices get made, and how these choices result in work that has value to individuals and society as a whole.

Instructional Strategies: lecture, demonstration, individual instruction, structured studio time, field trip, outdoor drawing.

Student Assessment: student portfolio, sketchbook, journal, studio participation, critique, and annual art show.

Instructional Materials: some personal supplies required, and studio fee.

AHS Req. Fine Arts	CSU: yes	UC: yes
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Foundation Art: 3D Emphasis

Grades: 9, 10, 11, and 12

No prerequisite

Recommendations: For students who want to learn to work in a variety of 3D media

Description: This is a foundation course in artistic habits of mind and approaches to materials, with an emphasis on three-dimensional media. Students will be introduced to a wide variety of materials and techniques including but not limited to: observational drawing, perspective, paper sculpture and origami, papier mache, found-object sculpture, ceramic hand building and texturing with clay (first semester), potter's wheel (second semester). Ceramic projects will be bisque-fired and glazed in preparation to take home. Students will have extensive instruction in art appreciation and critical analysis in addition to hands-on work.

Student assessment: assigned projects, studio technique and participation, journals, critical analysis, sketches, quizzes, critiques, and final exams.

Instructional materials: studio donation appreciated, some personal supplies required.

AHS Req. Fine Arts	CSU: yes	UC: yes
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Concert Choir

Grades: 9, 10, 11, and 12

Recommendation: course may be repeated for credit

Description: Concert Choir is open to singers of all vocal backgrounds and abilities. Students learn various techniques for healthy vocal development in both classical and non-classical styles. Students sing and are made aware of a variety of choral styles and genres. Students will also study music theory and develop skills for musical reading and for sight-singing music literature. Students are expected to spend additional hours beyond class time rehearsing and planning. The Concert Choir performs in at least five concerts per academic year, and attendance at these concerts and all rehearsals is expected.

AHS Req. Fine Arts	CSU: yes	UC: yes
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Treble Chamber Ensemble

Grades: 9, 10, 11, and 12

Recommendation: audition and instructor's approval; experience in Concert Choir preferred. Course may be repeated for credit.

Description: Treble Chamber is intended for intermediate and advanced-level singers (10-12 grade primarily) and specializes in performance and building on vocal techniques learned in Concert Choir. Students read music and rhythms easily, demonstrate understanding of basic music notation, and know terminology pertinent to choral music performance. Students demonstrate knowledge of good vocal practice and the discipline required for intermediate-level ensembles. Students are expected to spend additional hours beyond class time practicing, studying, and rehearsing repertoire. Treble Chamber Ensemble performs in at least seven concerts per academic year, and attendance at these concerts and all rehearsals is expected.

AHS Req. Fine Arts	CSU: yes	UC: yes
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Chamber Singers

Grades: 10, 11, and 12

Prerequisite: audition and instructor's approval; experience in choral singing recommended

Description: Chamber Singers is a mixed vocal ensemble intended for singers of advanced musical and vocal knowledge. Students are expected to read music and be very familiar with musical terminology appropriate to vocal music. Students demonstrate healthy vocal technique and production, and demonstrate the discipline and skills necessary for an advanced ensemble. Students are expected to spend additional hours beyond class time practicing, studying, and rehearsing repertoire for concert performance as well as help organize multi-class events throughout the year. Chamber Singers performs in at least eight concerts per academic year, and attendance at these concerts and all rehearsals is expected.

AHS Req. Fine Arts	CSU: yes	UC: yes
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Theater Study

Grades: 9, 10, 11, and 12

Recommendation: performance experience, membership in Theater Ensemble Club, Ashland or Bust, visual arts, carpentry, light sound, or film crew and choir. Course may be repeated for credit.

Description: the Theater Study Class is for students who love to see, read and participate in theater. This class will involve students in learning about all aspects of theater and give students the opportunity to gain experience in lighting, costume, make-up, scenery, sound, publicity, script-writing, producing and directing. Students will become comfortable in front of an audience. Monologues, duologues, auditions, and performances are a part of this participatory class. All students serve as crew for a performance, and all students are on stage in front of an audience from the community for a performance. There will be limited required after-school time dedicated to rehearsals for the first and second semester performance projects. Students are also required to attend the four professional performances (at ACT and Berkeley Rep) arranged by the teacher as in-school time field trips. The return time from plays can vary.

Instructional Strategies: Performance, monologues/duologues, set design and build, sound, light, crew, play reading and writing, theater and performance assessment, professional workshops

Student Assessment: class participation, performance, written work, theater evaluations (one per quarter), final projects and written tests. There will be required after school time for rehearsal.

Instructional Materials: fees for play tickets, some extra supplies for costumes or props that can be bought or found.

AHS Req. Fine Arts	CSU: yes	UC: yes
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Wind Ensemble

Grades: 9, 10, 11, and 12

Recommendation: audition & instructor's approval

Description: Wind Ensemble is an advanced instrumental music class open to any students in grades 9-12. Students will learn proper instrumental techniques and rehearse and perform music of an advanced degree of difficulty and of varied styles, cultures, and periods. Performances for school, the community, and music festivals are an important part of the program.

AHS Req. Fine Arts	CSU: yes	UC: yes
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Jazz Lab

Grades: 9-12

Prerequisite: audition and instructor's approval. Concurrent enrollment in Symphonic Band, Wind Ensemble, or String Orchestra is required.

Description: Jazz Lab is an introductory course in playing jazz at AHS. Students must be able to play their instruments with a fair degree of skill. The music performed will consist of varied styles of commercial music and jazz. Students will begin to develop the skills of improvisation and knowledge of harmony. The Jazz Lab Band will give several public performances during the year. Students in the Jazz Lab must also be enrolled in the Symphonic Band, Concert Band, or String Orchestra. Exceptions to this need to be approved by Mr. Bryant.

AHS Req. Fine Arts	CSU: Yes	UC: yes
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Jazz Band

Grades: 9, 10, 11, and 12

Recommendation: audition and instructor's approval. Concurrent enrollment in Symphonic Band, Concert Band, or String Orchestra.

Description: Jazz Band is an advanced course in jazz. Students must be able to play their instruments with a high degree of skill. The music performed will consist of professional-level commercial and jazz music. Students will be expected to improvise on and understand the harmony and structure of the music that is played. Students will be encouraged to write music for this ensemble. The jazz band will perform on many occasions for the general public and at music festivals. Students in the Jazz Band must also be enrolled in the Symphonic Band, Concert Band, or String Orchestra. Exceptions to this need to be approved by Mr. Bryant.

AHS Req. Fine Arts	CSU: yes	UC: yes
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Symphonic Band

Grades: 9, 10, 11, and 12

Prerequisite: previous experience & instructor's approval. Course may be repeated for credit. Students must take this class as a prerequisite to Concert Band or have instructor consent.

Description: this course is predominantly for students in grades 9-10. Students will learn proper instrumental techniques and will rehearse and perform instrumental music of varied styles, cultures and periods. Performances for school, the community and music festivals are an important part of the program. This class is designed for students with previous experience in the instrumental music program at Albany Middle School (at least 2-3 years). Entry into this class is granted at the recommendation of Richard Chisholm (AMS Band Director) or Mr. Bryant (AHS Band Director).

AHS Req. Fine Arts	CSU: yes	UC: yes
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Introduction to Guitar

Grades: 9, 10, 11 and 12

Recommendation: students with or without prior guitar playing experience are welcome.

Description: No experience necessary! This is an entry-level class for students wishing to learn to play the guitar. Students learn to play open position chords, simple guitar songs in semester 1, intermediate songs/ barre chords in semester 2. We also explore power chords and how music theory can be applied to the fretboard. Students also compose original songs. Students must provide their own acoustic guitars.

AHS Req. Fine Arts	CSU: yes	UC: yes
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Advanced Guitar

Grades: 10, 11 and 12

Prerequisite: must have completed Introduction to Guitar and/or have instructor's approval.

Description: Students continue to improve guitar performance skills, including advanced chord theory. New concepts include the CAGED chord system, jazz chord extensions and popular guitar book transcriptions. Students also compose original songs. Students must provide their own acoustic guitars.

AHS Req. Fine Arts	CSU: yes	UC: yes
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String Orchestra

Grades: 9 - 12

Recommendations: previous experience or teacher recommendation.

Description: this is a course in orchestral music of varied styles and periods. Students must possess the ability to perform at the high school level. At times, the group will perform as a full orchestra with the addition of wind and percussion players from the AHS Bands. A number of concerts will be performed each year for the general public and at music festivals. This class is open to students who already play a string instrument, but with teacher permission a student who wishes to learn to play an instrument may be considered.

AHS Req. Fine Arts	CSU: Yes	UC: yes
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(AP) Music Theory

Grades: 11-12

Prerequisite: 2 years of Band/Orchestra/Choir or by pre-examination.

Co-requisite: Enrollment in an AHS Music course

Recommendations: Students must be comfortable with the basic elements of reading music. Having background with piano helps, but not essential.

Description: AP Music Theory is an advanced level course designed to engage students in learning activities that will help them to achieve the outcomes assessed by the College Board’s Advanced Placement Music Theory Examination. The AP Music Theory course is designed to develop a student’s ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. These abilities will be developed through various listening, performance, written, creative, and analytical exercises. Although this course focuses on music of the Common Practice Period (1600 – 1900), materials and processes found in other styles and genres are also studied. Students are encouraged to sit for the College Board’s Advanced Placement Music Theory Examination. Students who successfully complete the AP Music Theory Examination and plan to major in music in college may be able to enroll in an advanced music theory course, depending upon the individual college’s policy.

Instructional strategies: Students will use a music theory workbook, sing/play, and transcribe intervals/harmonic progressions/and music. Students will learn the rules of 4 part voice leading.

Student Assessment: Student workbook (many small assignments due each class period), online work with ear training software, students are expected to sing in class daily, and general expectation and preparation towards the actual AP test in May.

Instructional materials: Text book, student workbook, optional subscription to ear training software.

AHS Req. Fine Arts	CSU: pending	UC: pending
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Dance I

Grades: 9 – 12

Description: Dance I is a beginning class for the student who has little or no formal training in dance, but expresses a desire to learn the vocabulary of dance through structured exercises. The student will learn the techniques of ballet, jazz and modern, and will have exposure to various traditional ethnic and contemporary dance forms. Students will develop a vocabulary of dance and an understanding of line and spatial design. This knowledge will allow them to create productions of personal choreography as well as execute pieces of directed choreography. Students will have an opportunity to perform in dance concerts, school assemblies and community events. Students will understand dance in its historical context and will discover that dance can play an important and positive role in their daily lives.

AHS Req. Fine Arts	CSU: yes	UC: yes
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Dance II

Grades 10 – 12

Prerequisite: available to students who have taken Dance I and/or are qualified through recommendation, as well as an audition. Open auditions will be available at the end of the school year.

Description: Dance II will focus on continued conditioning of the dancer through rigorous technical training. Dancers will expand their vocabulary of dance technique in ballet, modern, jazz and other

genres. An emphasis on the history of dance, and its origins will be emphasized. Student choreography and performances will be mandatory. PE credit is available for students who have successfully completed PE 1 and have passed their California 9th grade fitness exam.

AHS Req. Fine Arts	CSU: yes	UC: yes
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Design Lab 1

Grades: 10 and 11

Requirement: Enrollment in **Venture Program**

Description: The design course is about turning curiosity and the spark of an idea into fully developed concepts, structures, and products. Students will create marketing materials, conduct market research, and design products for market. The physical products created in class will be used to promote, package, and supply the School Store that will serve as a laboratory for the class. Students will use traditional art materials and industry-standard technology such as Adobe Creative Suite to demonstrate their understanding of marketing and product design. Students will meet with professionals the field of design and marketing, and visit local businesses to analyze their business model and visual identity. The goal of this course is for students to engage with the authentic tools and skills necessary to make a strong showing in the professional community, applicable to a range of vocations. Design Lab 1 is a UC/CSU- approved college prep elective

AHS Req. Fine Arts or Applied Arts	CSU: yes	UC: yes
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World Languages

Languages - French/Mandarin/Spanish

Prerequisites: Grade of C- or better in preceding year of language in lower-division levels (1-3) and recommendation of teacher. Grade of B- or better or recommendation of teacher for upper-division levels (4 & AP).

Recommendations: language classes are designed for non-native language learners. The department encourages the following options for native speakers, with preference given to the first:

- a. Study of a third language,
- b. Level appropriate test by teacher.

French 1

Grades: 9, 10, 11, and 12

Recommendation: teacher’s recommendation or for students with no previous French language study.

Description: basic language structures with emphasis on listening and understanding, speaking, and basic reading and writing skills. Culture, history and geography are part of the 1st year study.

AHS Req. Elective	CSU: yes	UC: yes
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French 2

Grades: 9, 10, 11, and 12

Recommendation: French 1 with a grade of C- or better and teacher’s recommendation. Albany Middle

School students must have passed end-of-the-year exam at AMS and have been recommended by their teacher. Students new to AHS will have an interview and take a placement exam at AHS to determine proper language level.

Description: continued oral presentation with increased emphasis on writing in French; supplementary emphasis on culture and geography. Mastery of the present and past tenses

AHS Req. Elective	CSU: yes	UC: yes
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French 3

Grades: 9, 10, 11, and 12

Recommendation: French 2 with a grade of C- or better or teacher’s recommendation.

Description: continued presentation of the four basic skills with more individual oral response, and more complex reading and writing skills, in addition to supplementary emphasis on culture; mastery of future and conditional tenses and pronouns; begin study of the subjunctive. Students will read two original texts.

AHS Req. Elective	CSU: yes	UC: yes
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French 4

Grades: 9, 10, 11, and 12

Recommendation: French 3 with a grade of B- or better or teacher's recommendation.

Description: emphasis on listening, speaking, reading and writing with the addition of skill level readers to enrich vocabulary and increase the situations for oral and written discussions; review of all verb tenses, mastery of subjunctive mode and the remaining verb tenses. Students will read at least two original texts.

AHS Req. Elective	CSU: yes	UC: yes
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(AP) French

Grades: 10, 11, and 12

Recommendation: French 4 with a grade of B- or better or teacher's recommendation.

Description: a course emphasizing advanced grammar and conversation reading and interpreting texts in the original and expository writing. Guidance toward the AP exam. Cultural focus: francophone world. Students will read at least two original texts.

AHS Req. Elective	CSU: yes	UC: yes
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Spanish 1

Grades: 9, 10, 11, and 12

Recommendation: For students with minimal or no previous study of Spanish.

Description: Use of *Realidades 1* text; emphasis on basic speaking, reading, writing, listening and comprehension skills via a multi-dimensional approach. Standards-based curriculum, including emphasis on language learning in cultural and contextual situations.

AHS Req. Elective	CSU: yes	UC: yes
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Spanish 2

Grades: 9, 10, 11, and 12

Recommendation: Spanish 1 with grade C- or better and teacher's recommendation. Albany Middle School students must have passed end-of-the-year exam at AMS and have been recommended by their teacher. Students new to AHS will have an interview and take a placement exam at AHS to determine proper language level.

Description: Use of *Realidades 2* text, continued emphasis on language skills, oral presentations, reading and writing. Introduction to uses of the preterit, imperfect, object pronouns, and commands.

AHS Req. Elective	CSU: yes	UC: yes
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Spanish 3

Grades: 9, 10, 11, and 12

Recommendation: Spanish 2 with a grade of C- or better or teacher's recommendation.

Description: Use of *Realidades 3* text, continued emphasis of the five basic skills with more individual oral response, and more complex reading and writing skills. Introduction to additional tenses, language structures, and the subjunctive mood. Reading of literature, such as short stories, poetry or legends, is required.

AHS Req. Elective	CSU: yes	UC: yes
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Spanish 4

Grades: 9, 10, 11, and 12

Recommendation: Spanish 3 with a grade of B- or better or teacher's recommendation.

Description: Continued oral and written use of the language through study of literary, historical and artistic works. Continued study of imperative and subjunctive moods and verb tenses, with emphasis on composition, journals and readers. Groundwork preparation for AP Spanish.

AHS Req. Elective	CSU: yes	UC: yes
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AP Spanish

Grades: 10, 11, and 12

Recommendation: Spanish 4 with a grade of B- or better or teacher's recommendation. Students who have NOT taken Level 4 must take a placement assessment and consult with the AP teacher.

Description: The AP Spanish program is intended for students who want to complete studies comparable to a third-year college course in Spanish. The course covers oral skills, reading, listening comprehension, grammar, composition and culture. The class is conducted in Spanish and assumes that the student is already able to communicate ideas clearly in Spanish. Students will be exposed to short stories, poetry, plays, essays, and newspaper and magazine articles. Specific practice will be provided on detailed grammar points and to assist in refining oral and written communication skills as preparation for the AP exam. Students will complete a review packet during the summer to prepare for the course.

AHS Req. Elective	CSU: yes	UC: yes
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Spanish for Native and Heritage Speakers

Grades: 9, 10, 11, and 12

Recommendation: Students must be one of the following to self-select and remain in the class: 1) native speakers who have advanced speaking and listening skills, but have lower skill levels in reading and writing; 2) native speakers who have advanced levels of all language skills, but haven't had many opportunities to study Latin American literature in this setting, with classmates from AHS; 3) heritage speakers who have limited fluency in oral language and limited vocabulary, but who still know most of the vocabulary commonly taught in the high school Spanish classes; 4) and advanced non-native and heritage students who are interested in studying Spanish and Latin American literature, but who do not want to take a test preparation course like AP Spanish.

Description: The curriculum of a Literature for Native/Heritage Speakers of Spanish would have the following goals: development of skills in reading and literary analysis of texts not accessible to non-fluent speakers; development of oral expression in students whose Spanish is not formal; development of sensitivity to register (formal vs. informal) and regional linguistic dialect and cultural differences; learning idioms and vocabulary unique to different Hispanic regions; development of written expression, including mechanics, grammar, and spelling that is strictly directed for students' needs, in addition to the study of various writing genres; and development of presentation skills for an audience of fluent Spanish speakers

Instruction: Instruction will be delivered strictly in Spanish. Activities may include: Reading and responding to short stories, poetry, novels, current events articles, essays, expository texts in both writing and discussion; group projects and student presentations to respond to literature; mini-lessons on grammar points on an as-needed basis; vocabulary development exercises and activities from readings and students' lives.

AHS Req. Elective	CSU: yes (Spanish 2)	UC: yes (Spanish 2)
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Mandarin 1

Grades: 9, 10, 11, and 12

Recommendation: For students with minimal or no previous knowledge of Mandarin.

Description: This course is designed for students with no prior knowledge of Mandarin Chinese. The purpose of this introductory course is to help students develop communicative competence in the five basic skills of listening, speaking, reading, writing and understanding the Chinese language. The students will learn to read and write Pinyin, the standard Romanization system for Chinese characters. The students will also learn to recognize and write simplified Chinese characters. Upon completing the course, students will be able to comprehend and hold simple conversation on topics such as family, friends, likes or dislikes, etc. Chinese customs and culture will be introduced through textbook and supplementary materials.

AHS Req. Elective	CSU: yes	UC: yes
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Mandarin 2

Grades: 9, 10, 11, and 12

Recommendation: Mandarin 1 with a grade of C- or better and teacher's recommendation. Albany Middle School students must have passed end-of-the-year exam at AMS and have been recommended by their teacher. Students new to AHS will have an interview and take a placement exam at AHS to determine proper language level.

Description: Mandarin 2 class is for high school students who passed Mandarin 1. The course will help students to develop proficiency in Chinese language and culture across communication, culture, connection, comparisons, and community. By integrating listening, speaking, reading & writing classroom activities and assignments, students will learn to be proficient in Chinese. Mandarin II will provide more in-depth training in the communication skills. Students will conduct daily communication and build up larger vocabularies than level 1.

AHS Req. Elective	CSU: yes	UC: yes
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Mandarin 3

Grades: 9, 10, 11, and 12

Recommendation: Mandarin 2 with a grade of C- or better or teacher's recommendation.

Description: Students continue to develop language skills necessary to carry out oral, reading and written activities. Students read a variety of authentic materials to broaden their range of vocabulary in Chinese. Students focus on conversation and compositional skills by preparing dialogues and short compositions about selected topics. The course will be conducted as much as possible in Mandarin so that students will become comfortable hearing and using the language.

AHS Req. Elective	CSU: yes	UC: yes
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Mandarin 4

Grades: 9, 10, 11, and 12

Recommendation: Mandarin 3 with a grade of B- or better or teacher's recommendation.

Description: This course extends the previous year's work and helps students review and refine Chinese language skills for use beyond the classroom. Class will be conducted primarily in Chinese. This course provides groundwork preparation for AP Chinese.

AHS Req. Elective	CSU: yes	UC: yes
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(AP) Mandarin

Grades: 10, 11, and 12

Recommendation: Mandarin 4 with a grade of B- or better or teacher's recommendation.

Description: The main theme throughout the AP Chinese course is to develop students' awareness and appreciation of the elements of the cultures of Chinese speaking people. The course will engage students in an exploration of both contemporary and historical Chinese culture, which will occur in Chinese. Students will learn about various aspects of contemporary Chinese society. They also explore the realm of Chinese societal relationships, examining how individuals interact with family members, elders, and peers, and integrate this knowledge into their interpersonal communications. The course will also introduce students to significant persons, products, and themes in Chinese history. This introduction may touch on such topics as Chinese contributions to philosophical thought, government institutions, and artistic pursuits. Throughout the course, students hone their language skills across the three communicative modes: Interpersonal, Interpretive, and Presentational. In so doing, they develop necessary knowledge of the Chinese language, including pronunciation, vocabulary, idiomatic expressions, grammatical structures, and written characters. Specific practice will be provided on detailed grammar points and to assist in refining oral and written communication skills as preparation for the AP exam.

AHS Req. Elective	CSU: yes	UC: yes
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Mathematics

Experience indicates that students who do not have the grade recommendations listed below often do poorly in the class. Summer school courses are an excellent augmentation and enrichment, but do not replace, in terms of actual material covered, the regular yearlong course.

Math 1

Grade: 9

Recommendation: Recommendation of middle school math teacher and/or exam

Description: Math 1 is the first of a three course series to be followed with Math 2 and Math 3. It covers the material in the Model Mathematics I course of the Integrated Pathway in the Common Core State Standards for Mathematics. Key concepts include linear and exponential functions, geometric transformations and congruence, and statistics. The Standards for Mathematical Practice will also be woven throughout lessons, student practice assignments, and assessments.

AHS Req. Math	CSU: yes	UC: yes
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Math 1+

Grade: 9

Recommendation: Recommendation of middle school math teacher and/or exam

Description: Math 1+ is the first of a three course series to be followed with Math 2+ and Math 3+. It covers the material in the Model Mathematics I course of the Integrated Pathway in the Common Core State Standards for Mathematics. Key concepts include linear and exponential functions, geometric transformations and congruence, and statistics. Additionally, in preparation for a senior Calculus AB course, students will **also** explore several key standards at a deeper level. These standards are related to transformation of functions; piecewise functions; interval notation; using graphing technology to find max/min points, zeros, and solutions to systems; and using graphing technology to analyze data. The Standards for Mathematical Practice will also be woven throughout lessons, student practice assignments, and assessments. Also, to complement the deep, rigorous, real world problems throughout the primary textbook, performance tasks will be added to the curriculum. These tasks indicate the depth and breadth of the Standards for Mathematical Practice and are intended to more deeply develop student’s critical thinking and reasoning skills.

AHS Req. Math	CSU: yes	UC: yes
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Honors Math 1/2

Grade: 9

Recommendation: Recommendation of middle school math teacher and/or exam

Description: Honors Math 1/2 is the first of a three course series to be followed with Honors Math 2/3 and Honors Pre-Calculus. The Honors Math 1/2 course pathway was developed to give students the opportunity to accelerate their high school mathematics with a goal of taking Calculus BC during their senior year of high school. It covers all the Model Mathematics I material **and** half of the Model Mathematics 2 course of the Integrated Pathway in the Common Core State Standards for Mathematics for California Public Schools. Key Mathematics 1 concepts include Systems of Equations and Inequalities, Arithmetic and Geometric Sequences, Linear and Exponential Functions, Features of Functions, Congruence with Constructions and Proof, Connecting Algebra and Geometry, and Modeling Data. Key Mathematics 2 concepts include Quadratic Functions, Structures of Expressions, Quadratic Equations, and More Functions, More Features. Each unit has been carefully designed and sequenced with rich mathematical tasks that have been formulated to generate and develop the mathematical concepts and mathematical practices within the Common Core. The pace of this course will be highly accelerated. Students must be independent learners with mathematical fluency in **all** middle school mathematical standards.

AHS Req. Math	CSU: yes	UC: yes
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Math 2

Grade: 10

Recommendation: Recommendation of 9th grade math teacher and/or exam (for students new to AHS).

Description: Math 2 is the second of a three course series to be followed by Math 3. It covers the material in the Model Mathematics II course of the Integrated Pathway in the Common Core State Standards for Mathematics. Key concepts include: (1) extending the laws of exponents to rational exponents; (2) comparing key characteristics of quadratic function with those of linear and exponential functions; (3) creating and solving equations and inequalities involving linear, exponential, and quadratic expressions; (4) extending work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning. The Standards for Mathematical Practice will also be woven throughout lessons, student practice assignments, and assessments.

AHS Req. Math	CSU: yes	UC: yes
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Math 2+

Grade: 10

Recommendation: Recommendation of 9th grade math teacher and/or exam (for students new to AHS).

Description: Math 2+ is the second of a three course series to be followed with Math 3+. It covers the material in the Model Mathematics II course of the Integrated Pathway in the Common Core State Standards for Mathematics. Key concepts include: (1) extending the laws of exponents to rational exponents; (2) comparing key characteristics of quadratic function with those of linear and exponential functions; (3) creating and solving equations and inequalities involving linear, exponential, and quadratic expressions; (4) extending work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning. Additionally, in preparation for a senior Calculus AB course, students will explore several key standards at a deeper level. These standards are related to transformation of functions; various categories of functions (including piecewise, step, absolute value, square root, cube root, inverse and/or trig functions); trigonometric identities; conic sections; matrices; and/or

arguments/proofs for volume formulas. The Standards for Mathematical Practice will also be woven throughout lessons, student practice assignments, and assessments. Also, to complement the deep, rigorous, real world problems throughout the primary textbook, performance tasks will be added to the curriculum. These tasks indicate the depth and breadth of the Standards for Mathematical Practice and are intended to more deeply develop student's critical thinking and reasoning skills.

AHS Req. Math	CSU: yes	UC: yes
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Honors Math 2/3

Grade: 10

Recommendation: Grade of B or better in Honors Math 1/2 and/or 9th grade math teacher recommendation and/or exam to show proficiency in quadratics and modeling.

Description: Honors Math 2/3 is the second of a three course series to be followed by Honors Pre-Calculus. The Honors Math 2/3 course pathway was developed to give students the opportunity to accelerate their high school mathematics with a goal of taking Calculus BC during their senior year of high school. It covers half the Model Mathematics II material **and** all of the Model Mathematics III course of the Integrated Pathway in the Common Core State Standards for Mathematics for California Public Schools. Key concepts include: (1) extending work on probability; (2) establishing criteria for similarity of triangles based on dilations and proportional reasoning; (3) applying methods from probability and statistics to draw inferences and conclusions from data; (4) expanding understanding of functions to include polynomial, rational, and radical functions; (5) expanding right triangle trigonometry to include general triangles; and (6) consolidating functions and geometry to create models and solving contextual problems. Each unit has been carefully designed and sequenced with rich mathematical tasks that have been formulated to generate and develop the mathematical concepts and mathematical practices within the Common Core. The pace of this course will be highly accelerated. Students must be independent learners with mathematical fluency in all Honors Math1/2 standards.

AHS Req. Math	CSU: yes	UC: yes
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Math 3

Grade: 11

Recommendation: Recommendation of 10th grade math teacher and/or exam (for students new to AHS).

Description: Math 3 is the third of a three course series. It covers the material in the Model Mathematics III course of the Integrated Pathway in the Common Core State Standards for Mathematics. Key concepts include: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems.

The Standards for Mathematical Practice will also be woven throughout lessons, student practice assignments, and assessments.

AHS Req. Math	CSU: pending	UC: pending
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Math 3+

Grade: 11

Recommendation: Recommendation of 10th grade math teacher and/or exam (for students new to AHS).

Description: Math 3+ is an integrated math course for students who are interested in taking Calculus AB their senior year. It covers the material in the Model Mathematics III course of the Integrated Pathway in the Common Core State Standards for Mathematics. Key concepts include: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems. Additionally, in preparation for a senior Calculus AB course, students will explore several key standards at a deeper level. These standards are related to using complex numbers in polynomial identities and equations; the Binomial Theorem; adding, subtracting, multiplying and dividing rational expressions; and applying trigonometry to general triangles. The Standards for Mathematical Practice will also be woven throughout lessons, student practice assignments, and assessments. Also, to complement the deep, rigorous, real world problems throughout the primary textbook, performance tasks will be added to the curriculum. These tasks indicate the depth and breath of the Standards for Mathematical Practice and are intended to more deeply develop student's critical thinking and reasoning skills.

AHS Req. Math	CSU: pending	UC: pending
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Pre-Calculus

Grades: 11-12

(natural sequel to Algebra 2)

Recommendation: grade B or better in Algebra 2 and pass Algebra 2 proficiencies or recommendation from previous teacher; C or better in Algebra 2H and recommendation of previous teacher.

Description: traditional pre-calculus course including graphing functions, polynomial functions, rational functions, exponential and logarithmic functions, trigonometry (radians, graphs, identities, equations) vectors, sequences and series, math induction, polar equations and their graphs, some probability and introduction to calculus. The Standards for Mathematical Practice are highlighted as the basis for mathematics instruction and learning. Prepares students for AP Calculus AB.

AHS Req. Math	CSU: yes	UC: yes
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Pre-Calculus Honors

Grades: 11 (natural sequel to Honors Math 2/3)

Recommendation: grade B or better in Algebra 2H and recommendation from previous teacher.

Description: traditional pre-calculus course including trigonometry (radians, graphs, identities etc), functions, limits, differentiation of polynomial and transcendental functions, maxima/minima problems, integration, and vectors in 3-space. This course will have greater emphasis on theory than pre-calculus. The Standards for Mathematical Practice are highlighted as the basis for mathematics instruction and learning. Prepares students for AP Calculus BC.

AHS Req. Math	CSU: yes	UC: yes
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(AP) Statistics

Grades: 12

Recommendation: grade B or better in Algebra 2 or Pre-Calculus

Description: an introductory, non-calculus-based course in statistics covering the AP Statistics syllabus. Students are expected to take the AP Statistics examination in May.

AHS Req. Math	CSU: yes	UC: yes
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Statistics

Grades: 12

Recommendation: grade C- or better in Algebra 2

Description: Statistics is a two semester introductory course. It is designed to expose students to the major concepts of collecting, organizing, and drawing conclusions from data. Students will study four broad areas of introductory statistics: organizing data (observing patterns and departures from patterns), producing data (deciding what and how to measure), probability (anticipating patterns in advance and simulating them), and inference (confirming appropriate selection of models). By the end of this course, students will understand how to use statistical tests to determine the relationship between given variables. In addition, students will learn methods to collect data in an unbiased fashion.

AHS Req. Math	CSU: yes	UC: yes
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(AP) Calculus AB

Grades: 12

Recommendation: grade B or better in Pre-Calculus and recommendation of teacher (natural sequel to Pre-Calculus)

Description: standard first semester calculus course with emphasis on functions, limits, derivatives and integrals, area, volume, numerical integration, differential equations, slope fields. Practical applications will be used to illustrate the ideas presented. The AP Calculus AB syllabus will be followed. Students are expected to take the AP Calculus AB examination in May.

AHS Req. Math	CSU: yes	UC: yes
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(AP) Calculus BC

Grades: 12

Recommendation: grade B or better in Pre-Calculus H and recommendation of teacher (natural sequel to Pre-Calculus H)

Description: standard first year calculus course with emphasis on functions (including polar and parametric), limits, derivatives and integrals, area, volume, numerical integration, differential equations, slope fields, Euler's method, polar and parametric functions, sequences and series, convergence tests. Practical applications will be used to illustrate the ideas presented. The AP Calculus syllabus BC will be followed. Students are expected to take the AP Calculus BC examination in May.

AHS Req. Math	CSU: yes	UC: yes
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Physical Education

Physical Education 1

Grade: 9

Recommendations: none.

Description: emphasis placed on individual skills; activities include various individual and team sports such as: rugby, golf, yo-yo, swimming, water polo, Frisbee, self-defense, volleyball, track & field, weight training, archery, team handball, and softball.

AHS Req. PE	CSU: no	UC: no
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Physical Education 2

Grades: 10, 11, and 12

Recommendations: must have passed P.E. 1 course.

Description: emphasis placed on individual skills; activities include various individual and team sports such as: football, badminton, bowling, basketball, weight training, tumbling, table tennis, soccer, tennis, and softball.

AHS Req. PE	CSU: no	UC: no
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Weight Training

Grades: 11 – 12

Recommendations: successful completion of P.E. 1 and P.E. 2 or concurrent enrollment in P.E.2 course

Description: This course requires students to assume responsibility for their own workouts. Accordingly, students develop and maintain a personal physical fitness log as evidence that they have performed daily workouts. Important information in their log should include date, weight training exercise, number of repetitions, number of sets, and amount of weight lifted. Teachers check the logs that students develop at the beginning of the school year and monitor them throughout the year. Periodically throughout the school year, students and teachers discuss the student's progress using the data in the log.

AHS Req. P.E.	CSU: no	UC: no
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Team Sports

Grades: 11-12

Recommendations: successful completion of P.E. 1 and P.E. 2 or concurrent enrollment in P.E.2 course

Description: the following team sports will be included but not limited to - team handball, volleyball, softball, Ultimate Frisbee, soccer, basketball, and football. Skills and lead up games specific to each sport will be progressively taught culminating into game play. Students will also explore the history and terminology of each sport, game strategies, fitness activities and development of team work/sportsmanship. Weekly mile runs will not apply – aerobic fitness will be accomplished through participation in class activities.

AHS Req. P.E.	CSU: no	UC: no
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Fitness/Lifetime Sports

Grades: 11-12

Recommendations: successful completion of P.E. 1 and P.E. 2 or concurrent enrollment in P.E.2 course

Description: the focus will be individual sports, fitness and lifetime activities. The following sports and activities will be included but not limited to badminton, aerobics, golf, bowling, tennis, archery, walking/jogging, table tennis, Canoeing, Skiing, Deep-sea fishing, hiking, and biking. Students will progressively learn the skills and game strategies for each sport as well as the historical background and terminology. These sports/activities have been chosen to encourage students to participate in physical

activity for life and to promote good health and wellness. Weekly mile runs will not apply – aerobic fitness will be accomplished through participation in class activities. Mandatory weekend class meetings for certain activities in lieu of normal class meetings. Fees will apply to weekend activities.

AHS Req. P.E.	CSU: no	UC: no
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Science

The Albany High School Science Department offers courses to enable all of its students to gain proficiency in the curricular areas of Biology, Chemistry, Physics and Earth/Space Science as defined by the Science Standards of the California State Department of Education. It is also the goal of the department to provide advanced study in these same curricular areas in order to prepare its students for continuing study at any post-secondary educational institution. Finally, it is our desire to encourage in our students an appreciation and a love for the learning process, particularly as it relates to the phenomena occurring at every moment in our physical and biological environment.

Anatomy-Physiology/Lab

Grades: 11 and 12

Recommendations: 1 year of Biology and/or Chemistry.

Description: the early part of the course compares the evolution of the anatomy and physiology of the major vertebrates. The latter, major portion of the course deals with human anatomy and physiology- the structure and function of the major organ systems of the body.

Instructional Strategies: lecture/demonstration, discussion, laboratory activities including small animal dissection, reading assignments, individual and group projects, visiting speakers.

Student Assessment: written homework assignments, written tests, written lab assignments (individual and group), individual and group oral presentations.

Instructional Materials: textbooks, supplementary written materials, videotapes, CD's used with computers, data probes, and standard laboratory equipment.

AHS Req. Life Science	CSU: yes	UC: yes
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Biology/Lab

Grades: 9, 10, 11, & 12

Requirement: Concurrent enrollment in Math 1 or higher.

Description: a complete course in introductory biology which includes the following topics: Cell Biology, Chemistry of Life, Molecular Biology, Genetics, Human Genetics, Human Biology, Evolution and Ecology.

Instructional Strategies: lecture/demonstration/discussion, laboratory activities, reading assignments, individual and group projects.

Student Assessment: written homework assignments, written tests, written lab assignments (individual and group), notebooks of class and lab work, individual and group research and oral presentations.

Instructional Materials: textbooks, supplementary written materials, videotapes, CD's, computers, and standard laboratory equipment.

AHS Req. Life Science	CSU: yes	UC: yes
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(AP) Biology/ Lab

Grades: 11 and 12

Requirement: one year of Chemistry with a "B" or better and one year of Biology with a "B" or better. All students must complete summer work.

Description: a college level course, which covers the topics required for the College Board's Advanced Placement Exam in Biology. Topics include: Molecular and Cellular Biology, Genetics, Evolution and Population Biology (human and plant systems, as well as Ecology) within the context of the new curriculum adopted for 2012-13 and beyond. Laboratory work is included and additional lab time beyond class period will be required. Additionally, there is an increasing emphasis on statistical analysis (strong analytical and math skills are recommended) and as always, strong writing skills are required.

Instructional Strategies: lecture/demonstration/discussion, investigation activities, reading assignments in college text and computer-media materials. Extensive homework will be required throughout the school year

(including during week-long breaks) as well as significant portions of independent learning. This is necessary to complete all of the material required to prepare for the early-May AP Biology Exam.

Summer Work Required: extensive readings from several chapters in the textbook and additional resources requiring the completion of varied lab or written assignments.

Student Assessment: extensive homework assignments, college level tests, written lab assignments (individual and group), as well as student-led discussions.

Instructional Material: textbook, supplementary written materials, DVDs, online resources, and standard life science laboratory equipment.

AHS Req. Life Science	CSU: yes	UC: yes
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Earth/Space Science

Grade: 10, 11, & 12

Requirement: open enrollment – no specific requirements

Description: a science course designed to meet Earth Science Standards. Specifically the curriculum will cover the following: Earth's Place in the Universe, Dynamic Earth Process, Energy in the Earth's System, Biogeochemical Cycles, Structure, Composition of the Earth, Composition of the Atmosphere, and California Geology. In addition, it will review basic science skills and concepts preparing students for subsequent courses.

This course will satisfy the physical science portion of the two-year high school science requirement. It also satisfies the Cal State Univ. Physical Lab Science entrance requirement. (UC's do not accept this as lab science – it satisfies the college prep elective.)

Instruction Strategies: lecture/demonstration, discussion, reading/writing assignments, laboratory activities, group projects, computer on-line work.

Student Assessment: written homework assignments, written and hands-on tests, written and oral lab/project reports, notebook with class and lab work, and individual and group oral presentations.

Instructional Materials: textbooks, supplementary written materials used with computers, computers on-line, standard laboratory equipment.

AHS Req. Physical Science	CSU: yes (Lab Science)	UC: yes (College Prep elective)
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Chemistry/Lab

Grades: 10, 11, & 12

Requirements: Concurrent enrollment in Math 2 or higher. Previously completed Biology.

Description: College Prep Chemistry provides an overview of chemistry with an emphasis on real-world applications. It meets the NGSS and California State Framework Chemistry Standards. Topics include the following: physical and chemical properties of matter, measurement, calorimetry, energy in chemical changes, stoichiometry associated with chemical reactions, atomic theory – quantum model of atom, bond theory, chemistry of solutions, equilibrium, gas laws, an acid-base chemistry.

Instructional Strategies: lecture/discussions/demonstration, reading/writing assignments, laboratory activities, individual and group projects, and peer-directed and designed activities. .

Student Assessment: written homework assignments, written tests, individual and group lab assignments, oral presentations, and peer assessments.

Instructional Materials: textbooks, workbooks, supplementary written materials, videos used in conjunction with computer lessons, data probes, standard laboratory equipment and multi-media.

AHS Req. Physical Science	CSU: yes	UC: yes
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(AP) Chemistry/Lab

Grades: 11 and 12

Requirements: One year of high school Chemistry with a grade of "B" or better. Must be concurrently enrolled in Pre-Calculus or higher. All students must complete summer work.

Description: a college-level course, which covers the topics required by the College Board's Advanced Placement Exam in Chemistry. Topics include: descriptive chemistry (e.g. reaction categories, predicting both spontaneity and products), quantum theory; bond theories and their limitations, (e.g. valence bond theory, VSEPR theory, hybridization, and molecular orbital theory), solutions, electrochemistry/redox (oxidation-reduction reactions), equilibrium reactions (including hydrolysis, solubility product and buffers); chemical thermodynamics, kinetics, and organic chemistry topics. Extensive homework will be required throughout the school year (during week-long breaks, as well). This is necessary to complete all of the material required to prepare for the early-May AP Chemistry Exam. Students are expected to take the national exam in May.

Instructional Strategies: lecture/demonstration, discussion, laboratory activities, reading assignments, individual and group projects.

Summer Work Required: extensive readings from several chapters in the textbook and additional resources requiring the completion of varied assignments.

Student Assessment: written homework assignments, written tests, written lab assignments (individual and group) and group projects.

Instructional Materials: textbooks, supplementary written materials, videotapes used in conjunction with computers, data probes, and standard laboratory equipment.

AHS Req. Physical Science	CSU: yes	UC: yes
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Physics/Lab

Grades: 10, 11, and 12

Requirement: must have passed Math 2 with a grade of “C” or better; concurrent enrollment in Math 3 or higher.

Description: an introductory college prep course in classical physics. Topics include: mechanics, wave motion, optics, sound, heat, electricity and magnetism, astronomy and modern physics. This course emphasizes hands-on activities and laboratories developing an understanding of physical concepts as they apply to everyday life. Meets the NGSS and CA State standards.

Instructional Strategies: lecture/demonstration, discussion, laboratory activities, partner and group work, reading assignments, individual and group projects.

Student Assessment: written homework assignments, written tests, written lab assignments (individual and group), individual and group oral presentations.

Instructional Materials: textbooks, supplementary texts, demonstration equipment, probeware, computers, and standard physics laboratory equipment.

AHS Req. Physical Science	CSU: yes	UC: yes
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(AP) Physics/Lab

Grades: 11 and 12

Requirements: must have completed Math 3 and most recent lab science course with grade “B” or better and concurrent enrollment in Pre-Calculus or higher math class. Completion of summer work if required.

Description: an introductory college level general physics course which covers topics in preparation for the College Board’s Advanced Placement Exam in Physics. Students will 1) participate in hands-on activities and laboratory work to gain an understanding of physics principles, 2) develop mathematical skills to solve problems in physics and 3) develop an understanding of how basic physics principles relate to modern technology. Students are expected to take the AP exam in May.

Instructional Strategies: lecture/demonstration, discussion, partner/group work, laboratory activities, readings, and projects.

Summer Work May Be Required: readings from the textbook and several assignments

Student Assessment: written homework assignments, written tests, written lab assignments (individual and group).

Instructional Materials: textbooks, supplementary texts, demonstration equipment, probeware, computers, and standard physics laboratory equipment.

AHS Req. Physical Science	CSU: yes	UC: yes
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Sports Medicine

Grades: 10, 11, and 12

Priority goes to 11th and 12th graders

Requirement: Completion of Biology

Recommendation: an interest in the care and prevention of athletic injuries or an interest in clinical medicine.

Description: designed to explore human anatomy and physiology, and lays the foundation for further study of these sciences. Students learn how systems of the body function and interact through physical activity, and develop a thorough understanding of the structure and function of the human body in relation to athletic activity. This knowledge serves as a platform for understanding the physiological response to injury and improving performance. This course fulfills the ‘g’ elective requirement for the UC and CSU system. It does not fulfill the ‘d’ laboratory science requirement. This is primarily a hands-on course and may require additional observational hours outside of class with our school athletic trainer and athletic teams.

Instructional Strategies: lecture/demonstration, discussion, laboratory activities, reading assignments.

Student Assessment: written homework assignments, written tests, written lab assignments (individual and group), and performance assessments.

AHS Req. Life Science CSU: yes (College Prep elective) UC: yes (College Prep Elective)

(AP) Environmental Science/Lab

Grades: 11 and 12

Priority goes to 11 graders interested in the EDSET Program.

Requirement: One year of Biology and one year of Physical Science with grades "C" or above. Completion of summer work.

Description: a college-level course, which covers the topics required by the College Board's Advanced Placement Exam in Environmental Science. The goal is to provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

Instructional Strategies: Lecture, readings, discussions, lab work, field study, guest speakers.

Summer Work Required: extensive readings from multiple sources, and summary and synthesizing assignments.

Student Assessment: written homework assignments, written tests, written lab assignments (individual and group), individual and group oral presentations.

Instructional Materials: textbooks, supplementary written materials, videotapes used in conjunction with computers, data probes, and standard laboratory equipment

AHS Req. Physical Science or Life Science CSU: yes UC: yes
"Interdisciplinary Lab Science" – satisfies either Physical Science or Life Science Requirement for CSU/UC

Social Studies

All social studies courses are designed to present historical issues that are significant in understanding the past, present and the future. All courses include strong components of writing, literature, art and geography designed to improve students' critical thinking abilities from a multi-cultural perspective. Courses are not tracked by student ability. The social studies 3-year requirement is to be fulfilled as follows: 10th grade, World History; 11th grade, U.S. History; 12th grade, Government/Economics. Elective courses include California History, World Problems, Psychology, (AP) Art History, and a one-year sequence combining (AP) Comparative Government & Politics and World Religions.

Identity Health & Society

Grade: Required incoming 9th graders

Recommendations: none (*incoming 9th grade requirement*).

Description: this course provides an overview of a variety of health topics (including social, emotional and physical health), and has students examine factors affecting identity, behaviors and perceptions, including an analysis of the role of the media and larger society in shaping health, well-being, personal choices and development. Students also explore the role of culture and discrimination, and their impact on health in society. Topics include nutrition and fitness, alcohol and drugs, sexuality, mental health, violence prevention, and internet safety. For each topic, attention is paid to critical thinking skills, including media literacy, information seeking and decision-making.

AHS Requirement: Social Studies CSU: no UC: no

World History

Grade: 10

Recommendations: none (*10th grade requirement*).

Description: a chronological and thematic approach to major historical issues and events occurring worldwide beginning around A.D. 1700 and continuing to the present. Emphasis is placed on the global

nature and the causes and effects of historical events. Concurrent studies include geography, the arts, and current events.

Instructional Strategies: through lecture, discussions, analyses of primary and secondary sources, literature and videos and cooperative learning projects student will be better able to understand the significance of important events and outcomes and develop a sense of the complexity of history.

Student Assessment: objective and subjective exams, essay writing, term papers, group projects, class participation, daily homework assignments; mid-term and final exam.

Instructional Materials: textbooks, newspapers, historical documents.

AHS Requirement: Social Studies	CSU: yes	UC: yes
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United States History

Grade: 11

Recommendations: none (11th grade requirement).

Description: a thematic approach is taken on topics from the ideological origins of the American Revolution, through the American system of slavery, the framing of the Constitution, the Civil War and Reconstruction to the emergence of the U.S. as a world power in 1900. The 20th Century is studied by emphasizing the Progressive Era, the Jazz Age and the Harlem Renaissance, the Great Depression, World War 2, the Cold War, the Civil Rights Movement, the Vietnam War, and historical events and current issues of the recent past. The multiethnic nature of our historical development will be highlighted.

Instructional Strategies: through lecture, discussions, analyses of primary and secondary sources, literature and films and cooperative learning projects students will be better able to understand the significance of important events and outcomes and develop not only a sense of the complexity of history, but an interest in learning more.

Student Assessment: objective and subjective exams, essay writing, book reviews, group projects, class participation, daily homework assignments; mid-term and final exam.

Instructional Materials: textbook, newspapers, historical documents & films, music, art, & field trips.

AHS Requirement: Social Studies	CSU: yes	UC: yes
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United States Government

Grade: 12, Fall semester course only

Recommendations: none (12th grade requirement).

Description: a semester course emphasizing the structure and functions of our federal government. State and local governments are highlighted briefly. Issues of public policy and foreign affairs are addressed concurrently. Current political and social issues are discussed throughout the course.

Instructional Strategies: through lecture, discussions, analyses of primary and secondary sources, videos, and cooperative learning projects students will be better able to understand the workings of our government in the formulation of public policy and the extent to which democratic ideals are applied.

Student Assessment: objective and subjective exams, essay writing, book reports, group projects, class participation, daily homework assignments; mid-term and final exam.

Instructional Materials: textbook, newspapers, historical documents, and relevant fiction and nonfiction.

AHS Requirement: Social Studies	CSU: yes	UC: yes
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Economics

Grade: 12; Spring semester course only

Recommendations: none (12th grade requirement).

Description: a study of basic economic principles since the development of capitalism. A focus on comparative economic systems is used to highlight issues such as international trade, poverty, economic development and the application of technology. Personal consumer economic issues are addressed.

Instructional Strategies: through lecture, discussions, analyses of primary and secondary sources, videos and cooperative learning projects students will be better able to understand the extent to which economics affect our lives and determines the course of public policy decisions. The course examines the federal government's formulation of economic policy, and considers the extent to which the institutions that formulate economic policy are democratically accountable.

Student Assessment: objective and subjective exams, essay writing, book reports, group projects, class participation, daily homework assignments; mid-term and final exam.

Instructional Materials: textbook, newspapers, historical documents, and relevant fiction and nonfiction.

AHS Requirement: Social Studies	CSU: yes	UC: yes
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(AP) Art History

Grades: 11 and 12

Recommendations: none.

Description: this course is designed to provide the same benefits to secondary students as those provided by an introductory college course in art history: an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine major forms of artistic expression from the past and the present from a variety of cultures. Students learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see with an historical context.

AHS Requirement: Elective	CSU: yes	UC: yes
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(AP) Comparative Government & Politics and World Religions

Grades: 11 and 12

Recommendations: Students not earning an A or a B in their current English and Social Studies classes are advised not to attempt this course sequence.

Description: students taking this one-year sequence will take **AP Comparative Government & Politics** (a one-semester course) in the fall semester, and **World Religions** in the spring semester. The AP Comparative Government & Politics course will examine political institutions and behavior, and systems of government, in six nations: Britain, Russia, China, Nigeria, Mexico and Iran. While the course will emphasize the major concepts used by political scientists to interpret politics and government in a variety of nations, students will be encouraged to contrast the specific political institutions and processes of the six nations studied (and of the US), in an effort to develop hypotheses about human political behavior. The **World Religions** course will explore the historical development and teachings of traditional faiths such as Hinduism, Jainism, Buddhism, Daoism and Confucianism, Shinto, Zoroastrianism, Judaism, Christianity, Islam, Sikhism, indigenous religions, new religious movements and will consider how each of these traditions has evolved into contemporary beliefs and practices. This course will also address the changing nature of each religion, the spread of religious pluralism, the rise in violence in the name of religion, and the movement toward interfaith dialogue.

AHS Requirement: Elective	CSU: yes	UC: yes
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California History

Grades: 9, 10, 11, and 12

Recommendations: none.

Description: a study of the most populous, multiethnic and multicultural state in the United States. This course examines Native American cultures of the past and ends with a penetrating look at life in the 21st Century. Major topics include Native Americans, Spanish Missions, the Gold Rush, San Francisco and Los Angeles, the Chinese/Japanese/Filipino experience, World War II, African American migration and culture, the Irish and Italians, Hollywood, water policy, agriculture and industry, Chicano culture and the politics of the day.

Instructional Strategies: through lecture, discussions, analyses of primary and secondary sources, documentaries and group projects, students will be better able to understand the diverse nature of California and the ways in which it has influenced our lives today and the effect it has had on the rest of the United States and the world.

Student Assessment: objective and subjective exams, essay writing, group projects, class participation daily homework assignments; mid-term and final exam.

Instructional Materials: textbook, newspapers, historical documents and films, art, and field trips.

AHS Requirement: Elective	CSU: yes	UC: yes
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Ethnic Studies

Grades: 10, 11, and 12

Recommendations: none.

Description: The academic field of Ethnic Studies is the critical study of power and privilege according to race and ethnicity in human society. By studying the ways that race and ethnicity intersect with other social categories such as class, gender, sexuality, or religion in history, culture, current events, and our everyday lives, AHS students will develop the sophisticated critical thinking skills and in-depth historical knowledge necessary to thrive and excel as global citizens in the 21st century. Students will investigate and analyze how power and privilege have impacted different groups throughout United States History, and their

contributions. Students will apply in-depth analysis to contemporary issues and pose creative solutions to encourage community and civic engagement. This course is intended to help build inter-ethnic understanding and socio-cultural bridges in an increasingly more multicultural and multiethnic nation, which is imperative to creating a just society.

Instructional Strategies: through lecture, discussions, analyses of primary and secondary sources, documentaries and group projects, students will be better able to understand the diverse nature of California and the ways in which it has influenced our lives today and the effect it has had on the rest of the United States and the world.

Student Assessment: objective and subjective exams, essay writing, group projects, class participation daily homework assignments; mid-term and final exam.

Instructional Materials: textbook, newspapers, historical documents and films, art, and field trips

AHS Requirement: Elective	CSU: pending	UC: pending
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Psychology

Grades: 10, 11, and 12

Recommendations: none.

Description: this course is an introduction to the study of psychology. Students explore the study of behavior and mental processes using both primary and secondary sources. Theories and case studies related to biology and behavior, learning and cognition, development from infancy through adulthood, personality development, psychological disorders and methods of therapy, and social psychology are included and discusses

AHS Requirement: Elective	CSU: yes	UC: yes
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World Problems

Grades: 9, 10, 11, and 12

Recommendations: none.

Description: A full year course that will review local, domestic and international issues that currently threaten planet earth. Focus will vary from the U.S. Constitution and the Bill of Rights to various environmental and human rights issues. World problems to be explored involve U.S. Foreign and Domestic Policy, Military Defense Issues and Weapons Proliferation, Health Epidemics and Human Rights, Foreign Aid and Immigration, Gun Control, Terrorism, and Global Climate Change. Additional focus will include content on Asia, Europe and Russia, Latin America, and the Middle East.

Instructional Strategies: lectures, frequent discussions, project assignments, weekly quizzes, videos as well as research using primary and secondary sources will be required. Critical thinking is also an important component of the course.

Student Assessment: exams and periodic quizzes, essay writing, group projects and presentations, individual presentations, class participation and frequent homework assignments; mid-term project and final exam.

Instructional Materials: various, including nonfiction publications on current issues, newspapers & digital media, historical documents and world problems related fiction and nonfiction materials.

AHS Requirement: Elective	CSU: yes	UC: yes
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General Electives

The 70-credit graduation requirement in “electives” includes all courses beyond the minimal graduation requirements in other subject areas (i.e. a third year of Science or Math, a second year of Fine Arts, etc. will be applied toward Elective credit). For additional elective options please see departmental course listings above.

Accounting 1

Grades: 10, 11

Requirement: Enrollment in Venture Program (see **Venture Program description for more details**)

Students will operate a business on the Albany High campus selling school supplies and fashion accessories. Students will work in teams to complete all of the accounting for their business according to Generally Accepted Accounting Principles, gradually increasing the sophistication of their accounting work

to a level that will qualify them for an entry level “full charge” bookkeeping job. Students will learn cash management, inventory management, produce income statements and balance sheets, evaluate pricing, cash flow and profitability, and complete sales tax and income tax returns. Students will learn to use Excel spreadsheets and accounting software. Students will also develop relationships with other businesses in the community, conducting research and proposing solutions to business operations issues.

AHS Req. Elective	CSU: yes (College Prep elective)	UC: yes (College Prep elective)
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Service

Grades: 10, 11, and 12

Recommendation: prior AHS staff approval and contract required.

Description: students assist individual teachers, secretaries, or other staff members for one period of the school day.

AHS Req. Elective	CSU: no	UC: no
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