



# Lincoln High School

6844 Alexandria Place, Stockton, CA 95207

2018-2019  
Course Catalog

## Mission

The mission of the Lincoln Unified School District is to educate all students to achieve their maximum potential and to prepare them to be responsible citizens.

## Purpose of Catalog

The purpose of the course catalog is to assist you in creating an academically rigorous program for yourself, so that you can reach your full potential. The educational choices you make are influenced by the goals you have set for yourself. You may want to attend a university, a community college, a technical school, the military, or work after you complete high school. Whatever the future holds, you will be able to design a program that works for you. In this catalog you will find information about graduation and college requirements.

**Course Selections: You have received a registration packet that includes this course catalog, a course selection sheet, a transcript, and an instruction page. Students should follow the guidelines below:**

- It is important that you review the entire catalog with your parents/guardians prior to your registration appointment with your counselor.
- Carefully follow the instructions on the course selection sheet.
- Review your transcripts and complete or revise your four-year educational plan. You must complete all graduation requirements. Make sure that you are selecting courses that support your future plans (college, technical school, etc.)
- Be certain that you meet the prerequisites for the courses you have chosen.\*
- Obtain the appropriate signatures and complete the course selection sheet by the designated deadline for registration.

\*Please note that many of our courses have prerequisites including grades and/or courses. Parents/guardians wishing to appeal these prerequisites may do so by contacting the principal. Any request for a waiver of prerequisites will be considered on a case-by-case basis, taking into consideration all relevant information.

The courses you select during registration play a large part in determining which courses will be offered and how many teachers will be needed to teach those courses at Lincoln High School next year. **As a result, you will not be permitted to change your selections next year at any time.**

## Table of Contents

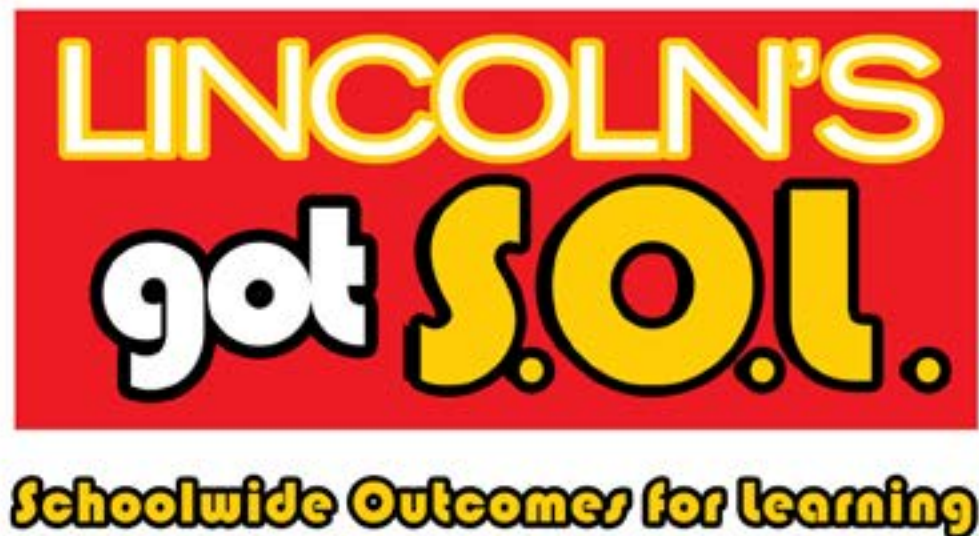
|  |        |
|--|--------|
| Four-Year Plan .....                       | Pg. 01 |
| SOLs .....                                 | Pg. 02 |
| Graduation Requirements .....              | Pg. 03 |
| Advanced Placement.....                    | Pg. 03 |
| Delta College Enrollment .....             | Pg. 04 |
| Articulated Classes.....                   | Pg. 04 |
| LHS Dual Enrollement .....                 | Pg. 04 |
| NCAA Eligibility Center.....               | Pg. 05 |
| Policies .....                             | Pg. 05 |
| UC/CSU Admissions/Approved Courses .       | Pg. 06 |
| Career & Technical Education .....         | Pg. 08 |
| English .....                              | Pg. 15 |
| English Language Development .....         | Pg. 17 |
| Independent Learning .....                 | Pg. 18 |
| Mathematics .....                          | Pg. 19 |
| Physical Education.....                    | Pg. 22 |
| Science .....                              | Pg. 23 |
| Social Science .....                       | Pg. 26 |
| Strategies .....                           | Pg. 28 |
| Visual and Performing Arts.....            | Pg. 28 |
| World Languages .....                      | Pg. 34 |
| Electives (Non Departmental, English) .... | Pg. 37 |
| Support with Academics .....               | Pg. 39 |
| Index .....                                | Pg. 40 |

## Lincoln High School Four Year Plan

| Required Classes / Credits  | Planned Courses   |  |  |                              | Total Credits |
|---|---|--|--|------------------------------|---------------|
|   | 9   | 10   | 11   | 12                           |               |
| <b>English</b> (pp. 15-16) <b>4 Yrs / 40</b>  | English 9   | English 10   | American Lit or AP   | British and World Lit or AP  |               |
| <b>Mathematics</b> (pp. 19-22) <b>2 Yrs / 20</b>  |   |  |  |                              |               |
| <b>P.E.</b> (p. 22-23) <b>2 Yrs / 20</b>  | P.E. 9  | P.E. 10  |  |                              |               |
| <b>Physical Science</b> (pp. 23-26) <b>1 Yr / 10</b>  |   | Earth Sci or Chem (Class of 2019/20)<br>Chem NGSS, Adv Chem NGSS, Adv Chem NGSS H, Physics NGSS or Adv Physics NGSS (Class of 2021/22) | Chem NGSS, Adv Chem NGSS, Adv Chem NGSS H, Physics NGSS or Adv Physics NGSS (Class of 2021/22)<br>*Must enroll in third year physical science course not previously taken. |                              |               |
| <b>Biology</b> (pp. 23-26) <b>1 Yr / 10</b>   | Intro to Bio Sci or Bio (Class of 2019/20)<br>Bio NGSS or Adv Bio NGSS (Class of 2021/22) |  |  |                              |               |
| <b>Social Science</b> (pp. 26-28) <b>4 Yrs / 40</b>   | World Geo/Health or AP  | World History or AP  | U.S. History or AP   | Government / Economics or AP |               |
| <b>Career &amp; Technical Education</b> (pp. 8-14) <b>OR</b><br><b>Visual/Perf Arts</b> (pp. 28-33) <b>OR</b> <b>1 Yr / 10</b><br><b>World Language</b> (pp. 34-36) |   |  |  |                              |               |
| <b>Electives</b> <b>80</b>  |   |  |  |                              |               |
| <b>Minimum Credits for Graduation</b> <b>230</b>  |   |  |  |                              |               |

**UC / CSU Requirements (p. 6-7):** 4 years of English, 3 years of college preparatory math, 2 years of college preparatory lab science (3 years recommended), at least 2 years of the same foreign language (3 recommended), 1 year of U.S. History/Government, 1 year of World History, 1 year of college preparatory Visual/Performing Arts or "f" approved Career & Technical Education course, and one additional UC/CSU approved course. Go online to get more information: csumentor.edu; universityofcalifornia.edu. Notes to athletes who wish to play sports at the 4-year college level: You must complete the NCAA required 16 college-prep courses that include 3 years of math, 2 years of science, 4 years of English, 2 years of social science and 5 additional college-prep classes from these academic areas plus foreign language. Go to ncaa.org for complete information.

|   |
|---|
| <b>SCHOOLWIDE OUTCOMES FOR LEARNING</b> |
|---|



# TROJANS

**THINK. RESPOND. ORGANIZE. JUSTIFY.**

**THINK** CRITICALLY

**RESPOND** MINDFULLY AND IN AN INFORMED MANNER, WHETHER VERBALLY OR IN WRITING

**ORGANIZE** ACTIONS EFFICIENTLY TO ACHIEVE YOUR GOALS

**JUSTIFY** ARGUMENTS, ACTIONS, CHOICES, AND OUTCOMES

**ANALYZE. NAVIGATE. SYNTHESIZE.**

**ANALYZE** INFORMATION FROM MULTIPLE SOURCES

**NAVIGATE** TECHNOLOGY, RESOURCES, INSTRUCTIONS, & APPLICATIONS

**SYNTHESIZE** DATA, SOURCES, AND ARGUMENTS

*The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in district's academic, extracurricular, and other educational supports programs, services, and activities. Lincoln Unified School District adopted a policy that prohibits at any school or school activity, unlawful discrimination, including harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, actual or potential parental, family or marital status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or association with a person or a group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance within a school under the jurisdiction of the superintendent of the school district. All current courses and subsequently added new courses are available to all students irrespective of these actual or perceived characteristics.*

*For inquiries or complaints related to discrimination, harassment, intimidation and bullying of students based on the actual or perceived characteristics listed above, contact the school's administrator at 209-953-8920, or the district Title IX/Bullying complaint manager, Michele Tatum Associate Superintendent Human Resources at Lincoln Unified School District 2010 West Swain Road, Stockton, CA 95207, [mtatum@lUSD.net](mailto:mtatum@lUSD.net), or 209-953-8817.*

## GRADUATION REQUIREMENTS

The California Education Code and the Rules and Regulations of the State Board of Education require instruction in certain specific topics in all California public high schools. The Lincoln Unified School District Board of Trustees has adopted additional requirements for graduation from high school. (*District Policy No. 6146.1[a]*)

In order to graduate from Lincoln High School, a student must have successfully completed the following credits:

| Subject Area   | High School Graduation Credits |
|--|--------------------------------|
| <b>English</b>   | <b>40</b>                      |
| <b>Mathematics</b><br><br><i>A minimum of 10 credits must be taken from college preparatory mathematics (Math 9 or equivalent).</i><br><br><i>Math classes taken in 7th and 8th grade count towards meeting UC/CSU requirements, but <u>do not</u> meet high school graduation requirements.</i>                     | <b>20</b>                      |
| <b>Physical Education</b>  | <b>20</b>                      |
| <b>Science</b><br><br><u>Biology:</u> <i>Introduction to Biological Science, Biology (Class of 2019/20),<br/> Biology NGSS, Advanced Biology NGSS (Class of 2021/22),<br/> AP Biology, or Anatomy &amp; Physiology,</i>  | <b>10</b>                      |
| <u>Physical science:</u> <i>Earth Science, Astronomy, Chemistry, Theoretical Chemistry Honors or Physics (Class of 2019/20),<br/> Chemistry NGSS, Advanced Chemistry NGSS, Advanced Chemistry NGSS Honors, Physics NGSS,<br/> Advanced Physics NGSS (Class of 2021/22),<br/> Astronomy, AP Chemistry, AP Physics</i> | <b>10</b>                      |
| <b>Social Science</b><br><br><i>World Geography/Health or AP World Geography/Health</i>  | <b>10</b>                      |
| <i>World History or AP World History</i>   | <b>10</b>                      |
| <i>United States History or AP US History</i>  | <b>10</b>                      |
| <i>American Government/Principles of Economics or AP Government/Principles of Economics</i>  | <b>10</b>                      |
| <b>Visual/Performing Arts, World Language or Career &amp; Technical Education</b>  | <b>10</b>                      |
| <b>Electives</b>   | <b>80</b>                      |
| <b>Minimum credits required for high school graduation</b>   | <b>230</b>                     |

A student must earn no fewer than 60 credits per year in each of the first three years of high school in order to be considered as progressing satisfactorily toward meeting the minimum course requirements for high school graduation. Students who fail classes must attend the extended year summer program to make up credits.

## ADVANCED PLACEMENT

The Advanced Placement Program (AP) is a cooperative educational endeavor between secondary schools and colleges and universities. The program provides motivated high school students with the opportunity to take college-level courses while in high school. Students who participate in the program not only gain college-level skills, but may also earn college credit by scoring a “3” or higher on the Advanced Placement Examination. At Lincoln High School, grades earned for AP classes are “weighted,” meaning students are awarded an extra grade point for each AP class. However, according to The College Board, some colleges and universities will not weight Advanced Placement courses taken during a student’s sophomore or junior year unless an official AP Exam grade is also presented for that course. **Furthermore, many universities will not recognize AP courses and exams taken during a student’s freshman year.** The current cost for the examination, as set by The College Board, is \$94. We ask parents to help offset these costs by making a donation. Fee waivers are available for students who qualify for free or reduced lunch. The following courses will prepare students to take and pass the Advanced Placement Examination:

### ADVANCED PLACEMENT...continued

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• AP Biology</li> <li>• AP Calculus AB</li> <li>• AP Calculus BC</li> <li>• AP Chemistry</li> <li>• AP Computer Science A/AP Computer Science Principles (alternating years)</li> <li>• AP English Language and Composition</li> </ul> | <ul style="list-style-type: none"> <li>• AP English Literature and Composition</li> <li>• AP Environmental Science</li> <li>• AP Human Geography</li> <li>• AP Music Theory</li> <li>• AP Physics 1</li> <li>• AP Spanish Language</li> </ul> | <ul style="list-style-type: none"> <li>• AP Statistics</li> <li>• AP Studio Art</li> <li>• AP United States Government and Politics</li> <li>• AP United States History</li> <li>• AP World History</li> </ul> |
|---|---|--|

For more information about The Advanced Placement Program go to the College Board web site: <http://apcentral.collegeboard.com>.

**Students must submit an AP Acknowledgement Form to their counselor in order to register for the course. Students who enroll in Advanced Placement classes will not be allowed to drop.**

### HONORS COURSES

Honors courses require students to undertake more rigorous work and thus have designated prerequisites. Students wishing to appeal prerequisites must have parent and principal approval. Only UC designated honors courses may receive extra honors points. UC caps the number of extra honors points from designated honors courses, including Advanced Placement courses, to no more than eight semesters. UC limits the number of honors points added to the UC GPA completed in grade 10 to no more than four semesters. UC does not grant honors points to any courses taken during the student's freshman year.

### DELTA COLLEGE ENROLLMENT FOR LINCOLN HIGH SCHOOL STUDENTS

Students may be permitted to enroll in Delta College courses based on the conditions below. (Please note that Delta College courses and credits will not be posted on the Lincoln High School transcript.)

1. Seniors who meet minimum day requirements must be enrolled in at least 5 high school classes, and all other students in at least 6, while enrolled at Delta. Students must have no more than 11 unexcused period absences during the previous quarter.
2. Students may not have over five days of suspension during the previous year and none during the current year.
3. Students will be required to earn no less than a 2.0 overall GPA before they are approved to concurrently enroll at Delta College.
4. Students may not take remedial courses at Delta.
5. All costs for college classes, as well as supplies, materials and transportation will be the responsibility of the student and/or the student's parents.
6. Paperwork for Delta summer school courses must be completed before the end of the LHS school year. (Counselors are not available after the end of the school year to approve Delta courses.)

Go to [www.deltacollege.edu](http://www.deltacollege.edu) for more information regarding San Joaquin Delta College.

### DELTA COLLEGE ARTICULATION PROGRAM

Lincoln High School has a number of courses formally articulated with San Joaquin Delta College. This process is designed to help students to advance from one course, program, or educational level to the next without unnecessary repetition of similar courses.

Upon enrolling at San Joaquin Delta College, a student who has successfully completed the articulated courses with the agreed upon grade will receive Delta College credit. (Students must submit articulation paperwork and a LHS transcript.) See course descriptions for grade requirements. Additionally, students will be able to enroll directly in the next level course at Delta College.

Articulated courses currently offered at Lincoln High School are:

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Careers with Children</li> <li>• Computer Applications</li> <li>• Computer Maintenance and Repair</li> </ul> | <ul style="list-style-type: none"> <li>• Drafting and Design 1</li> <li>• Internet Engineering 1</li> <li>• Internet Engineering 2</li> </ul> | <ul style="list-style-type: none"> <li>• Fashion Design 2</li> <li>• Mechanical Construction</li> <li>• Adv Mechanical Construction</li> </ul> |
|---|---|--|

The list of articulated courses is periodically updated. For more information regarding the articulation process and a current list of courses, please see the SJDC articulation web site: <http://articulation.deltacollege.edu>.

### LINCOLN HIGH SCHOOL DUAL ENROLLMENT

The dual enrollment program through San Joaquin Delta College offers free college-level classes in both transfer and career pathways, allowing high school students to get a jump start on their college education by taking college courses while still in high school. These courses fulfill general education requirements for an Associates of Arts or an Associates of Science Degree, transfer to a CA State University (CSU) or a University of CA (UC) 4-year institution.

Courses are held on Lincoln's campus after the regular school day and students are not required to pay tuition.

In order to enroll in a Dual Enrollment Course, student must meet certain eligibility requirements:

- be 13 or older
- be enrolled in the 9th, 10th, 11th, or 12 grade
- demonstrate basic reading and math ability required for college courses by taking the SJDC Accuplacer Assessment test
- meet with LHS's Dual enrollment Program Coordinator and obtain the approval of the principal

**Lincoln High School**

## NCAA ELIGIBILITY CENTER

Students who wish to participate in Division I or Division II athletics in college must register with the National Collegiate Athletic Association (NCAA Eligibility Center) and meet minimum eligibility requirements. Students should register upon completion of their junior year.

Eligibility for college freshmen:

1. Satisfy high school graduation requirements.
2. Earn a GPA of not less than 2.0 in 16 core academic courses. (Division I: 2.3 GPA for 2016 and after)
3. Achieve an appropriate score on the SAT or ACT (based upon the student's GPA).

### **Division I 16 Core Courses**

- 4 years of English
- 3 years of college preparatory math (Algebra 1/equivalent or higher)
- 2 years of college preparatory science
- 1 additional course in English, math, or science
- 2 years of social science
- 4 additional academic courses

### **Division II 16 Core Courses**

- 3 years of English
- 2 years of college preparatory math (Algebra 1/equivalent or higher)
- 2 years of college preparatory science
- 3 additional courses in English, math, or science
- 2 years of social science
- 4 additional academic courses

**Beginning August 2016, Division I athletes must complete ten of the 16 core courses before senior year. (Seven of the 10 must be in English, Math or Science.)**

**Students should refer to the NCAA Eligibility Center web site to access the list of approved NCAA courses at Lincoln High School, the GPA requirement, and appropriate SAT and ACT scores (<https://web1.ncaa.org/hsportal/exec/hsAction>). Students are responsible for registering for the appropriate courses and for monitoring their progress toward NCAA eligibility. Students must notify their counselor of their intent to meet the NCAA eligibility standards.**

## MATERIALS DONATIONS

Some courses and programs at Lincoln High School request donations to cover the cost of materials used in the course. These donations make it possible to provide the hands-on experiences currently available in classes such as Art, Foods, Photography, Fashions and Woodwork. No students will be prohibited from taking a course if they are unable to make a donation.

## REPEATED CLASSES

Some classes (such as foreign language and math) require a minimum of "B or C" grade to proceed to the next level of a course. Students who do not meet the minimum requirement may repeat the course to raise the grade. Repeated courses, therefore, may improve grades, but students will earn **elective** credits. Courses may be repeated **once** only, unless required for graduation.

If a student repeats a course used to satisfy the "a-g" requirements in which they originally earned a grade of C or higher, the repeated grades will not be used in calculating the GPA.

## SCHEDULE CHANGE POLICY

Since the classes at Lincoln High School are designed to be year long, students are advised to choose classes carefully as schedule changes are generally not possible. Mid-year schedule changes are not permitted. The following guidelines are used when requesting a schedule change.

### **1. Timing of schedule change requests:**

Schedule Change Request Forms are available in the Student Service Center. Students must see their counselor with the signed form at lunch or after school within the first 5 days of school. However, there is no guarantee a student's schedule can be changed. **Students must attend their official schedule until a counselor confirms that a change has been made.**

### **2. Late requests:**

Requests for schedule changes after the above guidelines are generally not approved. Requests after this timeline will be considered only if there is a significant hardship.

**UC/CSU ADMISSIONS REQUIREMENTS**

The California State University (CSU) and the University of California (UC) have aligned their course requirements. Both systems require a minimum of 15 courses; however, the UC requires that 10 of the 15 need to be completed before senior year (see the UC web site: <http://www.universityofcalifornia.edu>). These courses are referred to as the “a-g requirements.” Selective campuses and impacted majors expect additional college preparatory course work (such as four years of science and math if students plan to major in engineering or science). Enhancing course selections with honors and advanced placement courses is also recommended.

| <u>Subject Area</u>       | <u>Number of years</u> | <u>Description</u>  |
|---------------------------|------------------------|---|
| a. History                | 2                      | 1 year World History<br>1 year U.S. History or a semester of U.S. Government and a semester of U.S. History   |
| b. English                | 4                      | 4 years of college preparatory English that includes reading of classical and modern literature and extensive writing   |
| c. Mathematics            | 3                      | Math 9, 10, 11 or Algebra 1, Geometry, and Algebra 2 (4 yrs. recommended)   |
| d. Science                | 2                      | College prep sciences that provide knowledge in at least two of these three areas: biology, chemistry, and physics (3 yrs. recommended). Note: Astronomy will also fulfill the “d” requirement. Earth Science may be used for the “g” requirement for UC.   |
| e. Foreign Language       | 2                      | Language other than English (3 yrs. recommended). Coursework must be in the same language.  |
| f. Visual/Performing Arts | 1                      | 1 year of Visual/Performing Arts chosen from the following: dance, drama/theatre, music or visual art.<br>*Some CTE courses are UC/CSU approved. See page 7.  |
| g. College Prep Elective  | 1                      | Minimum of one year (two semesters) in addition to the required “a-f” courses that go beyond the minimum requirement may be used (for example, a third year of a foreign language, or fourth year of math, or third year of college preparatory science. Courses marked with an asterisk may not be used to meet the “g” requirement. See page 7 for additional courses that may be used. |
| <b>Total a-g courses</b>  | <b>15</b>              |   |

Courses in mathematics and languages other than English completed in the 7th and 8th grades with grades of C or better may be counted toward the subject requirements. Students are encouraged to take a rigorous course curriculum, and a solid senior year course load. Selective colleges and universities tend to admit the top few percent from the graduating class. Students are responsible for planning their course selections.

### College Grade Point Average

A student’s college GPA is the average of grades earned in the required “a-g” subjects completed in grades 10-12, with extra points for up to eight semesters of certified honors or advanced placement course work (A = 5, B = 4, C = 3). D’s and F’s are not weighted. Note: Lincoln High School assigns extra weight to AP classes and UC designated honors courses (Spanish 3 Honors, Theoretical Chemistry Honors, Physics Honors, Wind Ensemble Honors, and Analysis Honors only). Courses used to satisfy the “a-g” requirements in which the student earns D or F grades must be repeated with grades of C or higher. Some colleges require that a course be repeated once only. A certain GPA does not guarantee admission to college. Usually a low GPA requires higher SAT/ACT scores.

D’s and F’s earned in the first semester of mathematics and foreign language may be cleared if a grade of C or higher is earned in the second semester of the same course. However, both grades will usually be used when calculating students’ GPA. D or F grades in courses that are taken beyond the minimum required to satisfy the “a-g” requirements are typically not used in calculating the scholarship requirement. Students should consult university catalogs or web sites for specific requirements, especially if applying to impacted campuses or programs.

For more UC/CSU information, go to the university web sites. For CSU: <http://www.csumentor.edu>. For UC: <http://www.universityofcalifornia.edu>.

### College Entrance Examinations

Students are encouraged to complete entrance exams (SAT Reasoning or ACT) by the end of their junior year. Students may also take these exams in the fall of their senior year. Most UCs recommend that students complete testing by November of their senior year. Information for entrance examinations is available online and in the Educational Planning Center.

CSU will combine a student’s highest verbal score and highest math score on the SAT Reasoning Test. UC uses a student’s highest total SAT Reasoning score (they do not combine the highest verbal score from one test and highest math score from another test). Students who are applying to UC’s must request the SAT or ACT test with composition. Although SAT Subject Tests are no longer required for UC, students may choose to take SAT Subject Tests to demonstrate proficiency in a particular subject area.

For more information, go to the testing web sites: ACT: <http://www.act.org> or SAT: <http://www.collegeboard.com>.

|                                  |
|----------------------------------|
| <b>UC / CSU APPROVED COURSES</b> |
|----------------------------------|

Below is a list of courses which are listed as UC/CSU approved and meet “a-g” admissions qualifications for the University of California and the California State University systems. All courses which are underlined are pending UC/CSU approved courses.

Courses in this catalog which do not have the UC/CSU designations are still valuable in preparing you for college and a professional career. Be sure to discuss your career interests during Registration so your counselor can better help to advise you.

**a - History/Social Science - 2 years required**

Two years of history/social science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics.

- |  |                              |                      |
|--|------------------------------|----------------------|
| • American Government                      | • (AP) United States History | • World History      |
| • (AP) United States Government & Politics | • (AP) Human Geography       | • (AP) World History |
| • United States History                    | • World Geography            |                      |

**b - English - 4 years required**

Four years of college preparatory English. Students may only use 1 year of ESL/ELD, SDAIE, or Sheltered English.

- |                                |   |   |
|--------------------------------|---|---|
| • Academic English (ELD)       | • English 9                             | • (AP) English Literature and Composition |
| • American Literature          | • English 10                            | • Shakespeare/Literary Analysis           |
| • British and World Literature | • (AP) English Language and Composition |   |

**c - Mathematics - 3 years required, 4 years recommended**

Three years of college preparatory mathematics.

- |                    |                    |                    |
|--------------------|--------------------|--------------------|
| • Math 10I, Honors | • Math 9I*         | • Math 10T         |
| • Analysis, Honors | • Math 9I, Honors* | • Math 10T, Honors |
| • Pre-Calculus     | • Math 9T*         | • Math 11          |
| • (AP) Calculus AB | • Math 9T, Honors* | • Math 11, Honors  |
| • (AP) Calculus BC | • Math 10I         | • (AP) Statistics  |

**d - Laboratory Science - 2 years required, 3 years recommended**

Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics.

- |                        |  |  |
|------------------------|--|--|
| • Anatomy & Physiology | • Advanced Chemistry NGSS ( <b>pending</b> )         | • Physics                                  |
| • Astronomy            | • Advanced Chemistry NGSS, Honors ( <b>pending</b> ) | • Advanced Physics NGSS ( <b>pending</b> ) |
| • Biology              | • (AP) Chemistry                                     | • (AP) Physics 1                           |
| • (AP) Biology         | • Theoretical Chemistry, Honors                      | • Biology NGSS                             |
| • Chemistry            | • (AP) Environmental Science                         | • Advanced Biology NGSS                    |

**e - Language Other than English - 2 years required, 3 years recommended**

Two years of the same language other than English.

- |                           |                                     |                         |
|---------------------------|-------------------------------------|-------------------------|
| • French 1*, 2, 3 and 4   | • Spanish for Spanish Speaker 1*, 2 | • Spanish 3, Honors     |
| • Italian 1*, 2, 3 and 4  | • Spanish 1*, 2, 3 and 4            | • (AP) Spanish Language |
| • Japanese 1*, 2, 3 and 4 |                                     |                         |

**f - Visual & Performing Arts - 1 year required**

- |                              |                               |                                 |
|------------------------------|-------------------------------|---------------------------------|
| • Architectural Design 1*, 2 | • Advanced Drama              | • Intermediate Piano            |
| • Art 1*, 2, 3 and 4         | • Fashion Design 1*           | • Sculpture-Ceramics*           |
| • (AP) Studio Art            | • Guitar 1 ( <b>pending</b> ) | • Advanced Sculpture 2, 3 and 4 |
| • Chamber Choir*             | • Guitar 2 ( <b>pending</b> ) | • Sinfonia Vocé*                |
| • Concert Band*              | • Jazz Band*                  | • Symphonic Winds*              |
| • Concert Choir*             | • Lincoln Orchestra*          | • Beginning Theatre*            |
| • Digital Video Production*  | • (AP) Music Theory           | • Wind Ensemble*                |
| • Drafting & Design 1*       | • Mixed Media*                | • Wind Ensemble, Honors*        |
| • Advanced Drafting & Design | • Photography 1*, 2, 3 and 4  | • Woodwork*                     |
| • Intermediate Drama         | • Beginning Piano*            |                                 |

**g - Elective - 1 year required**

In addition to the requirements above, students must complete one additional year-long course. This could either be a course from the “a-f” list that goes above the minimum requirement (for example, a third year of a foreign language, a third year of college preparatory science, or a fourth year of math) or from the list below:

- |                                     |   |                              |
|-------------------------------------|---|------------------------------|
| • Criminal Justice/Mock Trial       | • Entrepreneurship                                    | • Principles of Economics    |
| • Culinary Arts                     | • Journalism  | • Rhetoric/Speech and Debate |
| • Earth Science                     | • Internet Engineering 1                              | • Internet Engineering 2     |
| • Advanced Digital Video Production | • (AP) Computer Science A                             | • AVID 9                     |
|                                     | • (AP) Computer Science Principles ( <b>pending</b> ) |                              |

\*Courses marked with an asterisk may not be used to meet the “g” requirement.

## CAREER & TECHNICAL EDUCATION DEPARTMENT

The Career & Technical Education Department provides course pathways aligned to fifteen industry sectors defined by the California Department of Education. The career pathways in these sectors are groups of courses relating to certain careers. The courses are aligned with both state and national skill standards and provide excellent exposure to career concepts and expectations. Students have the opportunity to take classes ranging from single-period, introductory level classes to two-period, career training programs which can involve field placements in local businesses. In addition to exposure for career interests, students may also earn college credits and gain professional experience to narrow down decisions for college majors and career choices after high school. Students are not obligated to stay in a single pathway.

CTE course sequences are meant to give students meaningful elective coursework that promote skill development in a given industry sector. Students gain industry and academic skills as they move from year to year. In an effort to maximize student skill development, introductory course priority will be given to students starting in grades 9. It is highly recommended that students are intentional in the selection of their elective coursework starting at grade 9. Students are allowed to move from pathway to pathway. When students change pathways after freshman year they must begin at the introductory class for that sequence. Students changing pathways may have difficulty selecting an introductory course as they move up in their grade levels. It is recommended that students are purposeful when choosing CTE courses starting in 9th grade.

\*Students under the age of 16 will be allowed to enroll in **2 period block** CTE classes if it is necessary for them to complete an established comprehensive educational plan. A four-year academic plan is included in the registration packet. It can also be found in the Student Service Center. **Students who enroll in 2 period block CTE classes will not be allowed to drop at any time.**

### Education, Child Development, and Family Services Industry

**Child Development Pathway**  
**Child Development/Developmental Psychology**  
**Careers with Children**  
**Advanced Careers with Children**

#### 5835 Careers with Children

Grade Level: 11, 12

Year Course

**2 Period Block**

20 Credits

**SJ Delta College Articulation with grade "B" or better: CDEV32A**

Prerequisite: Child Development/Developmental Psychology, Application Interview, Teacher Approval

This two-period course is designed for students interested in childcare as a vocation, and for those college-bound students planning a major in child development and/or elementary education. Students will study the cognitive, physical, emotional and social development of children from birth through age six. Special emphasis will be placed on teaching techniques and early childhood curriculum. Students will receive on-the-job experience in a childcare facility or elementary school beginning the 4th week of the first quarter. **Transportation is each student's responsibility and is required.** Students successfully completing the required number of hours and earning a "B" grade will receive college credit upon enrollment at Delta College. A Certificate of Completion can also be earned.

#### 5508 Child Development/Developmental Psychology

Grade Level: 9, 10, 11, 12

Year Course

Prerequisite: None

10 Credits

This course is a study of the physical, perceptual, cognitive, personality, and language development stages of children from conception through adolescence. Students will develop an understanding of children and the development process through readings, case studies, observations, individual research projects, and group project work. This course examines the major theories of child development and their application. In addition, there is a developmental psychology component to this course. The focus will be on personal psychology and the life skills needed to live independently. Goal setting, decision-making, interpersonal relationships, time management, career exploration, and consumer education (how to manage money, buy a car, find housing, and job hunting) are topics that will be covered.

#### 5840 Advanced Careers with Children

Grade Level: 11, 12

Year Course

**2 Period Block**

20 Credits

Prerequisite: "B" or higher in Careers with Children

This two-period course is designed for students seeking career opportunities in childcare, social service and education. Through classroom learning and community placement in childcare centers and elementary school classrooms, students will be exposed to workplace standards and policies, child development and guidance processes; preschool and elementary curriculum activities, classroom management, health, safety, legal issues and nutrition. This class would benefit students interested in careers as teachers, day care directors, child psychologists, speech therapists, counselors, social workers or any other child-related careers. A Certificate of Completion can be earned. **Transportation is each student's responsibility and is required.**

### Hospitality, Tourism, and Recreation Industry

**Food Service and Hospitality Pathway**  
**Food Science, Nutrition 1**  
**Culinary Arts**  
**Advanced Culinary Arts**

#### 5513 Food Science, Nutrition I

Grade Level: 9, 10, 11

Year Course

Prerequisite: None

10 Credits



This course is open to students who are interested in learning how to plan and prepare meals. After taking this class, the student will have skills that will enable him/her to cook in everyday life — for self or others. These skills will enable the student to plan and prepare nutritious meals and snacks. Basic kitchen safety and equipment usage are learned. The student learns to prepare a variety of foods including: pies, cakes, cookies, candies, vegetables, fruits, meats, fish, poultry, breads, salads, soups and desserts. In addition to food preparation, the student learns how to be a wise consumer in the food market and explores possible careers in the food industry. The student will also survey nutrition and meal planning before a "globe trot" about the world, discovering the delights of many international customs and dishes. The student will also study foreign foods, American cultural foods, microwave cooking, entertainment projects, natural meals, food preservation, holiday meals/food and nutrition. **There will be a \$20 materials donation requested per semester per student.**



## CAREER & TECHNICAL EDUCATION DEPARTMENT

### Hospitality, Tourism, and Recreation Industry *(continued)*

#### 5845 Culinary Arts

Grade Level: 10, 11, 12

Year Course

2 Period Block

20 Credits

UC/CSU Approved "g"

Prerequisite: Food Science, Nutrition 1; General Math, Algebra 1, Math 9 or 10 and English 9 or 10 recommended

Culinary Arts applies fundamental scientific principles to research and development of food products and the food service industry. This applied, laboratory-based course, which focuses on concepts of chemistry including molecular structure, and chemical properties and reactions, is designed to educate students about functional components of food, food safety, nutrition, sensory evaluation, quality assurance, new product development, food processing and engineering. This course will explore the role of food in respect to its historical, nutritional, social, environmental, and industrial context. **There will be a \$20 materials donation requested per semester per student.**

#### 5846 Advanced Culinary Arts

Grade Level: 11, 12

Year Course

2 Period Block

20 Credits

Prerequisite: Culinary Arts with grade "C" or better

In year two this course prepares students for an entry-level management position in the food service industry and catering business. Instruction and practice in year two of Culinary Arts will review all concepts of year one of Culinary Arts but will have an emphasis on the management and catering aspect of the industry. **There will be a \$20 materials donation requested per semester per student.**

### Fashion and Interior Design Industry

#### 5612 Fashion Design 1

Grade Level: 9, 10, 11, 12

Year Course

Prerequisite: None

10 Credits

UC/CSU Approved "f"



#### Fashion Design, Manufacturing, and Merchandising Pathway

Fashion Design 1

Fashion Design 2

Fashion Design 3

Retail Sales and Marketing

Fashion Design 1 is a course based upon the advanced visual and performing arts standards, which strengthen and challenge students' creativity and skills in the visual arts with a special emphasis on fashion. Students will analyze, research, and discuss their own artwork, artwork of their peers, and famous and newly emerging artists of contemporary fashion culture. Instruction includes the examination of the formal, expressive, and aesthetic properties of art and examines the history and development of fashion design and its relationship to the scientific and technological views of the 19th, 20th, and 21st centuries. A portfolio of artwork will demonstrate knowledge and understanding of the elements and principles of style and design. Students will link fashion design to other art forms and disciplines. Students will understand its applications to careers within contemporary society. Students will produce and coordinate a fashion show and design gallery for the display of original works. Students will study various aspects of the fashion industry.

#### 5605 Fashion Design 4

Grade Level: 12

Year Course

Prerequisite: Fashions 3 grade "C"

10 Credits

Fashions 4 is offered as a continuation of Fashions 3. In addition to learning haute couture techniques, the student will be given opportunities to assist with the instruction of Fashions 1 and 2 students. These opportunities will be designed to reinforce knowledge and skills in clothing construction, tailoring, alterations, and garment detail. Students will also be able to sew projects that come to the school from the community.

#### 5521 Fashion Design 2

Grade Level: 10, 11, 12

Year Course

10 Credits

Prerequisite: Fashion Design 1 grade "C"

SJ Delta College Articulation with grade "B" or better: FASH 2

In this course the student selects suitable pattern design in relation to figure and fabric. Construction of garments includes: timesaving tips, creative styling and tailoring techniques. The student completes projects of his/her own choice and receives personalized assistance with alterations and fitting. Students who wish to work with designer patterns will be encouraged. Class projects include constructing a garment for someone else in order to learn fitting techniques. A spring fashion show is produced by the entire class, with students modeling their own creations. The student provides fabric, pattern, notions, and sewing equipment for individual projects which go above and beyond the basic requirements of the course. Students successfully completing this course will receive college credit upon enrollment at Delta College. Students will study various aspects of the fashion industry.

#### 5504 Retail Sales and Marketing

Grade Level: 11, 12

Year Course

2 Period Block

20 Credits

Prerequisite: Computer Applications

This course is open to students who are both **currently employed** and wanting to prepare for a career in Retail Sales and Marketing. Students must be able and willing to work in a local retail business. **Transportation is the responsibility of the student.** In the classroom, students will learn how to present themselves to a prospective employer. This course will teach the following employability skills: filling out a job application, interview techniques, dress code and work ethics. Students will learn sales skills, customer relations, teamwork and choosing the right career in Retail Sales. Students will learn how to merchandise clothing to maximize marketing potential, as well as learning how to create an environment that is inviting to shop in. Student must have and maintain good grades and attendance so a work permit may be obtained.

#### 5534 Fashion Design 3

Grade Level: 11, 12

Year Course

Prerequisite: Fashion Design 2 grade "C" 10 Credits

Fashions 3 is for the advanced student who is seeking to explore the techniques of tailoring. Quality apparel will be constructed: a tailored shirt, a blazer and a choice of dress slacks or a skirt. Consumerism will be stressed, with the student completing a cost comparison analysis. The student learns garment industry techniques in decorative machine stitchery, designer details and special touches to achieve a finished look. The student provides fabric, pattern, notions, and sewing equipment for individual projects which go above and beyond the basic requirements of the course. Students will continue to study various aspects of the fashion industry.

## CAREER & TECHNICAL EDUCATION DEPARTMENT

### Business and Finance Pathway

**Business and Finance  
Industry**  
Computer Applications  
Entrepreneurship  
Advanced Entrepreneurship

#### 5510 Computer Applications

Grade Level: 9, 10, 11, 12                      Year Course  
**SJ Delta College Articulation with grade "B" or better: BIM 1A**  
 Prerequisite: None                                      10 Credits

Students are introduced to Microsoft Office Suite. Students will learn to format office documents, essays and reports, as well as create tables, charts, flyers and brochures. Keyboarding and formatting office documents are the primary focus first semester. Second semester, students will explore career options and create a career document portfolio. They will also build an Excel worksheet and learn to convert the data into graphs and charts. This course concludes with the student creating a PowerPoint presentation. Skills learned are useful for both the workplace and academic success in all subject matter. Students earning a "B" grade or better the first semester will earn 1 1/2 units college credit upon enrollment at Delta College.

#### 5851 Entrepreneurship

Grade Level: 11, 12                                      Year Course  
**2 Period Block**                                      20 Credits  
**UC/CSU Approved "g"**

Prerequisite: Computer Applications; English 9 and/ or 10, Algebra 1 or Math 9I/Math 9T

Entrepreneurship class is a two-block course that offers students skills in marketing and management functions that result in tasks that organize a business, combine product services, account costs, profits, and many more. Along with those skills come knowledge, attitude, behavior, and what is expected in the workforce or community college, private, technical, trade school, and/or a four-year college or university. This class has a year-long project that builds those skills. **Students may earn a Certificate of Completion and a Small Business Association Certificate. These certificates are what employers will take seriously when you apply for a job.**

At the end of the year, students will go to San Francisco's Federal Reserve Bank and/or either Google or TBA.

#### 5850 Advanced Entrepreneurship

Grade Level: 12    Year Course  
**2 Period Block**                                      20 Credits  
 Prerequisite: Entrepreneurship grade "C"

This two-period course offers higher level of skills and management functions and tasks for operating an on-site business. This course will consist of higher levels of: customer service, creating and designing, marketing, advertising strategies and the financial end of the business. Administration skills for running the business will also be taught. **Students may earn a Certificate of Completion and a Small Business Association Certificate. These certificates are what employers will take seriously when you applying for a job.**

At the end of the year, students will go to San Francisco's Federal Reserve Bank and/or either Google or TBA.

## Information Technology (IT) and Computer Science (CS)

**Information Technology (IT)** is the application of computers and telecommunications equipment to store, retrieve, transmit and manipulate data, often in the context of a business or other enterprise.

A **Computer Network** is a telecommunications network that allows computers to exchange data. In computer networks, networked computing devices pass data to each other along data connections. Data is transferred in the form of packets. The connections (network links) between nodes are established using either cable media or wireless media. The best-known computer network is the Internet.

Computer networks support applications such as access to the World Wide Web, shared use of application and storage servers, printers, and fax machines, and use of email and instant messaging applications.

**Computer Science (CS)...** **Computer Programming** (often shortened to **Programming**) is a process that leads from an original formulation of a computing problem to executable computer programs. Programming involves activities such as analysis, developing understanding, generating algorithms, verification of requirements of algorithms including their correctness and resource consumption, and implementation (commonly referred to as coding) of algorithms in a target programming language. Source code is written in one or more programming languages (such as C, C++, C#, Java, Python, Ruby, Smalltalk, JavaScript, etc.). The purpose of programming is to find a sequence of instructions that will automate performing, a specific task or solving a given problem.

**Game Programming**, a subset of programming, is the software development of video games. Game programming requires substantial skill in software engineering as well as specialization in one or more of the following areas, which overlap heavily to create a game: simulation, computer graphics, artificial intelligence, physics, audio programming, and input.

**Game Design** is the art of applying design and aesthetics to create a game to facilitate interaction between players for playful, healthful, educational, or simulation purposes. Game design can be applied both to games and, increasingly, to other interactions, particularly virtual ones (see gamification). Game design creates goals, rules, and challenges to define a sport, tabletop game, casino game, video game, role-playing game, or simulation that produces desirable interactions among its participants and, possibly, spectators.

## Information Technology (IT) and Computer Science (CS)

### Cisco Networking Academy Pathway (IT)

#### 5842 Computer Maintenance and Repair

Grade Level: 9, 10, 11, 12                      Year Course  
10 Credits

**SJ Delta College Articulation: ELECT 014C**

Prerequisite: None

This course includes hardware and software topics relevant to personal computer (PC) troubleshooting. Emphasis is placed on developing essential troubleshooting and repair skills and preparation for the A+ certifications exam.

#### 5852 Internet Engineering 1

Grade Level: 9\*, 10, 11, 12                      Year Course  
**UC/CSU Approved "g"**                      10 Credits

**SJ Delta College Articulation: ELECT 030A**

Prerequisite: Successful completion of or concurrent enrollment in Math 9/ Algebra 1 and Computer Maintenance and Repair.

This course is an introduction to the basic concept of data networks. The course focuses on network terminology and protocols, cabling, cabling tools, Ethernet and Internet Protocol (IP) addressing. The course includes the Open Systems Interconnection (OSI) reference model, network design issues and network architectures and standards. \* The UC does **not** recognize "g" approved courses taken during grade 9. Grade 9 students who successfully complete this course will be able to move to Internet Engineering 2.

#### 5853 Internet Engineering 2

Grade Level: 10, 11, 12                      Year Course  
**UC/CSU Approved "g"**                      10 Credits

**SJ Delta College Articulation: ELECT 030B**

Prerequisite: Successful completion of Internet Engineering 1.

This course describes the architecture, components, and operation of CISCO routers, and explains the principles of routing and routing protocols. Students analyze, configure, verify, and troubleshoot the primary routing protocols. **Successful completion obtains Cisco CCENT Certification and Part I of Cisco CCNA (ICND1 100-101) Exam.**

### Computer Science Pathway (CS)

#### 5523 Computer Programming

Grade Level: 9, 10, 11, 12                      Year Course  
10 Credits

Prerequisite: None

This course will prepare students for an entry level position as a programmer. Students will be taught the basics of programming and will be given specific business-related problems to solve using JAVA. Projects will include: construction of business and database-related programs and development and coding of gaming software and robotics.

#### 5814 Video Game Programming and Design

Grade Level: 10, 11, 12                      Year Course  
10 Credits

Prerequisite: Completion or concurrent enrollment in Math 9 or Algebra 1; Computer Programming

Video Game Programming and Design is a hands-on, project-based course, which teaches students C++, Flash, Scripting and use of Gaming "Engines". This curriculum also provides instruction on creating 2D and 3D graphics for video games, as they relate to video game programming and digital graphics. Students will receive instruction and participate in individual and group-based lab activities demonstrating methods, techniques and algorithms that are commonly used in modern day video games.

### Information and Support

#### Services Pathway

**Computer Maintenance and Repair**

**Internet Engineering 1**

**Internet Engineering 2**

**Internet Engineering 3**

**Internet Engineering 4**

#### 5554 Internet Engineering 3

Grade Level: 11, 12                      Year Course  
10 Credits

Prerequisite: Successful completion of Internet Engineering 2. Successful completion of Math 11/Algebra 2 or concurrent enrollment recommended.

This course will cover basic concepts of switching and wireless technologies. The course focuses on command line interface configuration of switches, Inter\_VLANs (Virtual Local Area Networks), STP (Spanning-Tree Protocol), and VTP (Virtual Trunking Protocol). Basic Wireless Concepts and Configurations.

#### 5555 Internet Engineering 4

Grade Level: 12                      Year Course  
10 Credits

Prerequisite: Successful completion of Internet Engineering 3.

This course focuses in advanced IPv4 (internet Protocol version 4) addressing techniques and Wide Area Network technologies and terminology. The course will cover NAT (Network Address Translation) and the use of private addresses to configure and secure a greater number of users within a network. The course will define the concepts and configuration of PAT (Port Address Translation) and DHCP (Dynamic Host Configuration Protocol) for scalability of IPv4 addresses. This course will cover PPP (Point to Point Protocol), ISDN (Integrated Services Digital Network), Frame Relay concepts and router configuration. **Successful completion obtains Cisco CCNA Certification: Part 2 of Cisco CCNA (ICND2 200-101) Exam.**

### Computer Science Pathway

**Computer Programming**

**Video Game Programming and Design**

**Advanced Video Game Programming and Design**

**AP Computer Science A and/or AP Computer**

**Science Principles**

#### 5816 Advanced Video Game Programming and Design

Grade Level: 11, 12                      Year Course  
10 Credits

Prerequisite: Completion of Video Game Programming and Design with a grade of "C" or better

Advanced Video Game Programming and Design is a hands-on project based course, which teaches students the basics of C++, Flash, Scripting and use of Gaming "Engines". This course picks up where the introduction to Video Game Programming leaves off. This curriculum also provides networking fundamentals as they relate to multiplayer networked games. Instruction on modeling and testing will be covered; also, there will be more in depth instruction on creating 2D and 3D graphics for video games, as well as the pertinent algebraic, geometric and trigonometric functions that relate to the video game programming and digital graphics. Students will receive instruction and participate in individual and group-based lab activities demonstrating methods, techniques and algorithms that are commonly used in modern day video games.

## Information Technology (IT) and Computer Science (CS)

### Computer Science Pathway (CS) *(continued)*

#### 5604 AP Computer Science Principles

Grade Level: 11, 12

Year Course

UC/CSU Approved "g" (pending)

10 Credits

Prerequisite: Successful completion of or concurrent enrollment in Math 9 (or equivalent) and completion of a previous Computer Science course

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

## Engineering & Construction Academy



The mission of the Engineering and Construction Academy is to build a workforce for California. In order to transition our students into the workforce with industry validated certifications and a four-year Career Technical Education (CTE) digital portfolio, our Academy will provide a comprehensive and sequenced course of study that integrates rigorous academics with the mechanical, technical, and hands-on skills needed to prepare our students for pre-employment and continuing education in the Building Trades and Construction Industry Career Sector. The Academy will offer five State-approved career paths with courses that are articulated and sequenced with local community colleges and the UC/CSU system. Our articulated sequence of courses generate authentic academic rigor by making class work relevant to the construction industry while simultaneously illustrating the interdisciplinary relationships between courses across the curriculum. The following five career paths are identified courses of study for students enrolled in the Engineering and Construction Academy.

### Building Trades and Construction Industry

#### 5518 Woodwork

Grade Level: 9, 10, 11, 12

Year Course

Prerequisite: None

10 Credits

UC/CSU Approved "f"

This course is a technical and aesthetic exploration of the design elements and principles using the medium wood. The technical aspects of the course will include basic drafting instruction and layout as well as safety and machine use. The students will explore this medium (wood) using addition and subtraction methods to combine both the utilitarian and aesthetic methods within the framework of the design elements and principles. Students will be instructed in learning various aspects of a shop and woodworking tools. The instruction will include basic rules and guidelines to insure safety, proper operational procedures, names, and proper terminology used for each tool, and techniques necessary for quality production.

**Cabinetry, Millwork and Woodworking  
Pathway**  
Woodwork  
Advanced Woodwork 2  
Advanced Woodwork 3

#### 5525 Advanced Woodwork 2

Grade Level: 10,11,12

Year Course

10 Credits

Prerequisite: Grade "C" in previous Woodwork class

This course is an advanced application of the skills and technology used in Woodwork. The curriculum will be project-based. Students will learn extensively about the safety procedures and proper use of the table saw, jointer, planer, drill press, sanders, lathe, and band saw. All phases of cabinet construction, design and production will be covered. A variety of case joints will also be addressed, such as dados, mortise and tenon, and dowel joints. Some examples of projects are a jewelry box, shelf, chessboard and a cabinet. This class will prepare students for preemployment certification in cabinetry and millwork, or in an apprenticeship-training center.

#### 5526 Advanced Woodwork 3

Grade Level: 11,12

Year Course

10 Credits

Prerequisite: Grade "C" in previous Woodwork class

This course is an advanced application of the skills and technology used in Advanced Woodwork 2. The curriculum will be project-based. Students will learn extensive woodworking techniques on the table saw, jointer, planer, drill press, sanders, lathe and band saw. The instruction will inform and challenge students in the art of finishing wood furniture. The assembly of wood furniture is addressed by using various joinery and fasteners necessary for quality production. The art and process of refinishing will also be applied according to specifications. This class will prepare students for pre-employment certification in cabinetry or woodworking. Students may continue their education in college majoring in construction management or in cabinetry and millwork, or in an apprenticeship-training center.

## Engineering & Construction Academy

### Building Trades and Construction Industry

#### Residential and Commercial Construction Pathway

Introduction to Engineering and Construction  
Construction Technology  
Advanced Construction Technology

#### 5500 Introduction to Engineering and Construction

Grade Level: 9, 10                      Year course  
Prerequisite: None (Drafting helpful)      10 Credits

This introductory survey course teaches the basic principles of engineering and construction. Students will become familiar with the safe and proper use of basic hand and power tools. Students will also learn about the four principle disciplines of engineering: structural, chemical, mechanical, and electrical engineering. Students will be introduced to measurement, drafting, scale, and build cardboard stools, cardboard bridges, CO2 cars, rockets and cardboard boats. These projects integrate elements from the mathematics and language arts curriculum in order to prepare students for opportunities and careers in the building-trades industry. Shop/Job safety, individual time management, proper work ethics, along with the various phases of the design and build process will be emphasized. Students will also receive online instruction in Drivers Education and Safety in order to prepare them to earn a California Department of Motor Vehicles' learner's permit. Finally, students will be exposed to different career opportunities in the construction, automotive, and manufacturing industry through a variety of guest speakers and field trips. **There will be a \$20 materials donation requested per semester per student.**

#### 5838 Construction Technology (Carpentry, Masonry, Concrete)

Grade Level: 10, 11, 12                      Year course  
**2 Period Block**                                      20 Credits

Prerequisite: Introduction to Engineering and Construction, Woodwork or Drafting & Design 1 with grade "C" or better

This two-period class is designed for students who are interested in pursuing a career in the construction industry and teaches the fundamentals of the five basic trades. Students will learn the essential skills used in surveying, form work, flat work, framing, and roofing. Specifically, students will learn about measurement, scale, architectural plans, sketching, and layout, in addition to the proper use of a large assortment of hand tools, power tools, and CNC milling equipment. Students will build plaques, wooden toolboxes, sawhorses, doghouses, sheds, and the course will culminate by framing a complete house in conjunction with Habitat for Humanity. Occupational Safety and Health Administration (OSHA) industry-validated 10-Hour Safety Cards will be awarded to each student upon successful completion of the course. Additionally, students who complete the course will earn pre-employment certificates that will assist them to find a career in the building trades industry, enter a sponsored apprenticeship program, or apply to a construction management, engineering, and/or architecture program in college.

#### 5841 Advanced Construction Technology (Carpentry, Masonry, Concrete)

Grade Level: 11, 12                      Year course  
**2 Period Block**                                      20 Credits

Prerequisite: Construction Technology grade "C" or better

This two-period class is designed to further enhance student understanding of the fundamentals of the five basic trades. Students who are interested in pursuing a career in the construction industry will benefit greatly from this course. Students will continue to develop and perfect the surveying, form work, flat work, framing, and roofing skills they previously learned in Construction Technology. Students will work as team leaders and job foreman in order to assist other students learning to use hand tools, power tools, and CNC milling equipment. Students will also learn to use and maintain a variety of heavy stationary power tools and will build an assortment of specialized projects, including framing a house in conjunction with Habitat for Humanity. Forklift training and certification will also be awarded to students who meet industry specified requirements. Additionally, students who complete the course will earn a second pre-employment certificate that will assist them to find a career in the building trades industry, enter a sponsored apprenticeship program, or apply to a construction management, engineering, and/or architecture program in college.

### Mechanical Construction Pathway

#### 5500 Introduction to Engineering and Construction

(See description above)

#### 5801 Mechanical Construction (HVAC, Sheet Metal, Electrical and Plumbing, Welding Fabrication)

Grade Level: 10, 11, 12                      Year Course  
**2 Period Block**                                      20 Credits

Prerequisite: Introduction to Engineering and Construction or Drafting & Design 1 with grade "C" or better

**SJ Delta College Articulation: WELD 88A**

This two-period course is designed to be a pre-apprenticeship class in sheet metal fabrication, heating ventilation and air conditioning, electrical, welding and plumbing. During the sheet metal fabrication section of the course, welding, pipe threading, soldering, electrical wiring, pattern development and layout will be emphasized. Basic drafting principles and AutoCAD will be applied in the project-based curriculum including CNC machining. Students will learn the basic skills necessary to enter the sheet metal, iron worker, electrical or plumbing apprenticeship programs after graduation. Students may continue their education in college, majoring in construction management, engineering, or architecture. This course will be a two period block, allowing students time to research and design projects for maximum development of their construction skills. Students showing competency will earn a certificate with industry-validation.

**Mechanical Construction Pathway**  
Introduction to Engineering and Construction or  
Drafting & Design 1  
Mechanical Construction  
Advanced Mechanical Construction

#### 5803 Advanced Mechanical Construction, (Sheet Metal, Plumbing, Welding, Electrical Wiring)

Grade Level: 11, 12                      Year Course  
**2 Period Block**                                      20 Credits

Prerequisite: Mechanical Construction grade "C" or better

**SJ Delta College Articulation: WELD 88B**

This two-period course is designed to build upon the skills learned in Mechanical Construction. Students will improve their skills in welding, soldering, pattern development and layout through the design of special projects. Students in Advanced Mechanical Construction will build the skills necessary to enter the sheet metal, plumbing and electrical apprenticeship programs upon graduation. This course is a two period block designed to provide students with the skills necessary to enter the pre-apprenticeship programs. Pre-employment certification will be provided for proficiency in the technologies mastered with an industry-validated certificate. Advanced students are encouraged to design and fabricate industrial projects such as log splitters, tear drop trailers, etc. for state and local competitions.



## ENGLISH DEPARTMENT

The English Department provides all students with a strong and challenging literature and writing curriculum. Emphasis is given to language arts skills: reading, writing, speaking and listening.

- **CORE LITERATURE:** Core literature includes those selections that are taught in the classroom, given close reading and intensive consideration, and are likely to be an important stimulus for writing and discussion. The core list of literature for each course contains works of compelling and intellectual content supporting themes presented in the course.
- **EXTENDED LITERATURE:** Extended literature includes works that a teacher may assign or students select to read individually or in small groups (Literature Circles). This reading supplements themes presented in the course.
- **INDEPENDENT READING:** Students are assigned independent free reading which allows students to select individual, leisure reading materials from classrooms, community or school libraries, and local book stores.

Students will study vocabulary as a part of literature, history of language, and of literary pieces.

Students will improve writing using the writing process of pre-writing, drafting, peer review, revising, and final production. Grammar, spelling, and punctuation skills are taught in the context of the writing process. Writing to learn and writing to develop personal ideas is emphasized. Students' writing includes essays, journal writing, fiction writing, verse writing, and literature response logs.

English teachers will use strategies that offer a balance between individual and collaborative learning in order to actively engage students in learning and to promote higher order thinking skills. Other activities may include: informal and formal oral presentations, discussion groups, dramatic reading of literature, library research, independent and group based projects, meetings with guest authors and field trips.

For each student, the Learning Record Portfolio - a selected collection of what the student has read, written, and presented - is used to guide students and assess a student's progress in achieving literacy standards during the student's four years of high school. Students and teachers will work together to set goals and evaluate progress in reading, writing, speaking, and listening skills. Portfolios go home for parent/guardian review at least once per year.

### 1010 English 9

Grade Level: 9  
**UC/CSU Approved "b"**  
 Prerequisite: None

Year Course  
 10 Credits

This course concentrates on the writing process, literary analysis, and speaking and listening skills. Literature selected for this course deals with the theme of "A Search for Identity." Students are challenged to make personal and social connections with the literature. The literature is used as a stimulus for writing and discussion. Spelling, grammar, and mechanics are taught within the context of the writing process. Vocabulary study is a part of literature study. Students study Greek and Latin roots. Students also learn study skills and research techniques. Students will read short stories, poetry and essays, and informational pieces from the Glencoe *Literature CA Treasures Anthology*. Additional literature will be selected from Lee's *To Kill A Mockingbird*, Wilson's *Fences*, Card's *Enders Game*, Soto's *Buried Onions*, Cisneros's *House on Mango Street*, excerpts from Homer's *Odyssey*, stories from *That Constant Coyote* by Gerald Haslam and Edith Hamilton's *Mythology*, as well as various short stories, poetry, and nonfiction selections.

### 8603 Academic Literacy

Grade Level: 9

Year Course  
 10 Credits

Prerequisite: Grade 8 Teacher Recommendation

Academic Literacy is designed to help students become more confident readers and writers in all subject areas. This course provides extra support in reading and writing and is designed to assist students meet reading and writing standards. The focus of this course is to improve students skill in reading texts in all subject areas. Students will write responses to reading, keep SSR logs, work in small discussion groups to discuss what is read, learn numerous reading strategies, and apply these strategies to thematic units of study. Students will also have opportunities to improve their writing skills. **This class does not meet English graduation requirements but earns elective credit.**

### 1021 English 10

Grade Level: 10  
**UC/CSU Approved "b"**  
 Prerequisite: None

Year Course  
 10 Credits

This course concentrates on the writing process, reading strategies, literary analysis, and speaking and listening skills. Using the theme of "Conflict and Change," the literary genres covered are short story, essay, novel, poetry, and drama. The literature is used as a stimulus for writing and discussion. Spelling, grammar, and mechanics are taught within the context of the writing process. Vocabulary study is a part of literature study. Literature is selected from the following: Hansberry's *A Raisin in the Sun*, Fitzgerald's *The Great Gatsby*, Shakespeare's *Much Ado About Nothing*, or *Julius Caesar*, or *The Merchant of Venice*, or *Taming of the Shrew* or *Midsummer's Night's Dream*, Weisel's *Night*, Angelou's *I Know Why the Caged Bird Sings*, Bradbury's *Fahrenheit 451*, Remarque's *All Quiet on the Western Front*, Golding's *Lord of the Flies*, and various short stories, poetry, and nonfiction selections.

### 1030 American Literature

Grade Level: 11  
**UC/CSU Approved "b"**  
 Prerequisite: None

Year Course  
 10 Credits

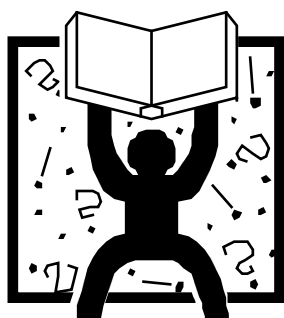
Students will be exposed through various activities to the significant American masterpieces and the major American authors. Students will learn, appreciate, and understand the main currents in American thought, as well as the values and goals of the individual in our changing and challenging society. The literature is used as a stimulus for writing and discussion. Spelling, grammar, and mechanics are taught within the context of the writing process. Vocabulary study is a part of literature study. Students will also read short stories, poetry and essays, and informational pieces from the McDougal Littell American Literature Anthology. Additional literature will be selected from: Wright's *Black Boy*, Salinger's *Catcher in the Rye*, Williams' *The Glass Menagerie*, Kesey's *One Flew Over the Cuckoo's Nest*, Hurston's *Their Eyes Were Watching God*, Steinbeck's *The Grapes of Wrath*, Walker's *The Color Purple*, Miller's *Death of a Salesman*, Twain's *Adventures of Huckleberry Finn*, and Ernest Gaines' *Lesson Before Dying*, as well as various short stories, poetry, and nonfiction selections.





## ENGLISH LANGUAGE DEVELOPMENT DEPARTMENT

The primary goal of the Lincoln High School English Language Development (ELD) Department is for its English learners (ELs) to acquire English proficiency in speaking, listening, reading and writing as quickly as possible. The ELD Department's courses and curriculum address the ELD and English Language Arts Standards for the state of California. The ELD Department offers four levels of ELD courses, from beginning to advanced, along with SDAIE (Specially Designed Academic Instruction in English) content area classes in math, social science and science. Trained teachers use "specialized" techniques to allow EL's to understand the core curriculum. As with any effective class for English learners, English language development will be the by-product of using SDAIE strategies in content area classes. Coursework in the ELD Department provides students with a foundation of Academic English for future success in academic work, in college, or in the world of work.



### 2836 English Language Development 1

Grade Level: 9, 10, 11, 12                      Year Course  
Prerequisite: CELDT Level 1                      10 Credits  
5 periods daily

This five hour block course will provide a language rich class, where students will engage in activities: group, whole class, in pairs and as individuals, that will develop their listening and speaking English skills. ELD strategies will be used by a qualified teacher to accelerate students' achievement of the ELD State Standards for Level 1 English Language Learners. As Level 1 students progress in their acquisition of oral skills and move toward Level 2 status, they will begin to engage in activities that build the foundation for Academic English - the kind of English necessary for success in school, career training and college. English learners will engage in reading readiness lessons, practice reading strategies with printed text, study vocabulary, develop writing skills, and learn content terms and concepts in preparation for SDAIE Science and Social Science classes.

### 2818 English Language Development 2

Grade Level: 9, 10, 11, 12                      Year Course  
Prerequisite: CELDT Level 2                      10 Credits  
3-5 periods daily

This three to five hour block course will continue to expand and deepen the oral base built in ELD 1. A qualified teacher will help Level 2 English learners meet the ELD 2 standards for "early intermediate" students. Read Naturally, along with various ELD strategies, will be used by the teacher in accelerating English learners acquisition of English. An important goal will be for English learners to begin to develop their Academic English--the kind of English necessary for success in school, career training, and work--through studying vocabulary, learning the writing process, using cognitive strategies to comprehend simple text, and interacting with content vocabulary and concepts in preparation for SDAIE Science and Social Science classes. Once the Level 2 English learner acquires enough English, he or she, at the teacher's discretion, may transition out for one hour of this course, replacing that hour with a SDAIE class in Math, Social Science, or Science.

### 2831 English Language Development 3a

Grade Level: 9, 10, 11, 12                      Year Course  
Prerequisite: CELDT Level 3                      10 Credits

This course is designed for the intermediate student, the level 3a English learner, who has acquired "reasonable fluency in English". The emphasis will be on meeting the Level 3a ELD standards and learning Academic English - the kind of English necessary for success in school, career training and college. Level 3 English learners will learn and apply cognitive strategies in comprehending fictional and informational texts, will study vocabulary, and explore the writing process and its various applications. *Read Naturally*, and various ELD strategies, will be used by the teacher in accelerating English learners acquisition of English and meeting the Level 3 ELD State Standards. English learners will take two hours of ELD each day, which includes this class and ELD Reading 3a.

### 2832 English Language Development 3b

Grade Level: 9, 10, 11, 12                      Year Course  
Prerequisite: CELDT Level 3                      10 Credits

This one hour course is designed for the high-intermediate student and the advanced level 3 student. The course will emphasize Academic English - the English necessary for success in school, career training, and college. A qualified teacher will help students meet the ELD State Standards through ELD strategies, along with vocabulary and word study; writing process approach, with an emphasis in expository writing; grammar study in context; and cognitive reading strategies applied to both fictional and informational text, with an emphasis on becoming a metacognitive reader. The most effective and best ELD methods will be applied in accelerating English learners acquisition of English. English learners will take two hours of ELD each day, which includes this class and ELD Reading 3b.

### 2803 General Math 2, Sheltered

Grade Level: 9, 10, 11, 12                      Year Course  
Prerequisite: None                                      10 Credits  
Textbook: In Process of Adoption

This course will serve the level 3 and transitioning level 2 (almost a 3) English learner. A qualified ELD and credentialed math teacher, using SDAIE techniques, will help prepare students for Algebra 1 for the following academic year. Aside from learning the essential math concepts and formulas necessary for success in Algebra, English learners will be taught a host of strategies for deciphering the academic language, specific to math, that is embedded in text directions, word problems, test items, and standardized tests.

### 2845 ELD Reading 3a

Grade Level: 9, 10, 11, 12                      Year Course  
Prerequisite: CELDT Level 3                      10 Credits

This one hour course is designed to help the level 3 English learner become fluent in reading and prevent the lack of progress that is so prevalent among this level student. The ELD and SDAIE classes, in part, will provide the cognitive strategies necessary to become a metacognitive reader. ELD Reading 3a will provide the other two essential elements in increasing fluency-pleasure reading and accelerated reading. On entry to this class, students will be tested for reading level, with the aim of achieving level 5.0 or higher before exiting the class. ELD strategies will be used by a qualified teacher to accelerate students' achievement of the Level 3 ELD State Standards for Level High Intermediate English learners. Also, English learners will take two hours each day of ELD, which includes this class, ELD Reading 3a and ELD 3a.

### 2846 ELD Reading 3b

Grade Level: 9, 10, 11, 12                      Year Course  
Prerequisite: CELDT Level 3                      10 Credits

This one hour course is designed to help the level 3 English learner become fluent in reading and prevent the lack of progress that is so prevalent among this level student. The ELD and SDAIE classes, in part, will provide the cognitive strategies necessary to become a metacognitive reader. ELD Reading 3b will provide the other two essential elements in increasing fluency-pleasure reading and accelerated reading. On entry to this class, students will be tested for reading level, with the aim of achieving level 7.0 or higher before exiting the class. Reading Plus and various ELD strategies, will be used by a qualified teacher to accelerate students' achievement of the ELD State Standards for Early Advanced English Language learners. English learners will take two hours each day of ELD, which includes this class, ELD Reading 3b and ELD 3b.

## ENGLISH LANGUAGE DEVELOPMENT DEPARTMENT

### 2806 Biology NGSS, Sheltered

Grade Level: 9, 10, 11, 12  
Prerequisite: None

Year Course  
10 Credits

Level 3 and transitioning 2 English Learners will take this course to meet State Standards for Life Science. An ELD qualified and credentialed science teacher, using SDAIE techniques, will provide an active, collaborative, enquiry-based atmosphere, where the scientific method will be studied and applied. Lab work, investigations, experiments, discussions, and projects will mark this course. The teacher will instruct, model, and coach English learners in applying cognitive strategies to comprehend their science texts. As with any effective class for English learners, ELD will be the by-product and on going practice of this SDAIE class.



### 2881 World Geography, Sheltered 2883 Health, Sheltered

Grade Level: 9  
Year Course  
Prerequisite: None  
10 Credits

This course is designed primarily for the level 3 and transitioning level 2 (soon to be 3) English learner. An ELD qualified and credentialed Social Science teacher will use SDAIE techniques to help English learners access core curriculum. This class will be marked by student-centered activity, investigation of outside sources, collaboration, and interaction with one-another, as well as with the text and teacher. These techniques will be used to explore the physical geography of the world, archeology, the elements of anthropology, the distribution and characteristics of the world's major cultures and of the dynamics of human migration and cultural diffusion. The teacher will model, show, and coach English learners in how to navigate through various texts, using reading strategies and note taking skills. As with any effective class for English learners, ELD will be the by-product and on going practice of this SDAIE class.

### 2823 World History, Sheltered

Grade Level: 10  
Prerequisite: None

Year Course  
10 Credits

This course is designed primarily for the level 3 and transitioning level 2 (soon to be 3) English Learner. An ELD qualified and credentialed Social Science teacher will use SDAIE techniques to help English learners access core curriculum in order to meet the State Standards for World History. This class will be marked by student-centered activity, where collaboration, interaction with one another, text and teacher, and investigation of outside sources will be the learning principles used to explore the history of humankind, both ancient and modern. Students will also study the geography, cultures, and politics of selected regions and their influence, both positive and negative, on the world. The teacher will model and coach English learners in how to navigate through their text, Exploring World History, as well as various other types of informational text, using reading strategies (e.g. Reciprocal Teaching) and note taking skills.

### 2830 United States History, Sheltered

Grade Level: 11  
Prerequisite: None

Year Course  
10 Credits

This course is designed primarily for the level 3 and transitioning level 2 (soon to be 3) English learner. A qualified ELD and credentialed Social Science teacher will use SDAIE techniques to help English learners access core curriculum in order to meet the State Standards for U.S. History. This class will be marked by student-centered activity, where collaboration, interaction with one another, text, and teacher, and investigation of outside sources will be the learning principles used to make sense of the forces--ideas, people, and nations--that have influenced the shaping of the United States, past and present. The teacher will model, show, and coach English learners in how to navigate through their text, United States History, as well as various other types of informational texts, using reading strategies (e.g. Reciprocal Teaching) and note-taking skills.

### 2855 American Government, Sheltered 2856 Principles of Economics, Sheltered

Grade Level: 12  
Prerequisite: None

Semester Courses  
10 Credits

This course is designed primarily for the level 3 and transitioning level 2 English learner. An ELD qualified and credentialed Social Science teacher will use SDAIE techniques to help English learners access core curriculum in order to meet the State Standards for American Government and Economics. In the first part of this course, students will explore how the United States became a representative democracy, and how such a democracy works at the local, state and federal levels. Students also will examine, debate, and analyze the implications, responsibilities, and challenges of being citizens in such a democracy. In the second part of this course, students will study and apply the basic principles of micro and macro economics, with an eye to understanding both the national and everyday impact economics has on nation, government, business, family and individual. As with all SDAIE classes, the teacher will provide instruction, modeling, and coaching using cognitive strategies to access the content of the class texts, American Government and Economics, as well as comprehending other types of informational texts.

### 2834 Academic English

Grade Level: 9, 10, 11, 12  
**UC/CSU Approved "b"**  
Prerequisite: Mainstreamed ELs

This support class is designed for the Advanced English Learner. This English learner is in all mainstream classes but is not yet reclassified and is still in need of ELD in order to qualify as Fluent English Proficient (FEP). The course will focus on deepening the English learners' sophistication in using Academic English, the kind of English necessary for success in school, career training, and college. The qualified teacher of this course will help the English learners meet the Level 5 ELD State Standards and also support them in meeting the English Language Arts Standards for their grade level. Students will improve their skills in applying cognitive strategies in comprehending and interpreting fictional and informational text, writing and revising expository, analytic, and persuasive discourse, preparing and presenting information in a clear, organized, and engaging way, and finally learning the study skills that prepare students for success in their mainstream classes.

## INDEPENDENT LEARNING CENTER

The Independent Learning Center (ILC) is a voluntary, optional alternative to the traditional classroom. Students meet with the instructor once a week. The majority of courses offered through ILC are not UC/CSU approved, but they will lead to a high school diploma. There are two functions of ILC: 1) To offer students an alternative setting when they have personal matters affecting their success on campus, 2) To provide students an opportunity to retake classes in which they have earned partial credits. P.E. courses are not offered through ILC. Students who have not fulfilled the P.E. requirement must enroll in a P.E. class on campus and attend that class daily. Students enrolling as a full-time ILC student (not credit recovery) must take a minimum of five courses through ILC and may maintain concurrent enrollment in up to two classes on campus. However, the maximum credits students can earn from all sources within a semester is 40. Approval from the student's counselor and the Assistant Principal of ILC is mandatory before enrolling. This may include meetings with students and parents.

## MATHEMATICS DEPARTMENT

The Mathematics Department strives to promote the importance of mathematics and to encourage each student to reach their full potential in this field. Every course offered at Lincoln High School is designed to develop proficiency in mathematical skills, expand mathematical concepts, improve logical thinking and problem solving and promote success.

Every student will need a minimum of two years of mathematics in order to satisfy Lincoln High School graduation requirements. One of the two years must be at the college preparatory level. Courses meeting this requirement are Math 9I, Math 9T, Math 10I, Math 10T, Pre-Calculus, Analysis Honors, AP Statistics and AP Calculus.

Students must earn a grade of “C” or better to proceed from one course to the next in the college preparatory sequences, although some courses require a grade of “B” or better for entry (see course descriptions). Placement in the honors program requires staff recommendation and/or student commitment. **See course descriptions for individual course requirements for Honors designation.**

The University of California (UC) and California State University (CSU) systems require a minimum of three years (four years recommended) of college preparatory mathematics for admission.

### International Pathway

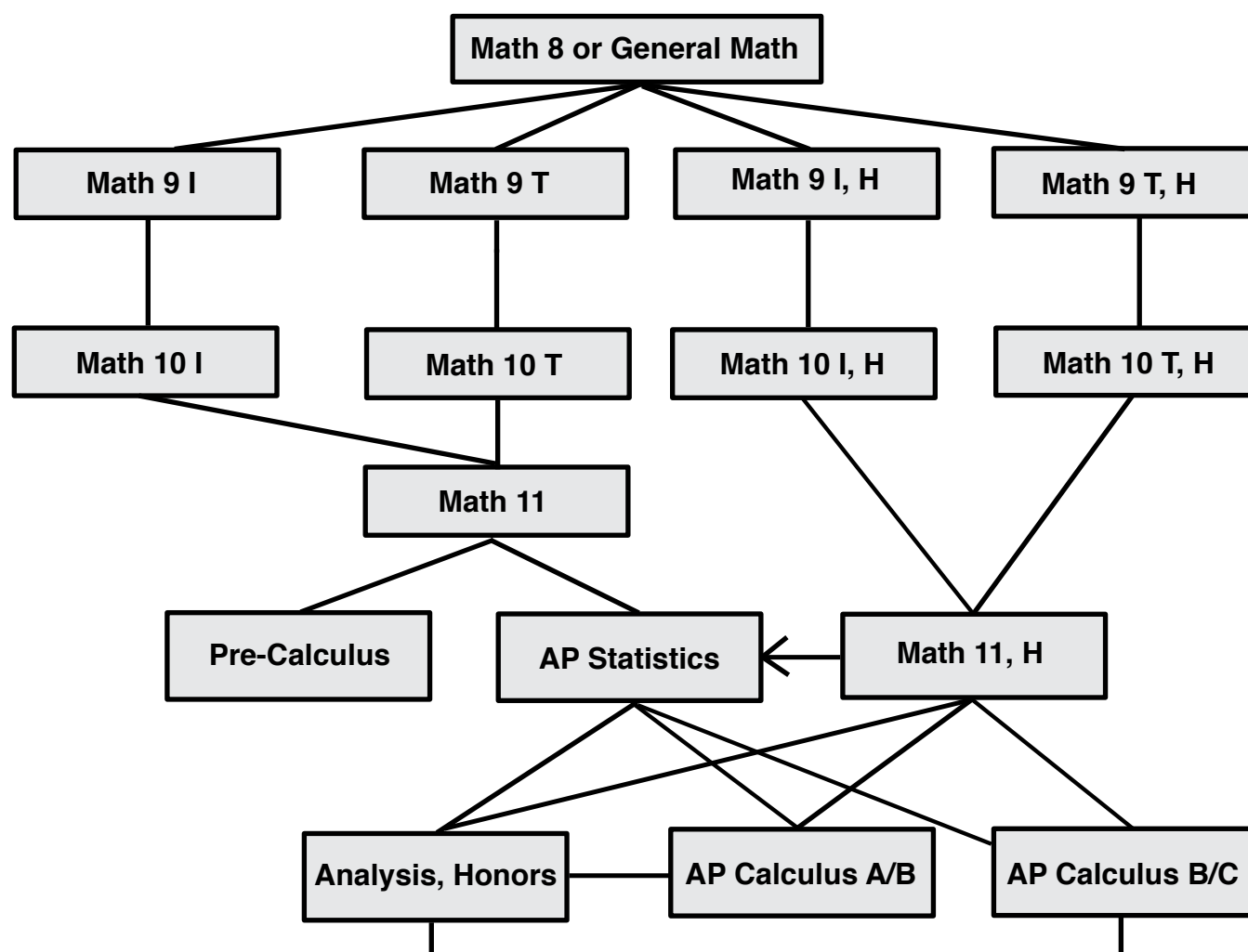
The college preparatory sequence of Math 9, Math 10 and Math 11 uses an integrated sequence of algebra, geometry, statistics and data analysis topics which is common worldwide. The Common Core State Standards (CCSS) Math Content Standards provide the framework for instruction as well as concepts to be covered each year. In addition, the Standards for Mathematical Practice are addressed in all International classes. See course descriptions for specific concepts taught each year.

### Traditional Pathway

The college preparatory sequence of Math 9, Math 10 and Math 11 uses a traditional sequence of algebra, geometry, statistics and data analysis topics which has been more common in the United States. The Common Core State Standards (CCSS) Math Contents Standards provide the framework for instruction as well as concepts to be covered each year. In addition, the Standards for Mathematical Practice are addressed in all Traditional classes. See course descriptions for specific concepts taught each year.

## Lincoln High School Recommended Mathematics Pathways

**Concurrent Enrollment Options:**  
Analysis Honors and AP Statistics  
Analysis Honors and AP Calculus  
AP Statistics or AP Calculus



**MATHEMATICS DEPARTMENT**
**Mathematics Courses****2017 General Math 1**

Grade Level: 9 Year Course  
10 Credits  
Prerequisite: Performance on District Assessments  
Textbook: In Process of Adoption

General Math 1 is a review of CCSS for Mathematics with a focus on standards from grades 4, 5 and 6. Math standards taught include number sense, measurement, geometry, logic, situational problems, algebra, probability, statistics and patterns and functions. General Math 1 is offered to 9th graders only and may not be repeated.

**2013 General Math 2**

Grade Level: 9, 10, 11 Year Course  
10 Credits  
Prerequisite: Performance on District Assessments or General Math 1  
Textbook: In Process of Adoption

General Math 2 is a review of CCSS for Mathematics with a focus on standards from grades 7 and 8. Math standards taught include number sense, algebra, probability, statistics and patterns and functions.

**2042 Math 9/10 Bridge**

Grade Level: 11, 12  
Year Course  
10 Credits  
Prerequisite: Math 9 with grade of "D", or Math Department approval  
Textbook: Discovering Geometry, Kendall Hunt

This course is designed to be a bridge between Math 9 and Math 10. Students who are eligible for this course have passed 2 semesters of Math 9, but have earned semester grades of a "D" and are not eligible for Math 10. This course will strengthen students understanding of topics from Math 9 as well as introduce topics to be covered in Math 10. Students who are successful in that Math 9/10 Bridge course will be eligible to move to college preparatory Math 10.

**College Preparatory Math Courses**

The California Common Core California Standards for Mathematics (adopted by the State Board of Education in August 2010, and modified in January 2013) provide a progression of mathematics instruction and learning that prepares students for college and career. The CCSS support students' success in the mathematics courses required for high school graduation and for acceptance at a University of California or California State University campus. College Preparatory mathematics standards are organized from conceptual categories into two model course pathways. Lincoln High School follows the CCSS organization suggestions for both pathways, Traditional and International.

The traditional pathway reflects a mathematics model typically seen in the U.S. This model consists of an algebra-based course and a model geometry course. Both courses include statistics and probability standards. The integrated pathway is typically seen internationally and consists of a sequence of model courses, each of which includes algebra, geometry and statistics standards. This integration allows students to build proficiency and see connections and interrelationships between each domain, each year. Students enrolled in either pathway should arrive at the same point by the end of their second year of higher mathematics instruction.

In addition to the content standards, the CCSS include eight Standards for Mathematical Practice. Together these sets of standards address ways of thinking about mathematics that foster mathematical understanding and expertise, and also skills and knowledge – what students need to know and be able to do. The standards call for mathematical practices and mathematical content to be connected as students engage in mathematical tasks in both the International and Traditional pathways.

**Year One****2060 Math 9 International**

Grade Level: 9, 10, 11, 12 Year Course  
**UC/CSU Approved "c"** 10 Credits  
Prerequisite: Successful completion of Math 8 and teacher recommendation  
Textbook: In Process of Adoption

The Math 9 I curriculum contains units of study that address Patterns and Problem-solving, Linear Functions, Systems of Equations and Linear Programming, Writing and Graphing Functions, Standard Deviation and the Normal Distribution Curve, and an Introduction to Plane Geometry, Similarity and Right Triangle Trigonometry. Problem-solving, logical reasoning, and justification of solutions are stressed along with all math concepts taught.

**2061 Math 9 International, Honors**

Grade Level: 9, 10, 11, 12 Year Course  
**UC/CSU Approved "c"** 10 Credits  
Prerequisite: Completion of Math 8 "B" or better and a desire to participate in a rigorous, honors-level mathematics course  
Textbook: In Process of Adoption

The Math 9 curriculum contains units of study that address Pattern and Problem-solving, Linear Functions, Systems of Equations and Linear Programming, Writing and Graphing Functions, Standard Deviation and the Normal Distribution Curve, and an Introduction to Plane Geometry, Similarity and Right Triangle Trigonometry. Other topics include matrices, mathematical proof and logic generalization and in-depth study of standard deviation. Problemsolving, logical reasoning, and justification of solutions are stressed along with all math concepts taught.

**2062 Math 9 Traditional**

Grade Level: 9, 10, 11, 12 Year Course  
**UC/CSU Approved "c"** 10 Credits  
Prerequisite: Successful completion of Math 8 and teacher recommendation  
Textbook: In Process of Adoption

The Math 9T curriculum contains units of study that address Modeling With Functions, Linear Functions, Linear Equations and Inequalities in One Variable, Linear Equations and Inequalities in Two Variables, Quadratic Functions, Quadratic Equations, Statistics and a summative course project. Problem-solving and logical reasoning skills and strategies are stressed along with all math concepts taught.

**2063 Math 9 Traditional, Honors**

Grade Level: 9, 10, 11, 12 Year Course  
**UC/CSU Approved "c"** 10 Credits  
Prerequisite: Successful completion of Math 8 and teacher recommendation  
Textbook: In Process of Adoption

Math 9T Honors addresses Modeling With Functions, Linear Functions, Linear Equations and Inequalities in One Variable, Linear Equations and Inequalities in Two Variables, Quadratic Functions, Quadratic Equations and Statistics. The course provides students with a strong foundation in the logic needed for abstract problem solving.

**MATHEMATICS DEPARTMENT****Year Two****2075 Math 10 International**

Grade Level: 9, 10, 11, 12

Year Course

**UC/CSU Approved "c"**

10 Credits

Prerequisite: Successful completion of Math 9I with a grade of "C" or better; or Math 9/10 Bridge with a "C" or better and teacher recommendation.

Textbooks: In Process of Adoption

The Math 10 I curriculum contains units of study in Algebra and Geometry appropriate for a second year college-prep mathematics course. Topics include Euclidian Geometry with an emphasis on construction and proof as well as isometric transformations and dilation, Area and Volume of Plane and Solid figures, Rational Exponents and Logarithms, Quadratic Functions, Basic Probability and Circles. Problem-solving, logical reasoning, and justification of solutions are stressed along with all math concepts taught.

**2076 Math 10 International, Honors**

Grade Level: 9, 10, 11, 12

Year Course

**UC/CSU Approved "c"**

10 Credits

Prerequisite: Completion of Math 9I Honors with a grade of "B" or better.

Textbooks: In Process of Adoption

The Math 10I Honors curriculum contains units of study in Algebra and Geometry appropriate for a second year college-prep mathematics course. Topics include Euclidian Geometry with an emphasis on construction and proof as well as isometric transformations and dilation, area and volume of plane and solid figures, rational exponents and logarithms, quadratic functions, basic probability and circles. Problem-solving, logical reasoning, and justification of solutions are stressed along with all math concepts taught.

**2077 Math 10 Traditional**

Grade Level: 9, 10, 11, 12

Year Course

**UC/CSU Approved "c"**

10 Credits

Prerequisite: Successful completion of Math 9T with a grade of "C" or better or Math 9/10 Bridge with a "C" or better and teacher recommendation

Textbooks: In Process of Adoption

The Math 10T curriculum contains units of study that address Construction, Basic Definitions and Rigid Motions, Geometric Relationships and Properties, Similarity, Trigonometric Ratios, Circles, Conic Sections, Probability and a capstone geometry project. Problem-solving and logical reasoning skills and strategies are stressed along with all math concepts taught.

**2078 Math 10 Traditional, Honors**

Grade Level: 9, 10, 11, 12

Year Course

**UC/CSU Approved "c"**

10 Credits

Prerequisite: Math 9T Honors with a grade of "B" or better or teacher recommendation.

Textbooks: In Process of Adoption

The Math 10T Honors course is the second course of the honors sequence. Students will study plane and solid geometries with an emphasis on Euclidian Geometry, proof and justification. The concept of geometric probability is also investigated. The course provides students with a strong foundation in the logic needed for abstract problem solving.

**COLLEGE PREPARATORY COURSES****Year Three****2080 Math 11**

Grade Level: 9, 10, 11, 12

Year Course

**UC/CSU Approved "c"**

10 Credits

Prerequisite: Math 10I or Math 10T grade "C" or better in both semesters

Textbook: In Process of Adoption

The Math 11 curriculum contains units of study in Algebra and Coordinate Geometry appropriate for a third year college-prep mathematics course. Topics include Families of Functions and Transformations and Operations on Functions as well as in-depth study of Linear, Quadratic, Exponential, and Rational Functions. The year concludes with units on Probability and the Binomial Distribution and an Introduction to Circular Trigonometry. Problem-solving, logical reasoning, and justification of solutions are stressed to prepare students for the Smarter Balanced Assessments and College Entrance Exams.

**2081 Math 11, Honors**

Grade Level: 9, 10, 11, 12

Year Course

**UC/CSU Approved "c"**

10 Credits

Prerequisite: Math 10I Honors or Math 10T grade "B" or better both semesters

Textbook: In Process of Adoption

Math 11, Honors is a full year course that reviews and expands on the content of Algebra 1 and Geometry. Emphasis is placed on abstract thinking skills, the function concept, the algebraic solution of problems in various content areas and trigonometry.

## MATHEMATICS DEPARTMENT

### COLLEGE PREPARATORY COURSES

#### Year Four / Five

#### 2034 Pre-Calculus

Grade Level: 10, 11, 12                      Year Course  
**UC/CSU Approved "c"**                      10 Credits  
 Prerequisite: Math 11 grade "B" recommended.  
 Textbooks: PreCalculus With Limits: A Graphing Approach, Houghton Mifflin

The objective of this course is to prepare students for Calculus. The main topics covered are trigonometry, analytic geometry, advanced functions, exponential and logarithmic functions, sequences and series, probability, and vectors. Application and modeling are included throughout the course of study. Appropriate technology, manipulatives and graphing calculators will be used regularly for instruction and assessment.

#### 2023 Analysis, Honors

Grade Level: 10, 11, 12                      Year Course  
**UC/CSU Approved "c"**                      10 Credits  
 Prerequisite: Math 11 Honors with grade "B" or teacher recommendation  
 Textbooks: Advanced Mathematics, Pre-Calculus with Discrete Mathematics and Data Analysis, McDougall Littell/Houghton Mifflin, Interactive Mathematics Program, Year Four, Key Curriculum Press

Analysis is a full year course that blends together all of the precalculus concepts and skills that must be mastered prior to enrollment in a college-level calculus course. A functional approach integrating as many concepts as possible is used throughout the course. **This is a UC designated honors course. Students earning a grade of C or better will receive an additional GPA point.**

#### 2050 Advanced Placement Statistics

Grade Level: 10, 11, 12                      Year Course  
**UC/CSU Approved "c"**                      10 Credits  
 Prerequisite: Math 11, Math 11 Honors, Pre-Calculus, grade "B"; see AP info on page 3  
 Textbook: Practice of Statistics, Freeman

This course completes the university equivalent of a one-semester, introductory, non-calculus based course in statistics. Major areas of study cover exploring data, planning a study, anticipating patterns in advance and inference. This course prepares students to take the Advanced Placement Statistics Exam. **Once enrolled, students will not be allowed to drop this course.**

#### 2040 Advanced Placement Calculus AB

Grade Level: 11, 12                      Year Course  
**UC/CSU Approved "c"**                      10 Credits  
 Prerequisite: Analysis, Honors grade "B" or teacher recommendation; see AP info on page 4  
 Textbook: Calculus Single Variable, Wiley Publishing

Advanced Placement Calculus consists of two quarters of college-level calculus and related topics comparable to courses offered in colleges and universities. This course is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, axiomatic geometry, trigonometry, and analytic geometry (rectangular and polar coordinates, equations and graphics, lines, and conics). It is assumed that students have acquired a sound understanding of the theory of elementary functions. This course prepares the student to take the Advanced Placement Test given in May of each year. **Once enrolled, students will not be allowed to drop this course.**

#### 2041 Advanced Placement Calculus BC

Grade Level: 11, 12                      Year Course  
**2 Period Block**                      20 Credits  
**UC/CSU Approved "c"**  
 Prerequisite: Analysis, Honors grade "B" or teacher recommendation; see AP info on page 3  
 Textbook: Calculus of a Single Variable, PWS Publishing Company

This two-period Advanced Placement Calculus BC course consists of a full academic year of calculus and related topics comparable to courses offered in colleges and universities. This course is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, geometry, trigonometry, and analytic geometry (rectangular and polar coordinates, equations and graphics, lines, and conics). It is assumed that students have acquired a sound understanding of the theory of elementary functions. AP Calculus BC will cover all the topics in Calculus AB plus additional topics. Success in this course is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB. This course prepares the student to take the Advanced Placement Test given in May of each year. **Once enrolled, students will not be allowed to drop this course.**

## PHYSICAL EDUCATION DEPARTMENT

The goal of the Physical Education Department is to help prepare students for life. PE courses will provide opportunities for students to attain an appreciation and desire to maintain a reasonable level of physical fitness. Students will be exposed to a variety of sports and activities so they will develop the skills and knowledge to enable them to engage in wholesome physical recreational activities for the rest of their lives. Lastly, students will participate in both team and individual sports which will help develop socially desirable behavior such as self-discipline, a concern for others and good sportsmanship.

#### 2510 Adapted Physical Education

Grade Level: 9, 10, 11, 12                      Year Course  
 Prerequisite: None                      10 Credits  
 Permission: IEP team decision

This course is designed for students who have exceptional needs that have been assessed and qualified for services to be provided by an Adapted Physical Education Specialist. Students will participate in individual and small group physical education activities designed to meet student's cognitive, affective and psychomotor goals.

#### 2535 Physical Education 9

Grade Level: 9                      Year Course  
 Prerequisite: None                      10 Credits

The student studies and participates in a variety of team and individual sports with emphasis on promoting physical growth and development through vigorous activity. Units of instruction may include: badminton, basketball, football (touch), soccer, mushball, swimming, volleyball and pickle-ball. Fitness activities are included throughout the year.

#### 2541 Physical Education 10

Grade Level: 10                      Year Course  
 Prerequisite: None                      10 Credits

The student studies and participates in a variety of sports and activities, some involving lifetime sports/recreational skills. Units of study may include: individual conditioning and individual sports (archery, badminton, golf and tennis); and team sports (basketball, swimming, volleyball, soccer, mushball and football). Fitness activities are included throughout the year.

## PHYSICAL EDUCATION DEPARTMENT

### 2522 Fitness-Aerobics

Grade Level: 10, 11, 12                      Year Course  
10 Credits

Prerequisite: Grade "C" in previous P.E. class

In this course the student will develop knowledge of total fitness for life. Aerobic exercise will be emphasized. Units in weight training, flexibility, cardiovascular fitness, nutrition and weight control, are some of the topics included. Each student will develop his/her own individual fitness program. Students who enroll in the class are not eligible for Athletic Study Hall. This class may only be taken for a total of 20 credits.

### 2550 Introduction to Weight Training

Grade Level: 10,11,12                      Year Course  
10 Credits

Prerequisite: Grade "B" in previous P.E. class

This course is designed to acquaint students with the proper fundamentals and techniques utilized in a weight-training program. Emphasis will be placed on proper techniques, training programs, care and utilization of equipment.

Introduction to Weight Training fulfills the second year of the physical education requirement or can be used as an elective. Athletes who enroll in the class are eligible for study hall with teacher's approval up to 2 times per week during the athlete's season.

### 2551 Weight Training II

Grade Level: 11,12                      Year Course  
10 Credits

Prerequisite: Grade "C" or better in Introduction to Weight Training

This course is designed to serve the high level development of student muscular strength, endurance and cardiovascular fitness. This class will put emphasis on the use of anaerobic, aerobic, resistant, plyometric and individual sports related activities.

Weight Training II fulfills an elective requirement. Athletes who enroll in the class are eligible for study hall with teacher's approval up to 2 times per week during the athlete's season.

**NOTE: If a student is enrolled in PE 9, PE 10, or PE 11-12 and participating on an LHS athletic team, he/she is excused to Athletic Study Hall for the duration of the sport.**

### 2542 Physical Education 11-12

Grade Level: 11, 12                      Year Course  
Prerequisite: None                      10 Credits

This course is designed for juniors and seniors to develop a lifetime of physical fitness and increased aerobic capacity. Units will include cardiovascular exercise, flexibility, strength, nutrition, eating habits, weight control, and organization of a daily schedule to increase future success. The class will include 3 days of fitness and individual conditioning and 2 days of team sports participation (basketball, volleyball, soccer, mushball, football) and individual sports (archery, badminton, golf, tennis, swimming, etc.).

### 2552 Sport Management

Grade Level: 11,12                      Year Course  
10 Credits

Prerequisite: Must have completed 20 credits of PE in order to enroll.

This course exposes students to a variety of fields within the athletic and fitness community. This course will include basic first aid, CPR and Sports Medicine, components of Sports Management and Marketing, Sport Psychology, coaching and officiating. There will be opportunities to learn and utilize their knowledge exploring career paths in sport field experience, sport and fitness program development and classroom activities. Students will be expected to dress for PE during certain topics.

### 2610 Independent Study Physical Education

Grade Level: 10, 11, 12                      Year Course  
10 Credits

Prerequisite: Grade "A" in previous P.E. class;  
passage of FitnessGram  
Permission: Athletic Director/Principal

Independent Study Physical Education is an off-campus option for fulfilling the P.E. requirement. Students contract for their own program, which must involve a minimum of 6 hours of direct instruction per week (weekends are not included). Students are responsible for seeing that their attendance and evaluation sheets are turned in on time. Students in Independent Study Physical Education will be assigned to Study Hall during their free period. Applications for Independent Study P.E. are available in the Athletic Office. Course credit is granted on a pass/fail basis and is not included in the GPA calculation. A maximum of 20 credits can be earned for Independent Study Physical Education.

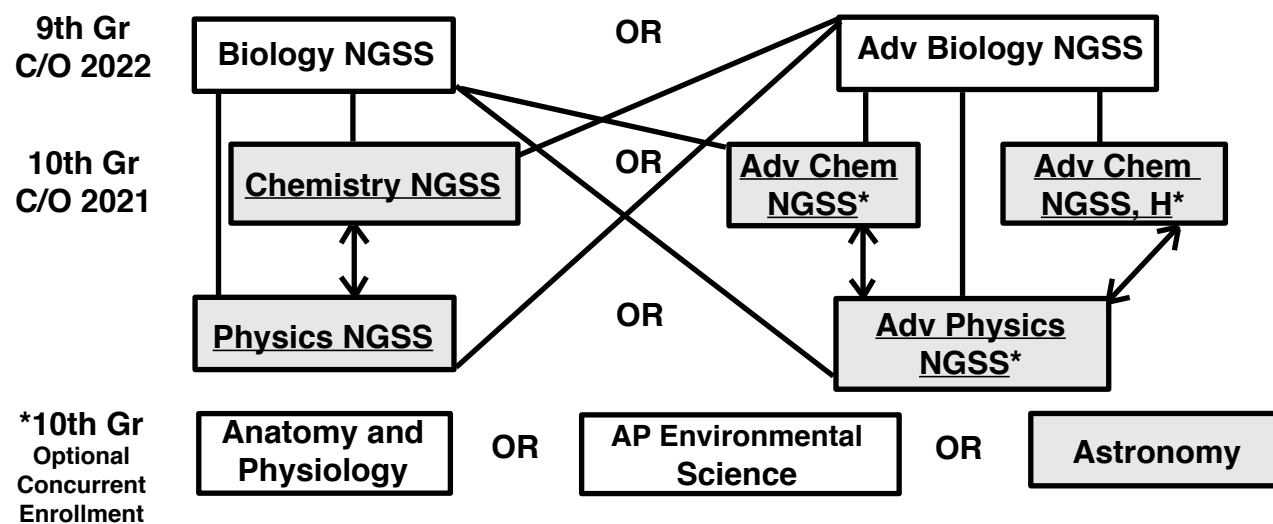
A student who is injured and is no longer able to compete in the sport while enrolled in the Independent Study Physical Education class, will be allowed to continue in the class so long as he/she continues to attend practice providing support and encouragement to his/her teammates. In this situation, please see the Athletic Director as soon as possible. If after the end of the season, the athlete is still not able to participate, the student may then go to study hall each day with written work that has been provided by the Athletic Director.

## SCIENCE DEPARTMENT

The Science Department has three main objectives. First, it will give each student a basic working knowledge of the physical and biological world. Students will be able to use this knowledge in their daily life to help them be more aware of their environment and make those decisions necessary for its maintenance and improvement. Second, it will expose the student to various occupational opportunities associated with the field of science. Through this exposure, the student will be able to observe the wide variety of careers available and the importance of science as a viable field of study. Third, it will give the student who is planning to attend a four-year college a substantial background in the field of science. This background will enable Lincoln High School graduates to compete successfully in a college environment. All students are required to pass one year of a physical science and one year of a biological science in order to graduate from high school. In order to be successful throughout high school, it is highly recommended that all students take a science course their freshman year. Science courses offered at Lincoln High School are as follows:

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| <b>SCIENCE DEPARTMENT</b> |
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## Science Flow Chart



### 3100 Advanced Biology NGSS

Grade Level: 9, 10, 11, 12

Year Course

UC/CSU Approved "d"

10 Credits

Prerequisite: Successful completion of Math 8 (grade B or better recommended) or successful completion of Math 9.

Textbook: Biology: The Dynamics of Life, Glencoe

Advanced Biology NGSS represents the college readiness pathway for satisfying the beginning course of the state-adopted Next Generation Science Standards (NGSS) Three Course Model. This is a rigorous college-preparatory laboratory science course requiring extensive lab work, lecture, scientific modeling, lab write-ups and text reading. Successful completion satisfies the Lincoln High School graduation requirement for Life Science.

This course represents the "The Living Earth" component of the NGSS Three Course Model, integrating the earth and life sciences. Students learn the major principles and concepts in the following areas: Structure, Function and Growth (from cells to organisms); Inheritance of Traits; Evidence of Evolution; the History of the Earth's Atmosphere; Photosynthesis and Respiration; Ecosystem Interactions and Energy; and Ecosystem Stability and the Response to Climate Change.

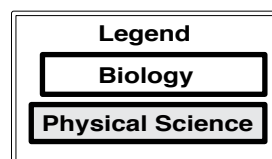
Starting with the class of 2021, students must enroll in a third year physical science course not previously taken, selected from the underlined courses above.

11th/12th Gr

C/O 2019

C/O 2020

May take any science course in which prerequisites are met.



### 3009 Biology NGSS

Grade Level: 9, 10, 11, 12

Year Course

UC/CSU Approved "d"

10 Credits

Prerequisite: None

Textbook: Biology: The Dynamics of Life, Glencoe; Digital Education: [google.discoveryeducation.com](http://google.discoveryeducation.com); Tech Book

Biology NGSS provides one pathway for satisfying the beginning course of the state-adopted Next Generation Science Standards (NGSS) Three Course Model. Successful completion satisfies the Lincoln High School graduation requirement for Life Science.

This course represents "The Living Earth" component of the NGSS Three Course Model, integrating the earth and life sciences. Units of study include: Introduction to Lab Safety; the Scientific Method and the Metric System; Molecules of Life; the Compound Microscope; Structure, Function and Growth (from cells to organisms); Inheritance of Traits; Evidence of Evolution; the History of the Earth's Atmosphere; Photosynthesis and Respiration; Ecosystem Interactions and Energy; and Ecosystem Stability and the Response to Climate Change. **UC/CSU credit only if concurrently enrolled in Math 9 or higher-level math course.**

### 3511 Earth Science

Grade Level: 10, 11, 12

Year Course

UC/CSU Approved "g"

10 Credits

Prerequisite: Concurrent enrollment General Math 2 or higher

Textbook: Discovery Textbook, Discovery Education

Earth science is a laboratory class where many of the physical laws are modeled using student investigations. This course is designed to acquaint the students with the major areas of physical and earth sciences. The fields of study include basic topics and meteorology, plate tectonics, oceanography, and astronomy. Students learn the principles of these physical sciences by performing hands on activities, laboratory exercises and special projects. The skills of measuring, data gathering, data reporting, graphing, and interpreting are developed and used. This course meets the graduation requirement for all students in the physical science area. **UC/CSU credit only if concurrently enrolled in Math 9 or higher-level math course.**

### 3600 Advanced Placement Biology

Grade Level: 11, 12

Year Course

UC/CSU Approved "d"

10 Credits

Prerequisite: Chemistry, Theoretical Chemistry Honors or AP Chemistry with "C" or better; see AP information on page 4

Textbook: Biology, 5th Edition, Campbell

The Advanced Placement Biology course is designed to be the equivalent of a first year college biology course. Successful completion of the Advanced Placement exam will allow certain students to register in college courses for which biology is a prerequisite. Furthermore, depending on the university, some students may enter the second year in the biology sequence. This is a fast-paced course that will require individual study. Major areas of study are: Molecules and Cells, Heredity and Evolution and Organisms and Populations. This course is taught in a lecture/laboratory format. **Once enrolled, students will not be allowed to drop this course.**



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| <b>SCIENCE DEPARTMENT</b> |
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**3512 Physics Based Astronomy**

Grade level: 10\*, 11, 12

Year Course

**UC/CSU Approved "d"**

10 Credits

Prerequisite: Math 9/Alg 1 and one science course with a "C" or better for both semesters.  
\*If concurrently enrolled in Advanced Chemistry NGSS/Honors or Advanced Physics NGSS.

Textbook: The Cosmic Perspective, 4th Edition, Addison Wesley

This second year lab science course is for the student who enjoys learning about the universe. Major areas of study include the development of the science of astronomy, how astronomers analyze light (spectroscopy), tools of the astronomer, the formation of star systems, the evolution of stars, the formation and evolution of galaxies and cosmology. This course fulfills the LHS physical science graduation requirement.

**3533 Advanced Placement Physics 1**

Grade Level: 11, 12

Year Course

**UC/CSU Approved "d"**

10 Credits

Prerequisite: Successful completion of Math 10, Biology and Chemistry. Concurrent enrollment in Math 11.

AP Physics 1 is an algebra-based introductory college level physics course that is the equivalent to a first semester college course. The course explores the following topics: Newtonian Mechanics (including rotational motion); work, energy and power; mechanical waves and sounds; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific, critical thinking and reasoning skills. The requirement is 25% hands-on laboratory work. Students are expected to take the AP Physics 1 exam in May. A summer assignment is due the first day of school. See the school website for details.

**3030 Anatomy & Physiology**

Grade Level: 10\*, 11, 12

Year Course

**UC/CSU Approved "d"**

10 Credits

Prerequisite: Biology grade "C"

\*If concurrently enrolled in Advanced Chemistry NGSS/Honors or Advanced Physics NGSS.

Textbook: Hole's Human Anatomy & Physiology, 8th Edition, McGraw-Hill

This course is designed as a second year lab science. Through laboratory exercises, web site assignments and lectures, the student gains a basic knowledge of the structure, functions, clinical and career applications (e.g. histology, physical therapy, etc.) and interrelationships of the systems of the human body. Students are required to do dissections on a fetal pig. As a necessary part of the course work there is a unit of study on the reproductive system. The structure and function of each body part is studied. The materials used in this unit are available for review in compliance with Education Code Sections 8506, 8701 and 10901. Registration into the course will be considered as parental permission for the study of this material unless otherwise noted.

**3518 Advanced Placement Environmental Science**

Grade Level: 10\*, 11, 12

Year Course

**UC/CSU Approved "d"**

10 Credits

Prerequisite: Successful completion of Biology and Chemistry (grade B or better recommended) \*If concurrently enrolled in Advanced Chemistry NGSS/Honors or Advanced Physics NGSS.

Textbook: Environment: The Science Behind the Stories, 5th Edition, Pearson

Advanced Placement Environmental Science is designed to be an introductory college course. This course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course content covers topics outlined by the College Board and prepares the students to take the AP exam in May. Some of the themes covered in this college level course will be: interrelationships of the natural world, energy conversions, environmental problems and alternative solutions for resolving or preventing them. Students are involved in laboratory and field investigations, individual research and writing laboratory reports. **Once enrolled, students will not be allowed to drop this course.**

**3109 Physics NGSS**

Grade Level: 10, 11, 12

Year Course

10 Credits

Prerequisite: Successful completion of Biology.

Textbook: In Process of Adoption.

This is a first year physics course aligned with the Next Generation Science Standards in which students survey selected topics in mechanics, waves, optics, electricity, and magnetism.

**3111 Advanced Physics NGSS**

Grade Level: 10, 11, 12

Year Course

**UC/CSU Approved "d" (pending)**

10 Credits

Prerequisite: Math 9/10 and Biology or Chemistry with a "C" or better in both semesters.

Textbook: Physics, Holt, Rinehart, & Winston

This is a rigorous first year, college preparatory physics course which offers a solid introduction to the fundamentals of physics for college bound students. This course will survey selected topics in mechanics, waves, optics, electricity and magnetism. The basic concepts are introduced in a logical sequence believed to be the most productive for beginning students. This course includes lecture, lab, problem solving, and group or individual projects. This course is aligned to the Next Generation Science Standards.

**3103 Chemistry NGSS**

Grade level: 10, 11, 12

Year Course

10 Credits

Prerequisite: Successful completion of Biology both semesters.

Textbook: In Process of Adoption

This is a first year chemistry course aligned with the Next Generation Science Standards in which students will investigate chemical principles through lecture, demonstrations, projects, and laboratory experiments.

**3105 Advanced Chemistry NGSS**

Grade level: 10, 11, 12

Year Course

**UC/CSU Approved "d" (pending)**

10 Credits

Prerequisite: Biology grade "C" or better both semesters; **Completion of Math 9 with grade of "C" or better both semesters and concurrent enrollment in Math 10**

Textbook: Chemistry, Pearson Education, Inc.

This is a rigorous, first year, college-preparatory chemistry course in which students will investigate chemical principles through lecture, demonstrations, and laboratory experiments. Topics covered include measurement, the structure of matter, chemical reactions, bonding, properties of gases, energy in chemical processes, the mole, stoichiometry, kinetics, and equilibrium. This course is aligned to the Next Generation Science Standards.

## SCIENCE DEPARTMENT

### 3521 Advanced Placement Chemistry

Grade Level: 11, 12                      Year Course  
**UC/CSU Approved "d"**                      10 Credits  
 Prerequisite: Concurrent enrollment in Math 11; "B" or better both semesters in Chemistry or Theoretical Chemistry Honors; see AP information on page 4.  
 Textbook: Chemistry, 9th Edition, Brooks Cole

The Advanced Placement Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Depending on the university, completion of the course and passage of the AP Exam may enable students to undertake second-year work in the chemistry sequence or to register as freshmen in other fields where general chemistry is a prerequisite. This is a challenging, fast-paced course that will require considerable independent study and dedication. This course is a lecture/laboratory course. **Once enrolled, students will not be allowed to drop this course.**

### 3930 Science Lab Technician

Grade Level: 11, 12                      Year Course  
 Prerequisite: None                      10 Credits

This course is open to selected students who have demonstrated interest and ability in science and who have proven themselves to be reliable. The student participates in preparation and clean up of laboratory materials, sanitation of laboratory equipment and general classroom assistance. The student may perform clerical duties involving keyboarding, Risograph and other copying, assisting in research, etc.

### 3107 Advanced Chemistry NGSS, Honors

Grade level: 10, 11, 12                      Year Course  
**UC/CSU Approved "d" (pending)**                      10 Credits  
 Prerequisite: Completion of Advanced Biology NGSS, "C" or better both semesters;  
**11th and 12th graders:** Completion of Math 9 and 10, "C" or better both semesters and concurrent enrollment in Math 11;  
**10th graders:** Completion of Math 9 Honors, "C" or better both semesters and concurrent enrollment in Math 10 Honors  
 Textbook: Chemistry: Connections to a Changing World, Prentice Hall; online resources

Advanced Chemistry NGSS, Honors is a year-long college-prep course taught by lecture, demonstrations, projects, experimentation, and flip classroom video lectures. Students will be expected to keep a NGSS journal containing procedures, observations, mathematical analysis of experimental data, written summaries, graphs, and discussion of various phenomena. Students will be expected to master concepts that go beyond the standards covered in the Advanced Chemistry NGSS course; therefore, the pace will be accelerated, and students should plan on approximately 45-60 minutes of homework per night. This course is designed for students intent upon continuing their post-secondary education in the areas of science, engineering, mathematics, environmental law, scientific research, or the health fields. Students should have a strong aptitude for science and math, be able to comprehend and utilize concepts quickly, and demonstrate the ability, initiative, and motivation to work independently. Topics covered will include: quantum theory, periodicity, bonding theory, the mole, stoichiometry, kinetic molecular theory, heat, kinetics, thermodynamics, equilibrium, acid-base theory. The NGSS (Next Generation Science Standards) require that this class will also consider earth science phenomena and how they relate to chemistry; for example: Ocean acidification, Climate Change, Global Warming, Carbon Cycle, Water Cycle, and Plate Tectonics. This is a UC designated honors course. Students earning a grade of C or better will receive an additional GPA point. **NOTE: Sophomores will only be allowed to register for this course if they meet both the math and science prerequisites. Grade 10 students can only receive the UC extra point credit for a maximum of two honors and/or AP courses during their sophomore year.**

## SOCIAL SCIENCE DEPARTMENT

In order to gain competencies needed to shape and control their own future in a complex and changing world, students should be exposed to a coordinated series of Social Studies throughout their high school careers.

### 1510 World Geography

Grade Level: 9                      Semester Course  
**UC/CSU Approved "a"**                      5 Credits  
 Prerequisite: None

This college preparatory course is designed to support the 10th through 12th grade required Social Science courses. Students will become familiar with not only the physical geography of the world, but also an understanding of archeology, the distribution and characteristics of the world's major cultures, and of the dynamics of human migration and cultural diffusion. A component of the course is given to place-name geography so that students develop a good sense of where major physical features of the earth are located. Elements of anthropology, such as kinship, religion, and social customs will be explored. Students will participate in real problem solving through a variety of applications, including projects, computer assisted technology, and Internet exploration.

### 1536 Health

Grade Level: 9                      Semester Course  
 Prerequisite: None                      5 Credits

This course meets the state and district requirement(s) for Health. Students will learn about the 3 aspects of Health: physical, mental/emotional, and social. Units of study include: Personality Development and Goal Setting, Communication and Healthy Relationships, Dating Violence and Abusive Relationships, Nutrition and Exercise, Reproductive Health, and Drug Abuse Prevention. This course will also include *Health Connected* curriculum to comply with the California Healthy Kids Act.

### Social Studies Courses

**9th Grade: World Geography / Health or AP Human Geography**  
**10th Grade: World History or AP World History or IS World History**  
**11th Grade: US History or AP US History**  
**12th Grade: American Government/Economics or AP American Government/Economics**

### 1519 Advanced Placement Human Geography

Grade Level: 9, 10, 11, 12                      Year Course  
**UC/CSU Approved "a"**                      10 Credits  
 Prerequisite: See AP information on page 4.  
 Textbook: Human Geography: People, Place and Culture, Wiley (**pending Board approval**)

Through Advanced Placement Geography, students will be introduced to the study of patterns and processes that have shaped human understanding. Students will analyze maps, interpret the relationships among patterns and processes at different scales of analysis, define regions and evaluate their process of development, and analyze how events and processes in one place have influenced another place. Many universities will not recognize AP courses and exams taken during a student's freshman year. **Once enrolled, student will not be allowed to drop this course.**

\*If 9th graders elect to use this course as the 9th grade Social Science requirement for graduation, they will also need to fulfill the Health requirement through one of three options: 1) Complete Health during Summer School after 8th grade; 2) Complete Health during Summer School after 9th grade; or 3) Complete Health during a 7 period day either fall or spring semester during the 9th grade year.

**SOCIAL SCIENCE DEPARTMENT**
**1523 World History**

Grade Level: 10                                      Year Course  
**UC/CSU Approved "a"**                                      10 Credits  
 Prerequisite: None  
 Textbook: Modern World History, McDougal Littell

World History is a college preparatory course designed to provide students a survey of the major historical events that have shaped Western Civilization and the modern world. In this course, students analyze and interpret the development of Western political thought from the Enlightenment to the rise of nationalism; the industrial, national and social developments of Western society; Western imperialism; periods of crisis in the Western and modern world such as the rise of totalitarian states, WWI, WWII, genocides, and the Cold War; the creation of the global capitalist system; and the rise of non-Western states in the 19th and 20th centuries. The student will learn specific historical thinking skills such as identifying change over time, cause and effect, making historical generalizations, compare and contrast and periodization. In addition, students will analyze and interpret primary and secondary sources, perform both individual and group activities, and be assessed using a variety of methods that include periodic written and verbal quizzes and/or presentations, major unit exams and historical essays.

**1530 United States History**

Grade Level: 11, 12                                      Year Course  
**UC/CSU Approved "a"**                                      10 Credits  
 Prerequisite: None  
 Textbook: American Odyssey, Glencoe

This course briefly reviews the major themes and events in United States History during the 18th & 19th Centuries. Major emphasis will be on identification and analysis of social, political, economic, and cultural issues in the 20th Century. Students will examine such topics as Industrialism, the Age of Progressivism and Reform, the 1920s, The Great Depression, the Civil Rights era, the 1960s, America's Modern Wars, and current issues and problems. The course incorporates primary source materials, historical literature, and research skills to develop critical thinking.

**1540/1546 American Government / Economics**

Grade Level: 11, 12                                      Year Course                                      **UC/CSU Approved "a" (Gov't)**  
 Prerequisite: None                                      10 Credits                                      **UC/CSU Approved "g" (Econ)**  
 Textbooks: American Government and Economics, Holt, Rinehart, & Winston

**American Government** - (one semester)

The students will pursue a deeper understanding of the institutions of American Government. They will focus on the philosophy of those who framed the Constitution and the Bill of Rights. They will examine the role of the judiciary branch and how the courts have interpreted the Bill of Rights. Students will examine the world of modern legislature and executive systems. Students will analyze the rise of political parties, presidential campaigns, propaganda techniques, and the scope and limits of presidential power. Federalism, state and local government, and contemporary issues round out this course that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities.

**Principles of Economics** - (one semester)

Students will deepen their understanding of the economic problems and institutions of the nation and world in which they live. They will learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, members of civic groups and as a nation. Among these are supply and demand in the market, the role of the consumer and private enterprise in a market system and a comparison of market, traditional and command economic systems that exist in the world today. The student deals with the problems of national income management, monetary and fiscal policies and their relationship. In addition, students will be introduced to decisions relating to personal economics, including, life insurance, real estate, banking and loans, investments and small business operations.

**1532 Advanced Placement World History**

Grade Level: 10, 11, 12                                      Year Course  
**UC/CSU Approved "a"**                                      10 Credits  
 Prerequisite: See AP info pg. 4, Exam  
 Textbook: Traditions and Encounters, Bentley

This Advanced Placement class is designed for highly motivated students who seek the challenge of a college level course in world history. This course provides preparation for the Advanced Placement test administered annually in May. Successful completion of the course, and passing marks on the examination, may entitle the student to receive college credit. This is a rigorous class requiring extensive individual work and reading. An understanding of the evolution of global processes, and contacts in interaction with different types of human societies, is advanced through a combination of factual knowledge and analytical skills. Focusing primarily on the past thousand years of global experience, we will build on an understanding of cultural, institutional, and technological precedents that set the stage prior to 1000 C.E.; elements which form the organizing principle for dealing with change, conflict, and continuity from that point to the present. Major and specific themes will be used to help students put what is particular about time periods and societies into a larger framework, providing the opportunity for comparative study. Summer reading is required. **Once enrolled, students will not be allowed to drop this course.**

**1539 Advanced Placement United States History**

Grade Level: 11, 12                                      Year Course  
**UC/CSU Approved "a"**                                      10 Credits  
 Prerequisite: See AP information on page 4  
 Textbook: American Pageant, Houghton Mifflin

Advanced Placement is designed to prepare highly motivated students to pass the Advanced Placement Test in American History administered in May of each year. Recommending marks earned on the Advanced Placement Test may result in college credit in this subject area. The student learns to develop the skills necessary to arrive at conclusions based on informed judgement, and to present ideas clearly and persuasively. The program is designed to provide the student with the analytical skills and factual knowledge necessary to deal critically with problems and materials in American History. Essays are written based upon works presented in sample advanced placement tests. Summer reading is required. **Once enrolled, students will not be allowed to drop this course.**

**1549/1544 Advanced Placement United States Government and Politics / Economics**

Grade Level: 11, 12                                      Year Course  
**UC/CSU Approved "a" (Gov't)**                                      10 Credits  
**UC/CSU Approved "g" (Econ)**  
 Prerequisite: See AP information on page 4  
 Textbooks: American Government, Houghton Mifflin and American Government, Readings and Cases, Pearson

**AP United States Government** - (one semester)

This course is designed to meet the needs of advanced level seniors in the study of American Government and to prepare them for the Advanced Placement Test administered in May of each year. The successful completion of the course, along with recommending marks on the examination, may entitle the student to receive college credit.

The student is provided with a high degree of involvement-oriented activities through the employment of challenging texts and readers, role-playing simulations, modern videos, discussion and debate style seminars, community level projects, lectures, and current events. During the alternate semester, the student studies Principles of Economics. Summer reading is required. **Once enrolled, students will not be allowed to drop this course.**

## SOCIAL SCIENCE DEPARTMENT

### 1570 Criminal Justice/Mock Trial

Grade Level: 10, 11, 12

Year Course

UC/CSU Approved "g"

Prerequisite: None

10 Credits

Textbook: Criminal Justice: A Brief Introduction, Schmallberger

A hands-on examination of the criminal justice system is offered in this course. This is not your typical book learning class and will require extended effort on your behalf. Students will examine role of the police and public safety, the nature of crime and criminal behavior, and punishment and sentencing. Students will debate current issues facing our community and country. Professionals will interact with the class weekly bringing their expertise to further our understanding. Students will examine our Constitutional protections and decide which is more important-Public Safety or Personal Freedoms?

Students in this class have the opportunity to become a member of Lincoln High's Mock Trial team that competes regionally against other high schools. Students will develop a clear understanding of our legal system by: 1) considering Constitutional statues and their application to legal argument, 2) developing interrogation questions of witnesses in a court room setting, 3) taking on the role of attorney or witness that will bring court proceedings to life, and 4) examination of case law that includes the actions and legality of law enforcement officials. After school sessions are mandatory during mock-trial season (Sept-Feb). Your reward will be well-rounded understanding of the "system" and a significant skill-boost in your ability to form legal argument, debate and public speaking. **This is not a requirement of the course.**

### 9532 INTEGRATED STUDIES: The Global Citizen in a Changing World; Tackling Contemporary Concerns

*A California Department of Education Program of Excellence*

Grade Level: 11

3 Periods

Year Course

Prerequisite: None

30 Credits

UC/CSU Approved "a", "b" and "f"

#### Will explore:

- **American Literature:** Course description is listed on page 15.
- **United States History:** This course briefly reviews the major themes and events in United States History during the 18th & 19th Centuries. Major emphasis will be on identification and analysis of social, political, economic, and cultural issues in the 20th Century. Students will examine such topics as Industrialism, the Age of Progressivism and Reform, the 1920s, The Great Depression, the Civil Rights era, the 1960s, America's Modern Wars, and current issues and problems. The course incorporates primary source materials, historical literature, and research skills to develop critical thinking.
- **Art 2:** Course description is listed on page 30.

#### Emphasis will be on:

- Students Developing a Voice for participation in class, a democratic nation and a global community
- Classroom Debate, Discussion and Critique
- Curriculum Integration
- Student Choice in Research and Expression
- Multiple Intelligences - Speech, Art, Kinesthetic Responses to Curriculum
- Meaningful Connections - Socially and Academically

## STRATEGIES DEPARTMENT - Special Education Services

The goal of special education services in the Strategies department is to provide the least restrictive and most appropriate education for each student, thus educating each student to the maximum of his/her individual potential. The following services may be provided based upon student need: Adapted Physical Education, Language, Speech and Hearing, Specialized Academic Instruction, and other services based upon student need.

Strategies students are provided with the opportunity to meet graduation requirements in a variety of ways. Some students take sheltered classes. Another class option offered to students include collaborative classes that include both Strategies students and their mainstream peers. Some students who require minimal support may take fully mainstreamed classes with study skills support from a Strategies teacher.

Lincoln High School offers a Certificate of Completion option for those students who are not pursuing a diploma track. This program offers additional supports with a key component incorporating vocational/job skills training.

The program of each Strategies student is individually developed with input from the IEP team. This team includes the student, his/her parents, Lincoln Unified staff and any other invited service providers.

To determine eligibility for learning assistance in special education, students must be referred to, and evaluated by, Strategies personnel. An IEP team then convenes within defined timelines to present assessment results and make appropriate placement recommendations.

## VISUAL & PERFORMING ARTS DEPARTMENT

The visual and performing arts subjects are central to one's humanity. As modern technology advances, man finds himself with less of his time structured toward basic survival (i.e. work). The performing and fine arts are central to man's desire to structure leisure hours in a productive way.

## VISUAL & PERFORMING ARTS DEPARTMENT

The Visual and Performing Arts Department at Lincoln High School attempts to meet the needs of Lincoln students by offering a large variety of subjects that are open to a diverse range of student interests and abilities. The majority of our course offerings are exploratory and introductory in nature. Each subject area attempts to offer intermediate and advanced levels for those students wishing to develop and increase new-found skills in the arts.

Materials for the basic course work are provided by the school. Materials donation waivers may be available under certain circumstances. See your counselor for details.

In order to meet LHS graduation requirements, students must complete a one-year (10 credit) course in Visual & Performing Arts, World Languages or Career and Technical Education Department. Students planning to attend a California State University or University of California must complete one year of an approved visual or performing art.

**Is there room for band and University of California requirements? Yes!**

In fact, the University of California looks most favorably upon applicants who have involvement in extra-curricular and co-curricular activities such as band. Participating in four years of band may improve a student's chance for college admission.

**Is there time for band and sports activities? Yes!**

With proper planning, there is most definitely time for band and sports (or other activities).

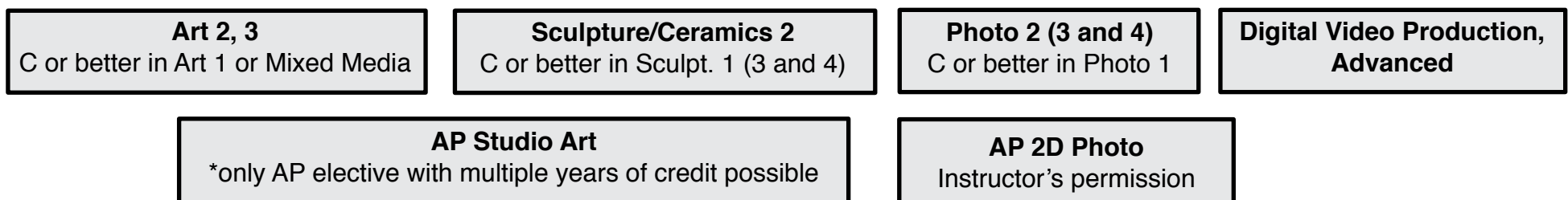
**The most important thing you can do is make a Four Year Plan.** (See page 1 of this catalog.) To help you meet rigorous college-preparatory program requirements, 4-year band students may qualify for a waiver of their second year of P.E. This requires registering for seven periods each year.

### Visual Arts Major Pathway

**Beginning Level (2 required, Minimum C)**



**Intermediate to Advanced Level (2 required, Minimum C)**



**Additional Requirements:** 1. Senior Exhibition (or a Solo Show) 2. 16 hours community service project in conjunction with visual arts. 3. One additional Visual Arts elective of your choosing.

**9532 INTEGRATED STUDIES: The Global Citizen in a Changing World; Tackling Contemporary Concerns**  
*A California Department of Education Program of Excellence*

|                    |            |                                  |
|--------------------|------------|----------------------------------|
| Grade Level: 11    | 3 Periods  | Year Course                      |
| Prerequisite: None | 30 Credits | UC/CSU Approved "a", "b" and "f" |

**Will explore:**

- **American Literature:** Course description is listed on page 15.
- **United States History:** Course description is listed on page 27.
- **Art 2:** The student learns to use more advanced media and materials (oil painting, sculpture, murals, and ceiling tile painting). Principles of design will be studied at the more sophisticated level, and art history will be approached in greater depth. Finally, the student will be expected to employ this knowledge in the creation of art work outside of the classroom. **There will be a \$20 materials donation requested per semester per student.**

**Emphasis will be on:**

- Students Developing a Voice for participation in class, a democratic nation and a global community
- Classroom Debate, Discussion and Critique
- Curriculum Integration
- Student Choice in Research and Expression
- Multiple Intelligences - Speech, Art, Kinesthetic Responses to Curriculum
- Meaningful Connections - Socially and Academically

## VISUAL & PERFORMING ARTS DEPARTMENT

### 6012 Sculpture-Ceramics 1

Grade Level: 9, 10, 11, 12  
**UC/CSU Approved "f"**  
 Prerequisite: None

Year Course  
 10 Credits

This course is designed to expose students to a variety of three-dimensional art, with an emphasis on methods of clay construction. Discussions on historical and contemporary art issues will be included. Experimentation is strongly encouraged. **There will be a \$20 materials donation requested per semester per student.**

### 6027 Advanced Sculpture 2

### 6024 Advanced Sculpture 3

### 6025 Advanced Sculpture 4

Grade Level: 10, 11, 12  
**UC/CSU Approved "f"**

Year Course  
 10 Credits

Prerequisite: Completion of previous level grade "B"

This advanced course helps the student increase his/her skills and understanding of ceramics, and a variety of medias. Skills, design, history, and development of personal styles are emphasized. Lectures and discussion on aesthetics and critiques are also included. **There will be a \$20 materials donation requested per semester per student.**



### 6018 Mixed Media

Grade Level: 9, 10, 11, 12  
**UC/CSU Approved "f"**  
 Prerequisite: None

Year Course  
 10 Credits

Mixed Media is an introductory course into 2D and 3D art. The goal of this class is to develop students' abilities to create, describe, and talk about the contemporary world in a visual format. The focus of this course will be an exploration of a variety of art experiences, including drawing, painting, pastel, collage and sculpture. Accompanying the studio aspect of this class will be an introduction to Aesthetics, Criticism, and Art History. Students will explore how art can change or impact the world and will question the role art plays as life changes.

### 6010 Art 1

Grade Level: 9, 10, 11, 12  
**UC/CSU Approved "f"**  
 Prerequisite: None

Year Course  
 10 Credits

Art 1 is an exploratory class. The principles of design will be stressed throughout the course and applied to a variety of two-dimensional mediums including pencil, charcoal, pastel, pen and ink, scratchboard and acrylic. Basic drawing and painting skills will be emphasized. With the completion of Art 1, the student is able to demonstrate basic skills concerning line, form, value, texture, and color. The student should be able to discuss likes and dislikes as well as support their beliefs. The student will be aware of the role and development of the visual arts in past and present cultures throughout the world, and of the student's own creative process. **There will be a \$20 materials donation requested per semester per student.**

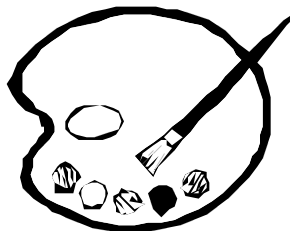
### 6020 Art 2

Grade Level: 10, 11, 12  
**UC/CSU Approved "f"**

Year Course  
 10 Credits

Prerequisite: Art 1 or Mixed Media grade "B" recommended

The student learns to use more advanced media and materials (oil painting, sculpture, murals, and ceiling tile painting). Principles of design will be studied at the more sophisticated level, and art history will be approached in greater depth. Finally, the student will be expected to employ this knowledge in the creation of art work outside of the classroom. **There will be a \$20 materials donation requested per semester per student.**



### 6028 Art 3

Grade Level: 11, 12  
**UC/CSU Approved "f"**

Year Course  
 10 Credits

Prerequisite: Art 2 or Mixed Media grade "B" recommended

The student learns to use more advanced media and materials (oil painting, sculpture, murals, and ceiling tile painting). Principles of design will be studied at the more sophisticated level, and art history will be approached in greater depth. Finally, the student will be expected to employ this knowledge in the creation of art work outside of the classroom. Art 3 and 4 students will be expected to work at a higher level and begin to develop their own sense of aesthetics and style. **There will be a \$20 materials donation requested per semester per student.**

### 6033 Advanced Placement Studio Art

Grade Level: 11, 12  
**UC/CSU Approved "f"**

Year Course  
 10 Credits

Prerequisite: Art 2 or 3  
 Permission: Instructor

The Advanced Placement Art program is designed for students with a strong art background who seek the challenge of a college-level course. This is a high-production course, resulting in a 24 piece digital portfolio to be graded by the College Board at the end of the year. **There will be a \$25 materials donation requested per semester per student. Once enrolled, students will not be allowed to drop this course.**

### 6032 Photography 1

Grade Level: 10, 11, 12  
**UC/CSU Approved "f"**

Year Course  
 10 Credits

Prerequisite: None

This course is designed to teach students the basics of digital photography. Students do **not** have to purchase their own digital cameras, but it would be very helpful and advantageous to students if they had access to their own (at least a "point and shoot").

Students will learn about the camera's various components, especially aperture and shutter speed, and how they affect the final product. The history and development of photography will be covered, as well as analysis of thematic content. However, the primary emphasis of this course will be using natural lighting to take photographs with strong compositions, correct exposures, and hopefully express something meaningful about our lives and the world around us. We will be working on our photos in the State of the Art computer lab in room L1.

### 6030 Photography 2

### 6045 Photography 3

Grade Level: 11, 12 (Photo 2)  
 Grade Level: 12 (Photo 3)

Year Course  
 10 Credits

**UC/CSU Approved "f"**

Prerequisite: Photography 1 or 2 grade "C" or better both semesters

Advanced students will have the opportunity to build upon their knowledge acquired from previous experience and to pursue independent photography interests in the field of Digital Imaging. Students will develop a more defined and personalized form of visual expression. Classroom atmosphere tends to lean toward more of a studio environment. Deadlines and assignments become less stressed than the on-going work process and portfolio development. Therefore, students must be more self-motivated and accountable in their work habits. The experience will culminate in a final exhibit to be put on by the students in the local community.

Students do **not** have to purchase their own digital cameras, but it would be very helpful and advantageous to students if they had access to their own (at least a "point and shoot").

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| <b>VISUAL &amp; PERFORMING ARTS DEPARTMENT</b> |
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**7003 Concert Band**

Grade Level: 9  
**UC/CSU Approved "f"**  
 Prerequisite: Two years of study on a band instrument

Year Course  
 10 Credits

The Concert Band is designed to advance the musical skills and instrumental techniques of incoming freshman band students through the rehearsal and performance of quality band literature. This course is designed to transition students from the 7-8 band programs to the high school band. The band performs at concerts, contests and festivals. Participation in performances and concurrent enrollment in Marching Band is required as part of this course. After successful completion, students will be recommended to advance into the Symphonic Winds or Wind Ensemble by band director recommendation. Concert Band members must concurrently enroll in the Trojan Marching Band (course #7013), which meets one night per week for the first semester.

**7014 Wind Ensemble**

Grade Level: 9, 10, 11, 12  
**UC/CSU Approved "f"**  
 Prerequisite: Audition  
 Permission: Band Director

Year Course  
 10 Credits

Wind Ensemble is designed to advance musical skills and instrumental techniques of advanced 9-12 grade students through the rehearsal and performance of quality literature. This course will continue to refine students with advanced musical skills in the Wind Ensemble setting. The band performs at concerts, contests and festivals. Participation in performances and concurrent enrollment in Marching Band is required as part of this course. Wind Ensemble members must concurrently enroll in the Trojan Marching Band (course #7013), which meets one night per week for the first semester.

**7035 Wind Ensemble, Honors**

Grade Level: 10, 11, 12  
**UC/CSU Approved "f"**  
 Prerequisite: Audition  
 Permission: Band Director

Year Course  
 10 Credits

Wind Ensemble, Honors is designed to advance musical skills and instrumental techniques of advanced 10-12 grade students through the rehearsal and performance of quality literature. Additional activities will include mandatory honor group auditions, performance assessments and individual practice logs. This course will continue to refine students with advanced musical skills in the Wind Ensemble setting. The band performs at concerts, contests and festivals. Participation in performances and concurrent enrollment in Marching Band is required as part of this course. Wind Ensemble, Honors members must concurrently enroll in the Trojan Marching Band (course #7013) which meets one night per week for the first semester. **This is a UC weighted course. Students earning a grade of "C" or better will receive an additional GPA point.**

**7005 Jazz Band A**

Grade Level: 9, 10, 11, 12  
**UC/CSU Approved "f"**  
 Prerequisite: Audition  
 Permission: Instructor

Year Course  
 10 Credits

The major emphasis is toward jazz ensemble performance. The student explores a variety of literature including: big band swing, popular, standard, jazz rock, and rock styles. The student learns to improvise melodies, play in the various styles of jazz, and travel/perform at several concerts/jazz festivals during the year. With approval of the instructor, exemptions can be made from the Symphonic/Concert/Wind Ensemble Band membership rule for keyboard, guitar and bass players when they cannot be found in the band. All students signing up will be divided into one, two or three Jazz Bands according to number and instrumentation. Jazz Band members must concurrently enroll in one of either the Symphonic, Concert, or Wind Ensemble bands.

**7015 Jazz Band B**

Grade Level: 9, 10, 11, 12  
**UC/CSU Approved "f"**  
 Prerequisite: Audition  
 Permission: Instructor

Year Course  
 10 Credits

Jazz Band B is an introductory course in jazz performance. Students will be exposed to a variety of literature including big band/swing, popular, funk, and jazz fusion. Students will learn the fundamentals of jazz theory and improvisation. Students in this course will also learn about the history of jazz as a unique American art form. Jazz Band members must concurrently enroll in one of either the Symphonic, Concert, or Wind Ensemble bands.

**6050 Digital Video Production**

Grade Level: 9, 10, 11, 12  
**UC/CSU Approved "f"**  
 Prerequisite: None

Year Course  
 10 Credits

This course is designed to introduce students to various aspects of making digital art and videos/movies. Students will be able to explore creative storytelling through the varying styles and formats of video production and multimedia. Accompanied by historical influences of film, students will complete projects that will introduce them to various pre-production, production, and post-production processes that will help them develop skills in lighting, camera operation, shot selection, storyboarding, basic script writing, audio recording/mixing and editing. Examples of the projects completed during the year include: music videos, scene reenactments, interviews, movie trailers, Stop Motion Videos and short documentaries in efforts to convey a visual narrative to varying audiences.

**6051 Advanced Digital Video Production**

Grade Level: 10, 11, 12  
**UC/CSU Approved "g"**  
 Prerequisite: B or higher in Digital Video Production recommended

Year Course  
 10 Credits

The advanced course is designed for students who have previously taken Digital Video Production to further develop their creative storytelling skills through the creation of original digital media and film. Advanced Digital Video Production gives students opportunities to develop and strengthen a digital media portfolio with emphasis on areas such as script writing, production, technical camera operation/applications and audio.

## VISUAL & PERFORMING ARTS DEPARTMENT

### 7023 Symphonic Winds

Grade Level: 10, 11, 12                      Year Course  
**UC/CSU Approved "f"**                      10 Credits  
Prerequisite: Two years of study on a band instrument and one year of high school band  
Permission: Band Director

Symphonic Winds is designed to advance the musical skills and instrumental techniques of all 10th-12th grade students through the rehearsal and performance of quality band literature. This course will prepare students with intermediate musical skills to become advanced level band students. The band performs at concerts, contests and festivals. Participation in performances and concurrent enrollment in Marching Band is required as part of this course. Symphonic Winds members must concurrently enroll in the Trojan Marching Band (course #7013), which meets one night per week for the first semester.

### 7027 Advanced Placement Music Theory

Grade Level: 10, 11, 12                      Year Course  
**UC/CSU Approved "f"**                      10 Credits  
Prerequisite: Confirmation of a student's musical knowledge is required by the AP Music Theory teacher. The AP Music Theory teacher will confer with appropriate music staff members for recommendations. LHS performance ensemble, LHS piano class, or recent private piano lessons required.  
Textbook: Music in Theory and Practice, McGraw Hill

The AP Music Theory class is designed for students who are interested in majoring or minoring in music at the university level. This class will cover music theory concepts taught in the first semester of a university level music theory course. Students will engage in daily drills to acquire sight-singing, aural, and analytical skills through learning the following advanced concepts: scales and keys, intervals, chords, meter, modes, phrase structure, modulation and analysis of music literature. Band, orchestra, and choir students must be concurrently enrolled in their performance ensemble. Students who study piano or guitar must audition to demonstrate music proficiency.



### 7006 Guitar 1

Grade Level: 9, 10, 11, 12                      Year Course  
**UC/CSU Approved "f" (pending)**                      10 Credits  
Prerequisite: Own an acoustic guitar or ability to rent one

This course offers beginning instruction on the acoustic guitar. Students learn to read chords and tablature, strumming and picking patterns, and playing technique through primarily popular music of all genres.

### 7007 Guitar 2

Grade Level: 9, 10, 11, 12                      Year Course  
**UC/CSU Approved "f" (pending)**                      10 Credits  
Prerequisite: Guitar 1 grade "B" or 1 year or more of private instruction

This course focuses on advanced guitar tablature, chords, and strum patterns. Students will learn songs with a higher degree of difficulty and explore more complicated playing techniques. Students will also perform pieces of their own choosing and be able to branch off into styles of their main interests. Performing will be required. Course may be repeated for credit if the student earns a "B" or better in the previous term.

### 7031 Chamber Choir

Grade Level: 10, 11, 12                      Year Course  
**UC/CSU Approved "f"**                      10 Credits  
Prerequisite: None  
Permission: Audition

Chamber Choir is the most advanced singing group. It is an auditioned choir open to men in the 10th, 11th, and 12th grades and women in the 11th and 12th grade. The Chamber Choir sings extremely challenging music from the classics to pop. Students learn how to read music. The Chamber Choir will perform four concerts a year and participate in school activities. They also participate in numerous performances throughout the community.

### 7012 Lincoln Orchestra

Grade Level: 9, 10, 11, 12  
Year Course  
**UC/CSU Approved "f"**  
10 Credits  
Prerequisite: 2 years of study on an orchestral instrument  
Permission: Instructor

The student studies and performs fundamental techniques and appropriate string orchestra literature. Student should be able to sight read second year literature.

### 7021 Sinfonia Vocé

Grade Level: 10, 11, 12                      Year Course  
**UC/CSU Approved "f"**                      10 Credits  
Prerequisite: None  
Permission: Audition

Sinfonia Vocé is a treble choir intended for 10th, 11th, and 12th grade students. The choir learns how to read music and sings a variety of choral literature from the classics to pop. The music used in this course is challenging. The Sinfonia Vocé will perform four concerts a year and participate in school activities. An audition is required.

### 7013 Trojan Marching Band

Grade Level: 9, 10, 11, 12                      Semester Course  
5 Credits  
Prerequisite: Concurrent enrollment in Concert Band, Symphonic Winds or Wind Ensemble

The Trojan Marching Band performs for all Lincoln home football games and at parades and band review competitions. Rehearsals are held one night a week from 6-8:30 p.m. All Concert Band, Symphonic Winds and Wind Ensemble members must be concurrently enrolled in this class.



### 7100 Concert Choir

Grade Level: 9, 10, 11, 12                      Year Course  
**UC/CSU Approved "f"**                      10 Credits  
Prerequisite: None

Concert Choir is a course for anyone interested in learning how to sing. In addition, students will learn how to read music and will sing a variety of choral literature from the classics to pop. The Concert Choir will perform four concerts a year and participate in school activities. There is no audition required.



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| <b>VISUAL &amp; PERFORMING ARTS DEPARTMENT</b> |
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**7010 Beginning Piano**

|                            |             |
|----------------------------|-------------|
| Grade Level: 9, 10, 11, 12 | Year Course |
| <b>UC/CSU Approved "f"</b> | 10 Credits  |
| Prerequisite: None         |             |

This is a basic piano class. The student learns to read standard music notation, basic music theory, and there are composing opportunities. This course is designed for the beginning student or the student with little experience. The student uses electronic keyboards and can advance at his/her own pace.

**7020 Intermediate Piano**

|   |             |
|---|-------------|
| Grade Level: 10, 11, 12                 | Year Course |
| <b>UC/CSU Approved "f"</b>              | 10 Credits  |
| Prerequisite: Beginning Piano grade "B" |             |

This course is specifically designed to follow Beginning Piano with the serious music student in mind. Students continue to develop piano performance skills, learn to play major and minor scales, and play appropriate piano literature such as sonatinas and etudes. Continued study of music theory prepares the student for college level music work.

**7030 Advanced Piano**

|                     |             |
|---------------------|-------------|
| Grade Level: 11, 12 | Year Course |
|---------------------|-------------|

|            |  |
|------------|--|
| 10 Credits | Prerequisite: Intermediate Piano grade "B" |
|------------|--|

This course is specifically designed to follow Intermediate Piano. Advanced study of the piano literature prepares the student for college level work. Students will continue to study piano performance skills and to play in recitals on a regular basis.

**7310 Beginning Drama**

|                            |             |
|----------------------------|-------------|
| Grade Level: 9, 10, 11, 12 | Year Course |
| <b>UC/CSU Approved "f"</b> | 10 Credits  |
| Prerequisite: None         |             |

This is a suggested prerequisite for all drama courses. The focus of the class is on performing in front of others. It is a very active class which requires memorization and performing in front of others. Students will do formal performances and improv on a daily basis. In addition, each student will need to attend a local theater performance each quarter. Students involved in Beginning Drama will be able to participate in our annual Haunted House in October.

**7321 Intermediate Drama**

|   |             |
|---|-------------|
| Grade Level: 10, 11, 12                             | Year Course |
| <b>UC/CSU Approved "f"</b>                          | 10 Credits  |
| Prerequisite: Beginning Theater or Teacher Approval |             |

Intermediate Drama serves as a bridge between Beginning Theatre and Advanced Drama. Course emphasis is on the extension of acting techniques and in-depth improvisational work. Students will also be given the opportunity to take part in the technical elements of theater (set design, lighting, makeup, costuming) by being invited to work on one of the school wide productions each quarter. They may also take part in the annual haunted house. Out-of-class assignments will include attending local theater productions. Students will also be required to participate in a one-act play directed by their peers. Students are required to take part in the Haunted House.

**7313 Stage Craft / Theater Production 1**

|  |             |
|--|-------------|
| Grade Level: 9, 10, 11, 12   | Year Course |
|  | 10 Credits  |
| Prerequisite: Completion of or concurrent enrollment in Beginning Theater or teacher recommendation. |             |

This course introduces students to all of the aspects involved in staging a production at Lincoln's theater. Students will have hands-on experience constructing sets for all of the Lincoln theater productions. Students will learn how to safely operate the various power tools available to the drama department. Students will work in costuming, promotion, lighting and set design. Students are responsible for all of the events that take place in the theater throughout the year. Out-of-class requirements include attending local theater performances each quarter and involvement in our annual Haunted House.

**7314 Stage Craft / Theater Production 2**

|  |             |
|--|-------------|
| Grade Level: 10, 11, 12                        | Year Course |
|  | 10 Credits  |
| Prerequisite: Stage Craft/Theater Production 1 |             |

This course is a continuation course in the production aspects of Lincoln's theater program. Students will assume a leadership role in costuming, promotion, lighting and set design. Students will also train Theater Production 1 students in program design. Students are responsible for all of the events that take place in the theater throughout the year. Out-of-class requirements include attending local theater performances each quarter and require participation in the annual Haunted House. This course has extremely high expectations and becomes more self directed in the second year.

**7320 Advanced Drama**

|  |             |
|--|-------------|
| Grade Level: 11, 12  | Year Course |
| <b>UC/CSU Approved "f"</b>   | 10 Credits  |
| Prerequisite: Completion of one year of any LHS drama/theatre course |             |
| Permission: Audition with teacher                                    |             |

This course gives the student hands-on theatre experience in the form of formal scenes and monologues of varying styles (comedy, drama, classic literature, and Shakespeare). The course also requires that the students organize and direct the annual Haunted House in October. Students enrolled in Advanced Drama will also have the unique opportunity to direct their own production for public performance. Out-of-class requirements include attending local theater productions each quarter. This course has high expectations, and enrollment will be allowed only by an audition in late January.

## WORLD LANGUAGES DEPARTMENT

Learning a new language allows one to gain a different view of life. It creates a better understanding and valuing of all cultures, as well as the positives of one's own culture. Exposure to foreign language and culture will help students better understand their colleagues and clients in the workforce. It is recommended that students planning to go to a four-year college or university complete at least three years of a world language. Even if they do not plan on going to college, students will find that learning a foreign language is extremely beneficial. Though not often recognized, it enriches vocabulary and grammatical concepts in English. French, Italian, Japanese and Spanish appeal to many because students can quickly learn to communicate with speakers of another language. Many times, knowledge of a foreign language is a deciding factor in getting a job. It may even start a student in the direction of getting a job in a foreign country.



### 4105 Italian 1

Grade Level: 9, 10, 11                      Year Course  
**UC/CSU Approved "e"**                      10 Credits  
 Prerequisite: "C" or better in math and English  
 Textbook: Prego! An Invitation of Italian, 8th Edition

The student is introduced to the culture of Italy and Europe through the acquisition of the Italian language and culture. Culture days will include a sampling of Italian food, drink, art and literature. Italian grammar and development of all language skills will be presented with an emphasis on communication. Students will learn to emphasize speaking in Italian through interaction with the teacher and fellow students, projects, creating and watching videos, listening to music and watching Italian films.

### 4110 Italian 2

Grade Level: 10, 11, 12                      Year Course  
**UC/CSU Approved "e"**                      10 Credits  
 Prerequisite: Italian 1 grade "C"  
 Textbook: Prego! An Invitation of Italian, 8th Edition

This course continues to emphasize comprehension, verbal, reading and writing skills. Vocabulary will continue to be built through conversation and supplemental readers by such great writers as Dante, Pirandello and Machiavelli. The study of Italian culture and history will continue.

### 4111 Italian 3

Grade Level: 11, 12                      Year Course  
**UC/CSU Approved "e"**                      10 Credits  
 Prerequisite: Italian 2 grade "C"  
 Textbook: Prego! An Invitation of Italian, 8th Edition

The goal of Italian 3 is to increase the reading, writing and speaking skills through written and verbal practice. More complex grammatical rules will be studied. Students will continue to learn about the uniqueness of the Italian people and their influence on American society. Discussions will take place in Italian.

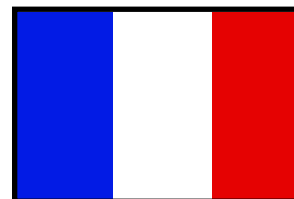
### 4112 Italian 4

Grade Level: 12                      Year Course  
**UC/CSU Approved "e"**                      10 Credits  
 Prerequisite: Italian 3 grade "C"  
 Textbook: Prego! An Invitation of Italian, 8th Edition

During the fourth year of Italian the student will be bringing together the concepts of reading, writing and speaking Italian. The student will be expected to speak in the target language and to develop the ability to think in Italian. A number of readings of Italian classics and current literature will be used. One source of Italian literature will be the Internet.

### 4002 French 1

Grade Level: 9, 10, 11                      Year Course  
**UC/CSU Approved "e"**                      10 Credits  
 Prerequisite: "C" or better in math and English  
 Textbook: Discovering French, McDougal Littell



The first year student is introduced to the French language and culture through learning basic conversational language and vocabulary. In the beginning the emphasis is on listening and speaking skills with a progressive introduction of writing and reading as the year evolves. Spoken French is emphasized through activities such as paired conversation practice, interaction with the teacher and speaking and listening exercises online. Information about French culture and society are integrated into lessons and special culture days are included 2 to 3 days a month to introduce topics such as French cuisine, French fashion designers and Parisian culture and lifestyles. Students complete an individual project on a region of France and explore French art, history, and daily life with another project in the second semester. Outside speakers and French films offer some variety to the normal routine.

|                                   |
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| <b>WORLD LANGUAGES DEPARTMENT</b> |
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**4003 French 2**

Grade Level: 10, 11, 12                      Year Course  
**UC/CSU Approved "e"**                      10 Credits  
 Prerequisite: French 1 grade "C"  
 Textbook: Discovering French, McDougal Littell

Students continue to develop their skills in speaking, listening, reading and writing French. Development of a broader vocabulary is a key objective for second year students along with the ability to use the past and future tenses in writing and speaking. More time is spent on the development of writing and reading skills. Most instructional class time is dedicated to a "French only" learning context. Exploration of French culture and contemporary society in France continues with students doing two individual projects on some aspect of life in France during the year. Students also work in groups to develop a class presentation related to French history and culture. Culture days offer opportunities to view French films, discover impressionism and the paintings of Monet, Renoir, and Degas, or learn about recent fashion trends.

**4004 French 3**

Grade Level: 11, 12                      Year Course  
**UC/CSU Approved "e"**                      10 Credits  
 Prerequisite: French 2 grade "C"  
 Textbook: Discovering French, McDougal Littell

Students are introduced to more advanced sentence structures and grammatical rules and patterns. Use of the conditional and imperfect tenses will be further developed and students will write longer and more sophisticated prose in French. Short stories, video clips, and French online materials are used to expand vocabulary and improve reading and listening skills. Individual and group projects on French culture will include oral presentations and some interviews with individuals from France. A series of French films are presented that students analyze in groups and produce a written review in French. Culture days continue to offer opportunities to explore various aspects of daily life in France or in French speaking countries around the world. A visit to a local French cafe or restaurant is also a possible extra-curricular activity.

**4005 French 4**

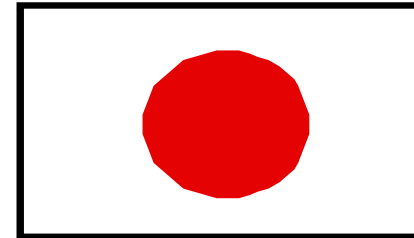
Grade Level: 12                      Year Course  
**UC/CSU Approved "e"**                      10 Credits  
 Prerequisite: French 3 grade "C"  
 Textbook: Discovering French, McDougal Littell

Students bring together their previous years of study in order to integrate them into new reading, writing, listening and speaking situations. Several classic works from French literature such as *Le Tour du Monde en 80 jours* (Jules Verne) and *Le Petit Prince* (Saint-Exupery) are read and analyzed and students prepare a written paper as well as a class presentation related to the literature. Students also assist in the development of class sessions on French culture for students in French 1, 2 and 3. A major individual research or creative project on a subject related to French life and culture is required and written in French. A visit to San Francisco to view French film or attend an exhibit or concert related to France is one of the highpoints of the year.

**4011 Japanese 1**

Grade Level: 9, 10, 11                      Year Course  
**UC/CSU Approved "e"**                      10 Credits  
 Prerequisite: C or better in math and English  
 Textbook: Adventures in Japanese 1 and Let's Learn Hiragana

Students will learn the fundamentals of Japanese: day/date, counting, telling time, colors, family, body, weather, greetings and useful expressions. Rudimentary grammar will be introduced and mastered including all basic patterns and sentence particles. Verb conjugation and common verbs will be stressed. Students will learn the basic writing system of HIRAGANA, in which their textbook is written. Cultural mini-lessons and introduction to Japanese cinema will be included. This course will provide a basic foundation from which to build fluency in speaking, listening, reading, and writing. Immersion in Japanese will be stressed during class.

**4012 Japanese 2**

Grade Level: 10, 11, 12                      Year Course  
**UC/CSU Approved "e"**                      10 Credits  
 Prerequisite: Japanese 1 grade "C"  
 Textbook: Adventures in Japanese 1 and 2 and Let's Learn Hiragana

Building on the basic Japanese learned in year 1, the students will be expected to handle all daily class needs in Japanese. Extended vocabulary and patterns will be mastered. The emphasis will be on speaking and listening. However, KATAKANA and limited KANJI will be introduced. Students will be expected to write and read in Japanese. The text will be written entirely in Japanese characters. Mini lectures and demonstrations on Japanese culture will continue.

**4022 Japanese 3**

Grade Level: 11, 12                      Year Course  
**UC/CSU Approved "e"**                      10 Credits  
 Prerequisite: Japanese 2 grade "C"  
 Textbook: Adventures in Japanese 2 and Let's Learn Kanji

More advanced sentence patterns and vocabulary will be introduced. Students will begin reading Japanese printed matter starting with children's stories and moving to Japanese comics. Additional KANJI will be introduced. Students will choose and begin to master a specific Japanese art/craft/specialization. Students will keep a journal written in Japanese.

**4034 Japanese 4**

Grade Level: 12                      Year Course  
**UC/CSU Approved "e"**                      10 Credits  
 Prerequisite: Japanese 3 grade "C"  
 Textbook: Adventures in Japanese 2 & 3 and Let's Learn Kanji

More complex sentence structure and vocabulary will be introduced. The students will continue to read printed works. The students will be introduced to traditional literature and poetry. Additional KANJI will be introduced. Total immersion in Japanese will continue to be required. Students will continue to keep a journal written in Japanese.

**4028 Spanish 1 For Spanish Speakers**

Grade Level: 9, 10, 11, 12                      Year Course  
**UC/CSU Approved "e"**                      10 Credits  
 Prerequisite: C or better in math and English  
 Textbook: McDougal Littell's Tu Mundo

This course is designed for those students who already speak and understand Spanish. It will expand upon all the different linguistics skills in Spanish: listening, reading, speaking and writing. In addition, it will connect or re-connect students to the Hispanic world, recognizing the value of its language and culture, and all the rich experiences that Spanish-speaking students bring with them to the classroom. In this class students will investigate and celebrate the diverse contributions that some very notable Latinos have made to the United States and to the world. **Only students with a grade of "C" or better will be allowed to advance to the next level of study.**

## WORLD LANGUAGES DEPARTMENT

### 4029 Spanish 2 For Spanish Speakers

Grade Level: 10, 11, 12                      Year Course  
**UC/CSU Approved "e"**                      10 Credits  
 Prerequisite: Spanish for Spanish Speakers 1 grade "C"  
 Textbook: McDougal Littell's Nuestro Mundo

This course is designed for students who speak, read and write in Spanish at an intermediate level. It will expand upon all the different linguistics skills in Spanish at the intermediate and advanced levels, thereby increasing the students' formal knowledge of the language. While reading Spanish literature and deepening the understanding of the Hispanic/Latino culture, we will focus extensively on more complex grammatical structures. Since our goal is for students to gain a formal command of the language, emphasis will be placed on essay writing, literature and vocabulary development. **Only students with a grade of "C" or better will be allowed to advance to the next level of study.**

After successful completion of this class, students could qualify to take Spanish 3H, Spanish 4 and/or AP Spanish.

### 4018 Spanish 1

Grade Level: 9, 10, 11                      Year Course  
**UC/CSU Approved "e"**                      10 Credits  
 Prerequisite: C or better in math and English  
 Textbook: McDougal Littell's Bravo! 1

This beginning level course introduces students to basic vocabulary and grammatical forms of the Spanish language and to Hispanic culture. Students will learn to speak, read, write and understand spoken Spanish via teacher-student directed activities, meaningful interaction among students, authentic material, projects, videos, music, and games. Advanced study and learning strategies to pursue higher levels of cognition will also be developed. Students will also be required to practice the language daily both in class and at home. **Thus, this is a demanding college-preparatory course that requires advanced language, mathematical, grammatical and study skills. Only students with a letter grade of "C" or above will be allowed to advance to the next level (Spanish 2).** Finally, students in all classes must demonstrate a basic level of proficiency in the target language by successfully completing common quarterly assessments. While this class meets Lincoln High School's "Foreign Language/Fine Arts" requirement, language courses are not required for high school graduation.



### 4019 Spanish 2

Grade Level: 10, 11, 12                      Year Course  
**UC/CSU Approved "e"**                      10 Credits  
 Prerequisite: Spanish 1 grade "C"  
 Textbook: McDougal Littell's Bravo! 2

Instruction continues to emphasize all four language skills: comprehension, speaking, reading and writing. The vocabulary and grammatical structure are more extensive and complex. The preterite and imperfect are added as tenses. Supplemental readers may be used to increase the vocabulary and recognition of the indicative tenses. Students are expected to master the topical objectives mentioned in Spanish 1 as well as spacial relationships and directions, rooms in a house, chores, holidays, family events, restaurant, animals, environment, foods, stores, childhood activities, travel, transportation, furniture, grooming and recreation. In addition, the study of the geography, culture and history of Central and South America is included in the curriculum.

### 4026 Spanish 4

Grade Level: 12                                      Year Course  
**UC/CSU Approved "e"**                      10 Credits  
 Prerequisite: Spanish 3 grade "C"

Spanish 4 is one of the last classes in the Spanish language program sequence. It allows students to bring together their previous years of study in order to integrate them into new reading, writing, listening and speaking situations. This class is thematically based and uses poetry, newspapers, short stories, film, and other electronic media to engage students in the target language and cover new concepts not learned in Spanish 3. This class is conducted in Spanish.

### 4024 Spanish 3

Grade Level: 11, 12                              Year Course  
**UC/CSU Approved "e"**                      10 Credits  
 Prerequisite: Spanish 2 grade "C"  
 Textbook: McDougal Littell's Bravo! 3

This course is designed to review the material from previous Spanish courses and to study more complex grammatical forms such as conditional, future, and perfect tenses, as well as the subjunctive and imperative moods. Skills taught in Spanish 1 and 2 will be needed in this course and students taking it should be comfortable with their performance in those courses. Students will expand their vocabulary through extensive reading and writing as well as through role-playing, interviews, and speeches. The cultural emphasis will be on Spain and its history and culture. Students will be expected to complete nightly homework assignments, as well as special projects.

### 4039 Advanced Placement Spanish Language

Grade Level: 10, 11, 12                      Year Course  
**UC/CSU Approved "e"**                      10 Credits  
 Prerequisite: None

This is a course for the advanced, highly motivated student in Spanish who seeks the challenge of a college level course and wishes to take the Advanced Placement Spanish Language Examination administered in the month of May every year. Successful completion of the course and a passing score on the examination may entitle the student to receive college credit. The course will focus on vocabulary development, mastery of language structures and oral fluency. This is a rigorous class requiring extensive individual work to improve and increase the skills already acquired during the previous Spanish courses. It will also provide practice in analysis and discussion of contemporary themes in Hispanic literature, culture, and civilization, and the further development of reading, writing, listening, and speaking skills in extemporaneous contexts. The second semester will focus in the preparation for the AP examination. **Two working group sessions to learn the summer assignments is required. Once enrolled, students will not be allowed to drop this course.**

Lincoln High School

### 4025 Spanish 3, Honors

Grade Level: 11, 12                              Year Course  
**UC/CSU Approved "e"**                      10 Credits  
 Prerequisite: Spanish 2 grade "A"  
 Textbook: McDougal Littell's Bravo! 3

This course is designed for students who wish to earn honors credit and for students who are eventually planning to take the AP Spanish test. It will move along at a quick pace, will involve more reading and writing activities and will stress higher intensity listening and oral activities than the regular 3 level. Students will complete a major project on Spain. In addition to the re-entry of the vocabulary of levels 1 and 2, Spanish 3 Honors teaches introductions, physical description, daily routines, chores, careers, job hunting, vocabulary, past times, environment, health, body, dental and emergency vocabulary. The student adds the future, the conditional, and the perfect tenses to his mastery of indicative tenses. He is also introduced to the imperative and subjunctive grammatical moods. Supplemental readers and video series are used. **This is a UC designated honors course. Students earning a grade of "C" or better will receive an additional GPA point. This class requires summer homework.**



## ELECTIVES - NON DEPARTMENTAL

### 8530 Student Service

Grade Level: 11, 12                      Year Course  
10 Credits

Prerequisite: 2.0 GPA, good attendance

The student works for a teacher to gain practical work experience. The following skills are developed by the Student Service program: computer skills, office machinery, filing, bookkeeping, correcting/proofreading, spelling, following oral and written directions, form application, phone skills/message taking, bar-coding of books, library skills, typing, responsibility, and working with adults. Students are required to sign a contract agreement with their assigned supervisor. A student may be enrolled in only one student service course per semester. Additionally, students working for a teacher may earn a maximum of 10 units of credit toward graduation. Students working in an office may repeat Student Service for elective credit.

### 8563 Academic Intervention and Mentoring Program (AIM)

Grade Level: 11, 12                      Year Course  
Prerequisite: Student must be a Link      10 Credits  
Leader. See Link Crew application for  
more information. Applications are  
available in April.  
3.0 GPA

The purpose of the AIM class is to develop student leadership skills, increase the student's sense of community, improve school learning, improve school and social climates and to provide freshman students a successful transition into high school. Students will become actively involved as leaders and role models in the school community and apply their skills through peer helping activities including freshman transition, cross-age mentoring and peer outreach programs. Students with a high level of individual determination, motivation, positive attitude and interested in serving as a peer mentor should apply.

### 8555 AVID 9 UC/CSU Approved "g"

### 8557 AVID 10

Grade Level: 9, 10                      Year Course  
Prerequisite: None                      10 Credits

The AVID elective is designed for students with the desire to go to college and the willingness to work hard. Typically, these students will be the first in their families to attend college, and may come from groups traditionally underrepresented in higher education. These are students who are capable of completing rigorous curriculum but are maybe falling short of their potential. AVID places these students on the college track, requiring them to enroll in the most rigorous courses that are appropriate for them. To support them in the rigorous coursework, AVID students learn organizational and study skills, develop critical thinking, learn to ask higher level questions, receive academic help from peers and college tutors, and participate in enrichment and motivational activities to make their college dreams a reality.

### Credit Recovery

Grade Level: 12  
Prerequisite: Credit deficiency that  
impacts the opportunity  
to graduate on time.

A student may discuss the option of enrolling in Credit Recovery with his/her counselor. Students enrolled in Credit Recovery will have the opportunity to earn no more than 25 credits per year. Students must be enrolled in a full day schedule to be eligible to take Credit Recovery.

### 8556 AVID Tutor

Grade Level: 11, 12  
Prerequisite: 3.0 GPA and Good Attendance

AVID tutors are active participants in the learning, growth and personal development of AVID students. AVID tutors will be required to provide support during the tutorial process, work with students during the writing process such as brainstorming, clustering, read alouds, revisions, and editing. AVID student tutors will also develop a rapport with AVID students and help facilitate AVID student learning in a challenging yet supportive, tutorial environment.

## ENGLISH ELECTIVES

### 1024 Rhetoric/Speech and Debate

Grade Level: 10, 11, 12                      Year Course  
**UC/CSU Approved "g"**  
Prerequisite: Grade C or better in      10 Credits  
English 9, English 10, American Literature or AP Language and  
Composition; Teacher Recommendation

Students will learn the basic tenets of public speaking as well as have extensive practice in writing and delivering the major speech and debate forms (e.g. Extemporaneous, Debate, Dramatic/Humorous Interpretation, Impromptu, etc.). Students will critically analyze speeches as well as conduct research on relevant issues in order to write their own argumentative and informational speeches. Students will develop organizational skills and use technology to improve their communication skills. Students will prepare for forensic competition; **competition is encouraged but not required.**

### 1013 Journalism

Grade Level: 9, 10, 11, 12                      Year Course  
**UC/CSU Approved "g"**                      10 Credits  
Prerequisite: None

In this class students will learn the fundamentals of journalism, including writing, reporting, page design, desktop publishing, and other aspects of the production of newspapers. Students will learn in a traditional classroom setting, as well as in a laboratory setting. Students will read appropriate literature and textbooks to develop their design principles and skills as writers. Students will also be involved in the production of other student publications. This class is an elective and does not meet English graduation requirements. This course is a prerequisite for joining the newspaper and editorial staff.

## ENGLISH ELECTIVES

### 1027 Yearbook Production

Grade Level: 10, 11, 12                      Year Course  
Prerequisite: Application/Interview      10 Credits  
Teacher Recommendation

This program is responsible for the creation of the LHS yearbook. Students are selected based on an application and interview process that requires recommendations by three teachers. Upon selection, students are responsible for the conception, design, and production specifications of The Log. Students are assigned a key role and are responsible for timely completion of their assigned spreads. Attendance at school functions is required in order to capture stories, take photos and conduct interviews. Students are also responsible for the sale of business ads. Yearbook is a fast-paced and deadline driven process. Put your creative talents to use by joining the Yearbook team!

### 1026 Newspaper Production

Grade Level: 10,11,12                      Year Course  
Prerequisite: Journalism or Teacher      10 Credits  
Approval

The student practices skills developed in Journalism by producing The Lincolnian, the student newspaper. News writing, editing, layout and photographic techniques are emphasized. The student develops skills in graphic arts, basic desktop publishing, advertising displays and general offset printing. The student learns newspaper design principles by completing page layouts and writing accurate and concise news stories. This class is an elective and does not meet English graduation requirements.

## SUPPORT WITH ACADEMICS

Many support systems exist on campus to help students be successful. Students and parents are encouraged to take advantage of these services and to ask for help when needed. Students should discuss with parents how they might access these resources next year as they create their course plan.

## TUTORING

In addition to help by a student's individual teachers, we offer after-school tutoring sessions in English, math, science and social science with various teachers. Students from the Mu Alpha Theta Club also offer math tutoring at lunch. At the beginning of the school year, please ask the counselor for a tutoring schedule.

## ACADEMIC SUCCESS CENTER

A teacher and a counselor provide intensive academic and counseling support targeted at 9th grade students. Organizational skills, time management, note-taking skills, study habits, and how to communicate with teachers is addressed. Students are assigned a student mentor who meets with them at least twice a month. Students are provided with assistance on how to manage homework, have access to computers, books, supplies, tutoring, and other resources as needed. Parents and students receive counseling regarding goals for high school and after graduation. The Academic Success Center is also open to all students during lunch and after school for assistance with their courses, including access to computers and printers.

## MULTILINGUAL CENTER

Bilingual translators are available in this center for students and parents. The center is also open to all students at lunch and after school to access computers and other resources.

## LIBRARY

The Lincoln High School library takes pride in providing students with a variety of services and information. Students will find a large collection of fiction and non-fiction texts as well as a broad range of reference materials. Additionally, using library computers, students have access to a variety of resources through the library database, providing them with assorted informational links to guide them towards information that is educationally based. The library is open 5 days a week, including lunch and after school hours, and is staffed by friendly professionals ready to help students with their informational seeking needs.

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|---------------------|
| <b>COURSE INDEX</b> |
|---------------------|

| <u>Course Title</u>                   | <u>Course#</u> | <u>Page</u> | <u>Course Title</u>           | <u>Course#</u> | <u>Page</u> | <u>Course Title</u>                   | <u>Course#</u> | <u>Page</u> |
|---------------------------------------|----------------|-------------|-------------------------------|----------------|-------------|---------------------------------------|----------------|-------------|
| Academic English                      | 2834           | 18          | Environmental Science, AP     | 3518           | 25          | Physical Education 9                  | 2535           | 22          |
| Academic Intervention/Mentoring (AIM) | 8563           | 38          | Fashion Design 1              | 5612           | 09          | Physical Education 10                 | 2541           | 22          |
| Academic Literacy                     | 8603           | 15          | Fashion Design 2              | 5521           | 09          | Physical Education 11-12              | 2542           | 23          |
| American Government/Econ              | 1540/1546      | 27          | Fashion Design 3              | 5534           | 09          | Physical Education, Independent Study | 2610           | 23          |
| American Gov't/Econ, Sheltered        | 2855/2856      | 18          | Fashion Design 4              | 5605           | 09          | Physics, NGSS                         | 3109           | 25          |
| American Literature                   | 1030           | 15          | Fitness-Aerobics              | 2522           | 23          | Physics NGSS, Adv.                    | 3111           | 25          |
| Analysis, Honors                      | 2023           | 22          | Food Science & Nutrition 1    | 5513           | 08          | Physics 1, AP                         | 3533           | 25          |
| Anatomy & Physiology                  | 3030           | 25          | French 1                      | 4002           | 34          | Piano, Beginning                      | 7010           | 33          |
| Architectural Design 1                | 5720           | 14          | French 2                      | 4003           | 35          | Piano, Intermediate                   | 7020           | 33          |
| Architectural Design 2                | 5724           | 14          | French 3                      | 4004           | 35          | Piano, Advanced                       | 7030           | 33          |
| Art 1                                 | 6010           | 30          | French 4                      | 4005           | 35          | Pre-Calculus                          | 2034           | 22          |
| Art 2                                 | 6020           | 30          | General Math 1                | 2017           | 20          | Research & Design, Adv                | 5730           | 14          |
| Art 3                                 | 6028           | 30          | General Math 2                | 2013           | 20          | Retail Sales and Marketing            | 5504           | 09          |
| Astronomy, Physics Based              | 3512           | 25          | General Math 2, Sheltered     | 2803           | 17          | Rhetoric/Speech and Debate            | 1024           | 38          |
| AVID 9                                | 8555           | 38          | Guitar 1                      | 7006           | 32          | Science Lab Technician                | 3930           | 26          |
| AVID 10                               | 8557           | 38          | Guitar 2                      | 7007           | 32          | Sculpture/Ceramics 1                  | 6012           | 30          |
| AVID Tutor                            | 8556           | 38          | Human Geography, AP/Health    | 1519/1537      | 26          | Sculpture 2, Advanced                 | 6027           | 30          |
| Biology NGSS                          | 3009           | 24          | Integrated Studies (11th gr)  | 9532           | 16,28,29    | Sculpture 3, Advanced                 | 6024           | 30          |
| Biology NGSS (sheltered)              | 2806           | 18          | Internet Engineering 1        | 5852           | 11          | Sculpture 4, Advanced                 | 6025           | 30          |
| Biology NGSS, Adv.                    | 3100           | 24          | Internet Engineering 2        | 5853           | 11          | Sinfonia Vocé                         | 7021           | 32          |
| Biology, AP                           | 3600           | 24          | Internet Engineering 3        | 5554           | 11          | Spanish 1                             | 4018           | 36          |
| British and World Literature          | 1038           | 16          | Internet Engineering 4        | 5555           | 11          | Spanish1 for Spanish Speakers         | 4028           | 35          |
| Calculus AB, AP                       | 2040           | 22          | Italian 1                     | 4105           | 34          | Spanish 2                             | 4019           | 36          |
| Calculus BC, AP                       | 2041           | 22          | Italian 2                     | 4110           | 34          | Spanish 2 for Spanish Speakers        | 4029           | 36          |
| Careers with Children                 | 5835           | 08          | Italian 3                     | 4111           | 34          | Spanish 3                             | 4024           | 36          |
| Careers with Children, Adv.           | 5840           | 08          | Italian 4                     | 4112           | 34          | Spanish 3, Honors                     | 4025           | 36          |
| Chamber Choir                         | 7031           | 32          | Japanese 1                    | 4011           | 35          | Spanish 4                             | 4026           | 36          |
| Chemistry NGSS                        | 3103           | 25          | Japanese 2                    | 4012           | 35          | Spanish Language, AP                  | 4039           | 36          |
| Chemistry NGSS, Adv.                  | 3105           | 25          | Japanese 3                    | 4022           | 35          | Sport Management                      | 2552           | 23          |
| Chemistry NGSS, Honors                | 3107           | 26          | Japanese 4                    | 4034           | 35          | Stage Craft/Theater Production 1      | 7313           | 33          |
| Chemistry, AP                         | 3521           | 26          | Jazz Band A                   | 7005           | 31          | Stage Craft/Theater Production 2      | 7314           | 33          |
| Child Development/Dev Psych           | 5508           | 08          | Jazz Band B                   | 7015           | 31          | Statistics, AP                        | 2050           | 22          |
| Computer Applications                 | 5510           | 10          | Journalism                    | 1013           | 38          | Student Government - Leadership 1     | 8619           | 37          |
| Computer Draft/Des 1, 3D              | 5715           | 14          | Math 9/10 Bridge              | 2042           | 20          | Student Government - Leadership 2     | 8620           | 37          |
| Computer Draft/Des 2, 3D              | 5703           | 14          | Math 9 International          | 2060           | 20          | Student Service                       | 8530           | 38          |
| Computer Maint & Repair               | 5842           | 11          | Math 9 International, Honors  | 2061           | 20          | Studio Art, AP                        | 6033           | 30          |
| Computer Programming                  | 5523           | 11          | Math 9 Traditional            | 2062           | 20          | Symphonic Winds                       | 7023           | 32          |
| Computer Science Principles, AP       | 5604           | 12          | Math 9 Traditional, Honors    | 2063           | 20          | Theater, Beginning                    | 7311           | 32          |
| Concert Band                          | 7003           | 31          | Math 10 International         | 2075           | 21          | Trojan Marching Band                  | 7013           | 32          |
| Concert Choir                         | 7100           | 32          | Math 10 International, Honors | 2076           | 21          | US Gov't & Politics / Econ, AP        | 1549/1544      | 27          |
| Construction Technology               | 5838           | 13          | Math 10 Traditional           | 2077           | 21          | United States History                 | 1530           | 27          |
| Construction Technology, Adv          | 5841           | 13          | Math 10 Traditional, Honors   | 2078           | 21          | United States History, AP             | 1539           | 27          |
| Criminatin Justice/Mock Trial         | 1570           | 28          | Math 11                       | 2080           | 21          | United States History, Sheltered      | 2830           | 18          |
| Culinary Arts                         | 5845           | 09          | Math Math 11, Honors          | 2081           | 21          | Video Game Prog/Des                   | 5814           | 11          |
| Culinary Arts, Adv                    | 5846           | 09          | Mechanical Construction       | 5801           | 13          | Video Game Prog/Des, Adv              | 5816           | 11          |
| Digital Video Production              | 6050           | 31          | Mechanical Construction, Adv. | 5803           | 13          | Weight Training, Intro to             | 2550           | 23          |
| Digital Video Production, Adv.        | 6051           | 31          | Mixed Media                   | 6018           | 30          | Weight Training, II                   | 2551           | 23          |
| Drafting & Design 1                   | 5800           | 14          | Music Theory, AP              | 7027           | 32          | Wind Ensemble                         | 7014           | 31          |
| Drafting & Design, Adv                | 5811           | 14          | Newspaper Production          | 1026           | 39          | Wind Ensemble, Honors                 | 7035           | 31          |
| Drama, Beginning                      | 7310           | 33          | NNDCC Naval Science 1         | 8800           | 37          | Woodwork                              | 5518           | 12          |
| Drama, Advanced                       | 7320           | 33          | NNDCC Naval Science 2         | 8801           | 37          | Woodwork 2, Advanced                  | 5525           | 12          |
| Drama, Intermediate                   | 7321           | 33          | NNDCC Naval Science 3         | 8802           | 37          | Woodwork 3, Advanced                  | 5526           | 12          |
| Earth Science                         | 3511           | 24          | NNDCC Naval Science 4         | 8803           | 37          | World Geography/Health                | 1510/1536      | 26          |
| ELD Reading 3a                        | 2845           | 17          | Orchestra, Lincoln            | 7012           | 32          | World Geography/Health, Sheltered     | 2881/2883      | 18          |
| ELD Reading 3b                        | 2846           | 17          | Peer Mediation                | 8510           | 37          | World History                         | 1523           | 27          |
| Engineering & Construction, Intro to  | 5500           | 13          | Photography 1                 | 6032           | 30          | World History, AP                     | 1532           | 27          |
| English 9                             | 1010           | 15          | Photography 2                 | 6030           | 30          | World History, Sheltered              | 2823           | 18          |
| English 10                            | 1021           | 15          | Photography 3                 | 6045           | 30          | Yearbook Production                   | 1027           | 39          |
| English Lang Development 1            | 2836           | 17          | Physical Education, Adapted   | 2510           | 22          |                                       |                |             |
| English Lang Development 2            | 2818           | 17          |                               |                |             |                                       |                |             |
| English Lang Development 3a           | 2831           | 17          |                               |                |             |                                       |                |             |
| English Lang Development 3b           | 2832           | 17          |                               |                |             |                                       |                |             |
| English Language & Comp, AP           | 1039           | 16          |                               |                |             |                                       |                |             |
| English Literature & Comp, AP         | 1040           | 16          |                               |                |             |                                       |                |             |
| Entrepreneurship                      | 5851           | 10          |                               |                |             |                                       |                |             |
| Entrepreneurship, Adv                 | 5850           | 10          |                               |                |             |                                       |                |             |