



# **NOVATO HIGH SCHOOL**

## **Academic Planning Guide & Course Descriptions 2021- 22**



NOVATO  
UNIFIED  
SCHOOL  
DISTRICT



# WELCOME TO NOVATO HIGH SCHOOL



Welcome to the Novato High School community. We are very proud of our school and are happy to have you join us! Our academic programs are engaging and designed to challenge and inspire you to think and be excited about your future. Our athletic teams boast league championships in a number of sports and can compete at any level with excellence and sportsmanship. Our Co-curricular and Extra-curricular programs are numerous, popular and student-led. Our school is filled with teachers, counselors, administrators, coaches and staff who are here to help you achieve, grow and learn.

All of these components of Novato High School are highlighted in this Planning Guide. We ask that you read it carefully. It is designed to help you make accurate and meaningful decisions regarding your high school career and future goals. Furthermore, because this handbook is developed in the winter of each school year, it is unable to remain accurate throughout the year. We constantly update this handbook, and post it on our school website to reflect the most current data. So, we urge you to please check this site for the most accurate information available.

The key to making your Hornet Experience rich and rewarding is “INVOLVEMENT.” We encourage all students to get involved in the variety of co-curricular activities, sports, and community service activities that Novato High School offers. Our website is a new and exciting way to keep updated on all of the future events and activities. Our website will also give you access to teachers’ email addresses, a school calendar, and the AERIES Parent Connect, the most effective method for parents to access a student’s grades and records. Please visit our site at <https://novatohigh.nusd.org/>

At this time, we offer our encouragement to each of you. Make your high school years a productive, worthwhile experience. If we can be of any assistance, please feel free to contact us. *Go Hornets!*



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# NOVATO HIGH SCHOOL VISION, MISSION AND STUDENT LEARNING

## Novato High School Vision

NHS will promote a passion for learning that inspires critical thinking, communication, creativity, collaboration and cultural competency.

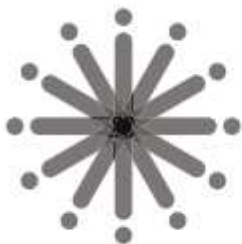
## Novato High School Mission Statement

NHS designs relevant and authentic learning opportunities so students learn to collaborate and communicate effectively, think critically, and develop cultural competency and character.

## Student Learning Outcomes

NHS students will graduate with these skills:

<p style="text-align: center;"><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Active, mindful participant</li> <li>• Commitment and accountability to the group</li> <li>• Provide and accepts feedback/constructive criticism</li> <li>• Interpersonal communication</li> <li>• Understanding value of collaborative outcomes</li> <li>• Strives to promote learning and achieve common goals (Defines Collaboration)</li> <li>• Flexibility and open mindedness</li> <li>• Conflict management skills</li> <li>• Building consensus within a group</li> </ul>	<p style="text-align: center;"><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Written – essays, letters, email, job applications, resume</li> <li>• Oral – One to one, to each other, presentations</li> <li>• Listening – active listening, receptive to new ideas</li> <li>• Digital Literacy – how to evaluate sources, how to use resources, how to choose resources,               <ul style="list-style-type: none"> <li>➢ where will digital footprint end up</li> </ul> </li> <li>• Non-verbal – read audience, read body language</li> <li>• Respectful – tone, volume, taking turns, being present while listening</li> </ul>	<p style="text-align: center;"><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Creative problem solving/solution finding</li> <li>• Constructing arguments</li> <li>• Curiosity/questioning/inquiry</li> <li>• Information &amp; discovery</li> <li>• Reasoning</li> <li>• Interpretation and analysis</li> <li>• Self-Regulation/reflection</li> <li>• Resourcefulness</li> <li>• Understanding multiple perspectives</li> </ul>
<p style="text-align: center;"><b>Conscientious Learner (Self-Management)</b></p> <ul style="list-style-type: none"> <li>• Prioritization/organization/time management</li> <li>• Goal Setting</li> <li>• Self-advocacy/initiative</li> <li>• Self-reflection/self-awareness</li> <li>• Curiosity</li> <li>• Health and wellness</li> <li>• Career awareness</li> <li>• Financial literacy</li> </ul>	<p style="text-align: center;"><b>Cultural Competence</b></p> <ul style="list-style-type: none"> <li>• Equity</li> <li>• Global Awareness – understand various viewpoints, lifestyles, and cultures</li> <li>• Ability to build working relationships with people from other cultures and backgrounds</li> <li>• Respecting and understanding diverse perspectives</li> <li>• Bilingual/bi-literate/multicultural</li> <li>• Contributes to solutions that benefit the larger community</li> <li>• Civic engagement</li> </ul>	<p style="text-align: center;"><b>Character</b></p> <ul style="list-style-type: none"> <li>• Empathy               <ul style="list-style-type: none"> <li>➢ Ability to understand and share the feelings of another</li> </ul> </li> <li>• Integrity               <ul style="list-style-type: none"> <li>➢ Quality of being honest and having strong moral principles</li> </ul> </li> <li>• Respect               <ul style="list-style-type: none"> <li>➢ Showing honor or esteem for someone or something</li> </ul> </li> <li>• Responsibility               <ul style="list-style-type: none"> <li>➢ Growth Mindset</li> </ul> </li> <li>• Perseverance/Resilience</li> </ul>



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## REGISTRAR SERVICES email Victoria Wertz: [vwertz@nUSD.org](mailto:vwertz@nUSD.org)

**TRANSCRIPT ORDERING & FEES:** Unofficial student transcripts are available on Aeries. Official transcripts for current students may be obtained from NHS Registrar, in the counseling office; there is a two-day processing period. Students are responsible for mailing costs. Alumni requests for transcripts are \$5.00.

### NEW STUDENT REGISTRATION

- Entering 9<sup>th</sup> graders applying from NUSD schools will receive registration paperwork at their 8<sup>th</sup> grade counseling appointments.
- All students from outside the District need to complete a high school registration packet. Parents wishing to enroll their student at Novato High School will need to contact Victoria Wertz, the Registrar, in the Counseling Office to pick up a registration packet. School Mint is the electronic version of all forms.
- Key documents parents will need to show are: all immunization records, birth certificate/passport/visa, and two proofs of residency (BP 5111).
- After the packet is complete, please call the Registrar's office (located in the Counseling office) to make an appointment to review the paperwork at (415) 898-2133.
- Once all packet information is complete, a counseling appointment will be made where students meet with their counselor and create a class schedule.

### SCHOOL WITHDRAWAL INFORMATION

Parents wishing to withdraw student from Novato High School need to notify the Counseling/Registrar's Office.

1. The Parent/Legal Guardian must sign a withdrawal form in the presence of the registrar.
2. The student will be given this withdrawal form to take with them on the last full day of attendance at Novato High School.
3. The student will take this form to all of their classes to obtain the teachers' signatures and a withdrawal grade.
4. The Librarian will issue a "clearance" signature when all textbooks and Library books are returned.
5. The student will be given a copy of the withdrawal form, a copy of their unofficial transcript, and immunization records to be taken to the transferring school.

Failure to comply with this procedure will delay the release of transcripts, immunization records, and all other pertinent documentation.



## COUNSELING SERVICES

### COUNSELING OFFICE STAFF (Last Name Student Alpha assignments may vary annually due to changes in enrollment)

Counselor:	<i>Last Name Students A-F</i> .....	Marie McMahon (email <a href="mailto:mmcmahon@nusd.org">mmcmahon@nusd.org</a> ).
Counselor:	<i>Last Name Students G-L</i> .....	Oscar Galdamez (email <a href="mailto:ogaldamez@nusd.org">ogaldamez@nusd.org</a> ).
Counselor:	<i>Last Name Students M-P</i> .....	Debbie Hagan (email <a href="mailto:dhagan@nusd.org">dhagan@nusd.org</a> ).
Counselor:	<i>Last Name Students Q-Z</i> .....	Ade Villasenor Malgoza.
Counselor:	<i>AVID Students</i> .....	Anna McGee (email <a href="mailto:amcgee@nusd.org">amcgee@nusd.org</a> ).
School Psychologist.....		Arezu Iranipour (email <a href="mailto:airanipour@nusd.org">airanipour@nusd.org</a> ).
Counseling Technician.....		Sheri Noori (email <a href="mailto:snoori@nusd.org">snoori@nusd.org</a> ).
Registrar/Transcripts .....		Victoria Wertz (email: <a href="mailto:vwertz@nusd.org">vwertz@nusd.org</a> ).

### We are available to assist you in the following areas:

- *Placement in academic classes according to ability and interest*
- *Career and vocational information and planning*
- *College entrance and scholarship information*
- *Test score interpretation and information*
- *Grade and transcript information*
- *Recommendations and references*
- *Parent, student, and teacher concerns*
- *Personal issues*

## STUDENT APPOINTMENTS

- Come to the Counseling Office before school, after school or during lunch.
- Fill out a **“Request to See” form** to your counselor in the Counseling Office.
- If it is urgent, please bring it to the attention of the counseling technician, or the counselor, if she/he is available.
- Counselors will send passes out for students for specific appointments during the day.
- Please keep in mind that the counselors are available at lunch and before and after school on a first come-first serve basis.

Parents may contact the Counseling Office, for appointments or other concerns, between the hours of 8:30 a.m. and 3:30 p.m. at (415) 898-2134. Parents may also call and be connected with the appropriate counselor’s voice mail.

**NOTE: Parents visiting or calling our school may ask for an interpreter - (415) 898-2134.**

**NOTA: Los padres que necesitan alguien que les traduzca esta carta en español por favor de llamar a la escuela.**

## COURSE SCHEDULING PROCEDURES

**COURSE REGISTRATION:** Each winter and early spring, the counseling department at Novato High School will facilitate a comprehensive enrollment program for all students for the following school year. Each student will be individually scheduled for those classes that the student, parents, and counselor have selected as suitable for meeting the needs of the student. It is crucial that students are thoughtful during the course selection process as changes may be impossible after the initial scheduling period as courses fill up, making changes impossible. This “partnered decision-making process” will ensure that the correct classes are selected, both mandatory and elective, and that all high school graduation and/or college entrance requirements are fully completed. Counselors are available for assisting parents and students in making appropriate decisions based on their post-graduate plans.

**FAILURE TO COMPLETE COURSE REGISTRATION MATERIALS:** Counselors will complete a schedule for each student, and will ensure that the proper classes are selected. The electives chosen will be determined by what is available, not necessarily what the student would have chosen. This is why it is very important that students complete the registration form, and have it signed by their parents and any required teachers.

**COURSE SCHEDULE CHANGES:** To provide students with the best opportunity to take courses that interest them, the master schedule is built around student choices. Staffing is based on these choices, so student schedules cannot be changed, even if they are unhappy with their selections. Therefore, students must select courses carefully! **Schedule changes WILL NOT be made for the purpose of requesting specific teachers or specific periods.**

**Student or parent / guardian initiated changes will only be made for one of the following reasons:**

1. Duplicate classes, incomplete schedule or class already completed.
2. Student is inappropriately placed in a core class, non-elective.
3. Medical condition documented by a physician.

**All course change requests are to be completed by the end of the 10<sup>th</sup> day of each semester.**

### **COURSE ADD/DROP DEADLINE POLICY:**

**Course drops will NOT be permitted after the 10th instructional day of each semester.**

- Students who change classes prior to this 10-day period will carry their “grade to date”, attendance and discipline records to the new class to be included in final grade computation.
- For courses dropped after the twenty-day grace period, students’ records are subject to all or some of following penalties: failing mark on transcript (F), loss of credit and/or notice of withdrawal on transcript (W).

### **Exemptions to the 10 day rule:**

After the 10<sup>th</sup> instructional day, an Add/Drop Form must be completed along with a student/counselor/teacher meeting. This team will determine the best course of action to support the students learning success. The counselor will then contact the student’s parent and review the course of action.

- Holidays, non-student days, weekends are not included in the first 10-day count for instructional minutes/classes.

Teacher initiated course changes may be made only up to receipt of the 1<sup>st</sup> progress report of the semester, providing that the change involves no other disruption in the student’s schedule and is approved by the new teacher.

## **ACADEMIC ENRICHMENT & RECOVERY**

### **ADVANCED PLACEMENT COURSE POLICY:**

Advanced Placement courses are comparable to college level courses. These courses demand students spend more time on homework and assignments outside the school day and during the summer. Please keep this in mind when registering for one or more Advanced Placement course(s). Students should commit to these courses for the year. Dropping AP courses is strongly discouraged and may adversely affect the student’s academic transcript.

Advanced Placement (AP) courses must use curriculum developed by the College Board. AP Classes allow high school students to undertake college-level academic rigor and gives them the opportunity to take the AP Exams. Students may receive credit from many colleges and universities.

### **AP Course placement criteria**

The following criteria should be used by students to judge their readiness for the rigorous quality and increased quantity of work required to be successful in Advanced Placement classes:

1. Overall 3.3 Grade Point Average (GPA) in any selected honors/AP Subject Area (Social Science/English/Math/Science)
2. Assessment or Prerequisite Course(s) - Depends on each individual course

### 3. Teacher Recommendation

**In 2021-22, All Students enrolled in AP courses are REQUIRED to take the AP exam.**

*Approximate AP Exam Fees = \$95.00*

Any economically disadvantaged student, as defined in Education Code 52241, who is enrolled in an Advanced Placement course, may apply to have the costs covered of Advanced Placement examination fees minus eight dollars, which shall be paid by the student (Education Code 52244).

<b>ADVANCED PLACEMENT EXAM SCHEDULE 2022</b>			
<b>Week 1</b>	<b>8:00 a.m.</b>	<b>12:00 noon</b>	<b>2:00 p.m.</b>
Monday, May 9, 2021	US Government and Politics	Physics C: Mechanics	Physics C: Electricity and Magnetism
Tuesday, May 10, 2021	Calculus AB Calculus BC	German Language and Culture Human Geography	
Wednesday, May 11, 2021	English Lit and Comp	Physics 1: Algebra based	
Thursday, May 12, 2021	United States History	Japanese Language and Culture	
Friday, May 13, 2021	Chemistry AP European History	Art History Computer Science A	
AP 2-D Art and Design, 3-D Art and Design, and Drawing – last day for coordinators to submit digital portfolios (by 8 p.m. ET) and to gather 2-D Art and Design and Drawing students for physical portfolio assembly.			
<b>Week 2</b>	<b>8:00 a.m.</b>	<b>12:00 noon</b>	
Monday, May 16, 2021	French Language	Chinese Language and Culture Environmental Science	
Tuesday, May 17, 2021	Spanish Language and Culture	Latin Psychology	
Wednesday, May 18, 2021	English Language and Composition	Microeconomics Music Theory	
Thursday, May 19, 2021	Comparative Government and Politics Computer Science Principles	Statistics Macroeconomics	
Friday, May 20, 2021	Biology		

NHS transcripts do not reflect AP exam scores. When taking these exams or submitting college and/or scholarship applications, seniors are reminded to **have scores sent directly to colleges by the College Board and ACT.**

### **COMMUNITY COLLEGE/ON-LINE COURSES:**

**Students may only earn NHS credit for courses not offered at NHS.** Only courses pre-approved by a student’s NHS counselor and administrator will be accepted for NHS graduation credit. You must get approval before you register for the class. This includes courses that students are taking for personal growth and not credit. Only preapproved courses will be posted to a student’s transcript. Students must obtain their counselor’s signature on the community college “Special Admission for High School Students” form in order to register for a community college class as a high school student. Students must allow at least one school day for the processing of this paperwork at NHS.

### **CONCURRENT HIGH SCHOOL & COLLEGE COURSE CREDIT**

Students in the district may avail themselves of the opportunity to earn credit toward graduation for successful completion of courses taken in a community college, state university, state college, or accredited private college. Courses may be taken on a collegiate campus or virtually through an independent study offering.

All courses must be preapproved by the student’s counselor and school administration. Such credit may be granted only under the following conditions.

- The student must get approval for credit from the current high school and community college prior to enrolling in the course.



- The course must be in a subject included in the district’s areas of study (Ed. Code 51220): English, Social Sciences, Foreign Languages, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, Vocational-Technical, and Automobile Driver Training.
- Student may not enroll in a college course for high school credit if a similar course is offered during the current year at the student’s high school, except under unusual circumstances as determined by the Director of Curriculum and Instruction, Secondary Education.
- The credit is allowed toward high school graduation at the rate of five semester credits for three units.
- The student must assume responsibility for having the college transcript sent to the high school, and following all necessary procedures.
- Credits earned in college during concurrent enrollment in high school shall not exceed nine units (transferable as 15 high school credits) during a student’s high school career.

## CREDIT RECOVERY

Students must consult with their counselors prior to assigning up for **summer school at another public or private school** or for an **on-line course**. Students should be aware that some on-line courses do not meet NCAA eligibility rules and UC approval.

## PHYSICAL EDUCATION WAIVER EXEMPTION

### PHYSICAL EDUCATION – CALIFORNIA EDUCATION CODE REGULATIONS:

- All students in grade 9 are required (California Education Code 51225) to enroll in and successfully complete the physical education (PE) course and to satisfactorily pass at least five out of six fitness areas of the California Physical Fitness Test administered in grade 9 (*Education Code 51241*).
- All students are required to pass a second year of physical education in grades 10, 11, or 12 which includes but is not limited to ISPE, PhysEd2, PE 3 Yoga, PE 3 Weight Training or Foundation Dance and Dance PE.

## ACADEMIC GRADING POLICIES

### GRADING CRITERIA:

1. Careful, impartial and consistent observation and measurement of the quality of the students’ work
2. Mastery of course content and standards and the degree to which course outcomes are achieved
3. Classwork, participation, homework, projects, course assignments, tests and other assessments of student performance

Student behavior shall not be factored into a student’s academic performance except as it relates to participation in class or in completing and turning in assigned work. Students and parents shall be notified about performance and progress both formally and informally. Formal reports of student progress are communicated in accordance with Policy 5124. The grade given to each pupil shall be determined by the teacher and, in the absence of a clerical or mechanical mistake, fraud, bad faith including non-compliance with Policy 5124 or incompetence, shall be final.

**LETTER GRADES OF A, B, C, D, F** are used with the corresponding point values: A = 4. B = 3. C = 2. D = 1. F = 0. Grades earned in Advanced Placement courses in grades 10-12 shall carry weighted grade points only as follows: A-5, B-4, C-3, D-1, F-0 (BP 6141.5) An **Incomplete, (I)** is given only when a student’s work is not finished because of illness or some other excused absence. If the work is not made up within six weeks, the incomplete will be replaced with an F (BP 5121). For purposes of eligibility for participation in extra and co-curricular activities, an incomplete shall have no effect (Policy 6145). *Note: The Marin County Athletic League treats an incomplete as an “F” grade, until the work is made up.*

### GRADE POINT AVERAGE:

Grade Point Average (GPA) has two different uses for our grades. Academic GPA is computed using point values assigned to all classes except Physical Education and ROTC. Overall GPA is computed using all classes, including Physical Education and ROTC, are used for athletic eligibility and is reported on semester report cards.

**Policy for the Class of 2021 and beyond:** Due to the tremendous differences in curricula and grading standards among high schools throughout the state and country, college admission officers now use ACT/SAT® scores and GPA to gain a more holistic view of each applicant (College Board, 2017). In order to provide NUSD students with the best opportunity for college acceptance, NUSD is ending the practice of ranking our high school students beginning with the class of 2021. This shift will ensure that all high achieving students, which NUSD has many, are appropriately recognized for their achievement.

The honor of Distinguished Scholar (formerly valedictorian and salutatorian) will be awarded to all students meeting the criteria outlined in the Distinguished Scholar Formula. The formula for determination includes, but is not limited to, a non-weighted GPA, the total number of AP and Honors classes that a student has taken during their entire four years in high school, and successful completion of community service hours. This honor will take the place of valedictorian and salutatorian and bare the same weight in recognition.

\*\*\*NUSD has designed a graduation award that recognizes the academic success of every student who meets the standards of excellence formally recognized by the state of California. These two awards are the Golden State Seal Merit Diploma and the Seal of Bi-literacy. Based on the criteria outlined by the California Department of Education, every student who meets these requirements will be awarded the honor of Distinguished Scholar.

The State **Seal of Bi-literacy** (SSB) is a recognition conferred by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.

The Golden State Seal Merit Diploma (GSSMD) insignia is awarded jointly by the State Board of Education and the State Superintendent of Public Instruction to recognize students who have demonstrated mastery of the high school curriculum in at least six subject areas.

**GRADE REPORTS:** Final Grades will be posted on Aeries approximately one week after the end of each grading period. Only semester grades are recorded on student permanent records and transcripts and reflect work completed throughout the entire semester. Grades are mailed home upon request.

### **ATHLETIC ACADEMIC ELIGIBILITY (NUSD BP6145.1)**

In order to participate in athletics, **students must earn a 2.0 “C”** grade point average on a 4.0 scale in all enrolled classes.

- ✓ Students must be enrolled in and pass a minimum of 20 units (4 classes).
- ✓ Spring semester grades count for eligibility on the first day of practice including for incoming freshmen.
- ✓ See the Athletic Director in advance for specific information about making up grades during summer school.
- ✓ One academic probation period (one grading period) may be authorized over the four years in high school by the Superintendent or designee for students to participate in athletics whose GPA is between 1.5 and 1.99. Academic eligibility resets the second Tuesday after grades are turned in for each grading period (4 times per year).
- ✓ Students must reside in the Novato Unified High School District, or have an approved inter-district transfer, and abide by the school district’s policies for residency.
- ✓ Freshmen are ineligible for athletic probation except when waived by the Principal under very exceptional circumstances.

### **Follow these instructions to register for sports at NHS.**

- Step 1: Go online at <https://novatohigh.nusd.org> OR <http://www.novatohighathletics.org/>
- Step 2: Complete Physician's Clearance Form AFTER June 1, 2021- Download the Physical Form off the website.
- Step 3: Register for all sports you intend to play for the year. Fall 2021 registration begins in April, 2021
- Step 4: Register and complete the Impact Baseline Concussion test once per academic year.

- Step 5: Sign up for our Newsletter and Follow us on Twitter to stay in the know!

**Michele Smith**  
Athletic Director  
msmith1@nusd.org

**Steve DeHart**  
Athletic Trainer, ITAT  
sdehart@nusd.org

COACHING STAFF and TEAM Information are linked on the website.

<http://www.novatohighathletics.org/#/>

<https://sideline.bsnsports.com/schools/california/novato/novato-high-school>

## NHS ATHLETICS BOOSTERS

- **NHS Hornet Membership (\$50 per school year):** Includes 2 memberships plus a Novato "N" decal for your car and two (2) admission passes to one regular season home game.
- **Black & Gold Membership (\$150 per school year):** Includes 2 memberships plus a Novato "N" decal for your car and free admission for both members to all regular season home games.

## DIPLOMAS, CERTIFICATES and EQUIVALENCIES

### **HIGH SCHOOL DIPLOMA - A diploma is earned by:**

- ✓ Earning a minimum of 220 credits in required areas, **and**
- ✓ Meeting the Algebra 1 content standards, **and**
- ✓ Completing 40 community service hours.

### **COMMUNITY SERVICE HOURS**

All students are required to complete a total of 10 hours of community service for each year of attendance at NHS as part of their graduation requirement. Students failing to meet this requirement may lose the privilege to participate in the graduation ceremony and celebration activities.

- Community service guidelines and applications, as well as suggested community service areas of need can be obtained in the **COLLEGE AND CAREER CENTER** located in the NHS Library.
- Students must receive **PRE-APPROVAL** from the CAREER CENTER in the Library before completing any Community Service activity.
- Students who meet either the ten hour per year requirement or the forty-hour graduation requirement may then become eligible to earn elective credit towards graduation through additional service. Fifteen hours of community service equals 1 school unit of elective credit posted to the students' transcript.

**MODIFIED CREDIT – 130 DIPLOMA** – A NEW California law allows for an adjustment of the credits REQUIRED for graduation from California Public High schools (AB167), targeting foster care youth, homeless youth, a military family youth, a migratory child or newcomer program participant, as well as juvenile court school pupil, - after the second year of high school (AB2121).

### **HIGH SCHOOL EQUIVALENCY DIPLOMA**

#### ➤ **California High School Proficiency Exam (CHSPE)**

Students earn the legal equivalent of a high school diploma through the California High School Proficiency Exam which tests basic skills required for a high school diploma. There is no limit to how many times a student may take the test. The High School Proficiency Exam is administered two times per school year. See your counselor for specific information and test dates.

**To be eligible** to take the California High School Proficiency Exam students must:

- ✓ Be at least 16 years of age **OR**
- ✓ Have completed at least one academic year of grade 10 **OR**
- ✓ Be enrolled in the second semester of grade 10
- ✓ **Must attend school after passing the exam until 16 years of age or older and have verified parental permission to leave school early.**
- ✓ **Important Notice:** Senate Bill 820, was signed by the Governor on September 18, 2020, changing the schedule for the California High School Proficiency Examinations for school year 2020-2021.

Regular examinations of the CHSPE shall be offered only if they can be administered in accordance with state and local public health orders, as determined by the Superintendent. The California Department of Education is working with its contractors to develop a new CHSPE that may be offered in early 2021; when the test will be and can be administered safely and remotely.

• **General Education Development (GED) Test**

General Educational Development (GED) offers a high school equivalency diploma to students who pass a series of tests in Language Arts (Reading and Writing), Social Studies, Science, and Mathematics. Employers and colleges accept the GED tests as the equivalent of a high school diploma. Tests are given in each subject area and students must pass **all** of the subject area tests in order to earn a GED Equivalency certificate. Test preparation programs are available through College of Marin or NUSD Adult Ed.

**To be eligible** to take the General Education Development (GED) Test, **a student must be:**

- ✓ 18 years of age or within 60 days of his/her 18<sup>th</sup> birthday
- ✓ within 60 days of when he/she would have graduated had he/she followed the normal course of study and stayed in school
- ✓ At least 17 years of age, has been out of school for 60 consecutive days, and provides a letter from the military, post-secondary educational institution or prospective employers.

**CERTIFICATE OF COMPLETION** - Students who accrue designated number of credits in required areas of study, and meet the content standards requirement for Algebra 1 will receive a certificate of completion. (Ed Code 512245/60851)

**CERTIFICATE OF ATTENDANCE** - Students who do not earn sufficient credits and who may not have met the content standards for Algebra 1 shall receive a Certificate of Attendance. (Ed Code 51225.3)

**COLLEGE ENTRANCE INFORMATION**

**PSAT, SAT, ACT EXAM calendars and registration materials will be provided by Counseling Office**

NHS transcripts do not reflect SAT, ACT, or AP exam scores. When submitting college and/or scholarship applications, seniors are reminded to **have scores sent directly to colleges by the College Board and ACT.**

**NATIONAL MERIT SCHOLARSHIP** - The PSAT/NMSQT test serves as an initial screening of more than one million entrants each year. Semifinalists are the highest scorers in each of the 50 states and represent less than one percent of each state’s high school seniors. Finalists may be considered for the \$2,500 scholarship. Students are expected to continue their education beyond high school. California has a three-tiered system of state-

**CALIFORNIA COLLEGE OPPORTUNITIES**

financed universities and colleges. Many consider this system to be the nation’s best public higher education network.

<b>University of California (UC)</b>	<b>California State University (CSU)</b>	<b>Community Colleges (CC)</b>
<a href="http://www.universityofcalifornia.edu">www.universityofcalifornia.edu</a>	<a href="http://www.csumentor.edu">www.csumentor.edu</a>	<a href="http://www.cccco.edu">www.cccco.edu</a>
Top 12.5% of high school graduates	Top 33% of high school graduates	Top 100% of high school graduates or 18 years of age
<b>Background:</b> The UC system combines the education of undergraduates with a strong emphasis on graduate programs and world-class research in the sciences & Humanities.	<b>Background:</b> The CSU system emphasizes undergraduate Education, leading to a Bachelor’s, Master’s and a limited number of Doctor’s degrees.	<b>Background:</b> Colleges offer a wide range of academic and vocational programs leading to an occupational certificate, a two-year associate of arts degree, or a transfer program
<b>Students:</b> Over 220,000	<b>Students:</b> 430,000	<b>Students:</b> Over 2.9 million
<b>Costs: Including</b> Fees/Tuition, \$14,050, Books & Supplies \$1,198, Campus Room & Board, \$6,131, Miscellaneous approx. \$3500 Total \$26,493	<b>Costs: Including</b> Fees/Tuition, \$11,519, Books & Supplies \$1,200, Campus Room & Board, \$11,514 Miscellaneous, \$2,260 Total \$26,493	<b>Costs: Including</b> Fees/Tuition, \$46 a unit: 12 units a semester=\$552

<b>Entrance Requirements:</b> Top 12.5% of high school graduates statewide or other criteria; 15 prescribed courses and appropriate admission tests	<b>Entrance Requirements:</b> Top third of high school graduates statewide or other criteria; 15 prescribed courses and appropriate admission tests	<b>Entrance Requirements:</b> Open to all California residents, including those without a high school diploma. A California resident may attend a community college anywhere in the state.
<b>Campuses:</b> 10	<b>Campuses:</b> 23	<b>Campuses:</b> 112
<b>Campus Locations:</b> Berkeley, Santa Cruz, Davis, Santa Barbara, Los Angeles, Irvine, Merced, Riverside and San Diego. The San Francisco campus specializes in upper division and graduate health Sciences.	<b>Campus Locations:</b> Bakersfield, Chico, Channel Islands, Dominguez Hills, Fresno, Fullerton, Hayward, Humboldt, Long Beach, Los Angeles, Maritime Academy, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San José, San Luis Obispo, San Marcos, Sonoma and Stanislaus.	<b>Campus Locations:</b> Throughout California.

**COMPARISON OF NHS GRADUATION REQUIREMENTS  
with CSU/UC ENTRANCE REQUIREMENTS**

<b>Subject</b>	<b>NUSD Graduation Requirements</b>	<b>Cal State University <i>Minimum grades of 'C'</i></b>	<b>University of California <i>Minimum grades of 'C'</i></b>
<b>SOCIAL STUDIES</b>	<b>30 units – 3 years</b>	<b>A. 2 years – World History and US History</b>	
<b>ENGLISH</b>	<b>40 units - 4 years</b>	<b>B. 4 years</b>	
<b>MATH</b>	<b>20 units - 2 years*</b>	<b>C. 3 years Algebra 1, 2 and Geometry <i>4 Years Recommended</i></b>	
<b>LABORATORY SCIENCE</b>	<b>30 units - 3 years</b>  Biological Science – 1 yr.  Physical Science – 2 yrs.	<b>D. 2 years (3 recommended)</b>  Biological Science – 1 yr.  Physical Science – 1 yr.  One of the above must be from the “d” subject area with the other from either “d” or “g” - Refer to “a-g” course list.	<b>D. 2 years (3 recommended)</b>  LIFE (Biology) – 1 yr.  Physical Science – 1 yr. (Chemistry or Physics)  Courses must include at least two of the three core disciplines of biology, chemistry and physics; both from the “d” subject area
<b>LANGUAGE <i>OTHER THAN ENGLISH</i></b>	<b><i>Recommended but not Required</i></b>	<b>E. 2 years (3 recommended) - <i>Must be same language</i></b>	
<b>VISUAL &amp; PERFORMING ARTS</b>	<b>20 units - 2 years**</b>	<b>F. 1 year</b> Selected from music, theatre/drama, or visual art	
<b>PHYSICAL EDUCATION</b>	<b>20 units - 2 years</b>	PhysEd9 and 1 additional year of PE 10-12 courses.	
<b>HEALTH and CCR (College &amp; Career Readiness)</b>	<b>10 units – 1 semester each</b>		

<b>ELECTIVES</b>	<b>50 units</b>	<b>G. 1 year</b> - Selected from any of the areas on the approved a-g course list, excluding those designated as non-elective (lower level math, language other than English, or visual & performing arts)	
<b>TOTAL UNITS OR REQUIREMENTS</b>	<b>220 units</b>	<ul style="list-style-type: none"> <li>✓ 15 college prep courses from approved "a-g" list</li> <li>✓ Calculate GPA using only "a-g" approved courses taken after the 9<sup>th</sup> grade</li> </ul>	
		<ul style="list-style-type: none"> <li>✓ New SAT I or ACT (SAT-May combine best writing, verbal &amp; math scores from multiple sittings; ACT-writing test not required)</li> </ul>	<ul style="list-style-type: none"> <li>✓ SAT I or ACT</li> <li>✓ SAT II (Not required for all majors- check with school) (Best SAT I total score from a single sitting)</li> </ul>

\*Completion of Algebra 1 or its equivalent.

\*\*Vocational Art courses may be used to fulfill the Visual Arts Requirement.

## FOUR-YEAR PLANNING WORKSHEET

Early plans should be made in developing a high school course schedule. High school courses and grades count for admission to college, but many people do not realize that a college education also builds on the knowledge and skills acquired in each student's earlier years. High school schedule planning begins in middle school.

Your transcript of high school courses and grades is the first prediction of your success in college and your college entrance examination is the second indication. The SAT (Scholastic Assessment Test) I, SAT II, and ACT (American College Test) are some of the tests required by colleges and universities. These tests should be taken prior to the student's senior year. Any retesting should be completed by December of the senior year.



GRADE 9 FRESHMAN	GRADE 10 SOPHOMORE	GRADE 11 JUNIOR	GRADE 12 SENIOR	CREDITS REQUIRED
ENGLISH 9	ENGLISH 10	ENGLISH 11/AP	ENGLISH 12/AP	ENGLISH - 40
	SOCIAL STUDIES • World History or • AP European Hist.	SOCIAL STUDIES • U.S. History or • AP U.S. History	SOCIAL STUDIES • Economics/AP & Political Systems/AP (1 semester each)	SOCIAL STUDIES - 30
MATH	MATH	MATH	ELECTIVE	MATH - 30 Alg. 1 Req.
PHYSICS	CHEMISTRY	BIOLOGY	ELECTIVE	SCIENCE - 30
PHYSICAL EDUCATION	PHYSICAL EDUCATION	ELECTIVE	ELECTIVE	PHYS.ED. - 20
College and Career Readiness (5 credits) & Health (5 credits)	ELECTIVE	ELECTIVE	ELECTIVE	FINE ARTS or LANG. (20) ELECTIVES (50)

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR	Total Credits Required:
Total Credits: 60	Total Credits: 60	Total Credits: 60	Total Credits: 60	220

**Additional Graduation Requirements:**

Perform Community Service-Learning Hours (Total of 40 Hours).  
Complete an Algebra 1 Course, Complete Gov/Econ, Complete  
English 12 course

## **NHS ACADEMIC DEPARTMENT COURSE OFFERINGS**

All courses marked with UC/CSU meet the requirements for acceptance to the University of California and California State Universities. All courses meet the grade-level standards set forth in the *California Common Core State Standards*.

### **SOCIAL SCIENCE DEPARTMENT**

#### **HWC102 WORLD HISTORY**

**Prerequisites:** None    **Grade Level:** 10

**HS Graduation requirement:** Social Science – 10 credits

**Meets UC/CSU requirement:** Yes. 'A' Requirement (grade of 'c' or better)

This course examines the social, political and economic events that have shaped the modern world. Units of study include the rise of democratic ideas, the French Revolution, the Industrial Revolution, Nationalism, Imperialism, the world wars, post-World War II struggles for democracy, global interdependence, and a survey of unresolved problems of modern world.

### **HOA101 AP HUMAN GEOGRAPHY**

**Prerequisites:** Interest in taking a rigorous Advanced Placement course

**Grade Level:** 9-12

**HS Graduation requirement:** Elective – 10 credits

**Meets UC/CSU requirement:** Yes. 'A' Requirement (grade of 'c' or better)

This course introduces students to the rigorous expectations and advanced level of study expected in an AP class. Students will learn to use research methods and analytic tools to describe and understand how our social, economic, cultural, and environmental decisions impact our planet. Specific topics of study include industrialization, cities and urban land use, agriculture and rural areas, population and migration. Issues of public health, gender, equity, and politics all are discussed. Course materials include maps, documentaries, and self-selected inquiry projects.

### **HUC103 U.S. HISTORY**

**Prerequisites:** None      **Grade Level:** 11

**HS Graduation requirement:** Social Science – 10 credits

**Meets UC/CSU requirement:** Yes. 'A' Requirement (grade of 'c' or better)

This course will focus on U.S. History during the 20th Century. The first semester will review U.S. History from exploration through the Gilded Age and Progressive Era. The latter half of the year will focus on in-depth study of the following: The Jazz Age, The Great Depression, World War II, The Cold War, and Hemispheric Relations in the Postwar Era, The Civil Rights Movement in the Postwar Era, American Society in the Postwar Era, and the United States in Recent Times.

### **HUA103 AP U.S. HISTORY**

**Prerequisites:** Interest in taking a rigorous Advanced Placement course      **Grade Level:** 11

**HS Graduation requirement:** Social Science – 10 credits

**Meets UC/CSU requirement:** Yes. 'A' Requirement (grade of 'c' or better)

This rigorous course follows the Advanced Placement U.S. History outline. Students taking the course are encouraged to take the Advanced Placement examination in May. This course requires successfully demonstrating advanced skills in reading, writing and analysis of historical content. This is college level survey course of American History from colonization through the 20th Century.

## SOCIAL SCIENCE DEPARTMENT

### **HGC104 AMERICAN GOVERNMENT**

**Prerequisites:** None

**Grade Level:** 12

**HS Graduation requirement:** Social Science – 5 credits

**Meets UC/CSU requirement:** Yes. 'A' Requirement (grade of 'c' or better)

This semester-long course is designed to give students an in-depth understanding of the three branches of one government, as well as their application at the federal, state and local level, with an in-depth understanding of the U.S. Constitution and the political process. Students develop the necessary skills to be educated voters.

### **HIC104 ECONOMICS**

**Prerequisites:** None

**Grade Level:** 12

**HS Graduation requirement:** Social Science – 5 credits

**Meets UC/CSU requirement:** Yes. 'G' Requirement (grade of 'c' or better)

This semester-long course is designed to give students a working knowledge of micro- and macroeconomics. Concepts studied are supply, demand, market price, entrepreneurialism, money and financial institutions, capitalism and other economic systems.

### **HGA104 AP U.S. GOVERNMENT & POLITICS**

**Prerequisites:** Interest in taking a rigorous Advanced Placement course

**Grade Level:** 12

**HS Graduation requirement:** Social Science – 10 credits

**Meets UC/CSU requirement:** Yes. 'A' Requirement (grade of 'c' or better)

The AP Government & Politics course provides an analytical perspective on government politics in the United States. This course involves both the study of general concepts used to interpret politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. AP U.S. Government & Politics is the equivalent of an entry-level college course.

### **HIA104 AP MICROECONOMICS**

**Prerequisites:** Interest in taking a rigorous Advanced Placement course

**Grade Level:** 12

**HS Graduation requirement:** Social Science – 5 credits

**Meets UC/CSU requirement:** Yes. 'G' Requirement (grade of 'c' or better)

The AP Microeconomics course provides students with an understanding of the principles of economics as they apply to individual decision-making units, including individual households and firms. The course examines the theory of consumer behavior, the theory of the firm, and the behavior of profit-maximizing firms under various market structures. Students evaluate the efficiency of the outcomes with respect to price, output, consumer surplus, and producer surplus. They examine the behaviors of households and businesses in factor markets, and learn how the determination of factor prices, wages, interest, and rent influence the distribution of income in a market economy. There are ample opportunities to consider instances in which private markets may fail to allocate resources efficiently and examine various public policy alternatives aimed at improving the efficiency of private markets.

## SOCIAL SCIENCE DEPARTMENT

### **HIA114 AP MACROECONOMICS**

**Prerequisites:** Interest in taking a rigorous Advanced Placement course

**Grade Level:** 12

**HS Graduation requirement:** Social Science – 5 credits

**Meets UC/CSU requirement:** Yes. 'G' Requirement (grade of 'c' or better)

The AP Macroeconomics course provides students with a thorough understanding of the principles of economics and how economists use those principles to examine aggregate economic behavior. Students learn how the measures of economic performance, such as gross domestic product (GDP), inflation, and unemployment are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. The course recognizes the global nature of economics and provides ample opportunities to examine the impact of international trade and finance on national economies. Various economic schools of thought are introduced as students consider solutions to economic problems.

## **SOCIAL SCIENCE ELECTIVE OFFERINGS**

### **GFC105 PSYCHOLOGY**

**Prerequisites:** None

**Grade Level:** 11-12

**HS Graduation requirement:** Elective – 10 credits

**Meets UC/CSU requirement:** Yes. 'G' Requirement (grade of 'c' or better)

This elective course includes the study of human behavior including personality, dreams, Freud, major psychologists, abnormal behavior, abuse, prejudice, and discrimination. Students are expected to actively engage in class activities and discussion. The class explores emotions, stress, perceiving, sensation and different conceptions of intelligence. The students make oral and visual presentations and participate in a class field trip.

### **HWA102 AP EUROPEAN HISTORY**

**Prerequisites:** Interest in taking a rigorous Advanced Placement course

**Grade Level:** 10-12

**HS Graduation requirement:** Elective – 10 credits

**Meets UC/CSU requirement:** Yes. 'A' Requirement (grade of 'c' or better)

AP European History introduces students to the role that European history since 1450 has played in shaping the world in which they live. The course will include: intellectual and cultural history, political and diplomatic history, and social and economic history. The course is the equivalent of an introductory college course in World/European History. This course can replace World History as a UC/CSU "A" requirement.

### **GUC105 Analytical Writing in Modern History**

**Prerequisites:** Interest in taking a rigorous Advanced Placement course

**Grade Level:** 10

**HS Graduation requirement:** Elective – 10 credits

**Meets UC/CSU requirement:** Yes. 'A' Requirement (grade of 'c' or better)

Introduces students to the role that European history since 1450 has played in shaping the world in which they live. The course will include: intellectual and cultural history, political and diplomatic history, and social and economic history. The course is the equivalent of an introductory college course in World/European History. This course can replace World History as a UC/CSU "A" requirement.

### **HFC115 ETHICS & RELIGION**

**Prerequisites:** 9<sup>th</sup> Grade English

**Grade Level:** 10-12

**HS Graduation requirement:** Elective – 10 credits

**Meets UC/CSU requirement:** PENDING. 'A' Requirement (grade of 'c' or better)

Focus of this elective course: Philosophy, Current Affairs, & History

Ethics, Religion, & The Good Life - What is a Good Life? Are we naturally good or evil? Do we need God to find answers to these and other questions? Students will examine, discuss, and weigh the many answers that Holy Seers and Philosophers alike have offered throughout history—in times of peace and strife-- to these questions, and then judge how their suggestions and solutions might be of use to us in the daily practice of our own lives today.

The first semester will focus on the great religions and their contributions to answering these questions. The second semester will explore ethical approaches to these questions, focusing on ethical systems that are not religious in nature. In each

semester, students will use a variety of experiential and philosophical approaches to examine these different religions and ethical systems, and then explore current social issues of importance using these systems of thought. There will be a focus on writing and class discussion, using close reading of written texts and films. Students are invited to think about and reflect on their own personal values concerning these ethical and religious approaches.

## **ENGLISH DEPARTMENT**

### **Grades 9, 10, 11**

#### **EEC101 ENGLISH 9**

**Prerequisites:** *None*

**Grade Level:** 9

**HS Graduation requirement:** English – 10 Credits

**Meets UC/CSU requirement:** *Yes, meets 'b' requirement (with a grade of 'c' or better)*

Students read and respond to historically and culturally significant works of literature, analyzing in depth the structural features and literary devices of various genres, especially fiction and drama. Students also write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument, using clear, precise language. Essays include narrative, response to literature, exposition, persuasion, business letter, and technical documentation. Students develop research skills and write a research paper using MLA format. Students write and speak with a command of Standard English conventions, and write using generally accepted manuscript form. They also do extensive work in vocabulary and independent reading.

#### **EEC102 ENGLISH 10: World Literature**

**Prerequisites:** *None*

**Grade Level:** 10

**HS Graduation requirement:** English – 10 Credits

**Meets UC/CSU requirement:** *Yes, meets 'b' requirement (with a grade of 'c' or better)*

Students read and respond to historically or culturally significant literature that complements their study of world history in the sophomore year. Students research a controversial issue and prepare and deliver a speech to their class. Throughout the year, students continue to develop their skills in reading, writing, listening, and speaking.

#### **EEC103 ENGLISH 11: American Literature**

**Prerequisites:** *None*

**Grade Level:** 11

**HS Graduation requirement:** English – 10 Credits

**Meets UC/CSU requirement:** *Yes, meets 'b' requirement (with a grade of 'c' or better)*

Students read and respond to historically or culturally significant literature that complements their study of American history in the junior year. In the fall semester, the focus is on the pre-Colonial and Colonial experience, the young republic, and the nineteenth century. In the second quarter, students complete a synthesis written project. In the spring semester the focus is also on the study of twentieth century American literature. Throughout the year, students read independently and study vocabulary and English conventions as they prepare for the PSAT and SAT tests. Reading, writing, listening, and speaking continue to be important elements of student work.

#### **EEA103 AP ENGLISH 11: English Language and Composition**

**Prerequisites:** Interest in taking a rigorous Advanced Placement course

**Grade Level:** 11

**HS Graduation requirement:** English – 10 Credits

**Meets UC/CSU requirement:** *Yes, meets 'b' requirement (with a grade of 'c' or better)*

This course is for juniors who plan to take the AP test in Language and Composition in the spring. It follows the curriculum of the College Board and focuses on the rhetorical and stylistic analysis of expository prose by genre: autobiography, biography, history, literary criticism, journalism, politics, and science and nature. Enrollment is required the previous

spring, for students are given a rigorous summer reading and writing assignment that is due the first day of school. A consistently high standard of academic achievement is required.

### **EEC114 ERWC for 11<sup>th</sup> graders (Expository Reading and Writing Course)**

**Prerequisites:** *None*

**Grade Level:** 11

**HS Graduation requirement:** English – 10 Credits

**Meets UC/CSU requirement:** *Yes, meets 'b' requirement (with a grade of 'c' or better)*

The goal of the Expository Reading and Writing Course is to prepare juniors for the literacy demands of higher education. This course includes a variety of modules on high interest topics. Modules include multiple reading selections, often representing different genres and media sources. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, interviews, memos, assorted public documents, scholarly studies, literature, and plays. Students will develop advanced proficiency in expository, analytical, and argumentative reading and writing.

## **ENGLISH DEPARTMENT**

### **GRADE 12 Offerings**

**\*\*English 12: Students may select from the following five English course options. ALL 12<sup>th</sup> grade courses integrate novels and focused essay writing each semester. Additionally, all seniors complete the Senior Project in their selected 12<sup>th</sup> grade English course.**

### **EEG114 FUTURES**

**Prerequisites:** *None*

**Grade Level:** 12

**HS Graduation requirement:** English – 10 Credits

**Meets UC/CSU requirement:** *Yes, meets 'b' requirement (with a grade of 'c' or better)*

Do you love science fiction? Are you interested in what our future will look like? If so, Futures is the class for you! We read classic books like *1984* or *Handmaid's Tale*, as well as modern books like *Ready Player One* and *The Martian*. We watch movies like *2001: A Space Odyssey* and *Eternal Sunshine of the Spotless Mind*. This class uses a mix of novels, movies, TV shows, and short stories to discuss and write about topics such as smart technology, space exploration, aliens, oppression, virtual reality, and Artificial Intelligence.

### **EEC114 ERWC (Expository Reading and Writing Course)**

**Prerequisites:** *None*

**Grade Level:** 12

**HS Graduation requirement:** English – 10 Credits

**Meets UC/CSU requirement:** *Yes, meets 'b' requirement (with a grade of 'c' or better)*

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 fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiencies in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to non-fiction and literary texts. Modules also provide 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 in 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.

### **EEC124 FILM AS LITERATURE**

**Prerequisites:** *None*

**Grade Level:** 12

**HS Graduation requirement:** English – 10 Credits



**Meets UC/CSU requirement:** *Yes, meets 'b' requirement (with a grade of 'c' or better)*

Cinematic literacy is long overdue in education. Students enrolled in this course study film both as an art form and as a form of communication. They are taught to “read” a film, analyzing its narrative structure, genre conventions, subtext, technical and artistic factors, and purpose. In addition, students examine how films often reflect the times and conditions in which they are made, and conversely, how motion pictures sometimes help shape attitudes and values in society. Students will be motivated to view moving images critically rather than passively, as well as compare and contrast literature and film. This course will enhance the analytical and critical thinking skills of students.

## ENGLISH DEPARTMENT

### GRADE 12 Offerings

#### **EEC134 MYTHOLOGY AND FANTASY**

**Prerequisites:** *None*

**Grade Level:** 12

**HS Graduation requirement:** English – 10 Credits

**Meets UC/CSU requirement:** *Yes, meets 'b' requirement (with a grade of 'c' or better)*

This course will examine the mythological roots of fantasy and supernatural literature. Students will apply themes in world mythology to modern works of fantasy and the supernatural. Classic literature, the Gothic horror story, and the modern fantasy series will be covered through a variety of media: drama, poetry, novels, and their film adaptations. Students will learn about the characteristics of these genres, do in-depth analyses of them, and write their own versions of fantasy tales in a variety of genres and media such as the short story, poetry, and video. This course develops the student’s skills in reading, thinking, and writing, listening, and speaking through in-depth study of literature in a variety of genres and through researching informational materials.

#### **EEA104 AP ENGLISH 12: Literature and Composition**

**Prerequisites:** Interest in taking a rigorous Advanced Placement course

**Grade Level:** 12

**HS Graduation requirement:** English – 10 Credits

**Meets UC/CSU requirement:** *Yes, meets 'b' requirement (with a grade of 'c' or better)*

This course is for seniors who plan to take the AP test in Literature and Composition in the spring. It follows the curriculum of the College Board. The focus is on British and modern world literature in a variety of genres and through researching informational materials. The course develops the student’s skills in reading, thinking, and writing, listening and speaking. Enrollment is required the previous spring, for students are given a rigorous summer reading and writing assignment that is due on the first day of school. A consistently high standard of academic achievement is required.

## ENGLISH LANGUAGE DEVELOPMENT

The English Language Development (ELD) program is for students who are not proficient in English. The ELD program helps students master English so they can be successful in their academic courses.

There are three areas of instruction that are each one period classes:

1. **Reading (Level 1 or 2)** – Level 1 (EEG155) Level 2 (EEG165)
2. **Grammar and Writing** - Level 1 (EEG215), Level 2 (EEG225), Level 3 (EEG235), Level 4 (EEG245)
3. **Conversation and Vocabulary** – Level 1 (GEG215) Level 2 (GEG225) Level 3 (GEG235)

Students take placement tests to see what level they need and they take quarterly benchmark tests to assure they are ready for the next level.

ELD **Reading** focuses on word analysis/vocabulary, reading comprehension and analysis strategies, and reading fluency.

ELD **Grammar and Writing** teaches the conventions of English: syntax, verb tenses, morphology, lexicon and semantics as well as developing listening skills, reading for content, including academic vocabulary, literature analysis, plus research and writing skills at the upper levels.

## MATHEMATICS DEPARTMENT

### **MMI105 Math Intervention: ALGEBRA 1 support (9<sup>th</sup>)**

**Prerequisites:** Administrative Placement

**Grade Level:** 9 - 9

**HS Graduation requirement:** Mathematics – 10 Credits

**Meets UC/CSU requirement:** *No*

All students have different levels of mathematical skill. This enhancement course is designed to fill the gap of foundational mathematical skills and student's knowledge for success in Algebra 1. This course is a blended learning environment that includes both an individualized technology based learning and instruction portion, as well as a collaborative learning piece that will incorporate the eight common core mathematical practices.

### **MNC115 ALGEBRA 1**

**Prerequisites:** *None*

**Grade Level:** 9-12

**HS Graduation requirement:** Mathematics – 10 Credits

**Meets UC/CSU requirement:** *Yes, meets 'c' requirement (with a grade of 'c' or better)*

Symbolic reasoning and calculations with symbols are central in algebra. Through study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. This course is the foundation for the rest of our math offerings. Passing this course is a graduation requirement.

### **MMC105 GEOMETRY**

**Prerequisites:** Algebra 1 w/ "D" or better (Incoming 9th graders w/ "B" or better in Algebra 1)

**Grade Level:** 9-12

**HS Graduation requirement:** Mathematics – 10 Credits

**Meets UC/CSU requirement:** *Yes, meets 'c' requirement (with a grade of 'c' or better)*

This course is designed to teach the student the basic properties of polygons and circles, including area and perimeter/circumference. Surface area and volume of geometric solids are included. This course also includes the writing of deductive proofs in a geometric setting, and solving a variety of geometric application problems.

### **MMG155 PERSONAL FINANCE**

**Prerequisites:** Unsuccessful attempts at a 2nd year of math

**Grade Level:** 11-12

**HS Graduation requirement:** Mathematics – 10 Credits

**Meets UC/CSU requirement:** *No*

This course is designed to prepare the student for the real world use of numbers and their various functions in daily life and at the workplace. Students will learn about household finance, banking and measurements. This course serves as a second year towards the NUSD math requirement for graduation.

### **MMC115 ALGEBRA 2**

**Prerequisites:** Geometry w/ "C" or better (Incoming 9th graders w/ "B" or better in Geometry)

**Grade Level:** 9-12

**HS Graduation requirement:** Mathematics – 10 Credits

**Meets UC/CSU requirement:** *Yes, meets 'c' requirement (with a grade of 'c' or better)*

This second-year algebra course reviews the ideas and concepts taught in Algebra 1 and subsequently begins a serious investigation of advanced algebraic concepts including quadratic equations, systems of equations, complex numbers, conic sections, exponential and logarithmic functions, matrices and determinants, probability and statistics, and trigonometric functions. There is a placement assessment for any students who did not take Algebra 1 at NHS.

### **MMC135 STATISTICS**

**Prerequisites:** Algebra 2 w/ “C” or better

**Grade Level:** 10-12

**HS Graduation requirement:** Mathematics – 10 Credits

**Meets UC/CSU requirement:** *Yes, meets ‘c’ requirement (with a grade of ‘c’ or better)*

This introductory course in Statistics is designed to acquaint the student with the basic ideas and language of statistics, hypotheses testing, and providing students with the facility to process statistical information. Its emphasis is on concepts rather than an in-depth coverage of traditional statistical methods. Topics include: descriptive statistics, correlation and regression, elementary probability, binomial and normal distributions, and estimation and test of hypotheses. This course does not prepare students to take the College Board’s Advanced Placement Exam in Statistics.

### **MMC155 STATISTICAL REASONING IN SPORTS**

**Prerequisites:** Algebra 2 w/ “C” or better

**Grade Level:** 10-12

**HS Graduation requirement:** Mathematics – 10 Credits

**Meets UC/CSU requirement:** *Yes, meets ‘c’ requirement (with a grade of ‘c’ or better)*

This course teaches students how to use four-steps of the statistical process: frame questions, collect data, analyze data, and make conclusions in context. Each unit will begin with a sports-related statistical question and then students will learn how to collect data, how to analyze it, and how to draw appropriate conclusions. Although the context of the examples and exercises will be sports related, the primary focus of the class will be to teach students the basic principles of statistical reasoning. Major statistical topics include: graphical displays for univariate and bivariate data; calculating and interpreting summary statistics for univariate and bivariate data; least squares regression; the concept of independence; using simulations to estimate probability distributions, and proper methods of data collection, including sampling and experiments.

### **MMA115 AP STATISTICS**

**Prerequisites:** Algebra 2 w/ “C” or better Juniors MUST enroll concurrently w/ Pre-Calculus

**Grade Level:** 10-12

**HS Graduation requirement:** Mathematics – 10 Credits

**Meets UC/CSU requirement:** *Yes, meets ‘c’ requirement (with a grade of ‘c’ or better)*

The Advanced Placement course in Statistics is designed to introduce students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. A college level course in that covers the topics delineated in the advanced placement course description booklet for the Statistics AP (Advanced Placement) examination. Students will be expected to take the Advanced Placement examination. It is highly recommended that students have a graphing calculator such as the TI 84 Plus or TI 89. (Calculators are available on loan).

## **MATHEMATICS DEPARTMENT**

### **MMC125 PRE-CALCULUS**

**Prerequisites:** Algebra 2 w/ “C” or better Interest in taking a rigorous Advanced Placement course

**Grade Level:** 10-12

**HS Graduation requirement:** Mathematics – 10 Credits

**Meets UC/CSU requirement:** *Yes, meets ‘c’ requirement (with a grade of ‘c’ or better)*

Students in this course are preparing for the world of calculus. In order to become a student of calculus, pupils must understand coordinate geometry, graphing techniques, and trigonometric functions. Students must be able to use functions such as exponential, logarithmic, rational, and polynomial. They must understand sequences and series, vectors, limits,

parametric and polar equations and be ready for an introduction to differential calculus. It is highly recommended that students have a graphing calculator such as the TI 84 Plus or TI 89.

### **MMA105 AP CALCULUS**

**Prerequisites:** Pre-calculus w/ “B” or better (“C” with recommendation)

**Grade Level:** 10-12

**HS Graduation requirement:** Mathematics – 10 Credits

**Meets UC/CSU requirement:** Yes, meets ‘c’ requirement (with a grade of ‘c’ or better)

A college level course in differential and integral calculus that covers the topics delineated in the advanced placement course description booklet for the Calculus AP (Advanced Placement) examination. Students will be expected to take the Advanced Placement examination. It is highly recommended that students have a TI 89 graphing calculator.

## **SCIENCE DEPARTMENT**

**EXAMPLES OF STUDENT COURSE PATHWAYS IN SCIENCE AT NOVATO HIGH SCHOOL:** Students can choose various Science course pathways based on their academic goals and personal interests. UC/CSU recommends a minimum of three years of science, and four or five years of science for Science/STEM majors. Novato High School's graduation requirement is three years of science. All courses listed meet the US/CSU requirement of ‘D’ Lab Science.

<b>Student Interest</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>	<b>12th</b>
Non-Science Major planning on a four-year college	Physics	Chemistry	Biology <b><u>Elective Choice:</u></b> AP Physics Physiology	<b><u>Elective Choice:</u></b> AP Physics <b>and/or</b> AP Chemistry <b>and/or</b> AP Biology <b>and/or</b> Physiology
General Education in the Sciences without AP Classes	Physics	Chemistry	Biology <b><u>Elective Choice:</u></b> Physiology	<b><u>Elective Choice:</u></b> Physiology
Physics/Chemistry/ Engineering Major	Physics <b><u>Elective:</u></b> AP Physics	Chemistry or AP Chemistry <b><u>Elective Choice:</u></b> Chemistry	Biology or AP Bio <b><u>Elective Choice:</u></b> Physiology	<b><u>Elective Choice:</u></b> AP Biology <b>and/or</b> AP Physics <b>and/or</b> Physiology
Medical Careers Pathway	Health Science Occupation  Physics 9	MCP Medical Terminology And Chemistry	MCP Intro to Medical Careers Biology <b><u>Elective Choice:</u></b> Physics AP Chemistry	<b><u>Elective Choice:</u></b> AP Chemistry <b>and/or</b> AP Physics
Earth Sciences Major	Physics  <b><u>Electives:</u></b> AP Physics	Chemistry  <b><u>Electives:</u></b> AP Chemistry	Biology  <b><u>Elective Choice:</u></b> AP Biology	<b><u>Elective Choice:</u></b> AP Biology <b>and/or</b> AP Chemistry <b>and/or</b> AP Physics

NOTE: Students must complete Chemistry before entering AP Chemistry. Students must complete Biology and Chemistry before entering AP Biology

## **SSC102 BIOLOGY**

**Prerequisites:** *None*

**Grade Level:** *9-12*

**HS Graduation requirement:** Science – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets ‘d’ requirement (with a grade of ‘c’ or better) ‘biological science’*

Biology is a required laboratory science course designed to cover the NGSS content standards for biological science. Topics that will be covered are 1) Structure and Function, 2) Inheritance and Variation of Traits, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, 5) Natural Selection and Evolution 6) Earth’s Systems, and 7) The Earth and Human Activity. The curriculum includes the use of elementary algebraic mathematics. This class fulfills both graduation and university entrance requirements in laboratory science.

## **SRC125 PHYSICS 9 and PHYSICS 11**

**Prerequisites:** *None*

**Grade Level:** *9-12*

**HS Graduation requirement:** Science – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets ‘d’ requirement (with a grade of ‘c’ or better) ‘physical science’*

Students are expected to be able to confidently and safely engage in scientific practices, collaborate effectively with others, manage multiple tasks in a timely manner and successfully perform algebraic and graphic operations.

Physics explores the relationship between matter and energy. Through various labs, the concepts of mechanics (including motion and forces), energy, waves, electricity and magnetism are brought to life. Also included in Physics are processes of the interior of the Earth and planetary motion. Elementary algebraic mathematics will be used at times to help students understand these ideas. This course is accepted as a laboratory science for college and university admissions.

## **SRC125 NGSS (Next Generation Science Standards) CONCEPTUAL PHYSICS 11:**

**Prerequisites:** *Biology*

**Grade Level:**

**HS Graduation requirement:** Science – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets ‘d’ requirement (with a grade of ‘c’ or better) ‘physical science’*

Students are expected to be able to confidently and safely engage in scientific practices, collaborate effectively with others, manage multiple tasks in a timely manner and successfully perform algebraic and graphic operations.

Physics explores the relationship between matter and energy. Through various labs, the concepts of mechanics (including motion and forces), energy, waves, electricity and magnetism are brought to life. Also included in Physics are processes of the interior of the Earth and planetary motion. Elementary algebraic mathematics will be used at times to help students understand these ideas. This course is accepted as a laboratory science for college and university admissions.

## **SRC105 CHEMISTRY**

**Prerequisites:** *Algebra I*

**Grade Level:** *10-12*

**HS Graduation requirement:** Science – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets ‘d’ requirement (with a grade of ‘c’ or better) ‘physical science’*

Chemistry is a college preparatory physical science laboratory course studying both academic concepts and their application to everyday object and life. The class covers the themes of atomic and molecular structure, chemical bonds, conservation of matter, chemical thermodynamics, reaction rates, and chemical equilibrium. In addition, the class will explore Chemistry as it relates to Earth and Space Systems such as nuclear processes and climate. These themes will be linked to everyday life through engaging laboratory activities. Students are expected to confidently and safely engage in scientific practices, collaborate effectively with others, manage multiple tasks in a timely manner and successfully perform algebraic and graphic operations.

## **SSC135 PHYSIOLOGY**

**Prerequisites:** Biology & Chemistry with minimum grade of “C”, or consent of instructor

**Grade Level:** 11-12 (grade 10 with concurrent enrollment in Chemistry)

**HS Graduation requirement:** Science – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets ‘d’ requirement (with a grade of ‘c’ or better) ‘biological science’*

Physiology is a detailed study of the functions and structures of the human body. It is concerned with the gross structure, mechanics, and biochemistry of the body systems. Dissection of animal specimens is an essential part of this course. All human systems, with emphasis on sickness and diseases, will be discussed. This course will greatly prepare the student for future education in the medical sciences, as well as employment in the medical professions.

## **SCIENCE DEPARTMENT**

### **SRA105 AP CHEMISTRY**

**Prerequisites:** Algebra 2 and Chemistry with a ‘B’ or better, or consent of instructor

**Grade Level:** 10-12 (See AP placement criteria)

**HS Graduation requirement:** Science – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets ‘d’ requirement (with a grade of ‘c’ or better) ‘physical science’*

Advanced Placement Chemistry is designed as a first year college course. Students are strongly encouraged to take the AP exam. Great emphasis is placed on the activities of quantitative experimentation, observation, and interpretations as the basis of developing the concepts of chemistry. The major concepts covered in the course include: stoichiometry, atomic and molecular theory, qualitative and quantitative analysis of chemical behavior, thermodynamics, equilibrium, solubility, kinetics, acids and bases, and oxidation and reduction.

### **SSA105 AP BIOLOGY**

**Prerequisites:** Grades of ‘B’ or better in Biology and Chemistry, or consent of instructor

**Grade Level:** 10-12 (See AP placement criteria)

**HS Graduation requirement:** Science – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets ‘d’ requirement (with a grade of ‘c’ or better) ‘biological science’*

Introductory college level course in Biology with emphasis on laboratory investigation. Seminars and field trips are also a part of this course. This course fulfills University of California lab science requirement. Students who pass the Advanced Placement test may qualify for college credit and/or placement.

### **SRA115 AP PHYSICS**

**Prerequisites:** Completion of Chemistry or Physics **and** Algebra 2 with a grade of ‘C’ or better

**Grade Level:** 9-12 (See AP placement criteria)

**HS Graduation requirement:** Science – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets ‘d’ requirement (with a grade of ‘c’ or better) ‘physical science’*

This course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits.

## **WORLD LANGUAGE DEPARTMENT**

**Benefits of the "Emphasis in the World and Classic Languages Program:** Students strongly interested in languages and linguistics may participate in this Program, which emphasizes advanced level study, community service in a non-English speaking community, and the creation of a reflective and academic portfolio in coordinate with World Language faculty. Students who successfully fulfill all requirements receive notation on their transcript and diploma. Interested students should contact the World Languages Department Chairperson.



## SPANISH LANGUAGE

### LLC301 SPANISH 1

**Prerequisites:** Grade 9: overall GPA of 'C-' in grade 8; Grades 10-12: teacher recommendation

**Grade Level:** 9-12

**HS Graduation requirement:** World Language - 10 Credits

**Meets UC/CSU requirement:** Yes; Meets 'e' requirement (with a grade of 'c' or better)

Spanish 1 is the first course of a four-year program (up to level 6AP) that is designed for students with little or no exposure to the Spanish language. The class will use a strategy based on storytelling, which makes language comprehensible to the student and is designed to follow the process we all used to learn our first language as children. Speaking and writing will develop naturally as part of the learning process. Awareness and appreciation of the language and culture are an important part of the coursework. Students will learn basic vocabulary and begin to acquire mastery of the four basic language skills: listening, speaking, reading, and writing. The fundamentals of morphology, syntax, pronunciation, and spelling are taught.

## SPANISH LANGUAGE

### LLC302 SPANISH 2

**Prerequisites:** Grade 10 – 12: Successful completion of Spanish 1 with a passing grade.

Grade 9: Minimum grade of 'B-' in grade 8 Spanish course.

**Grade Level:** 9-12

**HS Graduation requirement:** World Language - 10 Credits

**Meets UC/CSU requirement:** Yes; Meets 'e' requirement (with a grade of 'c' or better)

Students are expected to function in listening, speaking, reading, and writing at a proficient level in the target language. Year 2 begins with a review of Year 1. New vocabulary and an intermediate grammatical structure will be introduced. Idiomatic use of the language is emphasized in speaking, reading, writing and listening. Several past, present, and simple future tenses are introduced to enable students to communicate about past, present, and future activities. Stress is also placed on language comprehension.

### LLC303 SPANISH 3

**Prerequisites:** Successful completion of Spanish 2 with a passing grade

**Grade Level:** 9-12

**HS Graduation requirement:** World Language - 10 Credits

**Meets UC/CSU requirement:** Yes; Meets 'e' requirement (with a grade of 'c' or better)

Year 3 begins with a review of years 1 and 2. Advanced/intermediate vocabulary, grammar, syntax and idioms will be taught. An emphasis is placed on oral, auditory, and writing skills at an advanced/intermediate level. Authentic texts, audio clips, and film clips focus on the culture of the language. An increasingly sophisticated knowledge of the literature and histories of these cultures will be developed and students will present their findings through various media, which may include written reflections, video projects, and oral presentations.

### LLH304 SPANISH 4

**Prerequisites:** Successful completion of Spanish 3 course with a passing grade.

**Grade Level:** 10-12

**HS Graduation requirement:** World Language - 10 Credits

**Meets UC/CSU requirement:** Yes; Meets 'e' requirement (with a grade of 'c' or better)

Spanish 4 is designed for the college-preparatory students who have successfully completed Spanish 3 and wish to further their Spanish studies. The course emphasizes conversational and grammatical skills at an advanced level. Students focus on the verbal and auditory aspects in a range of settings and situations for a variety of purposes. Cultural literacy and appreciation of Spanish and Spanish-speaking cultures is incorporated into the course work. The course is instructed exclusively in Spanish. Translation, reading, writing, and vocabulary are at an advanced level. Extensive work in grammar and content, pronunciation, idioms, structure and analysis is the objective. The testing and assessment combines grammar and content, structure, and student performance. Students will prepare for the SAT II and the AP exams (optional). This

is a rigorous Spanish class that is designed for the advanced student who plans to prepare for French AP and college-level work.

### **LLA304 AP SPANISH 5: LANGUAGE AND CULTURE**

**Prerequisites:** Successful completion of Spanish 4 with a passing grade.

**Grade Level:** 10-12

**HS Graduation requirement:** World Language - 10 Credits

**Meets UC/CSU requirement:** *Yes; Meets 'e' requirement (with a grade of 'c' or better)*

AP Spanish Language is designed for the college-preparatory students who have successfully completed Spanish 3 and wish to further their Spanish studies. The course emphasizes conversational and grammatical skills at an advanced level. Students focus on the verbal and auditory aspects in a range of settings and situations for a variety of purposes. Cultural literacy and appreciation of Spanish and Spanish speaking culture is incorporated. Particular attention is paid to the teaching of advanced language skills in all areas (listening, reading, speaking, and writing). The course is instructed exclusively in Spanish. Translation, reading, writing, and vocabulary are at an advanced level. Extensive work in grammar and content, pronunciation, idioms, structure and analysis is the objective. The testing and assessment combines grammar and content, structure, and student performance. Sample full-length practice tests and review questions, plus an in-depth review of Spanish grammar and vocabulary are used to test the extent of the student's knowledge. This is a rigorous Spanish class that is designed for the advanced student who plans to prepare for Spanish AP and college-level work.

## **PHYSICAL EDUCATION DEPARTMENT**

### **PPG101 PHYSICAL EDUCATION 1**

**Prerequisites:** None

**Grade Level:** 9

**HS Graduation requirement:** Physical Education; 10 Credits

**Meets UC/CSU requirement:** *No*

PE 1 emphasizes and guides students in developing a lifelong commitment to health, fitness and wellness through daily activity, exercise, sports, dance and games. Students will demonstrate an appreciation for human movement through comparing, contrasting and analyzing the elements in a physical performance. Students will understand the role of exercise, activity, physiology and how they apply to long term benefits of an active lifestyle. Students will also prepare for the ninth grade fitness exam. Some physical education students will be able to participate in a Swimming unit in the spring.

### **PPG102 PHYSICAL EDUCATION 2**

**Prerequisites:** *None*

**Grade Level:** 10-12

**HS Graduation requirement:** Physical Education; 10 Credits.

**Meets UC/CSU requirement:** *No.*

PE 2 emphasizes and guides students in developing a lifelong commitment to health, fitness and wellness through daily activity, exercise, sports, dance and games. Students will demonstrate an appreciation for human movement through comparing, contrasting and analyzing the elements in a physical performance. Students will understand the role of exercise, activity, physiology and how they apply to long term benefits of an active lifestyle. Students will participate and focus on team sports and team activities. Some physical education students will be able to participate in a Swimming unit.

### **PPG165 PHYSICAL EDUCATION 3 - WEIGHT TRAINING**

**Prerequisites:** *None*

**Grade Level:** 10 - 12

**HS Graduation requirement:** Physical Education: 10 credits

**Meets UC/CSU requirement:** *No.*

This course is designed to give students the opportunity to learn weight lifting concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiovascular endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training and overall fitness training and conditioning. Course includes both lecture and activity lessons.

### **PPG105 PHYSICAL EDUCATION 3 - DANCE** or AAC405 Foundation Dance

**Prerequisites:** *None*

**Grade Level:** 9-12

**HS Graduation requirement:** Physical Education: 10 credits.

**Meets UC/CSU requirement:** *No*

Dance PE will focus on a variety of styles including ballet, modern, jazz, contemporary, tap, swing, hip hop and world dance. The focus of the course will be on the technical skills and strength needed to successfully execute each style of dance. Student knowledge of the dance skills and technique is broadened through teacher presentation, guest artists, video, field trips and student research. Performance opportunities include on major concert and other smaller performance opportunities. Students can use this class to prepare to audition for the MSA Dance Program.

### **PPG155 PHYSICAL EDUCATION 3 - YOGA**

**Prerequisites:** *None*

**Grade Level:** 10-12

**HS Graduation requirement:** Physical Education: 10 credits.

**Meets UC/CSU requirement:** *No*

Yoga PE is an activity class designed to introduce students to a variety of yoga styles and build skills that encourage lifelong healthy fitness habits. The focus of the class will be to practice and improve the physical postures of yoga. Students will also be introduced to yoga philosophy and mindfulness practices. Student skill and knowledge will be developed through teacher instruction, projects, guest teacher and field trip(s).

### **Independent Study Physical Education (ISPE)**

PPG205 Fall semester; PPG305 winter/spring semester

**Prerequisites:** **PhysEd1 completion (PE-9).**

**Grade level:** 10-12

**HS Graduation requirement:** Physical education a total of 20 credits at graduation end of senior year.

**Meets UC/CSU requirement:** *no*

Course Outline:

Independent studies physical education is a blended learning course taught by a Certificated Physical Education teacher. The course is structured so that students focus on concepts that support lifelong fitness while they practice activity outside of traditional school day. The material covered online will focus on health related, skill related fitness and students will act as informed responsible individuals setting, prioritizing, and revising personal goals. Along with the online physical education requirements, students will complete a minimum of 400 minutes of physical activity instruction for every ten school days. Students must have participation verified by approved qualified individuals responsible for supervising student's activity outside of the traditional school day. Students will also be required to meet with their assigned certificated physical education teacher three times during the semester. Students will evaluate their performance, analyze data, reflect on personal goals, and adjust behavior as necessary.

## **NHS ELECTIVE OFFERINGS & PROGRAMS**

### **<<<<VISUAL ARTS>>>>**

### **ACC115 ART DESIGN**

**Prerequisites:** *None*

**Grade Level:** 9-12

**HS Graduation requirement:** Visual Arts – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets the 'f' requirement (grade of 'c' or better)*

This course is for both beginning students and students who may have taken art previously at any grade level. This course teaches the Elements and Principles of Art and Design. This course also teaches color theory, perspective, beginning drawing and painting techniques, beginning 3D design, and mixed media projects. Students will develop creative strategies and effective studio practices and behavior. Students will explore art and themes from various cultures, art history, and contemporary artists.

## **ACC116 ART & DESIGN 2/Drawing and Painting.**

**Prerequisites:** *Passing grade of C in Art Design 1; or 8<sup>th</sup> grade course similar in content and curriculum, Admin approval.*

**Grade Level:** 9-12

**HS Graduation requirement:** Visual Arts – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets the 'f' requirement (grade of 'c' or better)*

This course is for both beginning students and students who may have taken art previously at any grade level. This course will serve as a continuation of Art & Design 1. Student learning will focus on developing specific drawings and painting techniques introduced in the Art & Design course. This class is designed to support students who want to continue exploring the visual arts, art history and art making processes. Specific non-Anglo student student culture will be included in the curriculum as needed, and ELD strategies will be key to make the course inclusive.

## **ACC275 SCULPTURE & CERAMICS 1**

**Prerequisites:** None

**Grade Level:** 9-12

**HS Graduation requirement:** Visual Arts – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets the 'f' requirement (grade of 'c' or better)*

In this 3-dimensional art class students express themselves individually and in relationship to the world at large, using a variety of materials. Ceramic techniques such as throwing on the potter's wheel, hand building, coil and slab construction, modeling and glazing will be covered. In other media, armatures, additive and subtractive methods of construction, carving and forming are utilized. Students become familiar with the art elements and principles of design as they relate to 3-dimensional artwork. Cultural and historical perspectives are investigated as students develop their aesthetic, perceptive, analytic and interpretive skills via art critiques and discussions.

## **ACC285 SCULPTURE & CERAMICS 2**

**Prerequisites:** Sculpture & Ceramics 1 with a "C" or better

**Grade Level:** 10-12

**HS Graduation requirement:** Visual Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Visual Art (requires a grade of 'C' or better)

This course builds on the foundations of 3-dimensional art covered in Sculpture & Ceramics 1. Students refine their technical and expressive abilities through clay and a variety of other sculptural methods and media. Stronger emphasis will be on gaining mastery of the potter's wheel. Projects are student centered, requiring students to conceptualize, plan and create larger and more complex works of art. The use and understanding of art elements and principles of design will deepen through analysis of contemporary 3-D art, guided reflections and critiques. Projects are designed to help fulfill the rigorous requirements of the AP Studio Art – 3-D Design Portfolio.

## **ACC345 SCULPTURE & CERAMICS 3**

**Prerequisites:** Sculpture & Ceramics 2 with a "C" or better

**Grade Level:** 11-12

**HS Graduation requirement:** Visual Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Visual Art (requires a grade of 'C' or better)

This advanced, 3-D studio course continues to build upon the skills acquired and refined in level 2 Sculpture & Ceramics. Students explore 3-dimensional concepts while creating a body of work that demonstrates mastery of 3-D design, techniques and media use. Emphasis will be on refining their personal expressive style. Projects are student centered, requiring them to conceptualize, plan and create more complex works of art than at previous levels. Sketchbooks are required to facilitate this growth. Through written analysis of contemporary art, guided reflections and critiques, students deepen their understanding of the art elements and principles of design and their ability to communicate effectively about art. Projects are designed to help fulfill the rigorous requirements of the AP Studio Art – 3-D Design Portfolio.

## <<<<PERFORMING ARTS>>>>

### **AAC155 CONCERT BAND**

**Prerequisites:** None

**Grade Level:** 9-12

**HS Graduation requirement:** Performing Arts – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets the 'f' requirement (grade of 'c' or better)*

Concert Band is the intermediate concert band with between 20 and 50 members. The band is made up of flutes, clarinets, oboes, bassoons, bass clarinets, alto saxes, tenor saxes, baritone saxes, French horns, trumpets, trombones, euphoniums, tubas, string basses, and percussion. Students will be exposed to a wide variety of music covering different styles and periods from Baroque to Modern. Students in the class will be playing music that is appropriate for high school and advanced high school. Students will be working on a variety of skills that include intonation, accuracy of rhythm, articulations, phrasing and style characteristics. Members of Concert Band will perform in the community and at festivals. Students are expected to make time available for performances and festivals. Students are encouraged to take private lessons and to practice outside of class.

### **AAC185 CONCERT CHOIR**

**Prerequisites:** None

**Grade Level:** 9-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Performing Art (requires a grade of 'C' or better)

The Concert Choir is an SATB ensemble of between 30 and 70 members and performs music of all styles, with an emphasis on concert music. Students will work toward the development of healthy vocal technique, as well as acquire music theory and sight-singing skills. Concert Choir performs in several concerts, festivals, and private functions throughout the year. The student is obligated to several activities, performances, and possible extra rehearsals outside of regular class time.

### **AAC405 FOUNDATION DANCE**

**Prerequisites:** All students must pass an audition

**Grade Level:** 9-12

**HS Graduation requirement:** Physical Education or general elective – 10 Credits

**Meets UC/CSU requirement:** *No*

Foundation Dance is a beginning level dance class for first year Dance students who have successfully auditioned into the Dance Program. The Foundation Dance course will focus on a variety of styles including ballet, modern, jazz, contemporary, tap, swing, hip hop and world dance. The focus of the course will be on the technical skills and strength needed to successfully execute each style of dance. Student knowledge of the dance skills and technique is broadened through teacher presentation, guest artists, video, field trips and student research. Performance opportunities include on major concert and other smaller performance opportunities.

### **AAC 245 DRAMA 1**

**Prerequisites:** None

**Grade Level:** 9-12

**HS Graduation requirement:** Performing Arts – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets the 'f' requirement (grade of 'c' or better)*

Students will learn about acting, directing and the dramatic form. The course focuses on finding the student's own source of dramatic inspiration and teaching the basics of theatre: voice, stage presence, communication, and blocking. Students will perform monologues, dialogues, and scenes. Students will study classical, Elizabethan, and modern dramatic styles in depth.

### **AAC 246 DRAMA 1 Beginner**

**Prerequisites:** None

**Grade Level:** 9-12

**HS Graduation requirement:** Visual/Performing Arts – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets the ‘f’ requirement (grade of ‘c’ or better)*

Students will learn in a foundation course focused on learning about acting, directing and dramatic form. The course focuses on teaching the basics of theater—which include voice, stage presence, communication, blocking, self-confidence and critical thinking. Major concepts include Artistic perception, creative expression, historical/cultural context, aesthetic valuing, and connection.

## <<<<DESIGN ARTS>>>>

### **ACC175 DIGITAL ART & DESIGN 1**

**Prerequisites:** none

**Grade Level:** 9-12

**HS Graduation requirement:** Visual Arts – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets the ‘f’ requirement (grade of ‘c’ or better)*

In this standards-based art and photography course, students will incorporate photography and photo manipulation into their art projects. The class meets in a multimedia lab equipped with 35 computers running Adobe CS6, scanners, photo-quality printers, and projectors. Students will use digital tools and Photoshop to complete assignments and assemble a portfolio that can be used to seek employment or for college admission. This is the initial course on the Arts, Media and Entertainment Pathway and fulfills the basic UC Visual Art requirement. Students may use their cameras, or the school will provide one. **Students earning a B or better earn concurrent College of Marin credit.**

### **ACC185 DIGITAL ART & DESIGN 2**

**Prerequisites:** Grade of ‘C’ or better in Digital Art & Design 1

**Grade Level:** 10-12

**HS Graduation requirement:** Visual Arts – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets the ‘f’ requirement (grade of ‘c’ or better)*

In this advanced, standards-based art and photography course, students will refine and build on the image making and technical skills acquired in Digital Art & Design 1 to develop as artists. Using Adobe Photoshop, Illustrator, and tablets, students will complete more complex assignments to create portfolios with artistic vision that can be used to seek employment or for college admission. This is the second level course on Arts, Media and Entertainment Pathway and fulfills the advanced UC Visual Art requirement. Students may use their cameras, or the school will provide one. **Students earning a B or better earn concurrent College of Marin credit.**

### **ACC195 DIGITAL ART & DESIGN 3**

**Prerequisites:** Grade “B” or better in Digital Art & Design 2

**Grade Level:** 10-12

**HS Graduation requirement:** Visual Arts – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets the ‘f’ requirement (grade of ‘c’ or better)*

In this advanced, standards-based art and photography course, students expand on the foundation of the work begun in Digital Art & Design 1 and 2 and continue their development as artists. Students work with the instructor to develop individualized curriculum incorporating their specialization areas in photography, art, and mixed media, and artistic vision with emphasis on creating their professional portfolio as they prepare for employment or college admission. This is the third level on the Arts, Media and Entertainment Pathway and fulfills the advanced UC Visual Art requirement. Students may use their cameras, or the school will provide one. **Students earning a B or better earn College of Marin credit.**

## <<<<MEDIA ARTS>>>>

### **HISTORY OF FILM** (*Fall Semester*)

**Prerequisites:** None

**Grade Level:** 9-12

**High School Credits:** Elective - 5 credits

**Meets UC/CSU requirement:** Pending ‘f’ or ‘g’



This is a film study and analysis course that explores the ongoing evolution of motion pictures and their role in shaping and influencing culture over the last century. The class will chronologically address the history of film, starting with the introduction of motion pictures as a new art form in the late 1800's, then including the silent era and 'talkies', the Golden Era of Hollywood, the influence of television and other media, and carrying this through to the digital technologies of today. By the end of this course, students will have a firm foundation for the ongoing appreciation of film as an art form capable of communication, inspiration, and influence with a strong understanding of its role in the history of the world.

### **CAC175 VIDEO PRODUCTION** *(Spring Semester)*

**Prerequisites:** None

**Grade Level:** 9-12

**HS Graduation requirement:** Visual Arts – 5 Credits

**Meets UC/CSU requirement:** *Yes – meets the 'f' requirement (grade of 'c' or better)*

In this course students will use, analyze, and create video media. This is the introductory course of the Media Design Arts, Production and Managerial Arts Pathways and will provide an environment for creative expression through visual media project development. The curriculum is presented with direct teaching of the techniques of film planning, filming and editing. Students develop skills through teacher guided and facilitated activities. Students develop mastery through project-based learning. This course is for students interested in pursuing the dynamics of professional video production through higher education and careers such as web publishing, broadcasting, photography, script writing and other media arts careers. This course meets in a state-of-the art computer lab that also provides cameras, professional lighting and audio equipment.

### **CAC145 MULTIMEDIA 1**

**Prerequisites:** None

**Grade Level:** 9-12

**HS Graduation requirement:** Visual Arts – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets the 'f' requirement (grade of 'c' or better)*

Multimedia 1 is a rigorous, college prep course where students will learn professional level image editing using Photoshop, web designing using Dreamweaver and digital animation using Flash. They will acquire the confidence and knowledge for all these areas through fun, engaging student-centered activities. Each unit requires students to demonstrate their mastery by synthesizing what they have learned into a creative culminating project. Students will create a digital portfolio to represent their best work that will include self-evaluations. Multimedia 1 is the introductory course of the Arts, Media and Entertainment Pathway at NHS. This course meets in a state-of-the art computer lab that also provides camcorders, digital video tapes, DVD's, professional lighting and audio equipment. **Students earning a B or better earn concurrent College of Marin credit.**

### **CAC155 MULTIMEDIA 2**

**Prerequisites:** Grade of "B" or better in Multimedia 1 or Teacher Rec.

**Grade Level:** 10-12

**HS Graduation requirement:** Visual Arts – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets the 'f' requirement (grade of 'c' or better)*

Multimedia 2 is a rigorous, college prep course where student will build on the knowledge they acquired in Multimedia 1 with imaging editing, web design/development and digital animation. Skill development in vector graphics editing using Illustrator and graphic production using InDesign will be introduced at this level. This course is for those students who are self-directed and motivated to learn in this area of technology. Students will be required to create four major digital products, one involving working with a client. Industry standards and ethics will be taught and applied. Multimedia 2 is the concentration level course of a Media Design and Art pathway at NHS. This course meets in a state-of-the art classroom and is taught on either the PC or Mac platform. Digital drawing tablets and cameras are also provided. **Completion of Multimedia II with a "B" or better earns credit for College of Marin & Santa Rosa JC towards college degree.**

### **CAC 165 MULTIMEDIA 3**

**Prerequisites:** Grade of "B" or better in Multimedia 1 & 2

**Grade Level:** 11-12

**HS Graduation requirement:** Visual Arts – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets the 'f' requirement (grade of 'c' or better)*

### **Internships/Certification:**

In conjunction with the school to career offices at the County & NUSD students have opportunities for outside work experience and Industry Certification. Multimedia 3 is a rigorous, college prep course that is the capstone course of the Arts, Media and Entertainment Pathway at NHS. Students with good work habits and attitudes, use industry standard software as they gain mastery of image editing, Flash animation, web design and digital drawing. Multimedia 2 students will create original 3D animation, develop Flash game code and design and publish web sites. In a work-based learning environment students will plan, design, develop, revise and present their work in both a classroom and client based business relationship. Through hands-on experiences students will master advance skills to become life-long learners to succeed in the rapidly changing work force and technically demanding higher education setting. **Students earning a B or better earn concurrent College of Marin credit.**

### **CVA 105 AP COMPUTER SCIENCE PRINCIPLES**

**Prerequisites:** None

**Grade Level:** 9-12

**HS Graduation requirement:** Digital Arts – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets the 'f' requirement elective credits (grade of 'c' or better).*

Students will learn how the multi-layered systems of the internet function as collaboratively solve problems and puzzles about encoding and transmitting data, learning java script language, learn general principles of algorithms and program design that apply to any programming language.

### **ACC255 PHOTOGRAPHY 1**

**Prerequisites:** None

**Grade Level:** 10-12

**HS Graduation requirement:** Visual Arts – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets the 'f' requirement (grade of 'c' or better)*

Photography 1 is an introductory class, which deals primarily with black and white photography. This course will familiarize students with equipment, material, methods, process and the esthetics of photography. Students will learn guidelines for composition can include elements and principles of art. As a visual arts class creativity, innovation and experimentation will be emphasized as well as technical skills. Students use their own cameras, or school will supply one.

### **CFC165 PROGRAMMING 1**

**Prerequisites:** Algebra 1 (grade of 'C' or better)

**Grade Level:** 9-12

**High School Credits:** Elective - 10 credits

**Meets UC/CSU requirement:** *Yes – meets the 'g' requirement (grade of 'c' or better)*

This course introduces the student to the fundamental building blocks of procedural and object oriented programming. Students will be able to use an integrated development environment (IDE) to write and debug software. Students will learn programming fundamentals, learn about conditional statements, use repetition (for and while loops), develop data structures, manipulate strings and pointers, write functions, use recursion, pass parameters, define classes and objects and use inheritance to design high quality software.

### **CFC VIDEO GAME DESIGN AND DEVELOPMENT 1 and 2 and 3**

**Prerequisites:**

**Grade Level:** 9-12

**High School Credits:** Elective - 10 credits

**Meets UC/CSU requirement:** *Yes – meets the 'g' requirement (grade of 'c' or better)*

This course introduces the student to the fundamental building blocks of seeking to set students on the path to becoming game developers—from game design fundamentals, game narrative, and no-coding-required game kits, to game projects they can code themselves. Course includes mix of lectures, demonstrations, guest speakers, and projects/coding. This is a first year course that may evolve into a program in upcoming years.

# MARIN SCHOOL OF THE ARTS

## What is MSA?

Marin School of the Arts (MSA) is an award-winning, specialized arts program within Novato High School offering a wide variety of courses in both visual and performing arts. MSA provides rigorous, high quality instruction in Creative Writing, Dance, Instrumental Music, Vocal Music, Musical Theatre, Cinematic Arts, Digital Arts, Digital Photography, Drawing & Painting, and Ceramics & Sculpture.

The MSA program is ideal for students who are passionate about the arts and committed to an intensive study of the arts within their daily school schedule. MSA students are required to enroll in two MSA art classes per semester, which are applied toward required elective credits for graduation. As a program within Novato High School, MSA also provides the benefits of a traditional high school education, which include access to college-prep courses, a comprehensive athletics program, and a variety of student clubs and other activities.

## MSA Application: Audition and Portfolio Requirements

In order to enroll in the MSA program, students must first apply for acceptance by mid-January prior to the desired enrollment school year. Each student applying to MSA must complete an on-line application, which is followed by an in-person interview that includes an audition or portfolio presentation. Candidates may also be asked to write a short essay on a theme related to the arts. Each presentation will be assessed by at least one faculty member of the relevant art department. Depending on the department, other panel members may be included. Acceptance into MSA is based solely on this process. Students are not required to be a Novato resident to apply. Students currently enrolled in MSA come from all over the Bay Area and make up approximately one-third of the student body at Novato High School.

Students may apply for as many as three focus areas in the arts. All application instructions are provided in detail on the MSA website at [www.marinschoolofthearts.org](http://www.marinschoolofthearts.org) under the “Admissions” tab.

Notification of acceptance is sent to candidates no later than the last day of February.

## MSA Application Steps for District Area Students

### Residents of Novato

There are two comprehensive high schools in Novato Unified School District (NUSD), Novato High School and San Marin High School. A student’s neighborhood school is based on the address of the student’s primary residence. To determine the school of residence, visit the NUSD website at [www.nusd.org](http://www.nusd.org). Go to the Headline tab and select “Parents.” Scroll down to the section on “Registration” and select “NUSD School Boundary Map.”

### Neighborhood School: Novato High School

Students do not need to apply to Novato High School if this is their neighborhood school; they simply need to register.

If a student attends a NUSD middle school, then registration paperwork will be processed through that middle school. When the time comes, students need to be sure to write on their 9th grade scheduling form that they will be attending MSA.

If a student does not attend a NUSD middle school, they need to submit their fall 2020 report card and attendance records to the MSA office by March 1, 2021.

### Neighborhood School: San Marin High School

Students must apply to attend Novato High School by filling out an “Intra-District Transfer Request” form, which is

available on the NUSD website or at the District offices (available at the end of October), for NUSD Board approval. This form must be completed and returned to the district office by the **February 1, 2022 deadline.**

## **MSA Application Steps for Students living outside of Novato Unified School District**

At the same time that students apply to MSA they must also apply to attend Novato High School by submitting an “Inter-District Transfer Request” form to their school district of residence.

The school board of the student’s district of residence must approve the student’s release from his/her home district before NUSD can consider accepting a student who resides outside of Novato. When completing this form, be sure to indicate MSA as a special program desired at Novato High School. Once approved, the home district will forward the Inter-District Transfer Request form to NUSD for consideration.

NUSD reviews all Inter-District Transfer Requests on a case-by-case basis and determines which requests can be accepted in accordance with board policy. Once a student receives confirmation from NUSD that the request for transfer into Novato High School has been approved, the student must complete and submit “Exhibit A” (provided by NUSD) to the Registrar at Novato High School. The Registrar will follow up with information on how to register and schedule a counseling appointment.

### **Out-of-Bay Area / State/ International Students**

MSA accepts applications, audition videos, and portfolios via mail; electronic files can be on a CD or flash-drive. Students are required to provide a copy of their fall 2021 report card and attendance records by March 5, 2022 to the Marin School of the Arts office. On arrival, depending on area of residence, students will need to register as per the instructions above.

### **Transfer Denial, Approval, and Revocation**

Intra-District and Inter-District (IDT) students who request a transfer into Novato High School based on their application to the MSA program will have their transfer requests automatically denied if they are not offered placement into MSA or, if offered admission, they decline the offer.

If IDT students are offered placement into MSA and they accept the offer, Novato High School will then contact NUSD to request approval of the transfer. NUSD will review each IDT request in accordance with board policy. If an IDT student withdraws or is removed from the MSA program at any point during the school year, the transfer agreement into Novato High School will be revoked and referred back to NUSD and the student’s home district.

## **MSA Enrollment**

MSA is one of several programs within Novato High School; it is not a separate school. Once a student has received notification that he/she has been accepted into the MSA program, there are two important steps that must take place:

Students must sign the acceptance letter issued by MSA and return it to the MSA office manager by the stated deadline (Wednesday March 2, 2022).

Students must register with Novato High School. Signing the acceptance letter from MSA alone is not sufficient.

MSA cannot officially enroll a student in MSA until that student has completed all registration requirements with Novato High School first.

Once registered with Novato High School and enrolled in the MSA program, students are expected to make a commitment to maintain enrollment for the full school year. Withdrawal mid-year is disruptive to MSA’s art departments since curriculum, student groupings, and classroom configurations are determined at the start of the year and have a direct impact on the planned year-long coursework, projects, events, and other activities.

If students are accepted into more than one art program, they choose one in which to enroll based on their preferred concentration area. In some cases, depending on their choice, they may have the option to split their time between two of the programs they have been invited to join. This is determined on a case-by-case basis.

To maintain enrollment in the MSA program, students must be enrolled in two MSA art courses each semester and maintain a 2.0 GPA overall. Other factors that may impact enrollment in the MSA program are attendance, academic performance in MSA courses, and behavior/discipline issues. If students do not meet the minimum expectations, they may be placed on probationary status for up to one semester or removed from the program, which will be determined on a case-by-case basis.

*Additional questions? Please contact the MSA Office Manager Shannon Morgan Miller.*

## MSA COURSE DESCRIPTIONS

### **CVC 405 VIDEO GAME DESIGN AND DEVELOPMENT 1 and 2 and 3**

**Prerequisites:**

**Grade Level:** 9-12

**High School Credits:** Elective - 10 credits

**Meets UC/CSU requirement:** Yes – meets the ‘g’ requirement (grade of ‘c’ or better)

This course introduces the student to the fundamental building blocks of seeking to set students on the path to becoming game developers—from game design fundamentals, game narrative, and no-coding-required game kits, to game projects they can code themselves. Course includes mix of lectures, demonstrations, guest speakers, and projects/coding. This is a first year course that may evolve into a program in upcoming years.

## MSA 2D ART

### **ACC335 FOUNDATION ART**

**Prerequisites:** Acceptance to MSA Visual Arts Program through Portfolio Review/Audition

**Grade Level:** 9-10

**HS Graduation requirement:** Visual Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets ‘f’ requirement for Visual Art. (requires a grade of ‘C’ or better)

This course is for beginning MSA Visual Art, Digital Art, and Photography students. This course teaches the Elements and Principles of Art and Design. This course teaches students to apply color theory, perspective, beginning drawing and painting techniques, beginning 3D design, and mixed media projects. Students will develop creative strategies and effective studio practices and behavior. Students will be given both projects that build technical skill as well as creative problem solving. Students will explore art and themes from various cultures, art history, and contemporary artists and the importance of art in our lives. Students learn how to formally write and verbally critique works of art.

### **ACC215 DRAWING & PAINTING I**

**Prerequisites:** Concurrent enrollment with Foundations Art or Instructor Approval.

**Grade Level:** 9-10

**HS Graduation requirement:** Visual Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets ‘f’ requirement for Visual Art (requires a grade of ‘C’ or better)

The Drawing and Painting course facilitates the study of the visual experience by teaching the use of line, form, color, composition and space through a variety of mediums. Course assignments are designed to meet the AP criteria.

### **ACC225/ACC235 DRAWING & PAINTING 2 & 3**

**Prerequisites:** Completion of Draw & Paint 1 or 2 with grade of "C" or better or Instructor Approval.

**Grade Level:** 11-12

**HS Graduation requirement:** Visual Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets ‘f’ requirement for Visual Art (requires a grade of ‘C’ or better)

A continuation of Drawing and Painting 1 & 2. Drawing and Painting 3 students will emphasize an exit portfolio with the same requirements as an AP portfolio. Drawing and Painting 3 students will outline their individual body of work and timeline in this less structured class. Seniors may opt to complete independent project or series of work during last semester.

## MSA 3D ART

### **ACC275 SCULPTURE & CERAMICS 1**

**Prerequisites:** Acceptance to MSA Visual Arts Program through Portfolio Review/Audition, and concurrent enrollment with Foundations Art or Instructor Approval.

**Grade Level:** 9-12

**HS Graduation requirement:** Visual Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Visual Art (requires a grade of 'C' or better)

In this 3-dimensional art class students express themselves individually and in relationship to the world at large, using a variety of materials. Ceramic techniques such as throwing on the potter's wheel, hand building, coil and slab construction, modeling and glazing will be covered. In other media, armatures, additive and subtractive methods of construction, carving and forming are utilized. Students become familiar with the art elements and principles of design as they relate to 3-dimensional artwork. Cultural and historical perspectives are investigated as students develop their aesthetic, perceptive, analytic and interpretive skills via art critiques and discussions.

### **ACC285 SCULPTURE & CERAMICS 2**

**Prerequisites:** Sculpture & Ceramics 1 with a "C" or better

**Grade Level:** 9-12

**HS Graduation requirement:** Visual Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Visual Art (requires a grade of 'C' or better)

This course builds on the foundations of 3-dimensional art covered in Sculpture & Ceramics 1. Students refine their technical and expressive abilities through clay and a variety of other sculptural methods and media. Stronger emphasis will be on gaining mastery of the potter's wheel. Projects are student centered, requiring students to conceptualize, plan and create larger and more complex works of art. The use and understanding of art elements and principles of design will deepen through analysis of contemporary 3-D art, guided reflections and critiques. Projects are designed to help fulfill the rigorous requirements of the AP Studio Art – 3-D Design Portfolio.

### **ACC345 SCULPTURE & CERAMICS 3**

**Prerequisites:** Sculpture & Ceramics 2 with a "C" or better

**Grade Level:** 9-12

**HS Graduation requirement:** Visual Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Visual Art (requires a grade of 'C' or better)

This advanced, 3-D studio course continues to build upon the skills acquired and refined in level 2 Sculpture & Ceramics. Students explore 3-dimensional concepts while creating a body of work that demonstrates mastery of 3-D design, techniques and media use. Emphasis will be on refining their personal expressive style. Projects are student centered, requiring them to conceptualize, plan and create more complex works of art than at previous levels. Sketchbooks are required to facilitate this growth. Through written analysis of contemporary art, guided reflections and critiques, students deepen their understanding of the art elements and principles of design and their ability to communicate effectively about art. Projects are designed to help fulfill the rigorous requirements of the AP Studio Art – 3-D Design Portfolio.

## **MSA DIGITAL ARTS**

### **ACC135 DIGITAL ART I**

**Prerequisites:** Acceptance to MSA Visual Arts Program through Portfolio Review/Audition

**Grade Level:** 9-12

**HS Graduation requirement:** Visual Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Visual Art (requires a grade of 'C' or better)

This is a standards-based, studio art and design course incorporating the elements of art and principles of design. Students use digital tools including *Photoshop*, *Illustrator*, *In-Design*, and *Painter* to complete assignments and present projects. This class emphasizes using the computer as an illustration tool to create New Media on a variety of surfaces and as a graphic design tool. The class meets in a fully equipped multi media lab. Curriculum is tied to real world applications and career options in art related technology. Students complete portfolios to be used in seeking employment or for college admission.

### **ACC145 DIGITAL ART 2**

**Prerequisites:** Digital Art & Photography 1

**Grade Level:** 10-12

**HS Graduation requirement:** Visual Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Visual Art (requires a grade of 'C' or better)

Students refine their image-making and technical abilities using digital tools including *Photoshop*, *Painter*, scanners, cameras, tablets and a variety of hand made and commercially made surfaces to complete and present projects. During the second semester, students work with the instructor to design an individualized curriculum incorporating the digital art making processes with emphasis on completing a professional quality portfolio to be used for college application or seeking employment. This class meets in a fully equipped multi media lab.

### **ACC155 DIGITAL ART 3**

**Prerequisites:** Digital Art plus Photography 1 & 2

**Grade Level:** 10-12

**HS Graduation requirement:** Visual Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Visual Art (requires a grade of 'C' or better)

This is a standards-based studio digital art and design course for the serious student in digital illustration and design work. Using digital tools and software, students work to create fine art work as new media, combining traditional processes with digital processes. Students will work with the instructor to design an individualized curriculum, incorporating photographic and art making projects with emphasis on developing a professional-quality portfolio to be used for advanced college placement or entering the workplace. This class meets in a fully equipped multi-media lab/digital darkroom.

## **MSA PHOTOGRAPHY**

### **ACC255 PHOTOGRAPHY 1**

**Prerequisites:** *Acceptance to MSA Visual Arts Program* through Portfolio Review/Audition

**Grade Level:** 10-12

**HS Graduation requirement:** Visual Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Visual Art (requires a grade of 'C' or better)

Photography 1 is an introductory class, which deals primarily with black and white photography. This course will familiarize students with equipment, material, methods, process and the esthetics of photography. Students will learn guidelines for composition can include elements and principles of art. As a visual arts class creativity, innovation and experimentation will be emphasized as well as technical skills. Students may use their own 35 mm or DSLR camera, or the school will provide one.

### **ACC265 PHOTOGRAPHY 2**

**Prerequisites:** Photography 1 with grade of "C" or higher

**Grade Level:** 10-12

**HS Graduation requirement:** Visual Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Visual Art (requires a grade of 'C' or better)

Advanced students work independently and in groups. Assignments vary between photo as a fine art and photo as a commercial art. Students will also use a wide variety of photographic papers and dark room techniques. An example of one project is a photo essay consisting of 12 images put in the form of a calendar. Another approach may be to compile work in book form; this is an excellent format for portfolios. Students may use their own 35mm or DSLR camera, or the school will provide one. (UC/CSU "F" Requirement)

### **ACC355 PHOTOGRAPHY 3**

**Prerequisites:** Photography 1 & 2 with grade of "C" or higher

**Grade Level:** 11-12

**HS Graduation requirement:** Visual Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Visual Art (requires a grade of 'C' or better)

Photography is emphasized as a fine art medium at this level. Attention is placed on making connections with historical knowledge of the medium and production of an expressive body of work demonstrating superior technical skill and unique personal expression. Advanced techniques are used in digital darkroom workflow in both film and digital formats, work with large format digital negatives, non-silver techniques in photography (cyanotype, bichromate, platinum/palladium), and

descriptive writings exploring personal creative processes and philosophies. Students may use their own 35mm or DSLR camera, or the school will provide one. (UC/CSU "F" Requirement)

## **MSA PRODUCT DESIGN**

### **CVC105 INTRODUCTION TO DESIGN AND MANUFACTURING** (Name Change- Previously "Product Design 1")

**Prerequisites:** *Acceptance to MSA Visual Arts Program* through Portfolio Review/Audition

**Grades** 9-12

**High School Graduation Requirement:** 10 high school elective credits

**CSU/UC requirements:** Meets the 'g' Elective (must earn a minimum grade of "C")

*Career Technical Education Pathway - Product Innovation and Design*

In this introductory class, students become acquainted with a process that encourages creativity, craftsmanship and personal expression. They learn design thinking, collaboration, computer aided design, traditional construction (woodshop), modern construction (3D printer, laser cutter, CNC milling), electronics, software, marketing and presentation skills. Students begin to develop the skills necessary to carry projects from initial concept to completion of working prototypes.

### **CVC115 PRODUCT DESIGN 2**

**Prerequisites:** Grade of "B" or better in 'Intro to Design & Manufacturing' (aka Product Design 1).

**Grade Level:** 10-12

**HS Graduation requirement:** Elective – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets the 'g' requirement (grade of 'c' or better)*

In this self-paced and self-directed class, students produce three products of increasing complexity and duration. Students learn the important process of backward planning to develop and implement a plan to deliver a work product on schedule. Students select a product to produce based on their own interests. In addition, students master technical and aesthetic skills to produce the highest quality product.

### **CVC 325 DESIGN PRODUCT MANAGEMENT**

**Prerequisites:** Grade of "C" or better in pathway or Teacher Rec.

**Grade Level:** 10-12

**HS Graduation requirement:** Elective – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets the 'g' requirement (grade of 'c' or better)*

In this capstone class, students spend the entire year planning, prototyping and testing a complete product that they pitch to industry. Students produce a functional prototype and business plan capable of launching or licensing a product. Students are mentored by the instructor as well as industry professionals.

### **CVC115 2D/3D ART AND DESIGN PRODUCTION**

**Prerequisites:** Design Project Management or Product Design 2

**Grade Level:** 10 - 12

**High School Graduation Requirement:** Elective - 10 credits

**UC/CSU requirement:** Pending 'f' (must earn a minimum grade of "C")

Career Technical Education (CTE): Product Innovation and Design

This course is focused on the integrated utilization of three-dimensional sculpture techniques while developing students' aesthetic perception, creative expression, and arts heritage. A variety of mediums will be explored, which may include textiles, ceramics, papier mache', wire sculpture...and more! Students will participate in a wide range of experiences using additive or subtractive sculptural techniques designed to build artistic and creative confidence. An appreciation for art from various cultures will be developed. Projects are designed to teach thinking skills and to include useful Art experiences such as color theory, so that no matter what vocation students pursue, the knowledge gained in this class will be of value to them.



## **CVC125 VIRTUAL DESIGN EXPERIENCE** (Name Change- Previously “Product Design 3”)

**Prerequisite:** Design Project Management or Product Design 2

**Grade Level:** 9 - 12

**High School Graduation Requirement:** Elective – 10 credits

**UC/CSU requirement:** Meets the ‘g’ Elective (must earn a minimum grade of “C”)

Students participate in a year-long internship in conjunction with businesses and universities. Students participate in this internship while remaining at Novato High School. They communicate with their sponsor electronically and contribute the skills developed in Product Design 1 and 2 to make significant contributions to the sponsoring organization. Students have access to all the tools in Novato’s design center and are mentored by the instructor. Students also are required to mentor a student from a local middle school and assist in identifying and assist aspiring design students.

## **MSA CINEMATIC ARTS**

CAREER TECHNICAL EDUCATION: *Arts, Media and Entertainment*

## **ACC295 INTRODUCTION TO PRODUCTION**

(Name Change – Previously “Film/Video 1”)

**Prerequisites:** Admission into the MSA Cinematic Arts program through portfolio review/audition.

**Grade Level:** 9 (also open for grades 10+ to transfers into the MSA program)

**High School Graduation Requirement:** Elective - 10 credits

**Meets UC/CSU requirement:** Pending ‘f’ or ‘g’

This course focuses on the practical aspects of producing film, video, and other media. Students will learn how to use necessary film equipment, software, and procedural techniques that will help them make narrative visual productions and introduce them to industry standard tools and techniques. This class is intended to be taken in conjunction with Cinematic Storytelling, and is a foundations course for all MSA Cinematic Arts students. As a project-based production-oriented class, all students including ELL will have equal opportunity to explore the tools, techniques and processes that serve as the basis of this class.

## **ACC305 CINEMATIC STORYTELLING**

(Name Change – previously Film/Video 2)

**Prerequisites:** Completion of/or **concurrent enrollment in Introduction to Production** or Instructor Approval.

**Grade Level:** 9 (also open for grades 10+ to transfers into the MSA program)

**HS Graduation requirement:** Visual Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets ‘f’ requirement for Visual Art (requires a grade of ‘C’ or better)

In this course, students will learn how to tell a story through visuals and cinematic techniques. Students will learn narrative screenwriting and explore how visual elements such as composition, movement, staging, production design, lighting, color, editing, and other visual aspects are not only used to tell a story but also to provide deeper meaning and to shape how an audience feels about that story. Through practical exercises and the production of their own video stories, as well as examples & analysis, students will become adept in the visual language of motion pictures, developing the necessary creative skills to convey meaning, emotion, and theme through visual means. This class is intended to be taken in conjunction with MSA: Introduction to Production, and will be a foundations course for all MSA Cinematic Arts students.

## **ACC315 CINEMA 1A** *Offered on alternate years* (Name Change; previously Film/Video 3)

**Prerequisites:** Successful Completion of or concurrent enrollment in Cinematic Storytelling.

**Grade Level:** 10-11

**HS Graduation requirement:** Visual Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets ‘f’ requirement for Visual Art (requires a grade of ‘C’ or better)

This advanced course covers the historical development of cinema as an artistic and social force, and furthers student knowledge and experience with the aesthetic elements of cinema, terminology governing film production, and experience with critical inquiry of the medium. The objective is to raise the awareness of students with regard to the development and complexities of cinema, enabling them to read film as trained and informed viewers. From this base, students can grasp a deeper understanding of film and the technicalities of film and video production. Along with historical and cultural study of film, students create a portfolio of four short works in the fall that deepen mastery of writing, directing, shooting, lighting, sound and editing. The spring is devoted to writing and production of two larger projects that show deeper mastery of all aspects of filmmaking and that demonstrate a sophistication of storytelling that succeeds on several levels

**ACC325 CINEMA 1B**    *Offered on alternate years (Name Change; previously Film/Video 4)*

**Prerequisites:** Successful Completion of or concurrent enrollment in Cinematic Storytelling.

**Grade Level:** 11-12

**HS Graduation requirement:** Visual Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Visual Art (requires a grade of 'C' or better)

In this course, students continue to analyze major film and video works. They work on longer, more complex projects using the most sophisticated equipment we have available. Students who wish to specialize in one particular aspect of filmmaking must show a deep mastery in their area through work on their own projects and the films of other students. Students serve as mentors for MSA film students at the lower levels, sharing their own expertise and skills.

## MSA CREATIVE WRITING COURSES

### **EFC115 CREATIVE WRITING 1**

**Prerequisites:** Admission to the Creative Writing Program through portfolio review and audition.

**Grade Level:** 9-12

**HS Graduation requirement:** Elective - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'g' requirement as a General Elective (requires a grade of 'C' or better)

The first year of the Creative Writing program focuses on building a strong, collaborative culture where students have the opportunity to experiment with their own writing style in a safe, creative, project-based learning environment. The program embeds voice and choice, often giving students opportunities to choose the format they write in, including poetry, short story, flash fiction, dramatic script, novel, and more. Students examine and explore a variety of writing fundamentals, including structure, plot, character and scene development, conflict, and dialogue. Peer Critique is also a strong component of the course, as students develop their skills to both give and receive constructive criticism. Students are also expected to present their work both inside and outside of the classroom, and to submit their pieces to competitions and awards programs to build confidence and become more comfortable with authentic audiences for their writing. Guest speakers and field trips are also a key component in all four years of the Creative Writing program.

### **EFC125 CREATIVE WRITING 2**

**Prerequisites:** Audition or grade of "C" or better in CW1.

**Grade Level:** 10-12

**HS Graduation requirement:** Elective - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'g' requirement as a General Elective (requires a grade of 'C' or better)

The second year of Creative Writing continues to foster and develop a collaborative, engaged, passionate group of student writers. Students will continue to have choice in the content, and frequently the format of their writing, but will also be pushed to try new writing genres and formats that may not have been explored in the first year, such as creative nonfiction, personal memoir, and journalism. Students will continue to have opportunities to perform at showcases and soirées, and to participate in engaging interdisciplinary projects with other MSA programs, including the Cinematic Arts Program and Visual Arts Programs.

### **EFC135 CREATIVE WRITING 3**

**Prerequisites:** Successful completion of CW2.

**Grade Level:** 10-12

**HS Graduation requirement:** Elective - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'g' requirement as a General Elective (requires a grade of 'C' or better)

In the third year of Creative Writing, students continue engaging in a variety of writing genres, but have more options for the writing projects they choose. Public performance is also more heavily emphasized, with students expected to present their work at showcases, soirées, poetry readings, school events, and other public performances. Students also have more leadership opportunities in the Creative Writing program starting in the third year, from assisting with the Creative Writing Anthology, to working on the curation of the MSA Showcase. Students also work on honing their Creative Writing Portfolio in the second semester, reflecting on their growth as writers over the course of the program, and highlighting the pieces they are proudest of in a digital website.

### **EFC145 CREATIVE WRITING 4**

**Prerequisites:** Successful completion of CW3.

**Grade Level:** 12

**HS Graduation requirement:** Elective - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'g' requirement as a General Elective (requires a grade of 'C' or better)

Creative Writing 4 is designed for high school seniors who have successfully completed Creative Writing 1, 2, and 3. This fourth year brings even more student voice and choice, as well as leadership opportunities in Creative Writing, including facilitating the annual Creative Writing Anthology. Students will also finalize their Creative Writing Portfolio during the second semester. Internships and student-driven projects are encouraged during the fourth and final year of Creative Writing.

### **AAC505 CREATIVE WRITING WORKSHOP I**

**Prerequisites:** Acceptance into the MSA program and instructor approval

**Grade Level:** 9-12

**HS Graduation requirement:** Elective - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'g' requirement as a General Elective (requires a grade of 'C' or better)

The purpose of Creative Writing Workshop for Performance is to improve and develop students' writing and public speaking skills through writing, reading, analysis, evaluation, and performance in various formats such as poems, short stories, memoirs, dramatic scripts, and creative non-fiction. They will develop a portfolio of finished pieces each semester through drafting and revision. Students will perform finished pieces out loud, as well as perform out loud during the revision process to get feedback from peers and the teacher in preparation for a public performance or competition. Students will also reflect on their growth and improvement as writers and speakers, and gain an understanding of the significance of writing to people's lives. Additionally, the creative writing anthology is designed, edited, and published in this course where students are responsible for selecting, critiquing, editing, and revising submissions for finished product.

### **CREATIVE WRITING WORKSHOP II**

**Prerequisites:** Successful completion of Creative Writing Workshop I and instructor approval.

**Grade Level:** 10-12

**HS Graduation requirement:** Elective - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'g' requirement as a General Elective (requires a grade of 'C' or better)

This course expands on the writing experience in level 1.

## **MSA INSTRUMENTAL MUSIC**

### **AAC155 CONCERT BAND**

**Prerequisites:** Audition

**Grade Level:** 9-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Performing Art (requires a grade of 'C' or better)

Concert Band is the intermediate concert band with between 20 and 50 members. The band is made up of flutes, clarinets, oboes, bassoons, bass clarinets, alto saxes, tenor saxes, baritone saxes, French horns, trumpets, trombones, euphoniums, tubas, string basses, and percussion. Students will be exposed to a wide variety of music covering different styles and periods from Baroque to Modern. Students in the class will be playing music that is appropriate for high school and advanced high school. Students will be working on a variety of skills that include intonation, accuracy of rhythm, articulations, phrasing and style characteristics. Members of Concert Band will perform in the community and at festivals. Students are expected to make time available for performances and festivals. Students are encouraged to take private lessons and to practice outside of class.

### **AAC165 WIND ENSEMBLE** (Name Change: Formerly Concert Band 2)

**Prerequisites:** Audition

**Grade Level:** 9-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Performing Art (requires a grade of 'C' or better)

Concert Band (Wind Ensemble) is the most advanced concert band with between 30 and 40 members. The band is made up of flutes, clarinets, oboes, bassoons, bass clarinets, alto saxes, tenor saxes, baritone saxes, French horns, trumpets, trombones, euphoniums, tubas, string basses, and percussion. Students will be exposed to a wide variety of music covering different styles and periods from Baroque to Modern. Students in the class will be playing music that is appropriate for an advanced high school or intermediate college band. Students will be working on a variety of skills that include intonation, accuracy of rhythm, articulations, phrasing and style characteristics. Members of Concert Band (Wind Ensemble) will perform in the community and at festivals. Students are expected to make time available for performances and festivals. Students are encouraged to take private lessons and to practice outside of class.

### **AAC415 STRING ORCHESTRA**

**Prerequisites:** Audition

**Grade Level:** 9-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Performing Art (requires a grade of 'C' or better)

The Ensemble is made up of violins, violas, cellos, basses, and piano. Students will be exposed to a wide variety of music covering different styles and periods from Baroque to Modern. Students in the class play music that is appropriate for their skill level. Students work on a variety of skills that include intonation, accuracy of rhythm, bowings, articulations, phrasing and style characteristics. Students are encouraged to take private lessons and to practice outside of class. (UC/CSU "F" Requirement)

### **AAC125 CHAMBER WINDS**

**Prerequisites:** Audition

**Grade Level:** 9-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Performing Art (requires a grade of 'C' or better)

Chamber Music exposes to the rich tradition of chamber music. Students form into many small ensembles in combinations consisting of same instrument groupings (e.g. flute or clarinet duet, trio, quartet, etc.) and different instrument groupings (e.g. woodwind quintet, woodwind trio, flute/clarinet duet, violin/flute duet, etc.). These ensembles learn, rehearse, and perform a wide variety of music spanning a huge range of music history, from Baroque to Classical to Modern. Music from numerous other cultures will also be studied and performed. Students perform frequently at Marin School of the Arts Soiree concerts held every other month and at Chamber Music Recital Nights. They also participate in the CMEA Solo and Ensemble festival each year. Performing chamber music provides the students with an intensely valuable educational activity. Each part is played by one player only and, as a result, musical independence is strengthened.

### **AAC295 JAZZ BAND**

**Prerequisites:** Audition

**Grade Level:** 9-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Performing Art (requires a grade of 'C' or better)

The Marin School of the Arts Jazz Band has approximately 18 to 28 members. The band is made up of saxophones, trumpets, trombones, drums, bass, guitar and piano. Students will be exposed to a wide variety of jazz covering swing, bebop, Latin, blues, ballad, fusion, and popular music. Students in the class will be playing music that is appropriate for a high school. Students will be working on a variety of skills that include intonation, accuracy of rhythm, articulations, phrasing, scales and style characteristics. The Marin School of the Arts Jazz Band performs at several festivals each year. Students are expected to make time available for performances and festivals. Students are strongly encouraged to take private lessons and to practice outside of class. MSA Jazz Band is the entry level Jazz Band in the school. Students are expected to practice at home.

### **AAC305 JAZZ BAND INTERMEDIATE**

**Prerequisites:** Audition

**Grade Level:** 9-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Performing Art (requires a grade of 'C' or better)

The Intermediate Jazz Band has approximately 18 to 28 members. The band is made up of saxophones, trumpets, trombones, drums, bass, guitar and piano. Students will be exposed to a wide variety of jazz covering swing, bebop, Latin, blues, ballad,

fusion, and popular music. Students in the class will be playing music that is appropriate for an advanced high school or intermediate college band. Students will be working on a variety of skills that include intonation, accuracy of rhythm, articulations, phrasing and style characteristics. The Marin School of the Arts Jazz Band performs at many festivals. Students are expected to make time available for performances and festivals. Students are strongly encouraged to take private lessons and to practice outside of class. Jazz Band/Intermediate is the second most advanced Jazz Band in the school. Students are expected to practice at home.

### **AAC315 JAZZ BAND ADVANCED**

**Prerequisites:** Audition

**Grade Level:** 9-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Performing Art (requires a grade of 'C' or better)

The Advanced Jazz Band has approximately 18 to 28 members. The band is made up of saxophones, trumpets, trombones, drums, bass, guitar and piano. Students will be exposed to a wide variety of jazz covering swing, bebop, Latin, blues, ballad, fusion, and popular music. Students in the class will be playing music that is appropriate for an advanced high school or intermediate college band. Students will be working on a variety of skills that include intonation, accuracy of rhythm, articulations, phrasing and style characteristics. The Marin School of the Arts Jazz Band performs extensively in the community and at many festivals. Students are expected to make time available for performances and festivals. Students are strongly encouraged to take private lessons and to practice outside of class. Jazz Band/Advanced is the most advanced Jazz Band in the school. Students are expected to practice at home.

### **AAC 465 JAZZ COMPOSITION AND ARRANGING**

**Prerequisites:** Students should be enrolled in one of our three Jazz band classes.

**Grade Level:** 10-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Performing Art (requires a grade of 'C' or better)

Students will learn how to write for any individual instrument in a Jazz ensemble. The course will span works written for solo instruments, duets, trios, quartets, quintets, and finally 17-piece Jazz Orchestras. Activities in this course will all be based on analysis of recordings or physical scores of music from 1920 to present. Student will replicate elements of given recordings or scores (arranging) and find the freedom to create their own pieces (composition)

### **AAC395 ROCK BAND** *(formerly Contemporary Music Performance)*

**Prerequisites:** Audition

**Grade Level:** 9-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Performing Art (requires a grade of 'C' or better)

The Contemporary Music Classes at Marin School of the Arts are designed to give students the opportunity to study and perform contemporary popular music. This music includes all styles of "Rock" and "Folk" music, "R&B" and can include world fusion music, "Hip-Hop," "Rap" or other popular forms of music. The class is primarily comprised of students who play guitar, bass, keyboards and drums and vocalists but can include other instruments as well such as hand drums, saxophones, mandolin, strings, winds and brass. Students in the class form bands that rotate players during the year. Students perform a wide range of music from "50's" to contemporary music. Students learn to compose and arrange the music they perform. A few students may become involved in the recording process and produce a CD of original music created by MSA Rock Bands. Students are required to pass music theory proficiency levels and study music history.

### **New AAC 345 ROCK BAND ADVANCED**

## MSA VOCAL MUSIC

### **AAC185 CONCERT CHOIR**

**Prerequisites:** None

**Grade Level:** 9-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Performing Art (requires a grade of 'C' or better)

The Concert Choir is an SATB ensemble of between 30 and 70 members and performs music of all styles, with an emphasis on concert music. Students will work toward the development of healthy vocal technique, as well as acquire music theory and sight-singing skills. Concert Choir performs in several concerts, festivals, and private functions throughout the year. The student is obligated to several activities, performances, and possible extra rehearsals outside of regular class time.

### **AAC145 CONCERT CHOIR - ADVANCED**

**Prerequisites:** Audition or Consent of Instructor

**Grade Level:** 9-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Performing Art (requires a grade of 'C' or better)

The Advanced Concert Choir is an SATB ensemble of between 30 and 70 members and performs music of all styles, with an emphasis on challenging concert music. Students will work develop healthy vocal technique, as well as study music theory and sight-singing and artistic interpretation. The Advanced Concert Choir performs in several concerts, festivals, and private functions throughout the year. Students are required to perform at all regular concerts and be available to participate in activities, performances, and possible extra rehearsals outside of regular class time.

### **AAC105 ADVANCED CHOIR**

**Prerequisites:** Audition or Consent of Instructor

**Grade Level:** 9-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Performing Art (requires a grade of 'C' or better)

Advanced Choir is a Treble Choir (SSA) in the vocal department. The class is a select group of between 24 and 35 singers who perform music of all styles, with an emphasis on advanced concert music including singing in several languages. Students will work toward the development of healthy vocal technique, as well as acquire music theory and sight-singing skills. Advanced Choir is a performance intensive class and participates in several concerts, festivals, and private functions throughout the year. The student is obligated to several activities, performances, and possible extra rehearsals outside on regular class time.

### **AAC325 JAZZ CHOIR**

**Prerequisites:** Audition or Consent of Instructor

**Grade Level:** 9-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Performing Art (requires a grade of 'C' or better)

This is a select ensemble averaging between 8-16 students for musicians of advanced skill level. This group performs music from the jazz, pop, and gospel traditions and strongly emphasizes the development of healthy vocal technique, jazz improvisation, music theory, and sight singing. The student is obligated to several activities, performances, and possible extra rehearsals outside the regular class time. The group performs at many festivals each year.

## MSA DANCE

### **AAC405 FOUNDATION DANCE**

**Prerequisites:** Audition or Consent of Instructor

**Grade Level:** 9-12

**HS Graduation requirement:** Physical Education or general elective – 10 Credits

**Meets UC/CSU requirement:** *No*

Foundation Dance is a beginning level dance class for first year MSA Dance students who have successfully auditioned into the MSA Dance Program. The Foundation Dance course will focus on a variety of styles including ballet, modern, jazz, contemporary, tap, swing, hip hop and world dance. The focus of the course will be on the technical skills and strength needed to successfully execute each style of dance. Student knowledge of the dance skills and technique is broadened through teacher presentation, guest artists, video, field trips and student research. Performance opportunities include on major concert and other smaller performance opportunities.

### **AAC205 DANCE 1**

**Prerequisites:** Audition or Consent of Instructor

**Grade Level:** 9-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Performing Art (requires a grade of 'C' or better)

Dance 1 is designed for first year MSA dance students who have successfully auditioned to enter the program. MSA dance students study a variety of dance styles including jazz, swing, hip hop, tap, modern, contemporary and world dance, developing dance technique while gaining perspective on the vast scope of the world of dance. Weekly ballet classes offer training in alignment and classical technique. The creative personality and individual style of each dancer is developed through improvisation and choreography workshops. Student knowledge of historical context, individual contributions, cultural dimensions, critical assessment, notation and other theoretical aspects of dance is broadened using teacher presentation, video, field trips and student research. Students also learn about anatomy, kinesiology, movement and fitness principals, injury prevention and nutrition. Performance and choreographic opportunities include one major concert and many smaller shows per year, including collaborations with other MSA art focus areas.

### **AAC215 DANCE 2**

**Prerequisites:** Successful completion of Dance 1 Consent of Instructor

**Grade Level:** 9-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Performing Art (requires a grade of 'C' or better)

Dance 2 students will be placed in either the Beginning / Intermediate section or the Intermediate / Advanced section through a placement audition. Dance 2 follows the framework outlined in the Dance 1 description. Students will be expected to exhibit more accomplished dance technique and create more sophisticated choreography, Students will continue their studies of dance history and learn about world culture through dance as well as the influences of different cultures in American dance. This aspect requires students to do homework, write papers and make presentations. Sophomores and juniors will actively research and share college, university and career possibilities.

### **AAC225 DANCE 3**

**Prerequisites:** Successful completion of Dance 2 Consent of Instructor

**Grade Level:** 10-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Performing Art (requires a grade of 'C' or better)

Dance 3 is a course designed for 3rd year MSA Dance students. Students will be placed in either the beginning/intermediate or intermediate/advanced dancer through a placement audition. Students study modern, ballet, jazz, hip hop, tap and world dance. A dance analysis component runs concurrently with each dance unit and includes dance history, individual contributors, cultural dimensions, critical assessment, dance notation and music theory. In the second semester, students will be expected to teach a dance class that includes a warm up, technique work and a dance combination. Students in the intermediate/advance section have increased opportunities to attend professional dance events, and study with guest choreographers. Besides the spring concert, performance opportunities include monthly soirees collaborations with the school music and art programs, and various community and statewide festivals and events. In addition, instructional methods include teacher presentation, guest instructors, video, group projects, field trips and student research.

### **AAC235 DANCE 4**

**Prerequisites:** Successful completion of Dance 3 and Consent of Instructor

**Grade Level:** 11-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets 'f' requirement for Performing Art (requires a grade of 'C' or better)

Dance 4 is an advanced dance course designed for high school seniors who have successfully completed Dance 1, 2 & 3. Rigorous weekly ballet classes refine and develop students' physical alignment, classical technique and dance vocabulary.

Jazz, Modern, Tap, Popular, Contemporary, and World Dance are studied in the form of instructional units or sub-units throughout the year. Students choreograph at least one piece for performances given throughout the year. The class has instructional integrated units that include dance history, study of individual dance artists, dance traditions from other cultures, dance notation and theory.

Students study anatomy, kinesiology, movement and fitness principles, injury prevention and nutrition as it pertains to movement and dance. Students have a number of performance opportunities including in class performances, monthly school-wide shows, showcases and collaborations with other arts departments including music, musical theatre and art. Students are required to perform at “The Spring Dance Concert” which is the annual exhibition of all dance students. Classes are a combination of traditional dance rehearsals, classroom instruction and group work.

### **AAH295 DANCE 4 - HONORS**

**Prerequisites:** Successful completion of Dance 3 and Consent of Instructor

**Grade Level:** 11-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets ‘f’ requirement for Performing Art (requires a grade of ‘C’ or better)

Dance 4 Honors is the most advanced dance course designed for high school seniors who are continuing their dance study. Rigorous weekly ballet classes refine and develop students’ physical alignment, classical technique and dance vocabulary. Jazz, Modern, Tap, Popular, Contemporary, and World Dance are studied in the form of instructional units or sub-units throughout the year. Student original composition and choreography is explored in depth with the use of several texts as a reference, resource and guide. An advanced choreography unit gives students the opportunity to choreograph for the final culminating project; the Spring Dance Concert. A dance analysis and fundamentals component runs concurrently with each dance unit that includes dance history, study of individual dance artists, unique contributors, cultural dimensions, critical assessment, dance notation and music theory. Students continue their study of anatomy, kinesiology, movement and fitness principles, injury prevention and nutrition. Fourth year students perform in monthly soirees, collaborations with the school music, musical theatre and art programs, and “The Spring Dance Concert” which is the annual exhibition of all dance students. Classes are a combination of traditional dance rehearsals, classroom instruction and group work.

## **MSA THEATER ARTS**

### **AAC375 THEATRE ARTS 1**

**Prerequisites:** Audition and instructor approval

**Grade Level:** 9-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets ‘f’ requirement for Performing Art (requires a grade of ‘C’ or better)

This class is for students of all levels of acting ability. With an emphasis on Shakespeare and the classics, students in Theatre Arts 1 are introduced to a wide range of theatre, including text analysis, acting, voice, movement (dance/mime/spatial awareness), directing, writing, theatre history, improvisation, and critical appreciation. For assessment, students will perform sonnets, monologues, and scene work and will also be graded on participation, exams, and products and assignments. Students are encouraged to participate in regional theatre competitions and MSA productions.

### **AAC385 THEATRE ARTS 2**

**Prerequisites:** “C” or better in Theatre Arts 1 and instructor approval

**Grade Level:** 10-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets ‘f’ requirement for Performing Art (requires a grade of ‘C’ or better)

Theatre Arts 2 builds on the acting techniques, voice, and movement skills learned in Theatre Arts 1. Students dive deeper into a wide range of theatre, including text analysis, acting, voice, movement (dance/mime/special awareness), directing, writing, theatre history, improvisation, and critical appreciation. The class emphasizes the techniques of Edith Skinner, Sanford Meisner and Jacques LeCoq. For assessment, students will perform sonnets, monologues, and scene work and will also be graded on participation, exams, and products and assignments. Students will write and perform their own original work. Students are encouraged to participate in regional theatre competitions and MSA productions



### **AAC265 DRAMA 3**

**Prerequisites:** “C” or better in Theatre Arts 2 and instructor approval

**Grade Level:** 11-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets ‘f’ requirement for Performing Art (requires a grade of ‘C’ or better)

Drama 3 is an advanced theatre class for junior and senior students who have completed Theatre Arts 2. Students continue to hone and develop the acting, voice and movement skills they acquired in Theatre Arts 1 and 2. Expectations are higher as they begin to master the techniques of Edith Skinner, Sanford Meisner, and Jacques LeCoq. Students are encouraged to participate in regional theatre competitions and MSA productions.

### **AAC275 DRAMA 4**

**Prerequisites:** “C” or better in DRAMA 3 and instructor approval

**Grade Level:** 12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets ‘f’ requirement for Performing Art (requires a grade of ‘C’ or better)

This is an advanced theatre class for senior students who have completed Drama 3. In Drama 4 Honors, expectations are even higher as students continue to hone and develop their acting, voice and movement skills they acquired in their previous three years. Drama 4 Students must demonstrate that they have mastered all of the techniques taught in earlier MSA theatre courses through performance in studio classes, theatrical competitions, and MSA main stage productions. Students must prove their skills at text interpretation, writing and appreciation. Students polish their skills in studio classes and performance projects and extend their theoretical knowledge through lectures, discussions, research papers, and in-depth study of texts film/video, electronic media, and theatre history.

### **AAC335 MUSICAL THEATRE 1**

**Prerequisites:** Audition and instructor approval

**Grade Level:** 9-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets ‘f’ requirement for Performing Art (requires a grade of ‘C’ or better)

Musical Theatre 1 is a rigorous performance class. The goal of the class is to provide students with a strong foundation in acting, singing and dancing. The curriculum combines a studio class with both historical and cultural perspective. With an emphasis ranging from Shakespeare to the Great American Songbook, students are introduced to a wide range of theatre, including text analysis, acting, voice, movement (dance/mime/spatial awareness), directing, writing, theatre history, improvisation, and critical appreciation. For assessment, students will perform sonnets, monologues, and scene work as well as musical theatre songs and dances. Students study voice, and both solo and choral literature. Students also participate in ballet-based dance classes. All Musical Theatre students are encouraged to participate in regional theatre competitions and MSA productions, including plays.

### **AAC 345 MUSICAL THEATRE 2**

**Prerequisites:** Grade of “C” or better in Musical Theatre 1 and Instructor approval.

**Grade Level:** 10-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets ‘f’ requirement for Performing Art (requires a grade of ‘C’ or better)

Musical Theatre 2 is a rigorous performance class for students who have passed an advanced audition or have successfully completed Musical Theatre 1. Musical Theatre 2 builds on the acting/singing/dancing techniques and skills learned in Musical Theatre 1. Students dive deeper into a wide range of theatre, including text analysis, acting, voice, movement (dance/mime/spatial awareness), directing, writing, theatre history, improvisation and critical appreciation. The class emphasizes the techniques of Edith Skinner, Sanford Meisner and Jacques LeCoq. For assessment, students will perform sonnets, monologues, and scene work as well as musical theatre songs and dances. Students will write and perform their own original work. All Musical Theatre students are encouraged to participate in regional theatre competitions and MSA productions, including plays. Students study the theories and history associated with musical theatre traditions, with focused emphasis on the creative processes and social conditions that influenced the development of musical theatre.

### **AAC355 MUSICAL THEATRE 3**

**Prerequisites:** Grade of “C” or better in Musical Theatre 2 or Instructor approval.

**Grade Level:** 10-12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets ‘f’ requirement for Performing Art (requires a grade of ‘C’ or better)

Musical Theatre 3 is a rigorous performance class for students who have passed an advanced audition or have successfully completed Musical Theatre 1 and 2. Students continue to hone and develop the acting, voice and movement skills they acquired in Musical Theatre 1 and 2. Expectations are higher as they begin to master the techniques of Edith Skinner, Sanford Meisner, and Jacques LeCoq, as well as vocal and dance technique. Students are encouraged to participate in regional theatre competitions and MSA productions, including plays. For assessment, students will perform sonnets, monologues, and scene work, as well as musical theatre songs and dances. Students will write and perform their own original work. Students study the theories and history associated with musical theatre traditions, with focused emphasis on the creative processes and social conditions that influenced the development of musical theatre.

### **AAH365 MUSICAL THEATRE 4H**

**Prerequisites:** Grade of “C” or better in Musical Theatre 3 and Instructor approval.

**Grade Level:** 12

**HS Graduation requirement:** Performing Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets ‘f’ requirement for Performing Art (requires a grade of ‘C’ or better)

Musical Theatre 4 Honors is an advanced class for senior students who have completed Musical Theatre 3. In Musical Theatre 4 Honors, expectations are even higher as students continue to hone and develop their acting, voice and dance skills they acquired in their previous three years. Students must demonstrate that they have mastered all of the techniques taught in earlier MSA Theatre courses through performance in studio classes, theatrical competitions and MSA main stage productions. Students must prove their skills at text interpretation, writing and appreciation. Students polish their skills in studio classes and performance projects and extend their theoretical knowledge through lectures, discussions, research papers, and in-depth study of texts, film/video, electronic media, and theatre history.

## **ADVANCED PLACEMENT ART-MUSIC COURSES**

### **ACA125 AP STUDIO ART**

**Prerequisites:** Completion of Drawing/Painting 1 & 2 with Instructor Approval

**Grade Level:** 11-12

**HS Graduation requirement:** Visual Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets ‘f’ requirement for Visual Art (requires a grade of ‘C’ or better)

This is an Advanced Placement, standards-based, studio digital art and design course for the highly motivated student who is seriously committed to a rigorous course of study and building a large body of quality work. Students will be expected to complete work both during and outside of class, as well as during the summer before starting the course. Students will be required to submit a professional AP portfolio that consists of the following sections: Quality (5 actual works), Breadth (12 images), and Concentration (12 images). Students will also learn how to write an artist statement.

### **ACA135 AP STUDIO ART 2D** (*Digital Art or Photography Emphasis*)

**Prerequisites:** Digital Art plus Photography 1, 2 & 3 with Instructor Approval

**Grade Level:** 10-12

**HS Graduation requirement:** Visual Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets ‘f’ requirement for Visual Art (requires a grade of ‘C’ or better)

This is an Advanced Placement, standards-based, studio digital art & design course for the highly motivated student who is seriously committed to building a large body of quality work. Students will be expected to complete work both during and outside of class, as well as during the summer before starting the course. Students will be required to submit a professional AP portfolio that consists of the following sections: Quality (5 actual works), Breadth (12 images), and Concentration (12 images). Students will also learn how to write an artist statement.

### **ACA115 AP STUDIO ART 3-D DESIGN**

**Prerequisites:** 3-D Art Teacher approval, and a strong understanding of design as they relate to 3-D artwork

**Grade Level:** 11-12

**HS Graduation requirement:** Visual Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets ‘f’ requirement for Visual Art (requires a grade of ‘C’ or better)

AP Studio 3-D Design is for highly motivated students who are seriously interested in the study of art; the program demands an earnest commitment. Students will be required to do a significant amount of work in class and independently, as well as systematic investigation into the formal and conceptual issues in 3-D design. This class is for students who plan to submit an AP Portfolio that includes the following three sections for 3-D artwork: Quality – 5 works that demonstrate mastery of three-dimensional design in concept, composition and execution. Concentration – a body of work investigating a strong underlying visual idea in 3-D design, which shows conceptual growth. Breadth – 8 different works that demonstrate a variety of concepts and approaches to 3-D Design in different media.

### **ACA155 AP MUSIC THEORY (offered every other year if enough student course requests).**

**Prerequisites:** Instrumental experience and the ability to read music or singing experience

**Grade Level:** 12

**HS Graduation requirement:** Visual Arts - 10 credits

**Meets UC/CSU requirement:** Yes; Meets ‘f’ requirement for Visual Art (requires a grade of ‘C’ or better)

This college-level course develops a student’s ability to recognize, understand and describe the basic materials and processes of music that is heard or presented in a score. Using listening, performance, written, creative and analytical exercises, students will work on aural, sight-singing, written, compositional and analytical skills. Sight-singing is the only performance skill directly tested on the AP exam. A wide variety of music from standard Western tonal repertoire, twentieth century art music, jazz, popular music and music of non-Western cultures will be used.

### **ACA145 AP ART HISTORY**

**Prerequisites:** AP Placement Criteria/Grades 11-12

**Grade Level:** 11-12

**HS Graduation requirement:** Visual Arts – 10 Credits

**Meets UC/CSU requirement:** Yes – meets the ‘f’ requirement (grade of ‘c’ or better)

This course introduces students to the rigorous expectations and advanced level of study expected in an AP class. Students will use critical thinking to gain crucial knowledge and understanding of the diverse historical and cultural past and current contexts of architecture, sculpture, painting and other media. Specific topics guiding curriculum include Ancient through Medieval, Renaissance to Present and Beyond European Artistic Traditions. Using visual analysis, students will learn how and why works of art function in context, considering issues as patronage, gender, and functions and effects of art.

## **MEDICAL CAREERS PATHWAY PROGRAM**

This is a focused career oriented series of courses designed to prepare students for postsecondary study in the medical fields. Students who join the medical careers pathway will take four years of classes that incorporate specific knowledge, language, and skills to build the solid academic and practical background necessary to pursue a career in all of the medical career fields. We encourage our upper division students take classes at the College of Marin. This not only provides a focused opportunity for students to extend their learning. Students can earn Certificates of Completion in medical assisting through COM. NHS teachers in this program will serve as mentors throughout high school for students who enroll in these challenging college courses as well as to help students navigate internship opportunities in the region.

**The Four Year Plan:** This program sequence is currently under construction and will be further developed and solidified over the school year. The ultimate goal is to provide a valuable experience in the Health Careers for each student. We welcome you to grow with our program!

**QUESTIONS?** Visit our WEBSITE, your school counselor, or contact the Medical Careers Pathway program Instructor SUMMER NICKLASSON—her email is [snicklasson@nUSD.org](mailto:snicklasson@nUSD.org); [snicklasson@students.nUSD.org](mailto:snicklasson@students.nUSD.org).

## **MEDICAL CAREERS PROGRAM (MCP) REQUIRED COURSES**

### **Grade 9:**

#### **HEALTH SCIENCE OCCUPATIONS**

Prerequisites: none; other than an interview and full application turned in by February 1, 2022 to Shannon Morgan Miller.

Grade Level: 9<sup>th</sup>

HS Graduation requirement: 10 Elective credits

Meets UC/CSU requirement: PENDING application to meet requirements as a UC/CSU 'g' General elective.

### **Grade 10**

#### **CVC245 MCP MEDICAL TERMINOLOGY**

Prerequisites: MCP Health Science Occupations.

Grade Level: 10-11

HS Graduation requirement: 10 Elective Credits

Meets UC/CSU requirement: application to meet requirements as a UC/CSU 'g' General Elective.

Medical Terminology is the sophomore course in the Medical Career Pathway. This course teaches students to understand the language of healthcare (medical terminology) and medical abbreviations through a systems approach. Emphasis is on providing students with a thorough understanding of the terminology of body systems and their interrelationships. This course is offered with first priority to the NHS Medical Career Pathway and is articulated through College of Marin. Students who pass this year long course with a grade of B or better will receive 3 college units.

### **Grade 11**

#### **MCP INTRO TO MEDICAL CAREERS**

Prerequisites: MCP Medical Terminology:

Grade Level: 10-11

HS Graduation requirement: 10 Elective Credits

Meets UC/CSU requirement: application to meet requirements as a UC/CSU 'g' General Elective.

This is a hands-on, project based lab based class that introduces to students to a wide variety of various health occupations including biomedical engineering, EMT, nursing, sports medicine, therapeutic services, dentistry, medical imaging, mental health, ophthalmology, speech therapy, pharmacology, and forensics. Students work in teams in a rotational model that mimics a job site and spend 70% of class time hands-on, engaged in "day in the life" activities with authentic medical equipment. Students will learn to recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology and treatment.

### **Grade 12**

#### **MCP Senior Seminar & Internship**

Prerequisites: MCP pathway courses.

Grade Level: 12

HS Graduation requirement: 10 Elective Credits

Meets UC/CSU requirement: application to meet a 'g' General Elective requirement.

MCP Senior Seminar & Internship is the fourth year in the Medical Careers Program pathway.

### **MCP ELECTIVE COURSE OPTIONS**

#### **SFC115 SPORTS MEDICINE**

Prerequisite: Biology

Grades Level: 10 – 12

Course Length: Year

**HS Credits:** 10 Elective Credits

**Meets UC/CSU Requirement:** Elective (g)

This course introduces students to a career pathway in sports medicine, athletic training, or physical therapy. Topics covered in addition to Sports Medicine will be Injury Prevention, Emergency Care, CPR, First Aid Certification, Sports Nutrition, and Basic Rehabilitation, treatment of injuries to the foot, ankle, knee, hip elbow, shoulder, abdomen/spine and head. Activities will include field trips and observation, basic taping and treatment practicum, as well as professional speakers from the community. Teaching methods will include lecture, individual and group work/PBL, hands on student learning (physically treating and taping an injured area), observing professionals in a working environment, and professional speakers to share experiences and guidance.

**COLLEGE OF MARIN (COM) CLASSES:** Depending on your interests—physical therapist, pre-med, physician assistant, dentist, registered nurse or radiology technician, your mentor will design a pathway of COM classes to accomplish those goals. Students can graduate with up to 18 units of credit from COM.

## SPECIALIZED COURSE ELECTIVES

### GRADE 9 REQUIREMENTS

- **GFC125 COLLEGE AND CAREER READINESS (CCR)**

**Prerequisites:** *None*

**Grade Level:** Required of all 9<sup>th</sup> Graders - this course is scheduled as a link to the Health Education semester course

**HS Graduation requirement:** 5 Elective credits (Semester course)

**Meets UC/CSU requirement:** *Yes, meets the 'g' requirement (grade of 'c' or better)*

This one-semester course is designed to help students learn and practice valuable skills to help them to be career and college ready. Students will demonstrate their understanding of career paths through a variety of assessments, projects, job simulations, speeches research assignments, online portfolio, and essay papers. Students will identify academic interests, skills, values and personality types, research employers and industries, gain experience with public speaking and interview skills, familiarize themselves with college and job search tools, strengthen writing skills, learn goal setting, solidify research techniques, and write a research paper utilizing correct MLA format.

- **PGH101 HEALTH EDUCATION**

**Prerequisites:** *None*

**Grade Level:** Required of all 9<sup>th</sup> Graders - this course is scheduled as a link to the CCR semester course.

**HS Graduation requirement:** 5 Elective credits (Semester course)

**Meets UC/CSU requirement:** *No*

This is a one semester course designed to empower students with the knowledge necessary to make decisions to enhance the quality of their lives and their relationships with family and others. An emphasis will be placed on helping students learn about healthy living and avoidance of behaviors that place them at risk.

### STUDENT LEADERSHIP OPPORTUNITIES

- **GFG225 LEADERSHIP**

**Prerequisites:** Application & Teacher Interview, plus the student election process.

**Grade Level:** *9-12*

**HS Graduation requirement:** Elective – 10 Credits

**Meets UC/CSU requirement:** *No, but is excellent support for college application.*

The purpose of this class is to serve students who want to develop their leadership skills and to provide a vehicle for the organization and implementation of all student activities. This class is mandatory for all ASB and class officers. Other students interested in this class will be appointed positions after the interview process.

## SCHOOL YEARBOOK APPLICATION

- **GFC145 PHOTO JOURNALISM / YEARBOOK**

**Prerequisites:** Application & Teacher Interview

**Grade Level:** 9-12

**HS Graduation requirement:** Elective – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets the 'g' requirement (grade of 'c' or better)*

Students accepted to this class are part of a staff that works together to write, design, and produce the Novato High yearbook. Students have opportunities to become proficient in InDesign, Excel and Photoshop, as they lay out, interview, photograph, sell advertising and edit a high quality yearbook. This course is open to students who are highly motivated and results oriented and willing to work independently and in small teams. We encourage students who have strong writing skills, enjoy photography, have good organizational skills, or a desire to learn to edit with InDesign to apply. Applications are available from counselors.

## STUDENT NEWSPAPER APPLICATION

- **EFC215 JOURNALISM 1**

**Prerequisites:** Application & Teacher Interview

**Grade Level:** 9-12

**HS Graduation requirement:** Elective – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets the 'g' requirement (grade of 'c' or better)*

This course is a **prerequisite to become a reporter for The Swarm, Novato High School's newspaper**. This class will allow you to explore your interests and teach you how to present opinions and information throughout the community. Journalism is the activity of gathering, assessing, creating, and presenting news and information. In this class, you will become a reporter, a columnist, a broadcaster, an editor, an editorialist, and a deeper thinker altogether. You will be finding the news on this campus, and presenting it in various forms.

\*This class covers the basics of collecting credible sources, interviewing, news gathering, reporting, and writing, using social media properly and effectively, website promotion (personal Weekly sites), current events in Journalism, opinion and feature writing, as well as ethics and legal understanding of Journalism.

- **EFC225 JOURNALISM 2**

**Prerequisites:** Completion of Journalism 1 with a B or better plus Application & Teacher Interview

**Grade Level:** 10-12

**HS Graduation requirement:** Elective – 10 Credits

**Meets UC/CSU requirement:** *Yes – meets the 'g' requirement (grade of 'c' or better)*

The Novato High Journalism class allows students to explore their interests and provide information, news, and opinions throughout campus. Students will be trained in gathering sources and presenting news for the local community. In this class, students will become reporters, columnists, editors, editorialists, photojournalists, and deeper thinkers altogether. Students will report on the Novato High news, and publish it across various mediums from a hard copy newspaper to the class website. The fundamentals and ethics of journalism are also covered in this year-long elective course.

## ADVANCE VIA INDIVIDUAL DETERMINATION (AVID)

**Prerequisites:** *Application and Interview (or previously enrolled in AVID, grades 8 – 11)*

**Grade Level:** 9<sup>th</sup> (GFC165 - AVID I); 10<sup>th</sup> (GFC175 - AVID II); 11<sup>th</sup> (GFC185-AVID III); 12<sup>th</sup> (GFC195 - AVID Seminar)

**HS Graduation requirement:** 10 Credits *Elective*

**Meets UC/CSU requirement:** *Yes, meets the 'g' requirement (must earn a grade of 'c' or better to qualify)*

***AVID students must enroll in courses that meet the University of California/California State University A-G college preparatory requirements.***

AVID (Advancement via Individual Determination) is offered as an elective course that prepares students for entrance into four-year colleges. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note taking, and research. AVID meets five hours per week. Students receive two hours of instruction per week in college entry skills, two hours per week in tutor-led study groups, and one hour per week in motivational activities and academic survival skills.

In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth. We will be working on test preparation. Preparation includes instruction in math and English language concepts frequently seen on college entrance tests, as well as practice on “mock” SAT® and ACT exams. In the ninth grade students are encouraged to take the PSAT® or the PLAN (Preliminary American College Test).

AVID students learn skills such as time management, note taking, textbook reading, library research, and maintaining the AVID binder. Students are expected to maintain an organized binder, including an assignment calendar, class and textbook notes, assignments, and homework, which is graded regularly.

On tutorial days, AVID students’ work with trained "avid" tutors. Tutors assist students in small groups with academic questions that students bring to tutorial. Students are required to take notes during tutorial and use class and textbook notes to inform their discussions during tutorial. Tutors help students with the process of learning through inquiry, rather than giving students the answers to their questions. Students learn the value of working with others in tutorial. In AVID, students also participate in motivational activities including college and career research, college and career outreach speakers, field trips to colleges and businesses and other educational opportunities in their communities, and service learning experiences. These activities provide students with the resources they need to learn about many positive opportunities available to them in the community that will impact their future.

