

# The Academic Program

Archbishop Riordan High School serves the needs of our students through our academic program. At the program's core is a rigorous and challenging curriculum which blends a classical liberal education with the skills and knowledge needed to navigate contemporary times. The Archbishop Riordan curriculum is designed to develop a student's understanding of the key topics and issues in each academic department. Students are trained to think critically, express themselves clearly, and identify the overlapping themes among the disciplines. The program identifies the essential questions of each field, emphasizing an inquiry-based approach to subjects, and it is designed to hone the elemental academic skills in each student. The program encourages students to take a hands-on, active approach to their own education so that they can apply what they learn to real-life situations.

## The 4 x 4 Block Schedule

ARHS utilizes an "intensive block," schedule commonly known as the 4 x 4 schedule. The school year is split into two semesters, the fall and spring, and students take four courses each semester. Each class lasts eighty minutes, thus providing time for students and teachers to delve more deeply and actively into topics and activities. This emphasis on depth promotes greater understanding of skills, concepts, and ideas than the traditional fifty-minute period allows. Rather than depend on the traditional lecture to present material, ARHS teachers encourage active participation of students in their own learning.

In addition, the 4 x 4 allows ARHS students to take eight different ten-credit courses per school year rather than six, as is the norm in traditional school schedules. Therefore, over a four-year career ARHS students will be able to take eight more classes than students in schools with traditional schedules. Certain requirements have increased slightly in order to bolster academic areas of key interest, while the program's elective offerings have greatly expanded. The Advanced Placement program has been expanded, bringing to fourteen the number of A.P. courses ARHS offers. Elective courses provide a variety of avenues for students to follow as they explore their world. A Riordan student's academic course load will not merely fulfill University of California and California State University requirements, it will exceed them, with ample room to spare to sample the expanded elective opportunities available to him.

Importantly, the ARHS schedule also provides limited opportunities for students to repeat courses in which they failed. Rather than leave such remediation to chance in various summer schools, ARHS is committed to identifying student needs in key academic areas and serving those needs in the course of the school year.

# Archbishop Riordan Graduation Requirements

Full semester courses are worth ten credits (the equivalent of a full-year course in a traditional high school). A handful of courses last one quarter, or half a semester, and are worth five credits. Every student must pass forty credits per term and eighty credits per year.

## Archbishop Riordan Graduation Requirements

English	5 Courses/50 credits
Theology	4 Courses/40 credits
Social Science	5 Courses/40 credits
Mathematics	4 Courses/40 credits
Modern Language	2 Courses/20 credits
Science	3 Courses/30 credits
Physical Education	1 Course/10 credits
Visual & Performing Arts	1 Course/10 credits
Elective Courses	8 Courses/80 credits

Minimum Credits for Graduation: 320

Community Service Requirement: 100 hours

The normal expectation is students take 40 credits (4 classes) per semester and accumulate 320 credits to graduate.

# Advanced Placement Program

Archbishop Riordan offers up to fourteen Advanced Placement courses to qualified students in the sophomore, junior and senior years. These courses culminate in May of each year with the A.P. exam, which if completed successfully, confer advanced standing and actual credit toward the baccalaureate degrees at over 1,500 colleges and universities. The courses that culminate in Advanced Placement exams are:

- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP Economics
- AP English Language and Composition
- AP English Literature and Composition
- AP Environmental Science
- AP European History
- AP Government and Politics United States
- AP Physics C: Mechanics
- AP Spanish Language
- AP Statistics
- AP United States History
- AP World History

# Sample ARHS Schedule

## Freshman Year

Fall	Algebra IA or Algebra I or Advanced Algebra	Introduction to Composition	Geology or Biology Honors	Hebrew Scripture & Marianist Education
Spring	Algebra IB or Modern Geometry or Modern Geometry Honors	Introduction to Literature or Introduction to Literature Honors	Physical Education	Theatre Arts I or Instrumental Music Ensemble

## Sophomore Year

Fall	Plane Geometry or Advanced Algebra or Functions	World Literature or World Literature Honors	Spanish I or American Sign Language I	Scripture & Sacraments
Spring	Biology or Chemistry	Early World History or AP European History	Spanish II or American Sign Language II	Elective

## Junior Year

Fall	Algebra II or Functions or Pre Calculus or AP Calculus AB	American Language or AP English Language	Highly Recommended: Third Year of Language	Elective
Spring	Chemistry or Anatomy & Physiology or AP Environmental Science or AP Chemistry	Modern World History or AP World History	Life Issues	Elective

## Senior Year

Fall	Highly Recommended: Math Elective	US History or AP United States History	20 <sup>th</sup> Century Novel or AP English Literature	Elective
Spring	Highly Recommended: Science Elective	Modern American Social History and US Government or Modern American Social History Honors and AP Government and Politics United States	World Religions	Elective

Electives: Athletic PE, Band, Art I & II, Art III & IV, Intro to Acting, Graphic Design, Web Design, Spanish III, ASL III, ASL IV, Spanish IV, AP Spanish, Pre Calculus, AP Calculus (20 units), Trigonometry, Statistics, AP Statistics, Chemistry, AP Chemistry (20 units), Anatomy & Physiology, AP Environmental Science, Physics, AP Physics,

Economics, College/Career & Psychology (two five unit classes)

# University of California A-G Requirements

The University of California sets the high school course requirements for applying to the University of California's nine campuses. They are called the A-G course requirements. These requirements are also mandated by the California State College System and meet the course guidelines for all private schools in California and elsewhere. The A-G course requirements are listed below:

**A--History/Social Science:** Two years required (of courses listed below); three years recommended

World History or Regional History  
US History  
American Government

**B--English:** Four years of college preparatory English

**C--Mathematics:** Three years of college preparatory mathematics; four years recommended

**D--Laboratory Science:** Two years of laboratory science in two of the following fields; three years recommended

Biological Science  
Chemistry  
Physics

**E--LOTE (Language Other Than English):** Two years of the same foreign language; three years recommended

**F--Visual & Performing Arts:** One year of either drama/theater, music, and/or visual arts

**G--College Preparatory Electives:** In addition to those courses required in "A – F" above, one year (two semesters) of college preparatory electives are required, chosen from visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and language other than English.

Notes:

1. Archbishop Riordan's college preparatory graduation requirements exceed the A-G list.
2. AP courses meet A-G requirements.
3. Recommended courses should be taken to surpass minimum A-G course requirements.

# ENGLISH

## **Introduction to Composition - University of California Requirement            B**

Ten Credits

### **Open to Grade 9**

**PREREQUISITES:** None

**DESCRIPTION:** This course is designed to strengthen a student's writing ability by bolstering his skills in grammar, vocabulary, sentence development, paragraph development, and formal composition development. By the end of the course, students will have composed descriptive, narrative, argumentative, and expository essays. Students will read some non-fiction pieces to highlight quality expository writing.

## **Introduction to Literature - University of California Requirement            B**

Ten Credits

### **Open to Grade 9**

**PREREQUISITES:** None

**DESCRIPTION:** This course is designed to enhance a student's appreciation of literature: the novel, the short story, drama and poetry. Special emphasis is placed on enhancing reading comprehension and analytical skills. Students will read a broad selection of novels, short stories, and a play to learn how to analyze components of literature, such as plot, symbolism, conflict, and characterization. Students will also be introduced to poetry in order to analyze the elements of the art's many forms. Students will compose analytical, comparative, persuasive, and narrative essays.

## **Introduction to Literature Honors - University of California Requirement        B**

Ten Credits

### **Open to Grade 9**

**PREREQUISITES:** B or better in Introduction to Composition; top scores on entrance exam, writing sample and departmental recommendation

**DESCRIPTION:** This course is the first of a four-year English honors program designed for students who demonstrate superior reading and writing skills. Students will read a variety of literature such as novels, short stories, drama, poetry, and non-fiction pieces while learning to analyze the components of literature. In addition, students will continue to enhance their reading comprehension and writing skills by learning new reading strategies and by reviewing and composing analytical essays.

## **World Literature/Composition - University of California Requirement        B**

Ten Credits

### **Open to Grade 10**

**PREREQUISITES:** None

**DESCRIPTION:** This survey course samples the extraordinary body of literature created by the many world cultures. The class begins with ancient epics and runs through the course of recorded history to find what themes are common to humans of all races and places. Close attention will be paid to major literary genres: poetry, short story, the novel, and drama. In addition, students will strengthen their writing skills by reviewing important grammar concepts and continuing the practice of composing analytical, comparative, persuasive, and narrative essays.

# ENGLISH

## **World Literature/Composition Honors - University of California Requirement            B**

Ten Credits

### **Open to Grade 10**

**PREREQUISITES:** B or better in previous English course and departmental recommendation

**DESCRIPTION:** This survey course for advanced tenth grade English students will examine literature from an array of ancient and modern civilizations. A key objective will be to explore themes that are applicable to people throughout the world. Students taking this class are expected to read and write at a higher level than sophomores in the non-honors courses and to deal with complex themes from cultures not familiar to them. Composition types will include narrative, analytical, persuasive and descriptive writing.

## **American Literature/Composition - University of California Requirement            B**

Ten Credits

### **Open to Grade 11**

**PREREQUISITES:** None

**DESCRIPTION:** This college-preparatory course is designed to build on the reading and writing skills developed in the previous two years of English. Students will survey the poetry and literature of North America and the United States from the pre-Columbian era to the present. Teachers will continue to develop grammar and usage concepts and review those learned in lower division English. The continued focus of the writing portion of this class is on the major types of essays: analytical, persuasive, and comparative, as well as research papers or projects.

## **AP English Language and Composition - University of California Requirement            B**

Ten Credits

### **Open to Grade 11**

**PREREQUISITES:** B or better in previous English course and departmental recommendation

**DESCRIPTION:** This is an Advanced Placement course designed to prepare students to pass the Advanced Placement English Language exam offered in May. Some novels and short stories will be read, but the core of this college-level course focuses on various modes of rhetorical expression: analytical, persuasive, narrative, descriptive, and comparative writing.

## **Twentieth Century Novel - University of California Requirement            B**

Ten Credits

### **Open to Grade 12**

**PREREQUISITES:** None

**DESCRIPTION:** Historians have expressed for many years that the twentieth century was by far the bloodiest in history. Despite this, or perhaps because of it, a spirit of innovation thrived, inspiring artists and writers to radically redefine form and style and reconsider subject. In this course, students will closely read some of the most important novels of the century, beginning with the premise that literature mirrors its time even if it tries not to. Students will write analytical essays in order to explore important ideas, themes, and patterns found in the literature of the twentieth century.

# ENGLISH

## **AP English Literature and Composition - University of California Requirement      B**

Ten Credits

### **Open to Grade 12**

**PREREQUISITES:** B or better in previous English course and departmental recommendation

**DESCRIPTION:** This is an Advanced Placement course designed to prepare students to pass the Advanced Placement English Literature exam offered in May. Students in this college-level class will read a selection of great literature from a broad range of authors as prescribed by the College Board. Students will write analytical essays to explore important ideas, themes, and patterns found in great literature, as well as compose “college essays” and research papers. Students who pass the AP exam receive college credit.

## **Journalism/Desktop Publishing - University of California Requirement      G**

Ten Credits / Elective

### **Open to Grades 10, 11 and 12**

**PREREQUISITES:** Independent Study and prior approval by Moderator

**DESCRIPTION:** This is an introductory course to print journalism in which students learn the skills necessary to produce a newspaper. The students in the class function as the staff of the school paper, *The Crusader*, and as such, are responsible for the entire process of creating the paper: brainstorming ideas and topics, background research, interviews, news writing, editing, photography, and layout. Students discuss current events, especially as they may relate to the responsibilities, standards, and ethical considerations of journalists or relate to a topic they want to cover in the paper. Students in this class will learn how to use the professional desktop publishing program Adobe Indesign to produce the school paper and will also work with other software programs such as Adobe Photoshop and MS Office.

# MATHEMATICS

## **Algebra IA -**

Ten Credits

### **Open to Grade 9**

**PREREQUISITES:** None

**DESCRIPTION:** This is the first of a two-course sequence covering the topics of first-year algebra. This course is designed to strengthen arithmetic skills and to develop basic algebraic concepts as a foundation for the topics studied in the second course in the sequence. Algebra IA provides review of the basic skills of arithmetic in an algebraic setting via intensive work with rational numbers, monomials and linear equations in one variable. Problem solving, topics in number theory, and work with polynomials are also included.

## **Algebra IB - University of California Requirement**

**C**

Ten Credits

### **Open to Grade 9**

**PREREQUISITES:** Algebra IA

**DESCRIPTION:** This is the second of a two-course sequence covering the topics of first-year algebra. Among the topics studied in this second course are: solving equations and inequalities, polynomials, linear systems, operations on real numbers, quadratic equations and rational expressions.

## **Algebra I - University of California Requirement**

**C**

Ten Credits

### **Open to Grade 9**

**PREREQUISITES:** Departmental recommendation

**DESCRIPTION:** This first-year algebra course is designed to provide the student with a basic understanding of the structure of algebra. Emphasis is placed on developing algebraic concepts and the use of these concepts in problem situations. Among the topics studied are the real number system, polynomial and exponential expressions, factoring, solving linear and quadratic equations, systems of equations, graphing in one and two dimensions and rational expressions.

## **Advanced Algebra - University of California Requirement**

**C**

Ten Credits

### **Open to Grades 9 and 10**

**PREREQUISITES:** Successful completion of Algebra I and Department recommendation.

**DESCRIPTION:** This course reviews and extends topics of Algebra I and covers advanced topics in algebra. Among the topics studied are polynomial and radical expressions, factoring, linear systems, quadratic equations and functions, complex numbers, polynomial functions and rational expressions and functions

## **Plane Geometry - University of California Requirement**

**C**

Ten Credits

### **Open to Grade 10**

**PREREQUISITES:** Algebra IA and IB

**DESCRIPTION:** This course covers the traditional topics of two-dimensional geometry. The emphasis is on a practical approach in the use of formulas, constructions, and theorems relating to geometric figures. Topics studied include deductive reasoning, circles, polygons, congruence, similarity, areas, volumes and constructions.

# MATHEMATICS

## **Modern Geometry - University of California Requirement** C

Ten Credits

### **Open to Grade 9**

**PREREQUISITES:** Algebra I

**DESCRIPTION:** This course emphasizes the ability to reason both in formal mathematics and in the practical applications of mathematics. Among the topics studied are formal proof, plane and solid figures, congruence, similarity, some coordinate geometry and geometric constructions. This course also reviews algebraic concepts in a geometric setting.

## **Modern Geometry Honors - University of California Requirement** C

Ten Credits

### **Open to Grade 9**

**PREREQUISITES:** Advanced Algebra or Algebra I and Departmental recommendation

**DESCRIPTION:** This Honors course emphasizes the ability to reason both in formal mathematics and in the practical applications of mathematics. Among the topics studied are formal proof, plane and solid figures, introduction to right angle trigonometry, intense study in the topics of solid and coordinate geometry and geometric constructions.

## **Functions - University of California Requirement** C

Ten Credits

### **Open to Grades 10, 11 and 12**

**PREREQUISITES:** Grade of C or better in Advanced Algebra and Modern Geometry and Departmental recommendation

**DESCRIPTION:** This course is required for all students who wish to take Pre-calculus and/or AP Calculus. Topics include conic sections, exponential and logarithmic functions and a complete study of trigonometry (including functional trigonometry, circular functions, triangle trigonometry, proving trigonometric identities, the laws of sines and cosines and the sum, difference, double- and half-angle formulas).

## **Algebra II - University of California Requirement** C

Ten Credits

### **Open to Grade 11**

**PREREQUISITES:** Modern or Plane Geometry

**DESCRIPTION:** In this course the topics of first-year algebra are reviewed and studied in greater depth. In addition, the topics of quadratic equations and inequalities are introduced with emphasis on their solutions. A major part of the course deals with problem-solving (translating problems into mathematical symbols and solving the resulting equations and inequalities).

## **Pre Calculus - University of California Requirement** C

Ten Credits

### **Open to Grades 10, 11 and 12**

**PREREQUISITES:** Grade of C or better in Functions and Departmental recommendation

**DESCRIPTION:** This course provides a thorough review of the topics covered in Advanced Algebra and Functions. Topics include polar coordinates and complex numbers, sequences and series, exponential and logarithmic functions, topics in analytic geometry, polynomial functions and vectors.

# MATHEMATICS

**AP Calculus AB University of California Requirement** C

Fifteen Credits (3 quarters)

**Open to Grades 10, 11 and 12**

**PREREQUISITES:** Pre Calculus and Departmental recommendation

**DESCRIPTION:** This is a college-level calculus program based on the College Entrance Examination Board's Calculus AB syllabus. This course covers both differential and integral calculus.

**AP Calculus BC University of California Requirement** C

Fifteen Credits

**Open to Grades 11 and 12**

**PREREQUISITES:** AP Calculus AB and Departmental recommendation

**DESCRIPTION:** This is a one-semester college-level calculus program based on the College Entrance Examination Board's Calculus BC syllabus. This course covers both differential and integral calculus and is equivalent to one semesters of college calculus.

**Trigonometry University of California Requirement** C

Ten Credits

**Open to Grades 11 and 12**

**PREREQUISITES:** Algebra II or Advanced Algebra

**DESCRIPTION:** Along with presenting the mathematical foundation of trigonometry, this course stresses the practical uses of trigonometry. Topics included are triangle trigonometry, circular functions and their graphs, proving trigonometric identities, inverse circular functions, the laws of sines and cosines, and vectors.

**Statistics University of California Requirement** C

Ten Credits

**Open to Grades 11 and 12**

**PREREQUISITES:** Algebra II or Advanced Algebra

**DESCRIPTION:** This course is an introduction to elementary statistics and an introduction to probability. Topics included in this course are methods for collecting and assessing the validity of data, frequency distributions, graphing, central tendency measures, standard deviation, variance, correlation and sampling, probability and simulation.

# MATHEMATICS

**AP Statistics** University of California Requirement C

Ten Credits

**Open to Grades 10, 11 and 12**

**Prerequisites:** Grade of B or better in Advanced Algebra or Algebra II and Departmental recommendation

**Description:** This course introduces the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring data: Observing patterns and departures from patterns.
2. Planning a study: Data collecting and conducting surveys and experiments.
3. Anticipating patterns: Using probability theory, binomial distribution, normal distribution, and simulations of sampling distributions.
4. Statistical inference guides the selection of appropriate models to draw conclusions from data: confidence intervals, tests of significance, and special case of normally distributed data, i.e. t-distribution.

# MODERN LANGUAGES

Students are required to study two years of a language other than English to graduate from Archbishop Riordan High School. A third year of study in the same language is strongly encouraged to prepare students for college. The Language Requirement provides students with knowledge of second language acquisition, enhances communication skills and broadens perspective to enable access to a range of materials and cultures that otherwise would be out of reach.

LANGUAGE ACQUISITION THEORY at Riordan is based on the belief that students learn best when they actively participate in lessons that are interesting and meaningful to them. Teaching strategies such as Total Physical Response and the Natural Approach take into account the stages of language acquisition and therefore facilitate student comprehension and success.

**The American Sign Language Program** curriculum is an intensive program of study designed to assist students in acquiring competence in American Sign Language and to develop an understanding of the American Deaf Community and its culture.

## **ASL I University of California Requirement E**

Ten Credits

**Open to Grades 10, 11 and 12**

**PREREQUISITES:** None

**DESCRIPTION:** ASL I introduces student to basic signs and grammatical structures, and integrates historical and cultural aspects of the language, to develop competency in communication skills. An emphasis is on the history of American Sign Language.

## **ASL II University of California Requirement E**

Ten Credits

**Open to Grade 10, 11 and 12**

**PREREQUISITES:** C- or better in ASL I

**DESCRIPTION:** ASL II is a continuation of ASL I. Students will increase their signing proficiency and engage in authentic assessment through community service in the Deaf World. Class lecture and discussion promote an awareness of issues facing deaf students in schools and provide information about services available to them in the Bay Area.

## **ASL III University of California Requirement E**

Ten Credits

**Open to Grade 10, 11 and 12**

**PREREQUISITES:** B- better in ASL II; or GPA of 3.0 or better and Departmental recommendaion

**DESCRIPTION:** ASL III introduces a variety of language acquisition methodologies. This course immerses the student in the art of storytelling. The student studies and appreciates full-length narratives through ASL Literature. The literary selections offer an opportunity to study how a language is used and how it reflects the culture of the deaf community. In addition, the stories foster understanding of the experience of the deaf student.

# MODERN LANGUAGES

## **ASL IV University of California Requirement E**

Ten Credits

**Open to Grades 11 and 12**

**PREREQUISITES:** B- or better in ASL III or Departmental approval

**DESCRIPTION:** ASL IV expands vocabulary and introduces more complex grammatical structures and non-manual behaviors learned in levels I, II and III to increase fluency of conversational receptive and expressive ASL while working within a bilingual, bi-cultural setting. Special units on historical figures and cultural aspects of the deaf community enhance the overall understanding of the language and its community.

**The Spanish Language Program** encourages communication and cultural exploration for a broader global perspective; provides an effective classroom environment and necessary tools to facilitate mastery of the target language; incorporates history, literature, art, multimedia, and creative expression that will enhance learning and inspire all students.

## **Spanish I University of California Requirement E**

Ten Credits

**Open to Grade 10**

**PREREQUISITES:** None

**DESCRIPTION:** Spanish I introduces the student to the phonetic system of the Spanish language. A sufficient number of basic structure and vocabulary drills are presented to aid the student in building comprehension, listening, and speaking skills in order to establish a rich environment for communication in the target language. Students are exposed to some of the cultural aspects of Spain and Latin America.

## **Spanish II University of California Requirement E**

Ten Credits

**Open to Grades 10 and 11**

**PREREQUISITES:** C- or better in Spanish I

**DESCRIPTION:** Spanish II is a continuation of Spanish I. Additional emphasis is placed on reading comprehension, writing skills and more communication between students in the target language. The program includes a review of concepts presented in Spanish I; specifically the use of the preterit and imperfect within the same structure and introduces students to more complex grammatical structures of the language in order to facilitate the achievement of a higher level of these skills. Exposure to cultures of Spain and Latin America is included.

## **Spanish III University of California Requirement E**

Ten Credits

**Open to Grades 10, 11, and 12**

**PREREQUISITES:** B- or better in Spanish II; or 3.0 GPA and Departmental recommendation

**DESCRIPTION:** Spanish III is a continuation of Spanish II, with much greater emphasis placed on communication, writing, reading and listening skills. The student's comprehension and speaking skills are enhanced at this point as course is taught predominantly in the target language. Cultural units are substantive and encourage students to connect content to their lives outside the classroom. Cultural emphasis in third year is on music and art history of Spain and Latin America.

# MODERN LANGUAGES

**Spanish IV      University of California Requirement      E**

Ten Credits

**Open to Grades 10, 11 and 12**

**PREREQUISITES:** B- or better in Spanish III or Departmental recommendation

**DESCRIPTION:** Spanish IV continues the cultural exploration of the Hispanic world through literature by renowned Spanish and Latin American authors. Emphasis of this class is Spanish for communication. Reading and composition assignments will provide the spring board to review and expand understanding of complex grammar structure. Cultural units encourage students to become lifelong learners - by using the language beyond the classroom for personal enjoyment and enrichment. Units include a poetry-writing workshop, an exploration of the great civilizations of Mesoamerica and a cultural perspective on the tradition of the bullfight in Spain. Class conducted in Spanish. Enthusiasm for Spanish is a must. Though not a prerequisite for AP Spanish Language, it is recommended.

**AP Spanish Language      University of California Requirement      E**

Ten Credits

**Open to Grades 11 and 12**

**PREREQUISITES:** B or better in Spanish IV or Departmental recommendation

**DESCRIPTION:** AP Spanish Language prepares student for the Advanced Placement Spanish test administered near the end of the spring semester. Students are exposed to a variety of media in Spanish, such as novels, short stories, poetry, popular songs, plays, newspaper articles, and essays. Aside from the specific grammar, reading, writing, listening, and speaking components of the AP test, which are extensively practiced throughout the course of the year, students are provided with an in-depth study of the Spanish-speaking world from an historical, literary, and cultural perspective.

# PHYSICAL EDUCATION

## **Physical Education 9**

Ten Credits

### **Open to Grade 9**

**PREREQUISITES:** Physical Exam

**DESCRIPTION:** In this Freshmen P.E. class students will develop skills in the following areas, Cardio-Vascular training to build strong hearts and also prevent disease. In our weightlifting program, the students will develop an exercise regiment to better enhance the major muscular structures of their body. A unit of Nutrition will help students to choose better food sources. They will learn about vitamins and minerals and the proper foods to get these nutrients. The most important quality the class will have to offer is character building. By the end of the course the students will know what integrity is and how to obtain it.

It is imperative that students learn to develop discipline. In our P.E. classes, a uniform will be mandatory each day as part of this disciplinary process. They will also be responsible for their own lock, locker, and personal items. Responsibility is a key ingredient in life and we will foster the development of this important attribute. It is a great skill that the P.E. Department will definitely develop for your son.

## **Athletic PE**

Ten Credits

### **Open to Grade 10, 11 and 12**

**PREREQUISITE:** Physical Exam

**DESCRIPTION:** P.E. 10 – 12 emphasizes the physical development of the individual. This course is designed to help the student realize the importance of physical fitness in the course of conditioning himself aerobically and anaerobically. This is achieved through individual weight training programs, the President's physical fitness program, conditioning and agility programs, and regular participation in team sports. The difference between the upper division P.E. and the Freshman P.E. will be a greater level of competition in the mentioned areas.

Once again, in upper division P.E., the students are responsible for an issued uniform, as well as their lock, lockers, and personal items. This level of responsibility is continued throughout the sophomore to Senior classes. The skill of responsibility is imperative in the development of the whole person.

# SCIENCE

## **Geology University of California Requirement D**

Ten Credits

### **Open to Grade 9**

**PREREQUISITES:** None

**DESCRIPTION:** An introductory course in Physical Geology, a survey of Earth, the forces that formed it, and the dynamic systems that continue to shape it. Using lecture, film, investigative labs, and field trips the class will explore: how and why specific minerals, rocks, soils form; theory of plate tectonics, including boundary types, origins of volcanism and earthquakes, and mountain building; water as a resource, and the limits upon its sustainability; natural resources; the effect of Man as a geological agent of change.

## **Biology University of California Requirement D**

Ten Credits

### **Open to Grade 9 or 10**

**PREREQUISITES:** For Sophomores: None. For Freshman: Placement Exam scores.

**DESCRIPTION:** This laboratory course introduces students to the study of the structure and functions of living things. Emphasis will be placed on the use of the scientific method, laboratory equipment, and computer technology. Topics of study include: evolution and biodiversity, cell structure and function, genetics and bioethical issues, pathogens (including HIV and drug resistant bacteria), and animal organs and systems. Recent scientific advances are related to the topics being studied.

## **Biology Honors University of California Requirement D**

Ten Credits

### **Open to Grade 10**

**PREREQUISITES:** For Sophomores: "B" or better in freshman science and outstanding overall grades. For Freshman: Placement Exam scores.

**DESCRIPTION:** This honors laboratory course covers all of the topics of Biology. Additional labs exploring each concept will be included to further students' understanding of important biological principles. Gel Electrophoresis and recombinant DNA, comparative anatomical dissections, and cytological microscopy will be emphasized.

## **Anatomy & Physiology University of California Requirement D**

Ten Credits

### **Open to Grades 11 and 12**

**PREREQUISITES:** None

**DESCRIPTION:** This is a second-level course in biological science. Special focus is given to the gross anatomical structure of the human body as well as the physiological processes of basic cells, tissues, and organs of the body. The structure and functions of the human body in both health and disease are studied. Through dissection, students will observe the detailed anatomy of the brain, eye, bone, muscle, and heart. The course culminates with a dissection emphasizing the comparative anatomy of an herbivore (rabbit) and carnivore (cat).

# SCIENCE

## **Chemistry    University of California Requirement    D**

Ten Credits

**Open to Grades 10, 11, and 12**

**PREREQUISITES:** For Sophomores: Grade of C or better in Biology and Departmental recommendation

For Juniors: Grade of C or better in Biology and C or better in Advanced Algebra – Concurrent enrollment in Functions or better recommended.

For Seniors: Grade of C or better in Biology and C or better in Junior year math course.

**DESCRIPTION:** This course is designed for the student bound directly for a four-year college after high school. Special emphasis is given to topics in chemistry that form the basis for college-level courses as well as providing general knowledge. The principles of chemistry are taught through an integrated program of lecture, class discussions, & laboratory investigations. Problem-solving skills and the quantitative investigation of matter and its changes are the basis of this course.

## **Physics    University of California Requirement    D**

Ten Credits

**Open to Grades 11 and 12**

**PREREQUISITES:** Grade of C or better in Chemistry recommended.

**DESCRIPTION:** This course is a general study of topics in physics. Topics include Newtonian mechanics, thermodynamics, gravity, optics, and DC electricity. A premium is placed on understanding of algebra and basic trigonometry, on critical thinking skills, and laboratory exercises. Successful completion of this course enables students to understand the complex natural laws of the physical world, both conceptually and mathematically.

## **AP Environmental Science    University of California Requirement    D**

Ten Credits

**Open to Grades 11 and 12**

**PREREQUISITES:** For Juniors: Grade of B or better in Biology and also must sign up for Chemistry

For Seniors: Must have completed Chemistry

**DESCRIPTION:** This college-level course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships in the natural world, to identify and analyze environmental problems, both natural and man-made, to evaluate risks associated with these problems, and to examine alternative solutions for resolving and/ or preventing them. Environmental science is interdisciplinary, embracing several unifying themes. These themes include: science is a process; energy conversions underlie all ecological processes; the Earth itself is one interconnected system; humans alter natural systems; environmental problems have a social and cultural context; and human survival depends on developing practices that will achieve sustainable systems. Emphasis is placed on critical thinking skills, writing skills, analytical math skills.

# SCIENCE

## **AP Chemistry University of California Requirement D**

Twenty Credits

**Open to Grades 11 and 12**

**PREREQUISITES:** Grade of B or better in Chemistry and B or better in Functions

**DESCRIPTION:** This college-level course is an intensive and more thorough version of the General Chemistry course. This course is designed to meet the requirements of the Advanced Placement Test held each May. Special emphasis is given to topics in chemistry that form the basis for college-level courses as well as providing general knowledge. The principles of chemistry are taught through an intensive integrated program of lectures, class discussions and laboratory investigations. The investigation of the composition of substances and the changes they undergo are the basis of this course.

## **AP Physics C: Mechanics University of California Requirement D**

Ten Credits

**Open to Grades 11 and 12**

**PREREQUISITES:** Completed Calculus or enrolled in Calculus

**DESCRIPTION:** Advanced Placement Physics C, Mechanics is an intensive and more thorough version of the General Physics course. The course is designed to meet the requirement of the Advanced Placement Test held each May. Passing this test wins the student college credit for physics. Taking this particular AP course requires calculus; an in-depth knowledge of advanced algebra and trigonometry is a must. Topics covered in this course are those of Newtonian mechanics.

# SOCIAL SCIENCE

## **Early World History University of California Requirement A**

Ten Credits

### **Open to Grade 10**

**DESCRIPTION:** Early World History is a semester long survey course that examines the history of human societies from pre-history to the late 17th century. Emphasis is placed on the interaction between geography and historical developments and the change from isolated civilizations to interconnected regions. Students will use social, political, economic, cultural and economic themes to further their knowledge of the various human societies examined. The course will also stress the development of the following skills: reading primary sources, analyzing art and literature, research, writing formal and informal compositions and making formal presentations.

## **AP European History University of California Requirement A or G**

Ten Credits

### **Open to Grades 10**

**PREREQUISITES:** B- or better in Intro to Composition and Intro to Literature Honors English courses and departmental recommendation

**DESCRIPTION:** This course follows the curriculum recommended by the College Board in preparing students to pass the Advanced Placement European History exam offered in May. The course begins with an examination of the Renaissance and the Reformation and covers the emergence of Europe as the dominant political and cultural force in the last 500 years. Topics such as social and cultural developments, science and art, politics and government, exploration and expansion, trade and commerce will be investigated and discussed in depth. Emphasis will be placed on writing skills, critical thinking, class discussions and presentations, and the use of primary source documents.

## **Modern World History University of California Requirement A**

Ten Credits

### **Open to Grade 11**

**PREREQUISITES:** None

**DESCRIPTION:** Modern World History presents a chronological narrative of world history from 1550 A.D. to the present. Cultural, religious, economic, political, and social development of various world civilizations are examined, as are the causes and consequences of their interaction. Students will study the political, social, economic, cultural, and religious histories of the world since 1500.

# SOCIAL SCIENCE

## **AP World History      University of California Requirement      A**

Ten Credits

### **Open to Grade 11**

**PREREQUISITES:** B- or better in AP European History or B+ or better in Early World History and B- or better in World Literature English course; teacher and departmental recommendation

**DESCRIPTION:** AP World History is a college level course that explores the vast expanse of the human past. Students will explore various human communities in an attempt to develop a deeper understanding of not only the past, but also the present. The course is divided into six major time periods: 8000 B.C.E.-600 C.E., 600-1450, 1450-1750, 1750-1914 and 1914 to the present. This is obviously a huge undertaking. Therefore, the course is organized around a five themes pertinent to world history: 1) interaction between humans and the environment, 2) development and interaction of cultures, 3) state-building, expansion and conflict, 4) creation, expansion and interaction of economic systems and 5) development and transformation of social structures. The course will also stress the historical thinking skills of causality, compare and contrast (CC), continuity and change over time (CCOT) and primary source documents (DBQ). Students will also work with primary sources and do the work of historians. This course is truly global in its approach and will devote the majority of the time to exploring the history of the non-European worlds. All students who enroll in the course are expected to take the AP exam in May.

## **United States History      University of California Requirement      A**

Ten Credits

### **Open to Grade 12**

**PREREQUISITES:** None

**DESCRIPTION:** This course is a survey of the history of the United States, beginning with Pre-Columbian America and concluding with an examination of the United States as the twenty-first century dawns. Students will examine the American experience from political, diplomatic, cultural, and economic perspectives, acquiring analytical skills in the course of identifying the experiences and ideals that bring Americans together as well as the tensions that fragment them. Emphasizing critical thinking, extensive reading, and formal analytical writing, this course aims to create amateur historians, not merely students reading history.

## **AP United States History      University of California Requirement      A**

Ten Credits

### **Open to Grade 12**

**PREREQUISITES:** B- or better in AP European History or B+ or better in Modern World History and B- or better in American Literature; and departmental recommendation

**DESCRIPTION:** This is a rigorous course analyzing events, places, people and themes in American History from colonization and settlement to the present. This is a college-level course that stresses critical thinking and analytical writing. Various teaching methods are utilized: simulation games, speeches, panel presentations, discussion, and lecture, Reading and writing are integral parts of the course. Students must be willing to devote extra time to the coursework. In May, the AP examination is given; successful completion of the examination earns a student college credit.

# SOCIAL SCIENCE

**Economics University of California Requirement G**

Ten Credits

**Open to Grades 11 and 12**

**PREREQUISITES:** None

**DESCRIPTION:** This course will provide a thorough study of both microeconomics and macroeconomics by examining the principles of production, distribution, and consumption of wealth in both the American and world economic systems. Marketplace competition, government regulation, consumer demand, stock and bond market investment, and wages and prices will be examined. The law of supply and demand will be the basis of the course, and the factors determining economic policy, including inflation, productivity, deficit spending, unemployment, taxation, international interdependence, will be analyzed. Four major economic systems governments employ will be analyzed: monetarism, Keynesianism, economic planning, and supply-side economics. Role-playing, critical thinking and writing, individual and group projects will be among the methods employed. Current world and national events will be examined through an economic lens.

**AP Economics, Macro and Micro University of California Requirement G**

Ten Credits

**Open to Grade 11 and 12**

**PREREQUISITES:** B- or better in Economics **or permission of teacher**

**DESCRIPTION:** This is a rigorous course analyzing both microeconomics and macroeconomics. Microeconomics examines economic principals that apply to the individual decision makers, both the consumer and producer. Microeconomics emphasizes the nature and function of the product market (the market for final goods and services) and the factor market (the market for goods and services used to make final goods) as well as the study of the role of the government in promoting greater efficiency in the markets and equity in the economy. Macroeconomics explores the economic system as a whole, placing particular attention on the study of national income, economic performance measures, the financial sector, stabilization, economic growth and international economics. This is a college-level course that stresses critical thinking and analytical writing. Various teaching methods are utilized: simulation games, panel presentations, discussion, and lecture. Reading and writing are integral parts of the course. Students must be willing to devote extra time to the coursework. In May, the College Board administers two economics exams one for Macroeconomics and one for Microeconomics. The students of this class will have covered the materials in order to sit for each of the exams.

# SOCIAL SCIENCE

## Five Credit Courses

*Note: Modern American Social History (MASH) and U.S. Government are paired and scheduled together, though they are separate courses each of which earns five credits.*

### Modern American Social History / U.S. Government

University of California Requirement **G**

Ten Credits (Five Modern Am. Social History, Five U.S. Government)

**Open to Grade 12**

**PREREQUISITES:** U.S. History

**MODERN AMERICAN SOCIAL HISTORY DESCRIPTION:** This course examines twentieth century America “from the ground up,” focusing on cultural, economic, religious, and social qualities of the American nation and its peoples. The course continues the Social Science department’s emphasis on developing students’ critical thinking through extensive reading and formal analytical writing.

**U.S. GOVERNMENT DESCRIPTION:** This course examines the system of government established by the Constitution of the United States, the intellectual and political influences--both European and American--which contributed to its content, and studies how that system has evolved to meet the demands of contemporary American society. The concept of federalism will be examined, as will the form and functions of executive, legislative, and judicial branches of government. The role and purpose of the media will be analyzed. Terms and labels commonly used but frequently misunderstood in American political discourse will be studied. Students will be expected to read political critiques and to write analytically of the topics they study.

### Modern American Social History Honors/AP American Government

University of California Requirement **A**

Five Credits (Nine-Week Course)

**Open to Grade 12**

**PREREQUISITES:** This course is taught in combination with AP U.S. History

**MODERN AMERICAN SOCIAL HISTORY HONORS DESCRIPTION:** See AP U.S. History.

**AP U.S. GOVERNMENT DESCRIPTION:** This Advanced Placement course examines the system of government established by the Constitution of the United States, the intellectual and political influences--both European and American--which contributed to its content, and evaluates the changes time has wrought in this remarkable political document. The concept of federalism will be examined, as will the form and functions of executive, legislative, and judicial branches of government. The influence of the media and major financial institutions will be analyzed. Students will gain an understanding of macro- and micro-economics. The law of supply and demand will be one basis, and the factors determining economic policy, including inflation, productivity, deficit spending, unemployment, taxation, international interdependence, will be analyzed. A.P. students will be expected to read sophisticated, detailed political critiques and to speak and write analytically of the topics they study. Passage of the A.P. exam in May will result in college course credit.

# SOCIAL SCIENCE

**Psychology    University of California Requirement    G**

Five Credits (Nine-Week Course offered in tandem with College & Career Prep)

**Open to Grades 10, 11 and 12**

**PREREQUISITES:** Social Science teacher recommendation

**DESCRIPTION:** This course will examine the principles of modern psychoanalysis. Major areas examined include methods, approaches, and the history of psychoanalysis; sensation and perception; states of consciousness; learning; cognition; motivation and emotion; developmental psychology; personality testing and individual differences; abnormal psychology; treatment of psychological disorders; and social psychology. Freud, Jung, Skinner, and the other major founders of Psychology will be examined. Quizzes and tests will be supplemented by frequent formal writing assignments. Two formal research projects, including first-hand observation of subjects, will be assigned. In addition, students will regularly make oral presentations and engage in formal debates.

# THEOLOGY

## **Hebrew Scriptures/Intro to Marianist Education**

Ten Credits

**Open to Grade 9**

**PREREQUISITE:** None

**DESCRIPTION:** This course introduces ARHS freshmen to the foundations of Marianist Catholic teaching and Christian faith through a study of the Hebrew Scriptures. In the first weeks this course introduces Marianist history, notable personae, and emphasis on family spirit and hospitality. Next, the course provides an overview of the entire Hebrew Scriptures, exploring themes of covenant and law in the Torah, the history of the people Israel, and extraordinary literary works like Isaiah, Job, and the Book of Psalms. The course culminates with a look at how the Hebrew Scriptures anticipate the coming of Christ and the establishment of the Church in the Spirit.

## **Sacraments and Scripture**

**University of California Requirement**

**G**

Ten Credits

**Open to Grade 10**

**PREREQUISITES:** None

**DESCRIPTION:** This course focuses on the Gospels and the Catholic Church—its history, structure, and mission—and presents the historical and literary development of the Christian scriptures. Included are characteristics of the land of Palestine, the life of Jesus of Nazareth, his teachings, and accounts of his death and Resurrection. The Christian scriptures are presented as the record of the faith response of the people of the first century A.D. who accepted Jesus of Nazareth as the Messiah. During the second quarter, this course presents an overview of the history of the Catholic Church from early Christian communities through the modern age. During each unit, we will focus on the development and meaning of one of the seven sacraments. Additionally, students will present on notable Catholic saints of each era. The Marianist component of the sophomore course emphasizes the charisms *formation in faith, family spirit, and service, justice, and peace*. We make one field trip to Saint Anthony's Foundation to participate in their Justice Education Program.

## **Life Issues & Morality**

**University of California Requirement**

**G**

Ten Credits

**Open to Grade 11**

**PREREQUISITES:** None

**DESCRIPTION:** This course stimulates an awareness of the fundamental areas of economic and political systems as they relate to total world development and basic human needs and rights. Issues addressed include poverty, sexism, racism, life-choice, the aged, the environment, violence, nuclear proliferation, criminal justice, and economic justice. The question of religious involvement in political and social issues is carefully considered. The Consistent Ethic of Life serves as the centerpiece of a study of human life issues and of the fundamentals of moral living. The topics of abortion and the status of women, part of this ethic, introduce students to the family life/human sexuality component of this course. Abstinence is introduced both in “the Baby Project” and in a unit on sexual morality from the morality text. Father Chaminade’s three levels of virtue are presented along with his instruction on “mental prayer.” The contributions of women of faith to the Christian tradition are emphasized. Father Chaminade’s instruction about reading “the signs of the times” is connected to the beginnings of Catholic Social Teaching with the publication of *Rerum Novarum*.

# THEOLOGY

**World Religions**

**University of California Requirement**

**G**

Ten Credits

**Open to Grade 12**

**PREREQUISITES:** None

**DESCRIPTION:** The purpose of this course is to introduce the student to each of the major world religions: their roots and histories, their basic tenets, and specific topics that serve to expand the student's understanding of particular themes within each belief system. This class explores non-Western traditions during the first quarter, including primal and Asian religions. During the second quarter we study the Western traditions, including Judaism, Christianity, and Islam. Some special topics include the role of suffering in human life, the workings of globalization, and student presentations on major Islamic nations and historically significant Christian figures and events. During the final five weeks of the second quarter we will turn our attention to ways in which a graduate resolves to live a life guided by Catholic Christian principles. We will explore upcoming changes in the life of a high school graduate, how to approach career vocation and money, dealing with suffering and loss, understanding what contributes to a healthy sexuality, and finally how to develop and maintain positive, meaningful relationships. This course is designed to further the growth of our ARHS students, who will graduate with better-developed perspectives on inter-religious relations and global issues as well as stronger academic skills, particularly in writing.

# VISUAL & PERFORMING ARTS

## **Graphic Design I      University of California Requirement      G**

Ten Credits

**Open to Grades 10, 11 and 12**

**PREREQUISITES:** None

**DESCRIPTION:** This advanced course involves “hands-on” work with Microsoft Office X (for Macintosh), developing sophisticated word-processing, graphic, database, and spreadsheet projects. This course will also provide extensive instruction and self-paced practice with Adobe InDesign and PhotoShop. Working within the context of a Graphic Design Studio, students will produce personal projects as well as documents and presentations requested by the various components of the school community. Projects will be solicited from all areas of school life and students will work within a “contract” context to satisfy the graphic design needs of the school. Students will work with scanners, digital cameras and other peripherals to complete these projects.

## **Web Design**

Ten Credits

**Open to Grades 10, 11 and 12**

**PREREQUISITES:** None

**DESCRIPTION:** This course will explore the development of computers, concentrating on the invention and increasing use of the Internet and the World Wide Web. Students will learn the components that go into the creation of website design. Students will learn to write HTML and create web pages from “scratch” Once the foundations of HTML have been mastered, students will use programs like BBEdit and the Adobe Creative Suite to create original Web sites.

## **Advanced Web Design**

Ten Credits

**Open to Grades 10, 11 and 12**

**PREREQUISITES:** Knowledge of HTML codes and DreamWeaver program. Teacher recommendation.

**DESCRIPTION:** This advanced course involves “hands-on” work with designing and maintaining Web pages. Students will learn the components that go into the creation of a well-designed web site. Students will create and maintain original web pages. The students in the class will use the Macromedia Studio Suite programs (DreamWeaver, Flash, etc.), Photoshop and GarageBand programs. Students will work within a “contract” context to create and maintain a section of the school web site and other web based projects that meet the graphic design needs of the school.

# VISUAL & PERFORMING ARTS

## **Digital Media    University of California Requirement    G**

Ten Credits

### **Open to Grades 10, 11, and 12**

**PREREQUISITE:** Web Design course or teacher approval

**DESCRIPTION:** In this course students will examine web based media and the many digital formats that are being used to communicate information. Emphasis will be placed on the artistic design, integration of digital formats to effectively enhance the product as well as an understanding of their “client and clientele”. Students will be “owners” of a digital media company and complete projects for “clients”. Projects will require the students to work independently and in groups. Students will use multiple programs to create web sites, animations, video and podcasting and the integration of sound and music into digital media projects. During the semester students will use Adobe CS3 DreamWeaver, Flash , Fireworks , Bridge, MS Office, Smultron, Photoshop, GarageBand, iMovie, and other video and animation programs.

## **Instrumental Music Ensemble    University of California Requirement    F**

Ten Credits

### **Open to Grade 9**

**PREREQUISITES:** None (Students are not required to have prior music training.)

**DESCRIPTION:** This course introduces the traditional instruments of the band as well as the basics of harmony, rhythm, and analysis. Students study the art of reading and interpreting music notation, perform music independently and with others, evaluate music by using critical thinking and listening skills, and participate in the cultural life of the community through involvement in school and local music opportunities.

## **Intermediate Band    University of California Requirement    F**

Ten Credits

### **Open to Grade 10**

**PREREQUISITES:** Audition and teacher recommendation. All students must pass the intermediate band audition exam.

**DESCRIPTION:** This course builds on the skills acquired in the beginning band program. Students will continue to develop individual technique and performance skills. Students will evaluate music by using critical thinking and listening skills, and participate in the cultural life of the community through involvement in school and local music activities.

## **Concert Band    University of California Requirement    F**

Ten Credits

### **Open to Grades 11 and 12**

**PREREQUISITES:** Audition and teacher recommendation. All students must pass an audition exam before acceptance to this course.

**DESCRIPTION:** This course explores and builds upon the skills acquired in the beginning and intermediate band courses. Students will engage in a variety of performance opportunities that include formal concerts, parades, school athletic events, community relations events, and state music festivals. About thirty performances are given each year, some of which include state and national travel. As the most visible travel ensemble on campus, students are expected to maintain the highest standards of instrumental technique, marching skills, and personal/group discipline.

# VISUAL & PERFORMING ARTS

## **Jazz Band      University of California Requirement      F**

Ten Credits

### **Open to Grades 11 and 12**

**PREREQUISITES:** Concurrently enrolled in Concert Band. Acceptance based on audition and teacher recommendation.

**DESCRIPTION:** An advanced band ensemble with an instrumentation of five saxophones, five trombones, five trumpets, and a percussion section. Instruction includes the history and development of jazz music. Students will receive coaching in the techniques and theories of Jazz, including improvisation. There will be tours of several jazz festivals and workshops. The Jazz Band will perform regularly at school functions and in regional Jazz Band competitions. There will be one major tour in the Spring semester.

## **Theatre Arts I      University of California Requirement      F**

Ten Credits

### **Open to Grade 9**

**PREREQUISITES:** None

**DESCRIPTION:** This class is designed for the student with little or no experience in theatre arts. The curriculum covers the history, application and appreciation of theatre, through on-your-feet improvisation and scene work; acting terminology, theatre history (primitive society to current day); watching and reviewing plays; composing and reciting a Shakespearean sonnet; *Hamlet* unit vocal dynamics; and the discussion of current events. The 'Creative Research Project' is a major component, and covers research techniques, outline, bibliography, essay writing and independent study skills in the first quarter. The project culminates in an oral presentation where the student 'teaches' the class what he has learned about his topic with the help of show and tell objects/presentation aids.

## **Introduction to Acting      University of California Requirement      F**

Ten Credits

### **Open to Grades 10, 11, and 12**

**PREREQUISITES:** None

**DESCRIPTION:** This course is a "how to" for beginning actors, where students learn aspects of the craft and work to gain confidence and ease expressing themselves in front of others. Students study terms and techniques, get up on their feet and "do," and participate in character development *vis-à-vis* scene study, audition, lip sync, & on-camera techniques. The class encourages imagination, spontaneity, and risk-taking. Activities & exercises include: Character Walk/Observational Analysis/Integrated Character; Rock Star lip-sync; Newscast videotaping; Script Analysis; Rehearsal & Performance; Improvisation; Shakespearean Sonnet; written compositions & reviews; and oral opinions.

# VISUAL & PERFORMING ARTS

## **Art I and II      University of California Requirement      F**

Ten Credits (Art I and II are distinct courses; each are assigned 5 credits and separate grades)

**Open to Grades 10, 11, and 12**

**PREREQUISITES:** None

**DESCRIPTION:** Introductory art students learn to use the Elements of Art and Principles of Design. Basic composition skills are taught primarily through drawing and painting in a variety of media. Students first form the basis of their artistic expression with elementary skills and techniques before moving toward self-expression and the exploration of larger concepts. Students are expected to master terminology of visual arts and gain skills in art criticism. A visit to a local art museum will be required. Students will also be directed to purchase materials for their own art kits, including a sketchbook and drawing supplies.

## **Art III and IV      University of California Requirement      F**

Ten Credits (Art III and IV are distinct courses; each are assigned 5 credits and separate grades)

**Open to Grades 10, 11, and 12**

**PREREQUISITES:** C or better in both Art I & II, or by permission of instructor

**DESCRIPTION:** Engaging in problems of visual communication and aesthetics, students will further the composition and design skills that were introduced in Art I & II through drawing, painting, sculptures, and mixed media works. Students will be more independent in their explorations of contemporary art making problems and techniques. A strong emphasis is placed on collaborative meaning making and art criticism. A visit to a local art museum or galleries will be required. Students will also be directed to purchase materials for their own art kits, including a sketchbook and drawing supplies.

# Special Course

## **College and Career Prep**

Five Credits (nine-week course offered in tandem with psychology)

**Open to Grades 10, 11, and 12**

**PREREQUISITES:** None

**DESCRIPTION:** This quarter-long course is designed to help students explore college opportunities and careers. Beginning with a self-inventory of individual skills and interests, the course helps match students with colleges and career paths that match those interests. Specific college and university admission requirements are researched. By the end of the course each student will have compiled a personal college portfolio to assist him with achieving his college and career goals.