

Creating Global Citizens

COURSE CATALOG
&
HIGH SCHOOL ACADEMIC POLICIES
2026-2027

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PROFILE OF A GRADUATE

Norton Science and Language Academy

A Lewis Center School

Creating Global Citizens

As Norton Science & Language Academy graduates, we are:

HOPEFUL HUMANS

Who nourish our well-being, adapt to change, and imagine possibilities as we nurture hope, love, and faith in ourselves, peers, and community.

NIMBLE INNOVATORS

Who accept differences, are empathetic and open to others' viewpoints, and advocate for ourselves and others as we collaboratively engage with challenges.

EMPATHETIC COMMUNICATORS

Who actively listen and ask questions, seek to understand diverse perspectives, and foster open and inclusive communication as we willingly engage with others.

GLOBAL CITIZENS

Who communicate across differences, engage with the world and its significant issues, and take informed risks as we make an impact throughout our lives.

ENGAGED LEADERS

Who approach challenges with curiosity, overcome obstacles with perseverance, and empower and support team members, as we engage and reflect locally and globally.

CRITICAL THINKERS

Who seek multiple perspectives, question assumptions, and apply critical thinking as we foster lifelong discovery and an exploration of our roles in the world.



Academic Program

Course Enrollment Expectations

Norton Science and Language Academy students will enroll in six courses and homeroom during 9th, 10th, and 11th grade. Seniors, who meet graduation requirements with room to spare, may enroll in five classes and homeroom in the fall and spring semesters. Seniors planning to pursue a competitive enrollment college or university program will want to enroll in six courses.

Credits: Norton Science and Language Academy awards credit for the successful completion of semester courses at the rate of five credits per class per semester. Homeroom calculations prior to the school year 2026 - 2027 were given 2.5 credits per semester.

Course Changes

Students and their parents are encouraged to carefully select classes in the Spring for the following school year. We realize that academic plans and goals change and therefore students may need to make course adjustments. However, we also recognize the need for continuity in classroom instruction. In trying to balance the two issues, the following course change procedure will be in Effect.

1. Student or parent-initiated course change requests will only be considered during the first two weeks of the semester. After this time, course changes will only be made to address academic concerns.
2. Course changes will only be made for academic or medical reasons. Requests to be placed in different courses based on personal preference (i.e. being with a friend), will not be honored.
3. Classes dropped after the 4th week of the semester will result in the student receiving an F for the entire semester in that class. This does not apply to level changes initiated by staff for proper academic placement.
4. In general, courses are considered to be year-long in nature. As a result, approval for second-semester changes will only be considered for the purpose of addressing academic or medical concerns.

Due to the infrastructure of our school, as it relates to facility size and staffing plans, students will be allowed to take a core academic course (other than math or science) only one time. If a student fails to pass a core academic class necessary for graduation, he/she must pursue summer school options in order to fulfill that requirement. Please see the School Counselor for information on making up necessary courses

PREPARATION FOR FOUR-YEAR COLLEGE

COURSE OF STUDY FOR NSLA STUDENTS

9th Grade
Intro to Literature (General or Honors)
Biology (General or Honors)
Algebra I (General or Honors)
AVID 9/ Ethnic Studies
Physical Education
Elective (Recommend LOTE: Spanish)

10th Grade
World Literature (General or Honors)
Chemistry (General or Honors)
Geometry (General or Honors)
World History (General or AP)
Physical Education
Elective (Recommend LOTE: Spanish)

11th Grade
ERWC or AP English Language
Space Scientist
Algebra II (General or Honors)
US History (General or AP)
Elective (Recommend LOTE: Spanish)
Elective of choice

12th Grade
ERWC 12 or AP English Literature
Economics / Government (General or AP)
Elective of choice (Recommend 4th year of math)
Elective of choice (Recommend 4th year of science)
Elective (Recommend LOTE: Spanish)

Electives provide opportunities for visual and performing arts, upper division math, science, and languages other than English.

Four-year college-bound students must fulfill college entrance requirements for specific colleges in addition to high school graduation requirements. While the specific requirements differ among institutions, many private schools and all University of California and California State schools require a certain number of approved courses from categories called A-G pattern courses which include: A. History, B. English, C. Mathematics, D. Laboratory Science, E. Language other than English (LOTE), F. Visual and Performing Arts, and G. Electives.

UNIVERSITY OF CALIFORNIA A-G SUBJECT AREA REQUIREMENTS

WHAT IS THE PURPOSE OF THE A-G SUBJECT AREA REQUIREMENTS?

The purposes of the a-g subject area requirements are to ensure that entering students…

- Can participate fully in the first year program at the University in a broad variety of fields of study;
- Have attained the necessary preparation for courses, majors and programs offered at the University;
- Have attained a body of knowledge that will provide breadth and perspective to new, more advanced studies; and
- Have attained essential critical thinking and study skills.

WHO IS RESPONSIBLE FOR ESTABLISHING THE A-G REQUIREMENTS?

The Board of Admissions and Relations with the Schools (BOARS) establishes the subject areas and pattern of courses required for minimum eligibility for freshman admission to the University of California. BOARS is a committee of the University's Academic Senate and includes faculty representatives from each campus of the University. The Academic Senate has been given the responsibility from the UC Regents to set the conditions for admission, subject to final approval of the Board of Regents.

The California State University system has agreed to accept courses certified by the University of California to meet its subject area requirements, which, beginning with students entering in the Fall, are the same as California State University's requirements.

WHAT ARE THE GENERAL CRITERIA FOR COURSES USED TO SATISFY THE REQUIREMENT?

- Be academically challenging
- Involve substantial reading and writing
- Include problems and laboratory work, as appropriate
- Show serious attention to analytical thinking as well as factual content
- Develop students' oral and listening skills

CSU/UC A-G Requirements

Grades of a C or higher in the following courses:

A - Social Science ➳ 2 Years
B - English ➳ 4 Years
C - Mathematics ➳ 3 Years/4 Years Recommended
(Pass level Math 3 or higher)
D - Laboratory Science ➳ 2 Years/3 Years Recommended
E - Language Other Than English ➳ 2 Years/3 Years Recommended
(same language)
F - Visual and Performing Arts ➳ 1 Year
G - College Prep Elective ➳ 1 Year



GRADING/ CREDIT STRUCTURE

All classes are awarded 5 credits for the successful completion of each semester. The one exception to this is homeroom to prior years of 2026-2027. They were given 2.5 credits per semester for successful completion. All semester grades are a permanent record on the student's transcript.
For the purposes of calculating a grade point average the following applies:

1) Unweighted GPA

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point
- F = 0

2) Weighted GPA
Same as above with the following academic courses given extra weight as indicated:
(a) Honors (b) Advanced Placement (c) SBVC courses that are UC/CSU transferable.

- A = 5 points
- B = 4 points
- C = 3 points
- D = 1 point
- F = 0

Note: Core academic classes (English, Math, Science, Social Science) and all other courses on the NSLA University of California Course Approved list the grades will be as follows: A, B, C, D, & F.

RANK IN CLASS
Rank in class will be determined based on the student's total weighted GPA.

AP/Honors Courses
Honors Courses are designed for students who are capable of and interested in progressing through course material with more depth and rigor than the regular college preparatory coursework. Honors courses prepare students with the knowledge and skills valuable in the Advanced Placement (AP) courses.

Advanced Placement (AP) Courses are taught at a college level with curriculum approved by The College Board. Students successfully completing AP courses should plan to take The College Board Advanced Placement tests. Students who score well on these tests may be awarded credit in many colleges and universities. For more information on AP courses and AP tests: **https://apstudent.collegeboard.org**

Students and parents will acknowledge their understanding of the expectations of an Advanced Placement and/or Honors course by:

- Viewing an online AP/Honors video;
- Being aware there is increased workload & rigor;
- Being aware that any AP/Honors course is a YEAR LONG commitment.

NSLA Graduation & College Entrance Requirement Comparison

Subject Area	NSLA Graduation Requirements	UC/CSU Entrance Requirements
Area A - History/Social Science	3 year long courses World History - 1 yr US History - 1 yr American Govt. - ½ yr Economics - ½ yr	2 years required 3 years recommended World History - 1 yr US History - 1 yr Or World History - 1 yr US history- ½ yr & Am. Govt. - ½ yr
Area B- English	4 year long courses Intro to Literature World Literature ERWC ERWC 12	4 years required Intro to Literature World Literature ERWC ERWC 12
Area C- Mathematics	3 year long courses Including at least Integrated Math 1 Or Algebra 1 and Geometry	3 years required 4 years recommended College preparatory mathematics Including or integrated topics covered in elementary algebra, advanced algebra, and two and three dimensional geometry
Area D - Science	3 year long courses Biology Science - 1 yr Chemistry - 1 yr Elective Science - 1 yr	2 years required 3 years recommended of lab science
Area E - Language Other Than English (LOTE)	1 year of a language other than English or	2 years 3 years recommended of the same language other than English
Area F - Visual/Performing Arts/ CTE	1 year of a VPA/CTE	1 year required VPA/ CTE Course
Area G - Elective	70 elective credits to meet HS graduation requirements	1 year required Any additional UC approved course
Physical Education	2 years required	none

To earn a high school diploma, students earn a total of 230 credits in the following courses:

*A passing grade of D or better must be earned in all courses taken at Norton Science and Language Academy in order to earn credit toward graduation. Repeating a course where a D grade was earned will be allowed only as grade improvement and not for duplicate credit.

English	History	Math	Science	Physical Education	VPA/LOTE/CTE	Electives
40 credits	**30 credits**	**30 credits**	**30 credits**	**20 credits**	**10 credits**	**70 credits**
English 9, 10, 11, 12	World History; US History; Gov/Econ	Algebra I, Geometry, and 3rd year of Math	Life Science; Physical Science; Elective Science	2 years of PE	1 year	

Participation in Commencement Exercises requires that all Graduation Requirements have been satisfied prior to the graduation ceremony.

Senior students who have not completed all of the necessary coursework for graduation, upon administrative approval, may be granted an extension. This extension will expire on the first day of the following fall semester.

VALEDICTORIAN / SALUTATORIAN

The valedictorian and salutatorian are designed to recognize the highest achieving students in each graduating class. The following criteria will be considered for the selection of each:

1) *Academic Rigor* – has the student engaged themselves in academically challenging coursework (i.e. at least 2 Advanced Placement courses)?

2) *Total Academic Weighted GPA* – is the student in the top 10 of the class when ranked according to a cumulative weighted GPA based on the first seven semesters of high school otherwise defined as through the first semester of the student's senior year of high school?

3) *School Involvement* – has the student been involved in leadership capacities within the school in one of the following areas:

a. School Sponsored Club: either for multiple years (two or more) with the same club or with multiple clubs (at least two) or

b. Sports: either one sport for multiple years (two or more) or with multiple sports (at least two) or

c. Visual and Performing Arts performance groups (two years or two different groups) 4) NSLA Code – has the student demonstrated Courage, Generosity, and Honor

4) Additional consideration will be given to students who complete all high school core classes at NSLA.

Recommendations and Announcement of students being honored will be brought forward as follows:

1) School Counselor will bring possible names forward to the Department Chair team for recommendation to the Academic Team.

2) The Academic Team will then determine the Valedictorian(s) and Salutatorian(s).

3) School officials reserve the right to rescind the offer of this honor due to a breach of the above criteria in the final semester of the student's senior year.

4) The Principal will have final say as necessary.

ACADEMIC AWARDS

Graduates of each graduating class will be honored as follows:

- Valedictorian and Salutatorian will have specially designated cords or ribbons.
- Students with a cumulative GPA of 4.0 or above through the first semester of the senior year will have gold cords.
- Students with a cumulative GPA of 3.6 to 3.99 or above through the first semester of the senior year will have silver cords.

Each semester students will be recognized for their academic accomplishments for the previous semester as follows:

- Principal's Honor Roll = 3.6 GPA or above
- Honor Roll = 3.3 to 3.59 GPA
- An academic letter can be earned when a student earns a Principal's Honor Roll for two consecutive semesters. A chevron will be earned for each semester they are on the Principal's Honor Roll thereafter.

A weighted GPA will be used for the above awards. If a student believes he/she qualifies for an award listed above, they should contact the school registrar.

Golden State Seal Merit Diploma

To be eligible to receive the Golden State Seal Merit Diploma upon high school graduation, a student shall complete all requirements for a high school diploma and demonstrate, in accordance with the means adopted by the State Board of Education, mastery of the curriculum in at least six subject areas, four of which shall be mathematics, English language arts, science, and United States history, with the remaining two subject matter areas selected by the student.

- English language arts/literacy (ELA)—students must have earned one of any of the following:
  - A grade of B+ or above (or numerical equivalent) in a single course (each semester) completed in grade nine or ten or eleven
  - An achievement level of "Standard Met" or above for the high school Smarter Balanced Summative Assessment
- Mathematics—students must have earned one of any of the following:
  - A grade of B+ or above (or numeric equivalent) in a single course (each semester) completed in grade nine or ten or eleven
  - An achievement level of "Standard Met" or above for the high school Smarter Balanced Summative Assessment
- Science—students must have earned one of any of the following:
  - An achievement level of "Standard Met" or above for the high school California Science Test taken in grade ten or eleven
  - An grade of B+ or above (or numeric equivalent) in a single course (each semester) completed in grade nine, ten or eleven
- U.S. History—students must have earned one of any of the following:
  - A grade of B or above (or numerical equivalent) upon completion of the required U.S. history course (each semester)
  - A qualifying score that demonstrates mastery of the subject as determined by the LEA for an examination produced by a private provider or the LEA
- Two additional subject areas:
  - Any additional qualifying grade or score listed above, earned for the subject of ELA, mathematics, science, or U.S. history not already used to meet eligibility

○ A grade of B or above (or numerical equivalent) upon the completion of high school courses in other subjects
○ A qualifying score that demonstrates mastery of other subjects, as determined by the LEA, for an examination produced by a private provider or the LEA

California State Seal of Biliteracy

The State Seal of Biliteracy will be awarded to a student who has studied and attained proficiency through achievement in reading, writing, and oral communication in two or more languages by high school graduation. For a student who earns the State Seal of Biliteracy, the school's registrar shall affix the insignia to the diploma and shall document the achievement on the transcript of each qualifying student.

12th Grade Students can earn the Seal of Biliteracy upon graduation by demonstrating the following:

Proficiency in one of the following areas in English	**AND** Proficiency in one of the following areas of a Language Other Than English (LOTE)
● Proficiency (3 or 4) on the CAASPP Smarter Balanced ELA exam (11th grade) ● Pass with a 3 or better on an AP English Language/Literature exam ● Complete all 4 years of English with an overall GPA of 3.0 or greater ● Achieve a score of 480 or above on the Evidence-Based Reading and Writing section of the SAT	● Proficiency on the school's language examination that includes all four areas (Reading, Writing, Listening, and Speaking) ● Pass with a 3 or better on an AP World Language exam ● Complete all 4 years of the same World Language coursework with an overall GPA of 3.0 or greater
Additional Requirement for English Learners: Students who are classified as English learners must attain an Oral Language composite score of level 4 on the English Proficiency Assessments for California (ELPAC)	



San Bernardino Valley College (SBVC) Concurrent Enrollment Program

What is Concurrent Enrollment?

Concurrent Enrollment is a program provided by the Community College System that allows students to be concurrently enrolled in college courses, *while still attending high school*. Concurrent Enrollment is a privilege and a wonderful opportunity provided to NSLA students and must be handled responsibly. The purpose for the program is to provide:

- An opportunity for a student to be challenged by college-level coursework
- An opportunity for students to be better prepared for transition into the college atmosphere

What are the advantages and concerns of Concurrent Enrollment?

Concurrent Enrollment has many advantages for the *motivated* student. Some *advantages* are:

- Challenging coursework above the high school level
- Earning college credits before high school graduation
- Earning high school credits in addition to college credits for each college course
- Cost for college coursework is very reasonable

Some issues of concern would be:

- Grades achieved through CEP are **permanently** part of the student's **college transcript**
- College coursework for concurrently enrolled students is not modified for content and is created for "adults"
- The college campus is an "**adult**" atmosphere
- CEP students are **last** to receive classes/ difficult to get desired courses

What courses may be taken at SBVC?

Subject to change per SBVC

- All academic courses eligible for transfer to the CSU or UC systems (provided student meets course prerequisite).
- All vocational/technical courses that are associate degree applicable (provided student meets course prerequisite).

What does NSLA expect?

Student Responsibilities

The NSLA and San Bernardino Valley College have a wonderful partnership that includes the concurrent enrollment program. SBVC is excited to be helping students' transition into college. However, this program is a privilege and the NSLA student wishing to participate will be expected to:

- Represent NSLA in "Discovery, Camaraderie, Integrity and Service." (Please see the Student/Parent Handbook for the definitions and expectations)
- Attend **all** classes
- Complete **all** assignments *on time*!
- **Write all class times, study times and assignment due dates** in the student's "Student Success Planner"
- Write the grade or percentage of all returned assignments on the course syllabus provided by the college instructor
- Spend adequate time studying (3 hours of study for each unit of college coursework is recommended by SBVC)
- *If the class does not meet the student's need*, the student will ***drop*** the course by the drop date

Parent Responsibilities

Parents, please understand that your child's attendance at SBVC does not mean that you are no longer responsible as Primary Facilitator to keep informed of your child's progress in college courses. Yes, even your SENIOR needs guidance! There are several recommendations that are encouraged for parents to consider:

- Be supportive and guard your student's SBVC class and study time. (Check your student's planner before scheduling events)
- Weekly review the student's work for progress
- Check course syllabus to see that grades for assignments are being recorded

Help your student understand that the decisions he/she is making today can have repercussions for the rest of his/her life. The college transcript will follow your student forever!

How do I enroll in the Concurrent Enrollment Program?

The student must schedule a meeting with an NSLA Counselor. A student's participation in CEP depends on:

- Past performance in SBVC courses
- Past performance in NSLA classes
- Signed "Confirmation of Concurrent Enrollment Program Responsibilities" form (both parent and student signature must be on the form)

These items must be verified before a concurrent enrollment form can be issued. The counselors will give the student all information and forms needed to begin the concurrent enrollment process. Please, do not ask for a concurrent enrollment form without scheduling this appointment. The process takes time, so please schedule early and do not wait until the last minute. It will be difficult enough to get the desired classes without being late in the process. To receive a concurrent enrollment form, bring the signed "Confirmation of Concurrent Enrollment Program Responsibilities" form back to the counselor along with any other required paperwork. Be prepared to complete the concurrent enrollment form at that time. A counselor will then sign the form and, at that time, the student will begin the SBVC Registration process.

Class Limitations and Credit

CEP is designed to give students the challenge of ***college level*** coursework. NSLA issues high school credit for ***college level*** coursework at the following rate:

SBVC Units = NSLA Credits

1 = 3.3
2 = 6.7
3 = 10
4 = 13.3
5 = 16.7

To preserve the integrity of the program only those classes that are UC or CSU approved in the SBVC catalog will be accepted for GPA "weighting."

SBVC College Textbook Procedure

The concurrent enrollment tuition and parking permit fees are not paid by the NSLA. The cost of the books is the student's responsibility and will encourage the responsible choice of classes.

STUDENT SERVICES

SERVICES	ACTIVITIES
ACADEMIC COUNSELING	**High School Planning and Implementation:** ● Each new student will follow an education/career plan with the help of the homeroom teacher and counselor and the cooperation of his/her parent ● Assist students with their post high school plans and decisions and advise them of options available **Scheduling** ● Scheduling and orientations of new students ● Annual course selection (individual appointments and/or group conferences) ● 8th grade parent/student orientation **Communication with Parents** ● Phone/ email contacts ● Grade checks as requested - progress reports ● Letters of recommendation for employment, college entrance, and scholarships ● Graduation status updates
COLLEGE COUNSELING	● College fair information ● Help students learn the sources and types of financial aid ● Provide information about scholarship applications ● Arrange a post high school/College Awareness Workshop ● Provide information about articulation with colleges and universities
CAREER DEVELOPMENT COUNSELING	● Help students develop an awareness of career opportunities through vocational information and planning ● Develop awareness of the student's interests, abilities, and aptitudes ● Provide students with opportunities for career awareness
PERSONAL COUNSELING	● Students will be encouraged to seek counselor assistance to further interpret and clarify topics covered in the guidance program ● Personal/Social problems ● Address issues of life when they become an obstacle to learning ● Class/school problems ● Drugs and alcohol-related problems **Referral to the School Psychologist as necessary* **Counseling by student request*
ACADEMIC ASSESSMENTS	● CAASPP - California Assessment of Student Performance and Progress ● EAP- Early Assessment Program through California State University ● PSAT is offered to each student in grades 9th-11th ● ASVAB career exploration for grade 10 ● Inform students of the SAT and ACT

SCHOLARSHIPS

We are committed to keeping up to date information regarding scholarships, grants, and loans. Students and parents need to start their scholarship search early. Local scholarships are shared for seniors with applications, eligibility and deadlines. Students need to check for new scholarships throughout the year. Norton Science and Language Academy can help guide you through this process.

VOLUNTEERING

Norton Science and Language Academy sees the value of volunteering. Volunteering during high school provides students with meaningful opportunities to serve their communities while developing important skills such as leadership, communication, teamwork, responsibility, and problem-solving. Through community involvement, students can explore personal interests, gain real-world experiences, and discover connections to potential career pathways. Colleges often view volunteer experiences as a reflection of a student's character, commitment, initiative, compassion, and willingness to contribute beyond the classroom. Consistent and meaningful service can strengthen college applications by demonstrating personal growth, civic engagement, and the ability to positively impact others. Volunteering helps students become more confident, well-rounded individuals while preparing them to be active contributors to their future campuses and communities. The Counseling Office has a guideline for students to record their time.

WORK PERMITS

The State of California mandates Work Permits for all minors seeking employment. The student's grades, attendance, and good standing with the school determine the issuance of a Work Permit. A student's age is the determining factor in the amount of hours and how late the student may work. Applications are available in the Counseling Office.

ENGLISH LANGUAGE ARTS DEPARTMENT

PHILOSOPHY

Every student should graduate from high school with communication skills that enable the student to write and speak clearly and concisely. Further, it is important for every student to have a greater appreciation of literature through improved reading and critical thinking skills. With these skills and appreciation, a student may realize a greater capacity for future success.

GOALS

Members of the English Department strive to assist students in improving their ability to use written language effectively and enhancing their academic success through better reading and critical thinking skills. These skills will enable the student to communicate in a variety of means while increasing their knowledge and appreciation of literary works.

COURSE OFFERINGS

Grade 9 Introduction to Literature and Composition, Introduction to Literature and Composition Honors
Grade 10 World Literature and Composition or World Literature Honors
Grade 11 ERWC 11 and AP English Language & Composition
Grade 12 ERWC 12 and AP English Literature
Elective Creative Writing

COURSE DESCRIPTIONS

51150 INTRODUCTION TO LITERATURE AND COMPOSITION		UC APPROVED
Grade Level: 9	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of 8th grade English		
Course Description: This course is for students entering the ninth grade. It will help students' understanding of literature. They will read texts covering four genres: short story, non-fiction, poetry, and drama and will analyze recurrent patterns and themes in historically or culturally significant works. Students will read at least two novels and respond with a compare/contrast essay and character analysis. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. Students will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies. Students will respond orally to literature in all genres.		

51160 INTRODUCTION TO LITERATURE AND COMPOSITION HONORS		UC APPROVED
Grade Level: 9	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in 8th grade English Course Description		
Course Description: This course is for students entering the ninth grade. It will help students' understanding of literature. They will read texts covering four genres: short story, non-fiction, poetry, and drama and will analyze recurrent patterns and themes in historically or culturally significant works. Students will read at least two novels and respond with a compare/contrast essay and character analysis. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. Students will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies. Students will respond orally to literature in all genres.		

Although this honors course guides students to develop the same skills as Intro to Literature, here the pace of the work, the sophistication (and thus difficulty) of literature studied, the need for independent learning, and the expectation of work quality (depth and breadth) increase.

51250 WORLD LITERATURE AND COMPOSITION		UC APPROVED
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of college prep 9th grade English course		
Course Description: This course will guide students through a progression of reading, analysis, and writing skills, building on the foundation of Intro to Literature (9th grade) and preparing students for the challenges of future coursework both in high school and in college. Systematic, progressive writing projects sharpen students' writing skills as they focus on structure, unity, coherence and the logic/psychology of effective argumentation. The study of culturally significant literature, both fiction and non-fiction, provokes both contemplation of the essential questions' literature asks and comprehension of reading itself as we explore each author's purpose and craft.		

51260 WORLD LITERATURE AND COMPOSITION HONORS		UC APPROVED
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of college prep 9th grade English course		
Course Description: This course will guide students through a progression of reading, analysis, and writing skills, building on the foundation of Intro to Literature (9th grade) and preparing students for the challenges of future coursework both in high school and in college. Systematic, progressive writing projects sharpen students' writing skills as they focus on structure, unity, coherence and the logic/psychology of effective argumentation. The study of culturally significant literature, both fiction and non-fiction, provokes both contemplation of the essential questions' literature asks and comprehension of reading itself as we explore each author's purpose and craft. Although this honors course guides students to develop the same skills as World Literature, here the pace of the work, the sophistication (and thus difficulty) of literature studied, the need for independent learning, and the expectation of work quality (depth and breadth) increase.		

51370 CSU EXPOSITORY READING AND WRITING 11		UC APPROVED
Grade Level: 11	Course Length: Year	Credits: 5 per semester
Prerequisites: Completion of 10th grade English course (Recommended)		
Course Description: The grade 11 Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society. Teachers and schools build and personalize the yearlong course by selecting from approximately 35 modules (instructional units) to meet rigorous, college preparatory learning goals in reading, writing, listening, and speaking for all students while promoting student interest and motivation. Employing a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition, the course includes six full-length modules drawn from five categories: 1) American foundational documents; 2) American drama; 3) full-length books; 4) research; and 5) contemporary issues (two modules). In addition, the course includes five concept mini-modules that address transferable skills applicable to conceptual development and practice across all modules, e.g., genre awareness, goal setting and self-assessment, rhetorical situation, Aristotelian appeals. The core structure of all the modules— the Assignment Template—progresses along an "arc" from reading rhetorically (preparing to read, reading purposefully, and questioning the text) to preparing to respond (discovering what you think) to writing rhetorically (composing a draft, revising rhetorically, and editing). By		

the end of the course, students will have read a range of literary and nonfiction text genres and produced 10-12 culminating projects, including academic essays, research reports, creative writing and performances, and multimedia presentations, from initial draft to final revision and editing.

51360 AP ENGLISH LANGUAGE & COMPOSITION		UC APPROVED
Grade Level: 11	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of college prep 10th grade English course AP students are expected to complete the end of year AP exam (cost associated – aide available)		
Course Description: Students will read a variety of fiction and non-fiction works of literature. They will identify and explain an author's use of rhetorical strategies, speculating about authorial purpose in employing them. Students will increase their ability to apply effective strategies in their own writing; they will create and sustain arguments based on readings, research, and/or personal experience; they will demonstrate understanding and mastery of standard written English, as well as stylistic maturity in their own writings; they will write in a variety of genres and contexts, both formal and informal, employing appropriate conventions; they will produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions; and they will move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review. The AP exam will be offered in the Spring.		

51470 CSU EXPOSITORY READING AND WRITING 12		UC APPROVED
Grade Level: 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Completion of 11th grade English course (Recommended)		
Course Description: The goal of the Expository Reading and Writing Course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of rigorous instructional units, students in this rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. Students engage in a scaffolded process for reading, comprehending, and responding to non-fiction and literary texts. Students receive instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. (This course is adapted from the ERWC Course Description as the ERWC materials and strategies are used extensively in this course.) The ELA CCSS have been embedded into the objectives and material of the course, including discourse and collaborative activities.		

51460 AP ENGLISH LITERATURE		UC APPROVED
Grade Level: 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of college prep 11th grade English course AP students are expected to complete the end of year AP exam (cost associated – aide available)		
Course Description: This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the way's writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and		

themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Such reading is accompanied by thoughtful discussion and writing about those books in the company of classmates. Writing is also an integral part of this course. Assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Writing instruction includes attention to developing and organizing ideas in clear, coherent, and persuasive language. The AP Exam will be offered in the Spring.

51500 CREATIVE WRITING		UC APPROVED
Grade Level: 9-12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: Students will explore the craft of creative writing, including nonfiction, short story, drama and poetry. Students will develop observation, analytical and writing skills, as well as developing their knowledge and ability to use common literary devices. The students will read literary works critically in order to aid them in their own writing process. The focus will be on helping the students develop a unique, personal voice and style within their writing.		

WORLD LANGUAGES DEPARTMENT

PHILOSOPHY

The world is rapidly changing, especially in terms of technology, communication, politics and culture. Clearly, language is the connection that better enables us to identify, express, tolerate cultures, and share our ideas and self with each other. At Norton Science & Language Academy , the study of a second language allows students to successfully compete in an ever-changing world. The California State College system, and the University of California system recommends three years of the same language.

GOALS

The study of a second language allows students the opportunity to prepare themselves to successfully compete in today's world. We will assist your son or daughter to accomplish the following goals:

Develop an understanding and appreciation (oral, written comprehension, listening) of the second language. Various forms of technology will be employed including CD ROM language programs, the Internet, tapes, E-mail contacts and multimedia to refine these skills.

Encourage insight and appreciation of the second language as well as an understanding of the history, culture and people of that land.

Prepare your child to be successful in a dynamic world of the 21st century where communication, acceptance, and tolerance of others are necessary for success and a peaceful co-existence.

COURSE OFFERINGS

Spanish I
Spanish II
Spanish III
Spanish IV
AP Spanish Language
AP Spanish Literature

COURSE DESCRIPTIONS

55110 SPANISH I		UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: Spanish I is an introductory course for students who wish to learn a foreign language. It is intended to develop limited facilities in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture.		

55120 SPANISH II		UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Spanish I or tested at the level		
Course Description: This course is designed to teach students listening, speaking, reading, and writing skills in preparation for advanced work. Students will be able to express themselves at a basic level in present and past tenses. Additional emphasis will be focused on reading comprehension and verbal expression in Spanish.		

55130 SPANISH III		UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Spanish II or tested at the level		
Course Description: This course offers continued practice opportunities in which reading and writing are demonstrated to a greater extent than in Spanish II. At the same time, specific practice in speaking and listening continues to appear at a level of difficulty corresponding to the ever-accumulating content of the program.		

55140 SPANISH IV		UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Spanish III or tested at the level		
Course Description: This course provides specific reading practice using selections from the literature of Spanish and Spanish-American authors. The main goal of the course is continued communication in Spanish. It also provides a complete review of grammar covered in previous years.		

55150 AP SPANISH LANGUAGE		UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Spanish III. AP students are expected to complete the end of year AP exam (cost associated – aide available)		
Course Description: The AP Spanish Language and Culture is a course designed for highly motivated students and for students who have completed Spanish III, and/or have been recommended by his/her teacher for the AP level. Following the AP College Board Curriculum this class will focus on both grammatical accuracy and communicative fluency. Grammatical knowledge and vocabulary will be refined and expanded so that, as a student, you will be able to more easily comprehend written and spoken Spanish, and express your own ideas when writing and speaking. This class will allow you to continue to build proficiency in the areas of reading, writing, listening, and speaking through a variety of interactive and non-interactive activities such as compositions, oral presentation, skits, in-depth studies of Spanish and Latin American literature, history, and geography. Students are required to complete a binder, an end of the year project and/or take the AP exam.		

55155 AP SPANISH LITERATURE		UC APPROVED
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Spanish IV. AP students are expected to complete the end of year AP exam		

(cost associated – aide available)
Course Description: The AP Spanish Literature is a course designed for highly motivated students and for students who have completed Spanish IV, and/or have been recommended by his/her teacher for the AP level. Following the AP College Board Curriculum this class will focus on both grammatical accuracy and communicative fluency. AP Spanish Literature is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts. Students are expected to take the AP exam.

MATHEMATICS DEPARTMENT

PHILOSOPHY

We believe in creating learning environments where students practice and acquire the knowledge of mathematics. We believe that students should be able to proficiently apply a range of numerical, algebraic, geometric, and statistical concepts and the skills to formulate, analyze, and solve real world problems. The learning environment will facilitate inquiry, use of technology and the exploration of real world phenomena. It will support continuous development of mathematical skills and the appreciation of mathematics as a discipline. Our mathematics program seeks to graduate students who will possess a sense of numbers, data analysis, spatial relationships, symbolic representations, and the ability to communicate mathematics with others.

GOALS

The goal of the high school mathematics program is to help students develop and master essential mathematical skills, concepts, and algebraic processes necessary for academic and future success. Students are encouraged to seek accurate and precise solutions while applying logical reasoning and mathematical justification to solve problems. Through exploration, practice, and application, students develop effective problem-solving strategies and strengthen their critical thinking skills. The program emphasizes mathematical communication, perseverance, and the ability to analyze and interpret information in a variety of contexts. By building confidence and proficiency in mathematics, students are prepared for advanced coursework, college readiness, and real-world applications.

COURSE OFFERINGS

Grade 9 Algebra I, Algebra I Honors
Grade 10 Algebra I, Algebra I Honors, Geometry, Geometry Honors
Grade 11 Geometry, Geometry Honors, Algebra II, Algebra II Honors, Pre- Calculus Honors
Grade 12 Pre-Calculus Honors, AP Calculus AB
Elective AP Computer Science A

DEPARTMENT POLICIES

1. Students passing one level of mathematics may not enroll in courses at a lower level.
2. Students in courses designated as year courses must pass both semesters in order to advance to the next level.
3. Students in math courses must receive a passing grade in both semesters in order to advance to the next level.

COURSE DESCRIPTIONS

52110 Algebra I		UC APPROVED
Grade Level: 9	Course Length: Year	Credits: 5 per semester
Prerequisites: Math 8 or equivalent		
Course Description: Algebra I is the first of a three-year sequence of courses designed to prepare students for a rigorous college curriculum. It uses a problem-based approach with concrete models. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts using the Eight Mathematical Practices and meets all of the California Common Core State Standards. Units of study include relationships between quantities, linear and exponential relationships, reasoning with equations, descriptive statistics,		

congruence proof and construction and connecting Algebra and Geometry through coordinates. Algebra I uses the Carnegie Learning curriculum, which is researched, based, promotes conceptual understanding, provides rigor and is in alignment with the Common Core State Standards.

52115 Algebra I HONORS		UC APPROVED
Grade Level: 9	Course Length: Year	Credits: 5 per semester
Prerequisites:: Math 8 Honors or equivalent		
Course Description: Algebra I Honors is a 3-year course of study that blends Algebra, Geometry, Algebra II and Statistics. Its emphasis is on students building conceptual understanding and making connections across the mathematics spectrum. The pace, rigor and expectations for students in Algebra I Honors are higher. Students will be assigned semester projects and be required to keep an interactive notebook. Areas of study include Quantities and Relationships, Graphs, Functions, Equations and Inequalities, Sequences, Systems of Equations and Inequalities, Mathematical Modeling, Data Analysis, Coordinate and Plane Geometry, Congruency and Logic. Algebra I uses the Carnegie Learning curriculum, which is researched, based, promotes conceptual understanding, provides rigor and is in alignment with the Common Core State Standards.		

52212 GEOMETRY		UC APPROVED
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites:: Successful completion of Integrated Math 1 or Algebra I		
Course Description: Geometry is a college-preparatory mathematics course that develops students' understanding of geometric concepts, logical reasoning, and problem-solving skills. Students explore the properties and relationships of points, lines, angles, triangles, polygons, circles, and three-dimensional figures while applying theorems, proofs, and coordinate geometry to real-world situations. Through mathematical reasoning, collaboration, and technology, students strengthen critical thinking skills and build a strong foundation for higher-level mathematics, including Algebra II and advanced STEM courses.		

52214 GEOMETRY HONORS		UC APPROVED
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites:: Successful completion of Integrated Math 1 honors or Algebra I honors		
Course Description: Honors Geometry is an accelerated, college-preparatory mathematics course designed for highly motivated students who are prepared for a more rigorous and fast-paced curriculum. Students develop advanced problem-solving and critical thinking skills through in-depth exploration of geometric concepts, formal proofs, coordinate geometry, transformations, circles, polygons, and three-dimensional figures while making mathematical connections to real-world applications. With higher expectations for independent learning, analytical reasoning, and mathematical communication, this course prepares students for Honors Algebra II, Pre-Calculus, Advanced Placement (AP) mathematics, and future STEM pathways.		

52312 ALGEBRA II	UC APPROVED

Grade Level: 10, 11	Course Length: Year	Credits: 5 per semester
Prerequisites:: Successful completion of Integrated Math 2 or Geometry		
Course Description: Algebra II is a college-preparatory mathematics course that builds on the concepts learned in Algebra I and Geometry while preparing students for higher-level mathematics and college readiness. Students deepen their understanding of functions, polynomial, exponential, logarithmic, rational, and radical expressions, as well as systems of equations, sequences, probability, and statistics through analytical problem-solving and real-world applications. Emphasis is placed on critical thinking, mathematical reasoning, and effective communication to prepare students for Pre-Calculus, Advanced Placement (AP) mathematics, college coursework, and future STEM and career pathways.		

52314 ALGEBRA II HONORS		UC APPROVED
Grade Level: 10, 11	Course Length: Year	Credits: 5 per semester
Prerequisites:: Successful completion of Integrated Math 2 Honors or Geometry Honors		
Course Description: Honors Algebra II is an accelerated, college-preparatory mathematics course designed for highly motivated students who are prepared for a more rigorous, in-depth, and fast-paced curriculum. Students extend their understanding of advanced algebraic concepts by exploring polynomial, exponential, logarithmic, rational, and radical functions, systems of equations, sequences and series, probability, statistics, and mathematical modeling through complex problem-solving and real-world applications. With an emphasis on higher-order thinking, analytical reasoning, mathematical communication, and independent learning, Honors Algebra II prepares students for Honors Pre-Calculus, Advanced Placement (AP) mathematics courses, college-level coursework, and future STEM-related fields.		

52322 PRE-CALCULUS HONORS		UC APPROVED
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites:: Successful completion of Integrated Math 3 or Algebra II Honors		
Course Description: Honors Pre-Calculus is an accelerated, college-preparatory mathematics course that provides a rigorous study of advanced algebraic, trigonometric, and analytical concepts while preparing students for Advanced Placement (AP) Calculus and other college-level mathematics courses. Students investigate functions, polynomial and rational equations, trigonometric identities, conic sections, vectors, parametric equations, sequences and series, limits, and mathematical modeling through complex problem-solving, inquiry, and real-world applications. With a strong emphasis on higher-order thinking, precision, mathematical proof, independent learning, and analytical reasoning, Honors Pre-Calculus equips students with the skills and confidence needed for success in advanced STEM coursework and future college and career pathways.		

52324 AP CALCUCUS AB		UC APPROVED
Grade Level: 12	Course Length: Year	Credits: 5 per semester
Prerequisites:: Successful completion of Math 3 Honors or Algebra II Honors		
Course Description: AP Calculus AB is a college-level calculus course designed according to the College Board AP		

Course Framework standards it develops students' understanding of fundamental calculus concepts through mathematical reasoning, problem-solving, and real-world applications. Students explore the major topics of limits and continuity, differentiation and its applications, integration and accumulation of change, differential equations, and the applications of calculus using analytical, graphical, numerical, and verbal representations. Through rigorous study, exploration of mathematical models, and preparation for the AP Calculus AB Exam, students develop the skills necessary for success in college-level mathematics, STEM fields, and advanced academic pathways.

59464 AP COMPUTER SCIENCE A		UC APPROVED
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Students with general familiarity with computers, including basic applications, web browsing.		
Course Description: AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object oriented programming and design using the Java programming language.		

SCIENCE DEPARTMENT

PHILOSOPHY

Science is an important part of education in the life of each of our students. We encourage parents and students to keep in mind that studying science is not merely an excellent way to prepare for a career, but also represents an opportunity to gain a better understanding and a fuller appreciation of the world in which we live. Such knowledge protects us from being misled and allows us to make informed decisions. Informed decision-making must surely be one of the most vital responsibilities of citizenship in a democratic society.

As important as science is, it is often misunderstood and misused in our society and by society. In society today there are many theories that have largely been accepted by the general public as scientific fact, when in actuality, they are attempts to explain nature, the past, present natural phenomenon, possible future events; models that help scientists explain laws, facts, and observations in order to make useful predictions about the natural world. Theories can never be proven. Scientific laws, on the other hand, describe natural phenomena and are based on empirical support (experimentally derived evidence). Laws help us predict facts. Neither theories nor facts become laws. Facts are detailed descriptions of patterns or trends. Laws do not become facts. Theories, laws, and facts do not evolve one into the other, they are created using the scientific method through investigation, trial and error. The true scientists accept theories with the idea that there could be another explanation or model that can explain some aspect of the natural world. At NSLA we encourage students to carefully practice the art of scientific inquiry as they internalize the body of knowledge that science has provided them in the hope that it will provide useful guidance throughout their lives.

GOALS

The goal of the high school science program is to provide students with a rigorous, engaging, and thought-provoking curriculum that promotes curiosity, inquiry, and a deeper understanding of the natural world. Through laboratory investigations, field experiences, research projects, and collaboration with scientific organizations and community partners, students develop scientific skills, critical thinking, problem-solving abilities, and an understanding of the scientific method. Students build a strong foundation of scientific knowledge that supports informed decision-making, future career pathways, and lifelong learning. The program encourages students to recognize the connection between humanity and the environment while promoting respect, responsibility, and sustainability. Through the integration of technology and real-world applications, students are prepared to explore and contribute to the ever-evolving fields of science, technology, engineering, and mathematics (STEM).

COURSE OFFERINGS

Grade 9: Biology, Biology Honors
Grade 10: Biology, Biology Honors, Chemistry, Chemistry Honors
Grade 11: Biology, Biology Honors, Chemistry, Chemistry Honors, Space Scientist
Grade 12: Biology, Biology Honors, Chemistry, Chemistry Honors, Space Scientist
Elective AP Computer Science Principles, AP Networking, AP Cybersecurity

COURSE DESCRIPTIONS

53250 NGSS BIOLOGY		UC APPROVED
Grade Level: 9	Course Length: Year	Credits: 5 per semester

Prerequisites: Successful completion Earth Science and enrolled/completed Integ. Math 1/ Algebra I
Course Description:: High School Biology course is an introduction to biology and life science principles based on the Next Generation Science Standards (NGSS). The course will apply a 3- dimensional approach to learning as students cover five major units of study: matter and energy, structure and function of organisms, heredity, biological evolution, and ecosystems. Through the incorporation of science and engineering practices (SEPs), disciplinary core ideas (DCIs), and cross-cutting concepts (CCCs), students will perform specific learning targets or Performance Expectations (PEs.) to demonstrate understanding.

53252 NGSS BIOLOGY HONORS		UC APPROVED
Grade Level: 9	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion Earth Science and enrolled/completed Integ. Math 1/ Algebra I		
Course Description: High School Biology course is an introduction to biology and life science principles based on the Next Generation Science Standards (NGSS). The course will apply a 3- dimensional approach to learning as students cover five major units of study: matter and energy, structure and function of organisms, heredity, biological evolution, and ecosystems. Through the incorporation of science and engineering practices (SEPs), disciplinary core ideas (DCIs), and cross-cutting concepts (CCCs), students will perform specific learning targets or Performance Expectations (PEs.) to demonstrate understanding. Required component(s) to be completed each semester: A student-led, independent STEAM (Science, Technology, Engineering, Arts or Mathematics) activity that is determined through a written hypothesis and is problem/research-based. The resulting product or products must be a publishable report and/or a competition ready experiment-based conclusion(s) and/or a competition ready product/prototype that could/would be entered in a school, county, state or special interest based science competition.		

53350 CHEMISTRY		UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion Biology and enrolled/completed Integ. Math 1./ Algebra I		
Course Description: This course studies the composition, structure, and properties of matter and the changes it undergoes. This will be a chemistry class based on using methods of scientific inquiry. The student learns and uses the metric system, thoroughly studies matter, learns atomic and molecular structures from the chemical bond approach, learns how compounds form and change, and studies the mathematical relationships of the chemical reaction. Ample laboratory time is given to supplement theoretical knowledge. The purpose of this class is to develop student's competence and confidence involving problems of a chemical nature through concrete as well as abstract methods using abstract thinking, strategies, and skills, students will complete a variety of written activities including weekly textbook and laboratory assignments.		

53352 CHEMISTRY HONORS		UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion Biology and enrolled/completed Integ. Math 1/Algebra I.		
Course Description: Honors Chemistry NGSS is a rigorous, fast-paced laboratory science course designed to challenge advanced math and science students and prepare them for AP Chemistry. The course emphasizes critical thinking, scientific modeling, and problem-solving through in-depth study of four major areas: Structure and Properties of		

Matter, Chemical Reactions, Conservation of Energy and Energy Transfer, and the Chemistry of Climate Change. Guided by the California NGSS "Chemistry in the Earth System" framework, students apply scientific concepts, engineering practices, and mathematical reasoning to investigate and explain chemical phenomena. Laboratory work is a central component of the course, with students conducting inquiry-based experiments, using modern technology and data analysis tools to design investigations, test hypotheses, and solve real-world scientific problems.

53490 SPACE SCIENTIST		UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Students with general familiarity with computers, including basic applications, web browsing.		
Course Description: This is a year-long elective course. This course will explore topics in Astronomy and Space Exploration. Requirements include the development of an Astronomer's Journal, researching current events in Astronomy and Space Exploration of a project of individual interest. In addition, Public Viewings and observations of the night sky will be required which may be in the late evening or early morning hours. An emphasis of this course is becoming proficient in operation of radio telescopes and active participation in GAVRT projects that support NASA/JPL missions.		

59462 AP COMPUTER SCIENCE PRINCIPLES		UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Students with general familiarity with computers, including basic applications, web browsing.		
Course Description: AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.		

59466 AP NETWORKING		UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Students with general familiarity with computers, including basic applications, web browsing.		
Course Description: AP Networking is a hands-on course that parallels a first-year college introduction to networking. Students learn fundamental networking and cybersecurity concepts while gaining practical experience connecting, configuring, troubleshooting, and securing network devices and systems. Through labs, case studies, and real-world scenarios, students explore network hardware, protocols, data transmission, and security practices with a "security-first" mindset. The course emphasizes both technical and professional skills, including problem-solving, collaboration, and the ability to clearly communicate technical information to diverse audiences. Designed for students of all experience levels, the course builds critical thinking skills while preparing students for further study and careers in networking and cybersecurity.		

59467 AP CYBERSECURITY		UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester

Prerequisites: Students with general familiarity with computers, including basic applications, web browsing.
Course Description: Cybersecurity is a college-level introductory computer science course designed to align with the College Board AP Course Framework standards, focusing on the foundational principles of computing, cybersecurity, and the impact of technology on society. Students explore cybersecurity concepts including digital information, network security, encryption, data protection, vulnerabilities, threat prevention, and ethical considerations while developing computational thinking, problem-solving, and collaborative skills through hands-on activities and real-world scenarios. Through inquiry, analysis, and the development of computational artifacts, students prepare for the AP CSP Exam while gaining essential knowledge and skills for future study in computer science, cybersecurity, technology, and STEM-related fields.

SOCIAL SCIENCE DEPARTMENT

PHILOSOPHY

Helping students understand their relationship to the world, nation, and local community is the primary concern of the Social Science Department.
Courses in history and government are designed to broaden the individual's awareness of how various human social systems have developed and presently function.

GOALS

The goal of the high school social science and history program is to help students develop a deeper understanding of their responsibilities as informed and engaged members of their local, national, and global communities. Students explore the connections and interrelationships among diverse peoples, cultures, and societies while recognizing the importance of cooperation, respect, and collaboration in addressing shared challenges. Through the study of history, government, and social systems, students examine how the United States has developed as a global leader and the responsibilities that accompany that role. The program encourages students to think critically about the past and present while preparing them to become responsible, knowledgeable, and active participants in society.

COURSE OFFERINGS

Grade 10: World History, World History Honors
Grade 11: US History, AP US History
Grade 12: US Government, AP US Government, Economics

COURSE DESCRIPTIONS

54250 WORLD HISTORY		UC APPROVED
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: This course provides an in-depth study of World History of an in-depth study of global events from the Enlightenment through the 1960s, exploring the political, economic, social, geographic, and cultural developments that shaped modern societies. Students analyze both Western and non-Western civilizations while developing critical thinking, historical analysis, and research skills through the examination of primary and secondary sources with an emphasis on writing. Major topics include the Enlightenment and the rise of democracy, industrialization and imperialism, the causes and impacts of World War I and World War II, the rise of totalitarian governments, and the ideological conflicts of the Cold War. Through the study of historical cause and effect, students gain a deeper understanding of how global events and decisions continue to influence the modern world.		

54255 WORLD HISTORY HONORS		UC APPROVED
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: None		

Course Description: The purpose of the Honors World History course is to engage students in a rigorous, upper-level analysis of past events. In this course, students will study major turning points that have shaped the modern world, from the late eighteenth century through the present. Students will be expected to complete a variety of reading and writing assessments. Writing assignments will include document based questions, expository essays, research writing, and comparative essays. Students will also be required to read frequently in class. These readings will include primary and secondary sources, historical documents, charts, graphs, maps, and other materials designed to develop critical thinking and analytical skills that will help prepare them for possible AP/College level courses in the future. Literary and historical reading and writing are also major components of the curriculum. Students will also be required to learn to communicate effectively by using listening and speaking skills. Students will also develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. This is a fast paced and demanding course. To be successful, the student must be willing to work at a high level of academic achievement. By employing a variety of content- appropriate instructional strategies, it is hoped that the study of history is brought alive and an environment created in which students become actively engaged in the learning process.

54350 US HISTORY		UC APPROVED
Grade Level: 11	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: This course provides an in-depth study of US History and the major events of the 20th century. Following a review of the nation's beginning and the impact of the Enlightenment of US democratic ideals, students build upon their study of 10th grade global industrialization and understand the emergence and impact of new technology and a corporate economy, including its social and cultural effects. Students will examine the emerging role of the US as a world power (example: World War I, World War II). The internal struggle of the US in its movement towards equal rights for racial minorities and women. The change in the ethnic composition of American society. The expanding role of the federal government and federal courts in American society. Philosophy: Helping students to understand their relationship to the world, nation, and local community is a primary concern of the Social Science Department. Courses in history and government are designed to broaden the individual's awareness of how various human social systems have developed and presently function.		

59462 AP US HISTORY		UC APPROVED
Grade Level: 11	Course Length: Year	Credits: 5 per semester
Prerequisites: Strong performance in previous college prep courses. AP students are expected to complete the end of year AP exam (cost associated – aide available).		
Course Description: The AP program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.		

54460 AP GOVERNMENT AND POLITICS UNITED STATES		UC APPROVED
Grade Level: 12	Course Length: Semester	Credits: 5 per semester

Prerequisites: Strong performance in previous college prep courses. AP students are expected to complete the end of year AP exam (cost associated – aide available).
Course Description: AP United States Government and Politics is a college-level course designed to align with the College Board AP Course Framework standards, providing students with an analytical perspective on the foundations, institutions, and processes of the U.S. government and political system. Students examine key concepts such as constitutional principles, civil liberties and rights, political beliefs and behaviors, political parties, interest groups, elections, the media, and the roles of federal institutions through the analysis of foundational documents, current events, and real-world case studies. Through critical thinking, evidence-based reasoning, and the evaluation of political arguments, students develop a deeper understanding of civic participation and the complexities of American democracy while preparing for success on the AP U.S. Government and Politics Exam.

54450 US GOVERNMENT		UC APPROVED
Grade Level: 12	Course Length: Semester	Credits: 5 per semester
Course Description: Students will look at government beyond the textbook. Studies will be structured to evaluate the government from a problem area approach that will break our Federal system down into sections of study (the legislative process, role of the Supreme Court, political parties, foreign affairs, etc.). Individual research and supplementary reading will be required, and students will tie their previous knowledge of United States and the World History to the problems and successes of our American system of Government. Students will take a detailed academic journey into the study of the representative republican form of democracy known as the United States of America, from 1585 to present. Students will read and demonstrate an understanding of the Mayflower Compact, selected readings from the Federalist Papers, the Constitution, Declaration of Independence, Bill of Rights and other historic documents. They will demonstrate academic Knowledge of the historic, economic, political and religious influence associated with this time period and the ramifications these actions incorporated into the fabric of American life. This course requires a higher level of written and oral expression than most classes and is designed to be helpful in preparing students for college and for life as American Citizens.		

54550 ECONOMICS		UC APPROVED
Grade Level: 12	Course Length: Semester	Credits: 5 per semester
Course Description: This course will provide students with an understanding of basic economic concepts and theory. Emphasis is placed on the study of Microeconomics. Topics covered will include scarcity, allocation of resources, economic systems, supply and demand analysis, firms, and the market structure. Students will master fundamental economic concepts and apply the tools (graph, statistics, equations) from other areas to the understanding of the operations.		

COLLEGE PREPARATORY ELECTIVES

59310 **ASSOCIATED STUDENT BODY (ASB)**		
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: By Application		
Course Description: The Student Leadership Class is required for all elected or appointed student officers as outlined in the Associated Student Body's Constitution. It affords practical experience in democratic leadership through management of student government. It provides opportunities to study the meaning and techniques of parliamentary procedures, state law, school finance (problems of income and expenditures), group processes, the objectives of the American Education system, the principles of human behavior, and the many challenges of school administration. Furthermore, it affords student leaders opportunities to develop and practice speaking and writing skills; to improve in peer relationships; to work with peers of diverse backgrounds and attitudes; to recognize the necessity of courtesy, poise, and appearance; to share responsibilities with adults; and, to develop a further appreciation for law and order. Student leadership class provides for self-evaluation and for evaluation of individual and group activities.		

59611 ATHLETIC INTERN		
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: This internship course offers students a unique opportunity to gain hands-on experience in athletic administration while supporting the operations of the NSLA Athletics Department. Interns will work closely with athletic staff to assist with various administrative tasks and contribute to the overall success of the athletic program.		

59500 AVID 9		UC APPROVED
Grade Level: 9	Course Length: 1 semester	Credits: 5 per semester
Prerequisites: None		
Course Description: AVID 9 is an academic elective course designed to build the foundational skills, academic habits, and college readiness strategies necessary for students to succeed in high school and beyond. Through the AVID framework, students develop academic language, literacy skills, organization, study strategies, critical thinking, communication, and self-advocacy skills that support success across all subject areas, including mainstream English courses. Students strengthen reading comprehension, vocabulary development, writing skills, speaking and listening abilities, and analysis of informational and literary texts while preparing for state assessments and college readiness exams such as the PSAT, SAT, and ACT. AVID 9 encourages students to develop confidence, independence, and a growth mindset while exploring pathways toward college and career success.		

59501 AVID 10		UC APPROVED
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: AVID 10 is an academic elective course designed to support students in developing the skills,		

habits, and confidence necessary for success in rigorous high school coursework and preparation for college and career pathways. Through the AVID framework, students strengthen organization, time management, critical thinking, collaboration, note-taking, writing, inquiry, and study strategies while developing skills that promote academic independence and self-advocacy. Students engage in tutorials, college and career exploration, goal setting, and reflection while learning how to navigate academic challenges and access resources that support their future success. AVID 10 fosters a growth mindset, encourages leadership, and empowers students to take ownership of their education while preparing for advanced coursework and postsecondary opportunities.

59460 COMPUTER SCIENCE		UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Students with general familiarity with computers, including basic applications, web browsing.		
Course Description: Computer Science is an introductory course designed to provide students with a foundation in computer systems, programming, and digital technology concepts. Students explore computer hardware, networking components, operating systems, and essential computer operations within Windows and Linux environments while developing practical skills for research, productivity, and information management. The course introduces students to the fundamentals of programming through the creation of basic programs using languages such as C, Perl, and PHP, while also developing problem-solving and computational thinking skills. Students gain hands-on experience with software installation, system configuration, and the effective use of technology to support academic and real-world applications.		

59827 EDUCATION INTERN		
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: This internship course offers students a unique opportunity to gain hands-on educational experience while supporting the elementary school for NSLA. Interns will work closely with the school's teachers to develop and implement effective educational strategies.		

59480 ESPORTS		UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Students with general familiarity with computers, including basic applications, web browsing.		
Course Description: The Esports course is intended for CIF-level, scholarship-seeking esports players. It is designed to immerse interested students in the world of competitive gaming and prepare them for a possible future in Esports, including at the college-level and beyond. This course will feature a combination of game skill development, collaboration/teamwork, competition, self-reflection, and applying for college scholarships for interested students. Soft skills, such as preventive health care, healthy habits, time management, healthy eating, mental health, communication skills, goal-setting, and decision making will all be explored. In addition, students will spend class time playing games competitively and preparing for district, State CIF, national, and international Esports tournaments.		

54560 ETHNIC STUDIES	UC APPROVED

Grade Level: 9	Course Length: 1 semester	Credits: 5 per semester
Prerequisites: None		
Course Description: Ethnic Studies is a required, semester-long 9th grade Social Science course that fulfills California's Ethnic Studies graduation requirement. The course explores identity, culture, and the importance of self-representation while examining the historical experiences of diverse groups in the United States, including African Americans, Latino/Hispanic Americans, Asian Americans, and Indigenous Peoples. Students analyze how systems of power and privilege have shaped society and how communities have demonstrated resilience and resistance. Through this study, students build cultural awareness and apply lessons from the past to promote understanding, civic engagement, and positive change in their communities.		

51550 JOURNALISM		UC APPROVED
Grade Level: 9-12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: Journalism is an intense introduction to media studies with an emphasis on newspaper writing and magazine writing formats. This is a yearlong course, but it can also be taught as a more intense program. Writing for websites and writing for television broadcasts is also discussed. The primary writing styles taught in this course include profile writing, review writing including book reviews, movie reviews, restaurant reviews, product reviews, news writing; in-depth feature writing; opinion writing (including column writing, editorial writing, and opinion pieces), sports writing including (sports news, sports columns and sports features). Students will also learn desktop publishing skills including the use of Adobe's InDesign and PhotoShop as well as MS Word. The students' final examination involves the use of these computer skills to demonstrate their writing and layout proficiency. In addition, students will write a short research paper on a famous journalist. Students learn interviewing skills, information analysis skills, writing skills, listening and speaking skills as part of the course. They learn to write with an understanding of audience and purpose. Over the course of the semester, students write twelve articles and revise each one at least twice.		

HOMEROOM		
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 2.5 per semester
Prerequisites: None		
Course Description: This course is designed to promote teacher/student interaction regarding grades, progress toward graduation, post high school plans etc. This instructional time may also be used for remediation and/or enrichment purposes at the discretion of the school instructional staff. At the middle and high school levels (Grades 6-12), English learners are assessed to determine their levels of English language proficiency and placed in an ELD homeroom course designed to help them develop grade level academic language.Students are provided with scaffolded instruction focused on increasing academic language proficiency according to the state-adopted ELD standards. Social emotional learning will be included during this instructional time.		

59610 PUBLIC RELATIONS INTERN		
Grade Level: 12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: This internship course offers students a unique opportunity to gain hands-on experience in public		

relations while supporting the social media accounts for NSLA. Interns will work closely with the school's public relations team to develop and implement effective communication strategies.

SPECIAL EDUCATION DEPARTMENT

The Special Education Department offers math and reading programs designed for students with special needs. These programs provide access to the core curriculum for students who require assistance beyond the regular classroom. Programs offered through this department include Specialized Academic Instruction.

The SAI program works with students from one to two periods per day in reading, written language and/or math. Parents are responsible for bringing their students each day and on time for the classes. Once a student is in the program, he or she will be tested annually to chart academic progress and an Individualized Educational Planning meeting (IEP) will be held to discuss the student's progress and plan annual goals and objectives.

Our SAI program is a full-day, five-day a week placement. These students are non-severe but require a more restrictive placement in order to make optimum progress. Annual testing and IEP meetings are also held to discuss progress and plan goals and objectives.

PHILOSOPHY

Reading, writing and math are an important part of everyone's life. Good reading, writing and math skills increase a student's chance for success in school and later in a career.

GOALS

1. To bring students back up to grade level by using small groups, direct, intensive teaching;
2. To increase each student's academic levels as measured by standardized tests;
3. To increase each student's individual work study skills (includes homework responsibility) as measured by teacher observations and checklists of progress;
4. To increase each student's individual test taking skills as measured by teacher observation, student work samples, and informal assessments;
5. To increase overall student's skills according to the individual Education Program (IEP).

MAJOR OUTCOMES

Students will:

1. Read a variety of materials and write effectively, in both individualized and class guided format;
2. Build decoding and encoding skills which will enhance reading ability;
3. Use direct instruction to develop reading, writing and mathematics skills;
4. Apply mathematical concepts in a variety of settings;
5. Demonstrate understanding of a variety of writing purposes;
6. Develop and increase oral and silent reading rate for improved fluency;
7. Demonstrate understanding of content materials in reading, writing and mathematics at the student's appropriate grade level;
8. Demonstrate competency of Common Core standards depending on the student's Individual Education Program (IEP).

Special Needs classes count for credit on the student's transcripts.
** The Special Education team will use discretion to determine student eligibility for graduation and may recommend a State of California High School Diploma or a Certificate of Completion*

VISUAL AND PERFORMING ARTS DEPARTMENT

Performance and Presentation Standards

As the visual and performing arts department has grown, we have become increasingly aware that groups and students that perform or produce artistic elements at Norton Science and Language Academy are representing the school and need to be accountable for a high level of performance. Therefore, we have adopted the general standard of "Quality, not Quantity" for all performances and artistic creations, both on and off campus. The policy terms are as follows:

1. Cancellations may be necessary for groups not ready to perform with excellence.
2. Performing is a privilege for hard working students. Individual instructors will provide alternate assignments for students who have not met performance standards.
3. VPA staff has the freedom to give informative feedback into each other's programs as a check and balance for quality and appropriateness.
4. Students will NOT be allowed to perform at any visual and performing arts event without prior screening of the performance by the instructor. *No exceptions!*
5. Disciplinary action may be taken against any student who performs an unauthorized act or actions at any VPA event.
6. It is our goal to produce shows of quality and be mindful of program length. Again, our goal is quality, not quantity.
7. Teachers will develop high standards of performance for each of their applicable classes and make students aware of expectations.
8. The VPA Academic Lead and/or the Principal/Vice Principal will make the final decision in regards to appropriateness.

ART PROGRAM

Philosophy

Art is a vital and vibrant part of education. All of the art courses offered provide students with the opportunity to develop deeper knowledge and skills in art, and are designed to build from one year to the next starting in middle school. The art program is designed to promote creativity, problem solving, self-expression, and an appreciation for the arts. Students will have the opportunity to experience many different art media in their chosen class, and develop their personal artistic style. Throughout their experience students will build a knowledge and understanding of art history, influential artists, art vocabulary, color theory, and the elements of art and principles of design through the study and application of the learned concepts.

GOALS

The goal of the high school art program is to support students in developing their own creative voice, self-expression, and artistic style while building confidence in their ability to communicate ideas through visual art. Students develop problem-solving, brainstorming, and critical thinking skills while gaining proficiency in art vocabulary, techniques, materials, and various artistic tools. Through the exploration of art history, contemporary artists, movements, and styles, students develop an appreciation for the cultural and personal impact of art. The program emphasizes creativity, responsibility, time management, and the completion of original works while helping students understand the connections between art, other academic disciplines, and everyday life. Students build a strong foundation in

artistic skills and creative expression that prepares them for college-level art courses and lifelong engagement with the arts.

All art classes are year courses. Students may enroll in more than one art course only with the approval of the counselor, parent, and teachers involved.

The art faculty feels that it may not be in students' best interest if they repeat the same course at the same level of class. Student are encouraged to pursue a 2nd level (drawing II, painting II, or sculpture II) if a subject is repeated.

Some Art courses are offered as combinations classes. When this happens, the class will be structured to include both art disciplines. All students will be required to work on all projects as outlined and presented by the teacher in combined courses.

COURSE DESCRIPTIONS

56310 ART 1		UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: This course will introduce the student to the composition of art in terms of the basic elements of art: Line, shape/form, value, texture, space, and color as well as the principles of design: Unity, balance, rhythm and variation. Emphasis will be placed on learning skills and techniques to develop the student's creative ability as well as observational drawing skills and the use of technology in art production. The course is designed for students of all skill levels. Media used include pencil, ink, charcoal, oil pastels, colored pencils, acrylic paint and watercolors.		

56312 ART II		UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Art I		
Course Description: Further exploration of the principles of art and design in two-dimensions. Assignments will combine both a theme (content/ subject matter) and a principle of art or design to be given consideration. Each assignment will be supported by art historical and/or global cultural examples. Students will be encouraged to develop their personal voice while investigating open-ended themes using two-dimensional art mediums.		

56313 ART III		UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Art II		
Course Description: Further exploration of the principles of art and design in two-dimensions. Assignments will combine both a theme (content/ subject matter) and a principle of art or design to be given consideration. Each assignment will be supported by art historical and/or global cultural examples. Students will be encouraged to develop their personal voice while investigating open-ended themes using two-dimensional art mediums.		

56805 MUSIC PRODUCTION		UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: This course emphasizes the study of music history beginning with the early Middle Ages and continuing through 21st century contemporary music. Students will learn the elements of music including the structure of musical compositions. Students will develop critical thinking, analytical, and listening skills in studying the development of Western music including music history, theory, structure, form, style, and composers representative of but not limited to the Western classical tradition.		

56110 MARIACHI		UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: Mariachi is an introductory course designed to assist students with developing and enhancing musical literacy skills through the study of instrumental and vocal music composed expressly for Mariachi Ensembles. The ability to learn a traditional mariachi instrument (Violin, Trumpet, Guitar, Vihuela, Guitarron) and sing with basic technical proficiency, aesthetic sensitivity, and cultural mindfulness will be emphasized in preparation for public performances and a career in mariachi in real world settings. Students will encounter a wide range of "Mexico's traditional music" that will include the following musical forms, but not be limited to, Bolero, Ranchera, Huapango, Polka, Vals, Jarabe, and Son. This course will integrate vocal studies and promote biliteracy by analyzing and singing lyrics in Spanish. This course may be repeated. As a performance-based course, performance outside of regular class time will be required as part of the graded work and overall scope of the course.		

56115 MODERN BAND		UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: Modern Band is a performance-based music course that introduces students to contemporary music through hands-on experience with instruments, ensemble performance, and optional vocal participation. Students develop skills in playing instruments such as guitar, bass, keyboard, drums, and other modern band instruments while learning foundational concepts in rhythm, melody, harmony, songwriting, and musical collaboration. Through the study and performance of popular music genres, students build confidence, creativity, and musicianship while developing the ability to rehearse, perform, and contribute as part of a musical ensemble. This course encourages self-expression, teamwork, and a lifelong appreciation for music through active participation and live performance experiences.		

59320 YEARBOOK		UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: This is a year-long elective course. Students will learn and experience cutting edge Desktop		

Publishing, Graphic Design, and Typography using the latest publishing software. Students will research a market, create a product (yearbook), and produce and sell their product. Students will also learn photography, journalism, sales, advertising, public relations and teamwork. Students of advanced skills will be selected to serve as editors and thus assume additional time/commitment responsibilities. These students will be required to meet twice weekly for an editorial staff meeting, in addition to attending regular class meetings. Participation in additional fund-raising activities may be required.

PHYSICAL EDUCATION DEPARTMENT

PHILOSOPHY

Physical Education is a vital element in a comprehensive, well-balanced educational program. A positive learning experience in physical education can be a major contributing factor in the optimum development of an individual in all aspects of life: physical, emotional, mental and social.
Through physical education, an individual has the opportunity to understand the importance of obtaining and maintaining a high level of physical fitness, developing good sportsmanship and socially desirable behavior, working towards maximum physiological development, developing a positive self-image and participating in a wide variety of physical activities. Satisfying and successful experiences in physical education should develop in an individual the desire to choose a continued active life-style.

COURSE DESCRIPTIONS

57705 CA CADET CORPS		
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: This class is designed to fulfill the state requirements for Physical Education at the high school level. It is a leadership and physical readiness course that develops citizenship, teamwork, discipline, and leadership skills while promoting personal responsibility and goal setting. Aligned with California's Physical Education Framework, the course combines physical fitness training with leadership development through activities such as drill and marching, color guard, ceremonies, community events, competitions, and field exercises. Students learn professionalism and accountability while wearing Cadet Corps uniforms and participating in team-based challenges. The course prepares students for advanced Cadet Corps or JROTC programs, leadership opportunities, and pathways in athletics, public service, and future career development.		

57120 PHYSICAL EDUCATION		
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: This class is designed to fulfill the state requirements for Physical Education at the high school level. This course combines various forms of movement and fitness education, along with multiple opportunities to learn and play individual and team sports within the physical education class (i.e. movement concepts, basketball, volleyball, football, tennis, fitness training) Classroom lessons will also be a vital part of the course throughout the semester. National Content Standards in Physical Education will be the focus of this course.		

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

National Collegiate Athletic Association (NCAA) Coursework Requirements

Student-athletes must complete appropriate coursework to qualify for NCAA programs. Therefore, it's important that you and the school's coaches monitor changes in NCAA coursework requirements and communicate such changes to your student-athletes. Here's how you can help your student-athletes stay on Track

Coursework Requirements for NCAA Athletics and Scholarships Here is an overview of the basic NCAA eligibility criteria. Visit the NCAA Eligibility Center for more details

Division I: 16 Core Courses	**Division II: 16 Core Courses**
4 years of English	3 years of English
3 years of math (algebra 1 or higher level)	2 years of math (algebra 1 or higher level)
2 years of natural or physical science (including one year of lab science if offered)	2 years of natural or physical science (including one year of lab science if offered)
1 extra year of English, math, or science	3 extra years of English, math, or science
2 years of social science	2 years of social science
4 years of additional core courses (from any category above, or in a foreign language, nondoctrinal religion or philosophy)	4 years of additional core courses (from any category above, or in a foreign language, nondoctrinal religion or philosophy)

Academic Standards

Division I Eligibility

- All students entering college must have completed 16 core courses in high school.
- Earn a corresponding test score that matches your core course GPA (minimum 2.3) on the Division I Sliding Scale.

Division II Eligibility

- All students entering college must have completed 16 core courses in high school.
- Earn a corresponding test score that matches your core course GPA (minimum 2.2) on the Division II Sliding Scale.

For more details, go to the Resources section for NCAA eligibility fact sheets.

University of California (UC) and California State University (CSU) Campuses

Generally, college preparatory, honors or advanced placement courses are reported in the application. Refer to the freshman admission information provided on the CSU web site for specific information about high school course requirements.

UC: http://universityofcalifornia.edu/
CSU: http://www.csumentor.edu/

College Admissions Testing

Some four-year colleges and universities, and private colleges in the United States require students to complete a college admissions test as part of the application procedure or use it as a placement. These tests are either the American College Test (ACT) or the Scholastic Aptitude Test (SAT). The admissions testing requirements for specific colleges and universities should be verified with each institution. The web sites for the California public universities are listed below.

ACT website: http://www.act.org
SAT website: http://www.collegeboard.org

Funding Post-Secondary Options

Types of Aid

Grants: Free money (does not require repayment). Usually based on financial need.
https://studentaid.gov/understand-aid/types/grants

Cal Grant: Awarded through the state of California, based on financial need. New legislation requires ALL students to either submit their approval for automatic submission through NSLA or opt out of submission.
http://www.csac.ca.gov/
Federal Pell Grant: Awarded from the federal government. Based on financial need.
https://studentaid.gov/understand-aid/types/grants/pell

Scholarships: Free money (does not require repayment). Vary greatly in applicant requirements and award amount. https://studentaid.gov/understand-aid/types/scholarships

Loans: Borrowed money from the government or private institutions. Does require repayment and loans accrue interest. Encourage limited use of loans if possible. https://studentaid.gov/understand-aid/types/loans

Federal Student Aid: The office of Federal Student Aid provides grants, loans, and work-study funds for college or career school. Learn about types of aid available and how to apply. https://studentaid.gov/

FAFSA/ CADAA: Completing the Free Application for Federal Student Aid (FAFSA) and/or California Dream Act Application (CDAA) is the first step toward getting federal aid for college, career school, or graduate school.
https://www.csac.ca.gov/apply

FAFSA: https://fafsa.ed.gov/
CDAA: https://dream.csac.ca.gov/landing

Researching Post-Secondary Options

CaliforniaColleges.edu: CaliforniaColleges.edu is a helpful resource for researching postsecondary options by providing students with tools to explore colleges, career pathways, financial aid opportunities, admission requirements, and personalized planning resources to support informed decisions about their future. https://www.californiacolleges.edu/#/

Community College Search: California Community Colleges Chancellor's Office. Community college websites are helpful resources for researching postsecondary options by providing information about degree and certificate programs, admission requirements, financial aid, career pathways, transfer opportunities, student support services, and enrollment steps to help students plan their educational goals. http://www.cccco.edu/

University of California and Cal State Search: UC and Cal State websites are helpful resources for researching postsecondary options by providing students with information about academic programs, admission requirements, application processes, financial aid, campus resources, and opportunities to explore pathways toward earning a bachelor's degree. https://apply.universityofcalifornia.edu/my-application/login

ASSIST: An online student-transfer information system that shows how course credits earned at one public California college or University can be applied when transferred to another. ASSIST is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California. https://assist.org/

Big Future: College search engine. Quickly perform a college search by major, location, type of college, financial aid, etc. https://bigfuture.collegeboard.org/