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Mission & Vision

We live to unlock and nurture the passion of each and every student through a Foundation of knowledge, creativity, and a lifelong love of learning.

We support this foundation on the transformational power of art, entrepreneurship, and 21st century scholarship.

We empower passionate world-citizens with the confidence of knowledge, the power of creative thinking, and the tools needed to succeed..

PHILOSOPHY, GOALS, AND OBJECTIVES

The Governing Board and staff of The School of Arts and Enterprise believes that the effectiveness of the educational program of the school depends fundamentally upon a sound philosophic base, a set of agreed upon goals and detailed objectives consistent with these goals. These are presented in this section.

Education is the life-long development and cultivation of the mind, body and character. The role of The School of Arts and Enterprise and its Board in this process is to provide the best possible educational opportunities for its community that emphasizes the education of the whole person by promoting intellectual, emotional, physical, and social growth upon which each student may build his or her future as an individual and as a responsible member of a democratic society and a changing world.

An educated person in the 21st Century will have accumulated a large base of global knowledge upon which to build in order to achieve success in a highly technical and sophisticated society. The global economy and international interdependence will demand a strong knowledge of information technology, including usage of the internet. A core of knowledge in the subjects of language arts, math, geography, history, science, art and entrepreneurship will be basic requirements. Moreover, the ability to work well in teams, think critically and creatively, solve complex problems, communicate effectively and employ the skills of a life-long learner will be essential for success in the workplace. However, such knowledge must be coupled with core knowledge in and a basic appreciation for the visual and performing arts as a gateway to work cooperatively and to understand and respect people from diverse cultural and social backgrounds. Finally, an educated person in the 21st Century will understand the need for civic responsibility and social justice.

Students come to school at different levels of development and with a variety of experiences. They learn at different rates and in different ways. The School of Arts and Enterprise shall provide an educational experience that allows for these individual differences and ensure that each student has an equal opportunity to reach his or her full potential.

Learning and Standards-Based Grading Policy

Mastery Learning is an instructional approach that is designed to help all students improve their learning. Some key aspects of mastery learning include:

- Learning objectives will be transparent from the first day of a unit and on each assignment.
- Students will have opportunities to track and reflect on their progress on the standards.
- Formative assessments are opportunities for students to practice the standards.
- Summative assessments are the primary factor in academic grades.
- Multiple summative assessments that address various learning styles will be used.
- Grades are based ONLY on mastery of academic standards and UNLOCK skills;
- Students must earn a C to pass a course; unless a C or higher is earned, no credit (NC) will be given.

Standards-based Grading

The SAE has adopted the Mastery Learning model of standards-based grading. Students are evaluated based on specific academic standards and UNLOCK skills. Students are not given “points” for simply completing work or participating. Student must demonstrate their knowledge and abilities on a variety of assessment types (quizzes, oral quizzes, discussions, tests, essays, reports, speeches, projects, presentations, portfolios).

For every assignment, students are evaluated on a **4-point rubric**:

4.0 = Advanced

3.5 = Approaching Advanced

3.0 = Proficient

2.5 = Approaching Proficient

2.0 = Basic

1.5 or 1 = Below Basic

Formative vs. Summative Assessments

For the purpose of Mastery Learning, it is important to recognize the difference between “formative” and “summative” assessments.

Formative Assessments are activities given during the instructional process to inform teachers how students are progressing toward the learning goals and help students understand and track their progress towards standards mastery. Every formative assessment is aligned to a specific standard or standards. Formative assessments are included in the grade book to guide instruction and inform teachers of student learning needs. However, final grades are tabulated utilizing summative assessments. Students are given ample chances to move towards mastery of standards.

Summative Assessments are given to enable students to display their mastery of the standards. Students take summative assessments after feedback from formative assessments has been given. Every summative assessment is aligned to a specific standard or standards. Retakes on summative assessments will be given according to teachers' grading policies as outlined in their syllabi. **Retakes on summative assessments must be completed within two weeks from when the student receives their assessment grade.**

Final Course Mark for Mastery Learning

A student's final course grade should be an accurate reflection of the level of standards that have been mastered by the end of the course. Final grades will be an average of the most recent assessment of each standard as well as UNLOCK Skill assessments. UNLOCK Skills will count for about 10% of the final grade for academic courses.

A Note on Quarterly Progress Reporting for Mastery Learning

Please note that in the Mastery Learning model, a student's grade shows the level of mastery they have achieved on specific standards in that content area. It is NOT necessarily an indication of how hard a student is working or how well they behave in class.

If a student is failing (below 60%) for the overall course at the quarter, please refer to the individual progress report or grade book entries from that teacher in the online portal to see which standards the student needs more practice or help with during tutoring. (If you have trouble accessing the online portal, please call The SAE Main Office for assistance.) Mastering knowledge and skills happens over time, with many opportunities for application and practice. Students may not yet have a passing grade because the course is only half over at the quarter progress report. Students will have opportunities to retake assessments and therefore show their mastery of skills and knowledge as the semester continues.

Mastery Learning hugely improves student success in high school, and preparation for college; based on research, Mastery Learning makes a difference in students' lives.

Mastery Learning and Standards-Based Grading

Common Misconceptions about Mastery Learning

Key aspects of mastery learning can sometimes be simplified to the point of not being correct. It is important to clearly explain the concept of mastery learning to students, and to reinforce the aspects of mastery learning consistently throughout the school year. Some examples of common misconceptions about mastery learning include:

- **“Only tests count toward my grade.”** – Teachers will use multiple summative assessments (e.g., traditional tests, essays, reports, performance assessments, projects, oral examinations) to measure student proficiency. Formative assessments drive student learning and summative assessments display what they know.
- **“I don’t need to do classwork or homework anymore because they don’t count toward my grade.”** – Mastery Learning is about student depth of understanding. This is achieved through different kinds of evaluations. Homework and classwork can be summative or formative assessments, depending on the teacher’s discretion and needs of the students. Both homework and classwork may be entered into grade books as part of the final grade.
- **“I can turn in work late/I have as many chances as I want to re-try completing summative assessments.”** – Late work may not always be accepted as determined by teachers and the nature of the assessment. Students must be given additional practice or support (i.e. mandatory tutoring) prior to retaking summative assessments. The number of retakes allowed is limited as determined by the teacher. Students will be given an appropriate time period to retake summative assessments, not to exceed two weeks
- **“I don’t test well, so I won’t perform well under this system.”** – Feedback from formative assessments as well as multiple assessment types support students who are challenged with traditional test taking.

Some important tips for parents:

- Ask students each day about what standards were covered in their classes.
- Ask students when their next summative (end of unit) assessments will be.
- Ask students to explain their proficiency level on the standards for their classes.
- Ask students to review at home the standards that they are the weakest in.
- Ask students to show you evidence that they are proficient at a standard.

Please contact us for further explanation or examples of your child's progress or the Mastery Learning process.

The SAE College Preparatory Course Programming

Subject Requirements	The SAE College Preparatory Course Programming	UC/ CSU Requirements for Freshman Admissions
English*	4 years	4 years
Mathematics*	4 years Students must pass Integrated Math I and an additional course in Algebra, Geometry OR Integrated Math II & III	3 years Includes Algebra, Geometry, and Algebra II, OR Integrated Math I, II & III 4 years recommended
Social Science	3 years US History & World History + US Government and Economics	2 years World History & US History
Science**	3 years 1 Yearlong Physical Science 1 Yearlong Biological Science 1 Additional Yearlong Lab Science Course	2 years, 3 years recommended 1 Yearlong Physical Science 1 Yearlong Biological Science
World Language	2 years in the same language Or waiver exam	2 years in the same language Or waiver exam 3 years recommended
Visual and Performing Arts & Electives	6 yearlong courses (60 credits) of Arts and/or Business	1 year
College Preparatory Course		1 year
Additional Requirements for Graduation		
Physical Education	2 years	

*All students must be enrolled in an English and Mathematics course all 4 years at The SAE to prepare for the rigor of college.

** All students must be enrolled in a science course for three years and successfully pass at least one yearlong course in the Biological science discipline **AND** one yearlong course in the physical science discipline

Participation in High School Graduation Ceremony

High School students who successfully complete The School of Arts and Enterprise recommended course of study are eligible to participate in the graduation ceremony. Students must also successfully present their Portfolio and complete any remediation deemed necessary by members of the portfolio panels.

Any student participating in a graduation ceremony shall comply with The SAE policies and regulations pertaining to student conduct outlined in The SAE Student-Parent Handbook 2018-19. For more information on eligibility status, please see the school counselor.

Receiving High School Diploma

High School students who successfully complete The School of Arts and Enterprise recommended course of study are eligible to receive their diploma. At the discretion of The Graduation Appeals Committee, students who do not meet The School of Arts and Enterprise recommended course of study may be eligible to receive their diploma.

All eligible students will be able to pick up their diploma from The SAE registrar or have it mailed to them upon request. For more information on eligibility status, please see the school counselor.

Academic Scope and Sequence

6TH GRADE

English Language Arts
Math Core Connections Course 1
History Grade 6
Science Grade 6
Support Classes (if needed)
House Class
ASB (if elected)

7TH GRADE

English Language Arts
Math Core Connections Course 2
History Grade 7
Science Grade 7
Support Classes (if needed)
House Class
ASB (if elected)

8TH GRADE

English Language Arts
Math Core Connections Course 3
History Grade 8
Science Grade 8
Support Classes (if needed)
House
ASB (if elected)

9th GRADE

Composition & Literature 9
Integrated Math I
Biology
Business Foundations
Other Programmatic Offerings: PE, Spanish, ASB, Academic Electives
Support Classes (if needed)

10th GRADE

World Composition & Literature 10

Integrated Math II
Physical Science
World History (Honors if interested)
Other Programmatic Offerings: PE, Spanish, ASB, Academic Electives
Support Classes (if needed)

11th GRADE

American Composition & Literature 11 (AP options available)
Integrated Math III
Environmental Science (AP option available)
United States History Honors
Other Programmatic Offerings: PE, Spanish, ASB, Academic Electives
AP Human Geography
Support Classes (if needed)

12th GRADE

CSU Expository Reading and Writing (AP options available)
Pre-Calculus (AP Calculus available)
United States Government Honors (AP option available)- one semester
Economics- one semester
Business Entrepreneurship
Other Programmatic Offerings: PE, Spanish, ASB, Academic Electives
Support Classes (if needed)

Arts

Scope and Sequence

All new students to The SAE start at the the foundational level unless they pass to a higher level based on a placement interview, regardless of grade.

Dance

6th-8th

- Dance Company
- Dance
- Advanced Dance

9th-12th

- Dance Foundations
- Dance I
- Dance II
- Dance III
- Choreographic Process
- *Dance Company & Dance Production may be available Spring 2021*

Digital Arts

6th-8th

- Digital Communications

9th-12th

- Art Foundations
- Digital Arts I
- Digital Arts II
- Digital Arts III
- AP Studio Art: 2-D Design

Music- Instrumental

6th-8th

- Composing & Arranging
- Jazz 1
- Jazz 2
- Jazz 3

9th-12th

- Jazz Lab
- Intermediate Jazz Ensemble
- Commercial Music
- Theory and Improvisation
- Concert Jazz Ensemble

Music- Vocal

6th-8th

- Choir

9th-12th

- Music Foundations- Vocal
- Voice I
- Voice II
- Voice III
- Advanced Voice
- Musical Theatre-Voice

9th-12th Photography

- Photography Foundations
- Photo I

9th-12th Filmmaking

- Filmmaking II
- Filmmaking III
- Filmmaking Production (for Filmmaking Dual Majors)

Theatre

6th-8th

- Musical Theatre
- Theatre Fundamentals
- Intermediate Drama
- Advanced Drama

9th-12th

- Theatre Foundations
- Acting I

- Acting II
- Acting III
- Stage Technology and Design (can be taken at any point in the sequence)

Musical Theatre Lab Block 8 after school (for Musical Theatre Dual Majors)

Visual Arts

6th-8th

- Graphic Novel
- Foundational Arts
- Intermediate Visual Arts
- Advanced Visual Arts

9th-12th

- Art Foundations
- Visual Arts I
- Visual Arts II
- Visual Arts III
- AP Studio Art: 2-D Design

Course Descriptions :

Academic Core

Social Science

Course Title: 6th Grade History

Course Length: One Year

Prerequisite: None

Sixth Grade History investigates ancient civilizations which encompasses early humans, Ancient Egypt and the Middle East, Ancient India, Ancient China, Ancient Greece, and Ancient Rome. Within each topic students will learn about the founding societies and their development. Major academic skills that will be implemented include analyzing these early communities, comparing different historical figures, and understanding the influence of ancient civilizations in the Modern World.

Course Title: 7th Grade History

Course Length: One Year

Prerequisite: None

Seventh Grade History studies the major events and turning points that shaped the medieval world, from the late eighteenth century through the present. Students will trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students explore the world through reading, writing, artwork, simulations, projects, movies, literature, acting, and other activities.

Course Title: 8th Grade History

Course Length: One Year

Prerequisite: None

Eighth Grade History studies the major events and turning points that shaped the United States, from framing the Constitution up to World War I. Students will trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. Students will be able to make connections between the rise of the nation and contemporary social and economic conditions. Students will explore the history of the United States through reading, writing, artwork, simulations, projects, movies, literature, acting, and other activities.

Course Title: World History

Course Length: One Year (10 credits), meets requirement “A” for CSU/UC

Grade level: 10th

Prerequisite: None

Students in this course will be expected to master course content and display this mastery through written, oral, and artistic means. Grades will be given based on the mastery of the course content. The course will cover World History broken down into its most important areas: political, military, social, artistic and cultural. Students will trace historical events in units of study, beginning with the Enlightenment and ending with modern revolutions. The SAE is a school of arts and enterprise and, as such, the course will have a significantly more intense focus on arts and enterprise and its connections with and importance in World History.

Course Title: World History Honors

Course Length: One Year (10 credits), meets requirement “A” for CSU/UC, Meets UC Honors designation requirements

Grade level: 10th, 11th, 12th

Prerequisite: none

In this course, students will understand and evaluate the major events in modern world history from a global perspective. Students will trace historical events in units of study, beginning with the Enlightenment and ending with modern revolutions. While taking a chronological approach, students will identify, analyze, and evaluate major historical themes from their units of study. Students will be able to critically interpret these major events of world history through the analysis of primary and secondary documents including speeches, political cartoons, maps, excerpts of historical texts, etc. In addition to analyzing documents, students will be able to craft articulate, well-written responses. Students will be assessed on their mastery through written assessments, essays, and inquiry-based projects. At the conclusion of this course, all Honors students will complete a comprehensive written and multiple-choice exam that covers all content and skills mastered over the course of the year.

Course Title: United States History Honors

Course Length: One Year (10 credits), meets requirement “A” for CSU/UC, Meets UC Honors designation requirements

Grade level: 11th, 12th

Prerequisite: Must have a C or better in World History

This class will examine the development of the United States from the Pre-Columbian period through the contemporary era. In order to question the existence of a single historical truth, students will critique traditional historical interpretations from multiple perspectives, carefully considering the roles played by race, class and religion in the formation of the political and cultural traditions of the United States. Students will complete historical research methods, analyze and interpret primary sources. Students will also be responsible for extended assignments and presentations throughout the year.

Course Title: United States Government Honors

Course Length: One Semester (5 credits), meets requirement “A” or “G” for CSU/UC, Meets UC Honors designation requirements

Grade level: 12th

Prerequisite: None

Through the study of American government and its institutions, students will gain an understanding of our political system in preparation to vote, become involved members of their community, and assume the responsibilities of citizenship. Throughout the semester, students will evaluate possible answers to the question: What role should government play in our economy? Students debate the assumption that government exists for the purpose of economics. Through essays, projects, and business experience, students will analyze the effects of government on the economy.

Course Title: AP United States Government

**Course Length: One Semester (5 credits), meets requirement “A” or “G” for CSU/UC,
Meets UC Honors designation requirements**

Grade level: 12th

Prerequisite: None

This course explores the political theory and everyday practice that directs the daily operation of our government and shapes our public policies. The express purpose of this course is to prepare students to take the AP U.S. Government and Politics Exam. The course is taught on a college level and requires a substantial amount of reading and preparation for every class. The objectives of this course go beyond a basic analysis of how our government “works.” Students will develop a critical understanding of the strengths and weaknesses of the American political system, as well as their rights and responsibilities as citizens.

Course Title: Economics

Course Length: One Semester (5 credits), meets requirement “G” for CSU/UC

Grade level: 12th

Prerequisite: None

In line with the arts and enterprise philosophy of The SAE, students will gain a deeper understanding and experience of entrepreneurship through the study of economics and the development of our U.S. economic system. Throughout the semester, students will continue to evaluate possible answers to this question: What role should government play in our economy? Students debate the assumption that government exists for the purpose of economics. Through essays, projects, and business experience, students will analyze the effects of government on the economy.

English Language Arts

Course Title: 6th Grade English Language Arts

Course Length: One Year

Prerequisite: None

Sixth grade Language Arts has four major components: reading, writing, language conventions, and listening and speaking. These different academic skills will be addressed through a variety of texts including but not limited to fiction, expository texts, poetry, narratives, and autobiographies. This class often has group or whole-class discussions regarding the material being read and analyzed.

Course Title: 7th Grade English Language Arts**Course Length: One Year****Prerequisite: None**

This course will examine, through written word, oral and visual presentations, and other communicative mediums, the choices that people make. Moreover, this course will examine why those choices are made and how students can make the best choices to reach the very ambitious goals that they set. Students will be expected to progress through the Seventh Grade ELA Common Core Standards throughout the year.

Course Title: 8th Grade English Language Arts**Course Length: One Year****Prerequisite: None**

This course is designed to prepare students for the academic and social rigor that awaits them at the high school level and beyond. Students will be challenged to think critically and increase their communication skills through oral presentations, written work, and other mediums. The themes for Eighth Grade English/Language Arts are Challenges and Greatness. Students will interact with the challenges they have faced, are facing, and will face throughout life. Moreover, they will analyze challenges that occur outside of their immediate view, including those that affect their community, the country, and the world. Finally, they will come out of those challenges to assess their greatness and the enormous potential they have. Students will be expected to progress through the Eighth Grade ELA Common Core Standards.

Course Title: Composition & Literature 9**Course Length: One Year (10 credits), meets requirement "B" for CSU/UC****Grade level: 9th****Prerequisite: None**

Composition and Literature 9 is a comprehensive course of study developing an understanding of the world we live in as we develop our understanding of the rules, laws, conventions, traditions, and theories that combine to create, maintain, and/or destroy the physical, societal, and personal worlds we live in. In addition, once we have analyzed our world according to these concepts and principles, students begin developing a sense of place about their world, beginning with their own community and their roles within that community. Course content is driven by The SAE Projects as well as CA state standards. Students are guided through the comprehension, analysis, and critique of multiple genres including literary, expository, informational and technical documents in order to gain insight and develop a unique perspective into their world and their place within this world.

Course Title: World Composition & Literature 10**Course Length: One Year (10 credits), meets requirement "B" for CSU/UC****Grade level: 10th****Prerequisite: None**

This is a comprehensive course of study developing an understanding of global peoples and cultures through in-depth analysis of literature and rhetoric from around the globe including the

development of expository and literary writing skills. Each semester will focus on the writing process (pre-writing, writing, editing, revising and publishing) and the writing traits (ideas, content, voice, word choice, sentence fluency, conventions and presentation) as students develop skills in autobiographical, biographical, persuasive and expository writing. This class is structured to include the California State Standards in English-Language Arts. All of the readings, discussions, and writing skills directly support a comprehensive understanding of literature.

Course Title: English Composition & Literature 11

Course Length: One Year (10 credits), meets requirement “B” for CSU/UC

Grade level: 11th

Prerequisite: None

English Composition & Literature 11 is designed to prepare students for college and career readiness based on the Common Core Standards. Students will focus on composition (argumentative, persuasive, narrative, informational), vocabulary, themes and symbols. Students will read a variety of texts including non-fiction, novels, plays, poems and short stories. The goal is to prepare students to become fully participating members in a democratic society. As such, students will focus on identity, eliminating stereotypes, and the constantly changing society. Class projects will integrate various art forms with writing, listening and speaking skills.

Course Title: Expository Reading and Writing Course (ERWC)

Course Length: One Year (10 credits), meets requirement “B” for CSU/UC, meets CSU Early Assessment Program requirements for English

Grade level: 12th

Prerequisite: None

Expository Reading and Writing Course (ERWC) is designed to prepare college-bound seniors for the literacy demands of higher education. Students develop advanced proficiency in expository, analytical, and argumentative reading and writing. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, interviews, memos, assorted public documents, scholarly studies, and other nonfiction texts. This course integrates text-based grammar study with rhetorical reading and writing. This course also provides instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them.

Course Title: AP English Literature & Composition

Course Length: One Year (10 credits), meets requirement “B” for CSU/UC, meets CSU Early Assessment Program requirements for English

Grade level: 11th, 12th

Prerequisite: None

Course Title: AP English Language & Composition

Course Length: One Year (10 credits), meets requirement “B” for CSU/UC, meets CSU

Early Assessment Program requirements for English

Grade level: 11th, 12th

Prerequisite: None

Mathematics

Course Title: 6th Grade Core Mathematics

Course Length: One Year

Prerequisite: None

In 6th Grade Core Mathematics, students will explore many topics such as number representations, integers, geometry, coordinates, fractions, and percent. All of these topics are very important in the real world, and the math explores the content through authentic applications that connect to students' lives.

Course Title: 7th Grade Core Mathematics

Course Length: One Year

Prerequisite: None

7th Grade Core Mathematics prepares students for their future education and career by relating mathematics to everything from science to art. Students will primarily focus on understanding and applying numerical values and proportional relationships, building and solving expressions and inequalities, understanding and computing area and volume of two and three dimensional figures. Students will learn about computation and will apply all mathematical concepts through reasoning.

Course Title: 8th Grade Core Mathematics

Course Length: One Year

Prerequisite: None

In 8th Grade Core Mathematics, students will primarily focus on formulating and reasoning about expressions and linear equations, using functions to describe quantitative relationships, and analyzing two- and three- dimensional figures. Students will learn about computation and application of all mathematical concepts and reasoning.

Course Title: Integrated Math I

Course Length: One Year (10 credits), meets requirement “C” for CSU/UC

Grade level: 9th

Prerequisite: None

This first integrated math course allows students to build understanding and competency of the key mathematical concepts as reflected in Common Core State Standards. Students will focus on concepts and techniques dealing with basic Algebraic and Geometric principles including: solving and graphing linear equations and systems of two linear equations in two unknowns;

solving quadratic equations through factoring, completing the square, using the quadratic formula, and graphing; dealing with polynomial and rational expressions; understanding the applications of inequalities, exponential functions, and proportions. Students will learn and critically analyze algebraic and geometric concepts. They will be introduced to concepts of mathematical modeling and active learning leading to the application of concepts. Solving applied problems will take the form of experimentation, hypothesis, conjecture, and written analysis/justification (mathematical proof). Students will make connections, discovering relationships, figuring out what strategies can be used to solve problems, and explaining their thinking. Cooperative and closely facilitated instruction will assist each student in problem solving, gaining confidence with mathematical skills and abilities.

Course Title: Integrated Math II

Course Length: One Year (10 credits), meets requirement “C” for CSU/UC

Grade level: 9th - 12th

Prerequisite: Completion of Integrated Math I with a “C” or better in the second semester

Integrated Math II allows students to build understanding and competency of the key mathematical concepts as reflected in Common Core State Standards. Students will continue to focus on concepts and techniques dealing with advanced Algebraic and Geometric principles including: quadratic expressions, equations, and functions; basics of Geometry sequences and series and probability and statistics. They will advance their ability to expand their concepts of mathematical modeling, which builds on their acquisition of previous algebraic and geometric concepts and skills, expanding their ability to apply concepts to real-world situations. Critical thinking and life-long learning in the form of self-guided investigation is vital to success in this course. Solving applied problems will take the form of experimentation, deconstruction of complex algebraic problems, construction of algebraic models that describe real-world problems, and written analysis/justification through algebraic proof. Cooperative instruction, less directed instruction and a heavier focus on student-driven inquiry and analysis will be emphasized. Instructors begin to assist each student in gaining their own confidence in problem-solving, developing mathematical skills and abilities, and creating meaning for themselves.

Course Title: Integrated Math III

Course Length: One Year (10 credits), meets requirement “C” for CSU/UC

Grade level: 10th - 11th

Prerequisite: Completion of Integrated Math I and Integrated Math II with a “C” or better in the second semester.

Integrated Math III allows students to build understanding and competency of the key mathematical concepts as reflected in Common Core State Standards. Students will focus on concepts and techniques dealing with Algebraic and Geometric principles including: equations and inequalities, linear equations and functions, systems of linear equations and inequalities, quadratic functions, polynomials and polynomial functions, rational expressions, basics of Geometry, reasoning and proof, perpendicular and parallel lines, congruent triangles, properties of triangles, quadrilaterals, transformations, similarity, right triangles and basic trigonometry, circles, areas of polygons, surface area and volume. Students will learn and critically analyze

algebraic and geometric concepts. They will continue to expand their concepts of mathematical modeling, which builds on their acquisition of previous algebraic concepts and skills and expand their ability to apply concepts to real world situations. Solving applied problems will take the form of experimentation, inductive/deductive reasoning, conjecture, and written analysis/justification through geometric proof. Cooperative instruction and facilitation, which leads to increased student-driven inquiry will be emphasized. Instructors will provide less directed-instruction in this course and begin to assist each student in gaining their own confidence in problem-solving and developing mathematical skills and abilities.

Course Title: Pre-Calculus

Course Length: One Year (10 credits), meets requirement “C” for CSU/UC

Grade level: 11th – 12th

Prerequisite: Completion of Integrated Math III with a “C” or better in the second semester

This is a college preparatory course in pre-calculus. Students will use the skills previously acquired in Integrated Math coursework to solve applied real-world applications in advanced mathematical concepts. This course is designed to cover topics in Algebra ranging from polynomial, rational, and exponential functions to conic sections. Trigonometry concepts such as Law of Sines and Cosines will be introduced. Students will then begin analytic geometry and calculus concepts such as limits, derivatives, and integrals. This class is important for any student planning to take a college algebra or college pre-calculus class as it covers techniques needed to prepare students for the study of calculus and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems. Students who are successful in this course will demonstrate the ability to think mathematically through critical thinking, be independent problem solvers, and gain mastery of difficult mathematical skills.

Course Title: AP Calculus AB

Course Length: One Year (10 credits), meets requirement “C” for CSU/UC, Meets UC

Honors designation requirements

Grade level: 12th

Prerequisite: Completion of Pre-Calculus with a “C” or better in the second semester

The overall goal of this course is to help students understand and apply the three big ideas of AP Calculus: limits, derivatives, and integrals and the Fundamental Theorem of Calculus. Imbedded throughout the big ideas are the mathematical practices for AP Calculus: reasoning with definitions and theorems, connecting concepts, implementing algebraic/computational processes, connecting multiple representations, building notational fluency, and communicating mathematics orally and in well-written sentences. All students are required to complete summer work reviewing precalculus and Algebra 2 concepts prior to entry in the course.

Course Title: AP Calculus BC

Course Length: One Year (10 credits), meets requirement “C” for CSU/UC, Meets UC

Honors designation requirements

Grade level: 12th

Prerequisite: Completion of AP Calculus AB with a “C” or better in the second semester.

This is a college-level calculus course designed to meet the Advanced Placement curricular requirements for Calculus BC (equivalent to one year of college calculus). The major topics of this course are limits, derivatives, integrals, the Fundamental Theorem of Calculus, and series. We will investigate and analyze course topics using equations, graphs, tables, and words, with a particular emphasis on a conceptual understanding of calculus. Applications, in particular to solid geometry and physics, will be studied where appropriate.

Science

Course Title: 6th Grade Earth Science

Course Length: One Year

Prerequisite: None

6th grade Earth Science studies the Earth's structure, earthquakes, volcanoes, and other events caused by tectonic plates. In addition, the course covers energy sources on Earth, biomes, and ecosystems. Students will use hands-on activities and experiments to make the content come to life, and will walk away from this class with a wider knowledge of the world.

Course Title: 7th Grade Life Science

Course Length: One Year

Prerequisite: None

Life Science is the study of cells, heredity, biological populations and their changes over time. It includes human biology, ecology, diversity of organisms and the history and nature of science. In this course, students will have the opportunity to conduct and design experiments, identify and classify organisms. Students will work on developing skills in data recording, classifying, measuring, observing, hypothesizing, analyzing, evaluation, and inferring.

Course Title: 8th Grade Physical Science

Course Length: One Year

Prerequisite: None

The 8th grade Physical Science curriculum focuses on topics that include forces and motion, the solar system, and chemistry. Basic math skills and equations will be used as part of data interpretation and analysis. Instruction is given in the form of lectures, demos, videos, labs, and group discussions. Labs are designed to help students develop their higher critical thinking skills through observation and inquiry. Cooperative participation in class activities and discussions is expected as it is a key part to being a successful student.

Course Title: Biology

Course Length: One Year (10 credits), meets requirement "D" for CSU/UC

Grade level: 9th - 10th

Prerequisite: None

Biology is the study of life. This course is aligned to the California State Standards for Biology and lab science and will emphasize cell biology, physiology, ecology, evolution, genetics, neurology, immune system and experiments and investigations. Emphasis will be placed on the skills relevant to practicing responsible citizenship, critical thinking, effective communication, and scientific literacy.

Course Title: Physical Science

Course Length: One Year (10 credits), meets requirement “D” for CSU/UC (pending)

Grade level: 10th - 12th

Prerequisite: None. Integrated I completion. recommended.

This physical science course addresses overarching ideas of two branches of science; chemistry and physics. Students will focus on understanding matters through characteristics of their subatomic particles, periodic trends and chemical reactions. Students will practice communicating their thoughts using the scientific method. Students will be exposed to scientific theories and laws that can predict, manipulate and explain macroscopic interactions. Students will understand Newton's laws that govern motion, energy transfers on earth through waves, electricity and magnetism and their work on the system. Students will learn about theories behind various technologies and provide suggestions on how to make them better based on the knowledge gained throughout this class.

Course Title: Environmental Science

Course Length: One Year (10 credits), meets requirement “D” for CSU/UC

Grade level: 11th - 12th

Prerequisite: None.

Environmental Science will show the interconnectedness of a variety of subjects, integrating chemistry, biology, earth science, physics, political science, social science, and economics in a course that will teach students the science behind various environmental issues challenging our world and the complexities of addressing these issues from a variety of viewpoints. Students will use a variety of laboratory activities and class projects to explore the risks associated with a variety of issues. The goal of the Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships 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 and/or preventing them. Students will be challenged to form their own questions and apply their knowledge in their own community.

Course Title: AP Environmental Science

Course Length: One Year (10 credits), meets requirement “D” for CSU/UC, Meets UC

Honors designation requirements

Grade level: 11th - 12th

Prerequisite: Teacher Recommendation.

In this college level course, students will explore the interconnectedness of a variety of subjects, integrating chemistry, biology, earth science, physics, political science, social science, and

economics in a course that will teach students the science behind various environmental issues challenging our world and the complexities of addressing these issues from a variety of viewpoints. Students will use a variety of laboratory activities and class projects to explore the risks associated with a variety of issues. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships 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 and/or preventing them. Students will be challenged to form their own questions and apply their knowledge in their own community. The goal of this course is to provide students with the scientific principles, concepts, and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, and to evaluate the risks associated with these problems and examine alternative solutions for resolving and/or preventing them.

World Language

Course Title: Spanish I

Course Length: One Year (10 credits), meets requirement “E” for CSU/UC

Grade level: 9th - 12th grade

Prerequisite: None

This course is designed to help students develop basic listening, speaking, reading, and writing skills in Spanish, and to provide them with an introduction to the geography and cultures of the Spanish-speaking world. Students will be exposed to large amounts of Spanish vocabulary and grammar, as well as become accustomed to communicating in that language even when one does not understand every word. When possible, students are encouraged to limit their use of English in the classroom. As the year progresses, the course will be conducted predominantly in the target language. Students are expected to participate, complete classwork assignments and homework on a daily basis.

Course Title: Spanish II

Course Length: One Year (10 credits), meets requirement “E” for CSU/UC

Grade level: 9th – 12th grade

Prerequisite: Completion of Spanish I with a “C” or better in second semester, or proficiency exam

The primary focus of Spanish II is to develop the student’s ability to understand native spoken and written Spanish and to increase skill at expressing oneself in basic situations. Students will be exposed to the study of Spanish and the various cultures of Spanish speaking countries. This course will use reading and writing activities to enhance the student’s grasp of vocabulary and provide students with opportunities to express themselves in Spanish. This course will allow students to perform basic functions of the language and to become familiar with elements of Spanish speaking countries. The emphasis is placed on the development of the four skills of listening, speaking, reading and writing. These four skills will be practiced in order to get students to use the target language inside and outside of the classroom. Grammar is integrated throughout the course and is selected according to the language needs. Students acquire

insight into how languages and cultures work by comparing the target language and culture(s) to their own.

Course Title: Spanish III

Course Length: One Year (10 credits), meets requirement “E” for CSU/UC

Grade level: 9th – 12th grade

Prerequisite: Completion of Spanish II with a “C” or better in second semester, or proficiency exam

The primary focus of this third year of Spanish is to refine the student's ability to understand native spoken and written Spanish and to polish writing skills. Listening comprehension and reading are the bases for the sound acquisition of a foreign language and our department encourages students to make reading and listening to Spanish part of their everyday routine. Students will continue to be able to understand far more than he or she can produce, that is natural; speaking and writing abilities will always lag slightly behind the ability to understand. This course will use reading and writing activities to enhance the student's' grasp of vocabulary and will also provide opportunities to express themselves clearly in Spanish. Small group and pair work in this class will give more chances to practice speaking and the Actividades escritas (Written Activities) and the Actividades culturales (Cultural Activities) will give added opportunities to write.

Course Title: AP Spanish Language and Culture

Course Length: One Year (10 credits), meets requirement “E” for CSU/UC, Meets UC

Honors designation requirements

Grade level: 9th – 12th grade

Prerequisite: Completion of Spanish III with a “C” or better in second semester, or proficiency exam

The AP Spanish Language and Culture course is comparable to fifth and sixth semester (3rd year) college and university courses in advanced Spanish writing and conversation. It encompasses oral skills, reading comprehension, composition and grammar studies through a diverse course content of academic and cultural topics (art, history, current events, literature, culture, sports, music, etc.). The course materials include a test preparation book and a variety of authentic resources, such as recordings, films, newspapers, magazines, and internet sources from the Spanish-speaking world. Students will be asked to prepare oral presentations, work on individual and group projects, and research a variety of teacher and student selected topics. All assignments are graded according to AP Scoring Guidelines as this class is preparing students to take the AP Exam at the end of the year.

Business

Course Title: Business Foundations

Course Length: One Year (10 credits)

Grade level: 9th

Prerequisite: None

Business Foundations is a course designed to support business and entrepreneurial thinking and literacy. This is an introductory class to the contemporary world of business. This course will allow students to explore the individual artist as a business person in today's marketplace by exposing students to entrepreneurship, management, financial literacy, and marketing. Students will cover topics including vision setting, effective business strategies, personal finance, and social movements involving business. Through a variety of individual and team projects, students will respond to new business concepts and ideas by conducting extensive research, analyzing complex business texts, as well as by creatively presenting their knowledge.

Course Title: Business/Entrepreneurship

Course Length: One Year (10 credits)

Grade level: 12th

Prerequisite: None

A required class for seniors, this is an introductory class to the contemporary world of business, management, and entrepreneurship. An emphasis will be placed upon financial literacy, investments, personal financial management, small group leadership, real world scenarios, and personal initiative. The fundamental aspects of business, management, and entrepreneurship will be explored through several projects including 'The Business of You.'

Dance

Title: Dance Foundations

Course Length: One Year (10 credits), meets requirement "F" for CSU/UC, Meets CA state requirements for PE

Grade Level: Recommended for 9th

Prerequisite: None

Dance Foundations is a beginning class for the student who has had little or no background training in dance and the first course in our Dance major. Through ballet, jazz, and modern, students respond from the center of their bodies to various stimuli and perform movement sequences of increasing complexity, which are taught by the instructor. Students will begin to have a working vocabulary of movement that will help them progress into improvisational work as well as choreography. Students will also have a chance to perform throughout the year. Students will have the opportunity to see live performances and respond through critically written form. Injury prevention, health, and diet for the dancer will also be covered. Dance will be studied in historical context and cultural diversity.

Course Title: Dance I

Course Length: One Year (10 credits), meets requirement "F" for CSU/UC, Meets CA state requirements for PE

Grade Level: Recommended for 10th

Prerequisite: Dance Foundations

Dance I is designed to introduce the lay student from any grade level to the foundations of dance. The course is a comprehensive study in the elements of dance: space, time, and energy. Course content includes: dance techniques, theory, history, choreography, and performance.

Classical dance will be explored through the kinesthetic knowledge of a ballet barre and floor work. Jazz and modern techniques will be explored through isolation of body parts, rhythms, locomotion and phrasing of dance combinations. Creative movements consist of exploration through improvisational work and the study of the bodyline & design through choreographic assignments. Interviews and lecture presentations will synthesize, cultural and historical contributions with learned vocabulary, while including family to participate in student learning while celebrating the multicultural community in which we reside. Students will obtain and demonstrate aesthetic perception, creative expression through movement and explore and understand dance heritage and overall cultural value.

Course Title: Dance II

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC, Meets CA state requirements for PE

Grade Level: Recommended for 11th

Prerequisite: Dance I

Dance II is a proficient level course for students with at least one or more years of formal dance training. Its purpose is to increase one's body awareness, technique and strength training while demonstrating dance movement. Through the continued exploration of a variety of dance genres, students will advance their dance vocabulary, deepen their connection between the physical and emotional components of dance and continue to broaden their choreography and technical skills. Students will continue to explore the elements of self-expression through improvisational work and self-choreographed pieces. The students will prepare for performance opportunities through rehearsal of routines, staging awareness, and technical preparation for live audiences in costumed performances. The goal for this course is to give students the opportunity to advance on a technical level, create dance pieces as a means of self-expression, evaluate the process and product of that creation, and assess their own progress throughout the course

Course Title: Dance III

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC, Meets CA state requirements for PE

Grade Level: Recommended for 12th

Prerequisite: Dance II

This dance class is designed to train intermediate and advanced dance students with prior dance experience. This course includes demonstration, verbalization, and identification of dance movements/terminology, as well as a composition component in a variety of Classical Dance Styles such as Ballet, Lyrical and Contemporary. Emphasis will be placed on Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections Relations and Application. Students achieve advanced proficiency in these standards through technique training, teacher and student choreography projects, development of stage presence and studio etiquette. Student artists will compose and informally perform as individuals and as members of small and large ensembles.

Course Title: Choreographic Process

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC

Grade Level: 12th

Prerequisite: Dance III or Teacher Approval

This Choreographic Process class is designed to train advanced dance students with prior dance experience. This course includes exploration of movement, improvisation techniques, and guided practice in choreography. Emphasis will be placed on Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections Relations and Application. Students achieve advanced proficiency in these standards through student choreography projects, development of stage presence and studio etiquette. Student artists will compose and formally perform as individuals and as members of small and large ensembles created solely by themselves or other classmates.

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Digital Arts

Course Title: Digital Art Foundations

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC

Grade Level: Recommended for 9th

Prerequisite: None

This class will increase students' knowledge of digital media through project based learning, application of theory, Elements of Art, Principles of Design, and relevant terminology as related to the digital media industry. Proficiency of the students will be assessed through the use of hands-on experience operating various digital equipment, creating various software manipulations to aesthetically enhance their works of art, along with traditional art foundations as applied to the digital media environment. The course will also cover the history of various arts, media and entertainment pathways. Students will understand the historical importance of digital media incorporating key contributors, significant technological advances, and the progression of the industry artistically and commercially.

Course Title: Digital Arts I

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC

Grade Level: Recommended for 10th

Prerequisite: Graphic Design Foundations

The course will encompass a variety of introductory 21st century skills to assist in student success. Coursework will include experience with the following Adobe CC applications: Photoshop, Illustrator, and Animate. This portion of the curriculum will guide students in the introductory skills of media arts. Through Photoshop students will be introduced to selecting and isolating objects, creating image composites, masking and vignetting images, setting typography, and improving images with retouching and effects. Illustrator skills taught include line art, logos, vector graphics and quick page layouts, as well as, tricks and time efficient techniques. With Animate, students will be able to explore animation, drawing tools, and the basics of ActionScript programming to create interactive experiences.

Course Title: Digital Arts II

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC

Grade Level: Recommended for 10th

Prerequisite: Digital Arts I

Digital Arts II further explores, expands, and develops students' creative voice while applying the processes and concepts common to careers in two-dimensional visual design. The five components of The California State Visual and Performing Arts Framework -- Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; and Connections, Relationships, and Applications are fully integrated into the curriculum. Students will review and apply the design process and continue to broaden their knowledge and understanding of two-dimensional design techniques used to reach consumers and the public. Aesthetic valuing and art criticism are infused throughout the curriculum through verbal and written critiques of student work, along with selected artworks being studied.

Course Title: Digital Arts III

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC

Grade Level: Recommended for 11th

Prerequisite: Digital Arts II

This class is structured around the evaluation and production of multimedia projects emphasizing the elements of art and principles of design and the reading and evaluation of media "texts". Students will delve deeply into theories and elements of art and the principles of design, and their use and application in digital mediums to inform, persuade and entertain, paying particular attention to the influence of arts and media on culture and society. Students will develop an appreciation and knowledge of traditional and contemporary artistic expression as well as an understanding of the role of contemporary media as a verbal and visual means of communication in today's society through the use and application of digital media and technology as it relates to media production and consumption. Following teacher-led instruction, using technology and software common in the professional world, students will work together to design, create, critique, and present digital media projects.

Filmmaking

Course Title: Filmmaking II

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC

Grade Level: Recommended for 11th

Prerequisite: Filmmaking I

Filmmaking II is designed to survey and develop mastery of important subjects in digital media that support the understanding and acquisition of filmmaking skills at the intermediate/advanced levels. Students will explore elements of visual narrative storytelling and develop a hands-on, working understanding of how these elements interrelate to create meaning and impact in visual storytelling. The year is divided into thematic units covering Screenwriting, Filmmaking, Editing and Film Theory. It will move between formal lecture presentations, hands on demonstrations

and group projects/exercises aimed at developing mastery of concepts learned in class. Projects in this class will be both group based and individual. It is important to note that students in Filmmaking II are seen as producers of content to be exhibited to an audience. It is important for students to engage in each project with the understanding that it may very well be selected and presented before a live movie-going audience.

Course Title: Filmmaking III

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC

Grade Level: Recommended for 12th

Prerequisite: Filmmaking II

Filmmaking III is designed to survey and develop mastery of important subjects in digital media that support the understanding and acquisition of filmmaking and skills at the senior/advanced levels. Students will be expected to engage their senses, and nurture their innate talent as a storyteller. The year is divided into thematic units covering Screenwriting, Filmmaking, Editing and Film Theory. It will move between formal lecture presentations, hands on demonstrations and group projects/exercises aimed at developing mastery of concepts learned in class to produce your final senior project. Students are expected to contribute to other student work in a collaborative and respectful way. It is important to note that students in Filmmaking are required to enter film contests, and present their work at community events and culmination. It is important for students to engage in each project with the understanding that it may very well be selected and presented before a live movie-going audience, uploaded to YouTube and shown to the school as a whole.

Music-Instrumental

Course Title: Jazz Lab

Course Length: One Year (10 credits) meets requirement “F” for CSU/UC

Grade Level:

Prerequisite: None

Course Title: Intermediate Jazz Ensemble

Course Length: One Year (10 credits)

Grade Level:

Prerequisite:

Course Title: Commercial Music

Course Length: One Year (10 credits)

Grade Level:

Prerequisite:

Course Title: Theory and Improvisation

Course Length: One Year (10 credits)

Grade Level:

Prerequisite:

Course Title: Concert Jazz Ensemble

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC

Grade Level: 1

Prerequisite:

Music-Vocal

Course Title: Music Foundations-Vocal

Course Length: One Year (10 credits) meets requirement "F" for CSU/UC

Grade Level: 9th

Prerequisite: None

The purpose of this course is to help students develop musical skill and technique, in addition to an appreciation for singing and the performing arts. Students will learn to sight-read music and interpret musical notation. They will also learn performance techniques such as breath control, facial expression, and posture. Students will learn to blend their voices together and how to create accurate interpretations of each song depending on its genre. Students will study the background, history and purpose genre, and will be able to analyze and articulate the differences between various genres of musical styles.

Course Title: Voice I

Course Length: One Year (10 credits) meets requirement "F" for CSU/UC

Grade Level: Recommended for 10th

Prerequisite: Music Foundations-Vocal

Choir is a one-year course in which students will study and perform choral music from a wide variety of cultures, languages, styles, and time periods. Students will listen to, read, write, and perform music. Course activities will include a sequenced sight-singing curriculum, exercises to improve vocal skill, and lessons in critical listening that will help students analyze musical works from different cultures. Students will participate in at least two evening concerts (Winter Concert and Spring Concert), a performance at graduation, and in at least one choral festival.

Course Title: Voice II

Course Length: One Year (10 credits) meets requirement "F" for CSU/UC

Grade Level: Recommended for 11th

Prerequisite: Voice I

This course is designed for intermediate to advanced voice students focusing on the continued development of vocal pedagogy, rehearsal and performance practices. A variety of vocal literature and musical styles will be studied and examined including but not limited to Classical, Jazz, Pop, Rock, and Musical Theatre. Students will develop their own individual style through self-reflection, peer reviews and performance. Upon completion of this course, students will have an advanced understanding of vocal production, breath support, diction and stylistic nuances and performance practices of a wide variety of styles. This course will continue to develop the student for vocal study, preparing them to be competitive at the college level and beyond through rigorous study of vocal techniques, history, analysis and performance. One of the major culminating assessments of this class will be a finished vocal book comprised of sheet music, analyses, artist bio, and audition materials. Students will work on self-improvement by fostering and developing greater self-awareness, confidence, and musical expression.

Course Title: Voice III**Course Length: One Year (10 credits) meets requirement “F” for CSU/UC****Grade Level: Recommended for 12th****Prerequisite: Voice II**

This course is the culminating senior vocal major class, focusing on recital preparation, repertoire selection, recital production and style development. Students will also be introduced to basic recording techniques, software and microphone technique. Upon completion of this course, students will have planned, produced and performed in a Senior Recital and will have a working knowledge of recording. Students will work on self-improvement by fostering and developing greater self-awareness, confidence, and musical expression.

Course Title: Advanced Voice**Course Length: One Year (10 credits) meets requirement “F” for CSU/UC****Grade Level: 12th****Prerequisite: Voice III or teacher approval****Course Title: Musical Theatre-Voice****Course Length: One Year (10 credits) meets requirement “F” for CSU/UC****Grade Level: 12th****Prerequisite: Vocal Music Department, Musical Theatre Dual Major or teacher approval**

Photography

Course Title: Photography Foundations**Course Length: One Year (10 credits) meets requirement “F” for CSU/UC****Grade Level: Recommended for 9th****Prerequisite: None****Course Title: Photo I****Course Length: One Year (10 credits) meets requirement “F” for CSU/UC****Grade Level: Recommended for 10th****Prerequisite: None**

Theatre Arts

Course Title: Theatre Foundations**Course Length: One Year (10 credits), meets requirement “F” for CSU/UC****Grade Level: 9th****Prerequisite: None**

This course lays the foundation for students interested in theatre arts. It will explore the basics of performance and production, as well as tie into the historical contexts of the theatre. This is the core beginning to the theatre pathway. Course philosophy: Not only is the study of theatre,

acting and careers skills in theatrical production important because of the art's world wide historical and cultural significance as an art form, but also it is important for the life long learner to study theatre as a means to improve important critical thinking skills, communication skills, creative expression, and develop vital understanding of the complexities of human relationships in modern society.

Course Title: Acting I

Course Length: One Year (10 credits), meets requirement "F" for CSU/UC

Grade Level: 9th - 12th

Prerequisite: None

In this year long acting course, students will develop the mind, body and voice as the three elements of the actor's instrument of creative self-expression. Characterizations, Improvisation, Monologues, two-person acting scenes along with group presentations are the main projects of the course. Students will also read plays in class and learn script analysis techniques that are applicable across the academic curricula. Additionally, students will research and analyze techniques used by professional actors. The first semester will focus on the unique style of acting for the stage and the second semester will focus on acting for television and film.

Course Title: Acting II/III

Course Length: One Year (10 credits), meets requirement "F" for CSU/UC

Grade Level: 9th - 12th

Prerequisite: None

Acting II/III is the core to the Actor Training Program at The School of Arts and Enterprise and is designed for advanced Theatre Majors. This class is adapted for our more experienced student actors. Student artists will continue to develop as actors, preparing to make the transition from high school level theatre classes to the collegiate world. Student artists will also learn how to analyze character to create dynamic and centered performances with clear intent using monologues, scene work, and specific improvisations. Exercises will be designed to engage student artists in concepts as they relate to the text with an emphasis on actor development and performer preparation and growth.

Course Title: Stage Technology and Design

Course Length: One Year (10 credits), meets requirement "F" for CSU/UC

Grade Level: 9th – 12th

Prerequisite: None

Stage Technology & Design is the Technical Design Component of Department of Theatre at The SAE. Student technicians are trained in scenery and props, construction, basic rigging, lighting technology, audio technology, projection design, problem solving, and project management. Theatre Technology students collaborate with the Director of Theatre and other Directors to create the set, props, light, projection and sound for theatre and entertainment productions. Students will be required to attend all after school rehearsals as deemed necessary by the Director of Theatre.

Course Title: Musical Theater Lab I

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC

Grade Level: 9th, 10th

Prerequisite: Audition/Director of Theatre approval

Student artists accepted into Musical Theatre Lab I will study beginning principles and fundamentals of musical theatre. Students artists will train in a wide range of skills including vocal and dance performance, audition techniques, acting techniques, and repertoire building. Musical Theatre Lab I will also focus on musical theatre history, music theory and dance fundamentals for the theatre.

Course Title: Musical Theater Lab II

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC

Grade Level: 11th, 12th

Prerequisite: Audition/Director of Theatre approval

Student artists accepted into Musical Theatre Lab II will have in depth instruction in song interpretation, vocal technique, musical theatre rep development, college audition preparation and the industry of musical theatre. Musical Theatre Lab II will also focus on specific composers, development of key skills and the art of the music theatre audition under professional conditions.

Visual Arts

Course Title: Art Foundations

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC

Grade Level: Recommended for 9th

Prerequisite: None

This class will increase students' knowledge of digital media through project based learning, application of theory, Elements of Art, Principles of Design, and relevant terminology as related to the digital media industry. Proficiency of the students will be assessed through the use of hands-on experience operating various digital equipment, creating various software manipulations to aesthetically enhance their works of art, along with traditional art foundations as applied to the digital media environment. The course will also cover the history of various arts, media and entertainment pathways. Students will understand the historical importance of digital media incorporating key contributors, significant technological advances, and the progression of the industry artistically and commercially.

Course Title: Visual Arts I

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC

Grade Level: 10th – 12th

Prerequisite: Art Foundations recommended

This course is an introduction and application of the most basic of all visual art forms. In order to create and explore artistic expression, you must learn the fundamentals. Students will study the basic techniques of line drawing, shading, proportions, and perspective as they pertain to portraiture, still life, landscapes, and figurative drawing.

Course Title: Visual Arts II

Course Length: One Year(10 credits), meets requirement “F” for CSU/UC

Grade Level: 10th – 12th

Prerequisite: Completion of Visual Arts I with a C grade or higher recommended

In this class students will expand upon techniques learned in Drawing I. Students will explore line drawing, shading, and perspective as they pertain to portraiture, still life, landscape, and figure drawing. Students will explore different mediums in drawing including pencil, charcoal, and ink. An emphasis will be placed on composition. Art preparation for display and competitive exhibit will be encouraged.

Course Title: AP Studio Art: 2-D Design

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC

Grade Level: 10th - 12th

Prerequisite: Visual Arts I with a “B” or better or portfolio review

The AP 2-D Studio Art course is designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. AP Studio Art sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. This College Board program provides the only national standard for performance in the visual arts that allows students to earn college credit and/or advanced placement while still in high school.

Specialized Workshop Courses

Course Title: Leadership/ASB

Course Length: One Year (10 credits)

Grade Level: 9th – 12th

Prerequisite: Teacher recommendation, 2.0 cumulative Grade Point Average, exemplary behavior and attendance records. (9th grade officer's only)

Leadership/ASB is a year long class designed to provide students with the opportunity to learn and apply leadership skills. Students will plan, implement, and promote the school's activities program. Students will fundraise as well as design and implement a community service program. Academically, students will engage in master planning and practice decision-making techniques. They will also engage in problem solving processes, assess the needs and wants of large groups, develop communication skills and plan and run meetings effectively and efficiently. Students will be required to sign a behavior contract to remain in class.

Course Title: Literary Magazine

Course Length: One Year (10 credits)

Grade Level: 9th – 12th

Prerequisite: None

Physical Education

As part of The School of Arts and Enterprise graduation requirements, students must complete at least 20 credits of Physical Education (P.E.) in high school. The SAE is a unique and specialized school; students may complete these credits through a variety of means:

- Any approved on-site dance class
- Any other on-site course qualified for P.E. (Refer to approved course descriptions)
- Supervised, independent physical activity done outside of school. (1 unit = 20 hours of approved physical activity. (Form can be picked up in the counseling office)

NOTE: All Dance course at The SAE also provide PE credit. Please see the DANCE section for course descriptions.

Course Title: Cross Country

Course Length: One Year (10 credits)

Grade Level: 9th – 12th

Prerequisite: None

Cross Country is based on the premise that running/physical activity and participation are important for all student athletes, regardless of their level of athletic skill or ability. Through participating each day of class, students will learn how to incorporate physical activity into their daily lives. In addition, this course seeks to instill the enjoyment and discipline required with daily running/physical activities by teaching each student to compete with fair play, good sportsmanship and an understanding of importance of maintaining physical fitness along with good basic nutrition and positive attitude.

Course Title: Yoga

Course Length: One Year (10 credits - repeatable)

Grade Level: 9th - 12th

Prerequisite: None (P.E. clothes and shoes are required)

This course is designed to introduce students, to the basic postures, breathing techniques, and relaxation methods of yoga. Students will begin to experience the benefits of stretching, moving, and breathing freely as they relieve built up stress, learn to relax, and ultimately get more out of day to-day life. The aim of this course is to promote vibrant health and to tap the body's latent energy reserves.

Course Title: Physical Education

Course Length: One Year (10 credits - repeatable)

Grade Level: 9th - 12th

Prerequisite: None

The School of Arts and Enterprise Physical Education courses will incorporate the development of the five components of physical fitness; muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition. In addition, psychomotor, cognitive, and affective domains will be emphasized through positive sportsmanship and team building activities. A person who is physically educated has learned skills necessary to perform in a variety of physical activities, is physically fit, and participates regularly in physical activities. This person knows the benefits from being involved in a daily physical lifestyle and values all physical activity and its contributions to improving good health. Areas the course will cover include: Effects of physical activity upon dynamic health; Mechanics of body movement: Aquatics (Can be dry swimming/safety); Gymnastics and tumbling; Individual and dual sports; Rhythms and dance; Team sports; Combatives.

Support Classes

Course Title: English Language Development (ELD)

Course Length: One Year

Grade level: 9th - 12th

Prerequisite: None

ELD is a comprehensive course to help students develop a greater understanding and control of English through the application of various reading and writing strategies. This class is designed for students who have not yet Redesignated to a Fluent English Proficiency (RFEP) level based on state guidelines. A CLAD-credentialed teacher using the numerous theoretical concepts of Second Language Acquisition teaches students. Course content is driven by the California English Language Development standards.

Course Title: English Intervention

Course Length: One Year (10 credits)

Grade level: 9th - 12th

Prerequisite: None

This course is designed to provide extra support for students in English. In addition students will receive supplemental support in basic skills thereby strengthening their reading comprehension and writing skills. The course reviews and develops skills, in grammar, writing styles, and vocabulary building as well as test taking skills.

Course Title: Mathematics Intervention

Course Length: One Year (10 credits)

Grade level: 9th - 12th

Prerequisite: None

This course is designed to provide extra support for students in Algebra I. In addition, students will receive supplemental support in basic skills thereby strengthening their mathematical reasoning abilities. The course reviews and develops skills in: real number computation, problem solving, estimation, and mental math. It covers basic graphing, data analysis and geometry as well as simple probability and statistics.