

Fremont Union High School District

Lynbrook High School

1280 Johnson Ave ♦ San Jose, CA 95129 ♦ www.lhs.fuhisd.org

2015-2016



Course Selection & Guidance Planning Guide

Course selection materials available online at
www.lhs.fuhisd.org/courses
www.lhs.fuhisd.org/guidance

- Stop n Move
- Student Health Outreach for Kids (SHOK)
- Students for Literacy
- Thespian Society
- Unicef
- Vertigo Literary Magazine
- Viking Buddies
- Website Development Club
- WiSTEM
- WorldDance
- Youth Acting for Kids (YAK)
- Youth Impact

LYNBROOK ATHLETICS

Before starting practice for any athletic team, the Athletic/Activity Participation Authorization form must be completed and brought to the first tryout. This is your permission to start practice.

Athletic packets should be printed from the Athletics' website at www.lhs.fuhsd/athletics. Visit this website to get information regarding tryouts, coaches contact information, and access to websites of individual sports.

Fall Sports

- Football
- Boys' Water Polo
- Field Hockey
- Cross Country
- Girls Tennis
- Girls' Volleyball
- Girls' Golf
- Girls' Water Polo

- Swimming and Diving
- Girls' Softball
- Baseball
- Boys' Tennis
- Boys' Volleyball
- Boys' Golf
- Track & Field (both)
- Badminton

Winter Sports

- Boys' Basketball
- Girls' Soccer
- Girls' Basketball
- Wrestling
- Boys' Soccer

Year-round

- LHS Spirit
- Valkyries Dance
- Color Guard

CLUBS AND ORGANIZATIONS

There are currently over 70 student led clubs/organizations at Lynbrook. The focus of clubs ranges from honor societies and service organizations to interest and career-oriented clubs. Additional information can be found by visiting: http://www.lhs.fuhsd.org/cms/page_view?d=x&pid=137888879706

- Agape Christian
- Akido Martial Arts
- American Cancer Society
- American Indo Student Association
- Amnesty International
- Animal Services and Protection
- Anime
- Art Reach
- Asian Pacific Association of Student Leaders
- Aspiring Musicians and Producers
- Astronomy
- Athletics Unlimited
- Breakdance
- Barbershop Quartet
- Character Design
- Chef
- Chess
- Computer Science
- Conservation Action Association (CAA)
- CSF – California Scholarship Federation
- DECA
- FBLA (Future Business Leaders of America)
- French Club
- French Honor Society
- Gender and Sexuality Alliance
- Health Occupations Students of America
- Hiking and Environmental Impact InDesign
- Indian Dance
- Interact
- International Club
- Japanese Club
- Junior Engineering Technical Society (JETS)
- Japanese National Honor Society (JNHS)
- Junior Statesmen of America (JSA)
- Junior Taiwanese American Student Association
- Kallisthenics Krew
- Key Club
- Lynbrook Engineering Club
- Lynbrook Symposium Forum
- Math Honor Society
- Mobile App Club
- Mock Trial
- Model United Nations (MUN)
- Music for Community (MFC)
- Muslim Student Association
- National Chinese Honor Society (NCHS)
- National Honor Society (NHS)
- Neuroscience
- Octagon
- Philosophy
- Photography
- Piano
- Pre-Med
- Red Cross
- Robotics
- Science Club
- Society of Psychology and Sociology
- Spanish
- Spanish Honor Society
- Speech and Debate
- STAIRS (Straight Talk About Issues Related to Students)

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FUHSD NON-DISCRIMINATION INFORMATION

The Fremont Union High School District prohibits discrimination in all its programs and activities on the basis of race, ethnicity, national origin, gender, religion, age, disability, political beliefs, sexual orientation, or marital or parental status.

SIMPLIFIED CHINESE: 菲利蒙聯合高中學區舉辦的所有活動與課程禁止任何歧視。

包括色素, 種族, 國籍, 性別, 宗教, 年齡, 身體或精神傷殘, 健康狀況, 政治信, 性傾向, 或婚姻身份

TRADITIONAL CHINESE: 菲利蒙聯合高中學區舉辦的所有活動與課程禁止任何歧視。

包括色素, 種族, 國籍, 性別, 宗教, 年齡, 身體或精神傷殘, 健康狀況, 政治信仰, 性傾向, 或婚姻身份。

JAPANESE: プリーモント高校区では人種、宗教、皮膚の色、出生国、祖先、身体障害、精神障害、その他の医学的問題、婚姻関係、性別、性的指向、又は政治思想をもとに、差別をいたしません。

KOREAN: 프리몬트 연합 고등학교 학군은 인종, 종교적 신념, 피부색, 국적, 조상의 혈통, 신체장애, 정신장애, 건강, 결혼의 유무, 성별, 나이, 동성애나 정치 신념에 근거한 차별 대우를 하지 않습니다.

TAGALOG: Ang Fremont Union High School District ay hindi nagbibigay konsiderasyon batay sa lahi, pananampalataya, kulay, bansang pinagmulan, kapansanan, kalusugang mental o pisikal, edad, seksuwalidad at paniniwalang politikal.

SPANISH: La unión del distrito de la escuela preparatoria Fremont no discrimina en base a raza, creencias religiosas, color de tez, origen de nacionalidad, ascendencia, deshabilitades físicas, deshabilitades mentales, condiciones medicas, estado civil, sexo, edad, orientación sexual o afiliación política.

VIETNAMESE: Fremont Union High School District cấm chỉ các hình thức kỳ thị trong tất cả các chương trình và hoạt động của Bộ dựa trên các căn bản về chủng tộc, màu da, nguồn gốc, phái tính, tôn giáo, tuổi tác, tình trạng tàn phế, khuynh hướng chính trị, khuynh hướng tình dục, và tình trạng gia đình.

NON-DEPARTMENTAL/GENERAL ELECTIVES

The Fremont Union High School District offers a selection of Non-Departmental elective courses that are not connected to any of the other departments listed in this guide. These courses offer students opportunities and/or supports that are not subject-specific. Some of these courses require that students meet specific criteria or must be selected to enable enrollment.

HIGH SCHOOL GRADUATION: Non-departmental elective courses may be applied to the 60 credits needed in the Elective area.

2900: LEADERSHIP

Grades: 9-12

Units: 10

UC/CSU Subject Area: N/A

Required: Students must hold some type of office through elections or interviews. Leadership is a “How To” course where traditional and nontraditional student leaders and potential student leaders will develop skills that will be utilized in planning and presenting schoolwide activities and programs. Community involvement will be expected via activities in the elementary schools such as conflict resolution, peer tutoring, performances, or presentations, as well as attendance at local government meetings and assistance with community programs such as food drives and multicultural activities. Other examples of activities may include but are not limited to: rallies, lunch-time activities, dances, student and staff recognition, homecoming. Students will be active participants in planning and presenting the course and their work will be assessed through actual presentations and portfolio development. This course is open to all students and is repeatable.

8400: ENGAGE TUTOR, 9080: BILINGUAL TUTOR, 9090: STUDENT TUTOR

Grades: 11-12

Units: 0-10

UC/CSU Requirement: N/A

Recommended: Permission of supervising teacher/staff and completion of tutor training workshop if offered. This course is designed to provide an opportunity for students to give school service by tutoring special needs students during a regularly scheduled class or students in the regular program who only need academic assistance. Students are also expected to give time to tutoring outside of the regularly scheduled class. Students have the opportunity to learn about different learning styles, to value diversity, to give service and to explore teaching as a career.

9020: STUDENT CLERK, 9040: FOOD SERVICES ASSISTANT, 9060: MEDIA ASSISTANT

Grades: 10-12

Units: 10

UC/CSU Requirement: N/A

Recommended: Approval of staff member student will work for. Students enrolled in these courses will work with teachers and clerical staff and receive work simulation experiences. Students may earn a maximum of 20 credits in these classes during their 4 years of high school.

LEVEL 3 – 4030: JAPANESE 3, 4130: FRENCH 3, 4330: SPANISH 3, 4430: CHINESE 3

Grades: 9-12 Units: 10 UC/CSU Subject Area: e

Recommended: C or better in Level 2, or the recommendation of an instructor. Students will learn more advanced vocabulary and grammar, and will improve communicative competence in the target language. More formal writing skills begin to be developed. Cultural study promotes a deeper understanding of the people who speak the language. They will begin to develop the ability to understand the language spoken at the pace of a native speaker. The course will be conducted primarily in the target language.

LEVEL 4 HONORS – 4040: JAPANESE 4 H, 4140: FRENCH 4 H, 4340: SPANISH 4 H, 4440: CHINESE 4 H

Grades: 9-12 Units: 10 UC/CSU Subject Area: e

Recommended: C or better in Level 3, or the recommendation of an instructor. The course includes advanced grammar and vocabulary. The goal will continue to be communicative competence, with an emphasis on understanding and using more complex and precise language. The students read and respond to a variety of texts in the target language to reinforce and expand their language skills. There is a focus on writing well-structured responses to a variety of prompts. The study of culture continues to be an integral part of the course. Level 4 Honors is conducted entirely in the target language.

LEVEL 5 AP – 4050: AP JAPANESE LANGUAGE & CULTURE, 4150: AP FRENCH LANGUAGE & CULTURE, 4350: AP SPANISH LANGUAGE, 4450: AP CHINESE LANGUAGE & CULTURE

Grades: 10-12 Units: 10 UC/CSU Subject Area: e

Recommended: C or better in Level 4 Honors, or the recommendation of an instructor. The Advanced Placement course aims to develop overall fluency in the language. Students will continue to expand and refine their skills with college level coursework. The course prepares students to demonstrate their advanced level of proficiency across three communicative modes: interpersonal (interactive communication), interpretive (receptive communication) and presentational (productive communication). Students will hone their ability to respond to written material, both fiction and non-fiction. One of the goals of the course is to prepare students for the AP Language Exam. A student may receive college credit by earning a passing grade on this national exam.

The Fremont Union High School District Board of Trustees is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act.

The Superintendent or designee shall ensure that the District provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, note-takers, written materials, taped test, and Braille or large print materials.

Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program or meeting.

The Superintendent or designee shall notify students, parents/guardians, employees, employee organizations and applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination. Such notification shall be included in each announcement, bulletin, catalog, application form or other recruitment material distributed to these groups. (34CFR 104.8, 106.9)

The Superintendent or designee shall also provide information about related complaint procedures.

In compliance with the law, the District's nondiscrimination policy shall be published in the individual's primary language to the extent practicable.

Fremont Union High School District Board Policy 0410

LYNBROOK HIGH SCHOOL GUIDANCE & PLANNING

Lynbrook High School's Guidance Program includes a combination of individual, classroom, and large group guidance. Guidance Counselors and a College and Career Advisor are available to students and their parents/guardians during the school day, typically 7:30am – 3:15pm. Additional hours may be available by appointment. In addition, a host of resources are available online to help students with their high school and post-high school goals. Visit www.lhs.fuhisd.org/guidance and the FUHS Foundation sponsored Family Connection by Naviance (a college and career planning online tool).

GRADUATION REQUIREMENTS

One year of work in one course earns 10 credits. A minimum of 220 semester credits are required for graduation in the following areas:

English	40 credits
Social Studies	30 credits
Mathematics (Algebra & Geometry)	20 credits
Physical Education	20 credits
Science (1 yr. Life, 1 yr. Physical)	20 credits
Electives	70 credits (Additional credits taken in any department meet the elective requirement)

plus 10 credits from two of the following three areas:

- World Language: Chinese, French, Japanese, Spanish
- Applied Academics: Business, Industrial Technology, Living Skills, Career
- Technical Education (CTE), Work Experience
- Fine Arts: Art, Music, Theatre Arts

CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)

All students must pass the California High School Exit Exam to earn a high school diploma. The first opportunity to take the exam will happen during the spring of the 10th grade year. Students who do not pass either part of the exam (English Language Arts or Math) will have many opportunities to retake the exam in future years.

FOR ADDITIONAL INFORMATION, PLEASE CALL:

Name	Title/Area of Responsibility	Phone	E-Mail
Nikki Dang	Guidance Counselor A-H	366-7766	nikki_dang@fuhisd.org
Jessica Goscia	Guidance Counselor I-Pg	366-7767	jessica_coscia@fuhisd.org
Malissa Goldstein	Guidance Counselor Ph-Z	366-7790	malissa_goldstein@fuhisd.org
Barb Takahashi	Career/College Liaison	366-7718	barb_takahashi@fuhisd.org
Maria Carano	Career/College Liaison	366-7718	maria_carano@fuhisd.org
David Erwin	Assistant Principal A-Gl	366-7706	david_erwin@fuhisd.org
Eric Wong	Assistant Principal Gm-Li	366-7719	eric_wong@fuhisd.org
Kathleen Sullivan	Assistant Principal Lia-Shi	366-7703	kathleen_sullivan@fuhisd.org
Craig Tuana	Assistant Principal Shj-Z	366-7707	craig_tuana@fuhisd.org
John Dwyer	Principal	366-7701	john_dwyer@fuhisd.org

WORLD LANGUAGES

In an ever-changing and interconnected world, students need to develop cross-cultural understanding and communication skills in order to enhance their ability to compete in a global economy. The primary goal of the World Languages Department is to provide students the opportunity to develop proficiency in a language other than English. World Language courses are aligned to the California Content Standards for World Languages and to the American Council for the Teaching of Foreign Languages (ACTFL) standards.

Students will develop communicative competence in the target language, both in spoken and written form. Classroom instruction is conducted primarily in the target language, with an emphasis on real-world applications so students develop their ability to interact with speakers of the target language. Diverse learning styles are taken into consideration when developing class activities. Students will build their understanding of the structure of the target language by drawing comparisons to their own languages, which in turn will enhance their awareness of their own language structure. Through their study of the language, students will learn the cultural heritage of other lands and become acquainted with customs and thoughts of other people.

FUHSD offers courses in four languages: Chinese, French, Japanese, and Spanish. Course descriptions are listed by level and apply to all languages unless otherwise specified. Courses are offered only if interest and availability allows.

HIGH SCHOOL GRADUATION: World Languages is a selective elective area. A student must earn 10 credits in two out of three selective elective areas (**Fine Arts, World Languages and Applied Academics**).

UC ELIGIBILITY – Subject “e” Language Other than English (LOTE): 2 years required, 3 years recommended. A student must earn 20 credits and a grade of “C” or higher in the same language other than English.

LEVEL 1 – 4010: JAPANESE 1, 4110: FRENCH 1, 4310: SPANISH 1, 4410: CHINESE 1

Units: 10

UC/CSU Subject Area: e

Recommended: None. Students will learn to address elements of daily life in both oral and written form, gain a new perspective on the world as they are introduced to other cultures and traditions, and learn the fundamental grammatical structures of the language to convey meaning. Class activities will allow students to become proficient in reading, writing, listening and speaking the target language for real-world language use.

LEVEL 2 – 4020: JAPANESE 2, 4120: FRENCH 2, 4320: SPANISH 2, 4420: CHINESE 2

Units: 10

UC/CSU Subject Area: e

Recommended: C or better in Level 1 or the recommendation of an instructor. The primary goal continues to be the development of communicative competence. Students will use the target language to reinforce and expand their knowledge and to acquire new information about the target language and culture. They continue to build their language skills through more advanced reading, writing, speaking, and listening activities.

THEATER AND PERFORMING ARTS

The theatre arts emphasize the use of the intellect as well as the development of sensitivity, creativity, and the capacity to make reasoned, aesthetic decisions while exploring the range of human experience. As language is a primary component of drama, students develop poise, confidence, ease, and versatility in verbal presentation. There are several ways to enter into theatre arts, but always these courses result in successful interactions, performances, and products.

The University of California requires one year of Visual/Performing Arts. Courses with the “Y” notation for the UC requirement have been approved as meeting UC entrance requirements. The California State University System (CSU) also requires one year of a Visual/Performing Art course for admission to their system. All courses approved by UC are also approved by CSU as meeting the Visual/Performing Arts admissions requirement.

HIGH SCHOOL GRADUATION: Theater and Performing Arts courses are electives under **Fine Arts. A** student must earn 10 credits in two out of three selective elective areas (**Fine Arts, World Languages and Applied Academics**).

UC ELIGIBILITY – Subject “Y” Visual and Performing Arts (VPA): 1 year required. A student must earn 10 credits and a grade of “C” or higher in a single, yearlong approved VPA course. See individual course descriptions for specific information about UC/CSU eligibility.

6710: DRAMA

Grades: 9-12 Units: 10 UC/CSU Subject Area: f
 Recommended: None. This course is for those students who want introductory training in acting. Class emphasis is on voice, movement, improvisation, mental preparation, script preparation and various acting techniques. Course study may include the history of world theatre and theatre’s contributions to world cultures with representative readings of excellent plays from all cultures and eras; the formulation of criteria for personal evaluation of dramatic literature, performance and production; continued instruction in voice, staging and character analysis; playwrighting techniques; directing techniques; rehearsal and performance for an audience.

6720: ADVANCED DRAMA

Grades: 10-12 Units: 10 UC/CSU Subject Area: f
 Recommended: Drama. This course is for those students who want more advanced training in acting. Course work emphasizes reading, viewing, performing and analyzing dramatic works. Course study may include the history of world theatre and theatre’s contributions to world cultures with representative readings of excellent plays from all cultures and eras; the formulation of criteria for personal evaluation of dramatic literature, performance and production; continued instruction in voice, staging and character analysis; playwrighting techniques; directing techniques; rehearsal and performance for an audience.

6730: ADVANCED DRAMA HONORS

Grades: 11-12 Units: 10 UC/CSU Subject Area: f
 Recommended: Advanced Drama. This course is for those students who are most interested and practiced in studying acting and the theater. Course study will be based on the skills and knowledge developed in the previous Drama courses and will help students to continue on to more advanced levels of dramatic study. Students will be expected to have a solid foundation of dramatic principles and practices.

CREDIT COMPARISON TABLE

LHS GRADUATION & COLLEGE ADMISSION REQUIREMENTS

SUBJECT AREA	LYNBROOK	CSU	UC	PRIVATE & OUT OF STATE COLLEGES	COMMUNITY COLLEGE
SOCIAL STUDIES (UC/CSU Subject a)	30 credits World History U.S. History U.S. Gov/Econ	2 years World History U.S. History U.S. Gov (semester credit only; Econ counts as a “g” elective)	2 years World History U.S. History U.S. Gov (semester only; Econ counts as a “g” elective))	Admission Requirements vary at each private college/university and for many out of state colleges as well.	No subject or GPA requirements for community college. Students must be 18 years old or a high school graduate, or have completed the GED or high school equivalency.
ENGLISH (b)	40 credits	4 years	4 years		
MATH (c)	20 credits Algebra 1 and Geometry minimum	3 years Algebra II minimum	3 years Algebra II minimum (4 recommended)	We recommend that you individually research all colleges/universities in which you are interested to ensure that you fulfill the requirements.	
SCIENCE (d)	20 credits 1 Biological/Life Science and 1 Physical Science	2 years 1 Biological/Life Science and 1 Physical Science	2 years (3 recommended) Biology, Chemistry or Physics		
WORLD LANGUAGES (e)	10 credits*	2 years minimum in same language (through level 2)	2 years minimum in same language (level 3 preferred)		
FINE ART (f)	10 credits*	1 year	1 year		
APPLIED ACADEMIC	10 credits*	None	None	Use your Family Connection account to help search for colleges and build your college list.	
PHYSICAL EDUCATION	20 credits	None	None		
ELECTIVE (g)	70 credits	1 year	1 year		
TOTAL CREDITS	220 credits	15 classes minimum	15 classes minimum		
ADDITIONAL REQUIREMENTS	<ul style="list-style-type: none"> Pass CAHSEE A “D” grade is passing *Students must complete one class in two of the three areas highlighted – 20 credits total) 	<ul style="list-style-type: none"> SAT or ACT (no writing test required for CSU) 2.0 GPA (check CSU website for eligibility table) Pass required classes with “C” or better 	<ul style="list-style-type: none"> SAT or ACT w/writing Subject tests no longer required; recommended for some majors 3.0 GPA Pass required classes with “C” or better 		



FOUR-YEAR PLANNING SHEET

LYNBROOK HIGH SCHOOL

Subject	9 th Grade	10 th Grade	11 th Grade	12 th Grade
SOCIAL STUDIES LHS – 30 credits UC/CSU – 2 years (World History and 1 additional)				
ENGLISH LHS – 40 credits UC/CSU – 4 years				
MATH LHS – 20 credits (Alg. & Geom. minimum) UC/CSU – 3 years (through Alg. 2)				
SCIENCE LHS (20 credits) and CSU (2 years) 1 Life & 1 Physical Science; UC 2 of 3 core sciences				
WORLD LANGUAGE LHS – 10 credits* UC/CSU – 2 years (through level 2); 3 recommended				
PHYSICAL EDUCATION LHS – 20 Credits UC/CSU – n/a				
FINE ART LHS – 10 credits* UC/CSU – 1 year				
APPLIED ACADEMIC LHS – 10 credits* UC/CSU – n/a				
ELECTIVE LHS – 70 credits UC/CSU – 1 year college prep course				
Summer Course (optional)				
TOTAL CREDITS				

* Students must complete 1 course from 2 of 3 subject areas for high school graduation (world language, applied academics, fine art)

1750: AP US HISTORY

Grades: 11

Units: 10

UC/CSU Subject Area: a

Recommended: Students should have earned a “B” or better in their previous history class and have strong writing skills. This survey course gives students a thorough grounding in facts, and goes on to examine the significance of facts, their contexts, their causes and results. This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and material in United States history. Students learn how to read historical material analytically and critically, to weigh historical evidence and interpretations and to arrive at conclusions on the basis of facts. Students should expect a steady and heavy load of reading from the text book, in addition to Document Based and Free Response essays that put particular demands on historical knowledge and the ability to make and prove a historical argument. Unlike the mainstream US History course, where there is single focus on the US in the 20th Century, AP US History covers the entire scope of our history, from the Amerindian settlements to contemporary American issues. The course makes demands similar to those found in introductory college courses and prepares students for success on the AP US History test held in early May.

1835: ECONOMICS

Grades: 12

Units: 5

UC/CSU Subject Area: g

Recommended: None. The course covers economic principles such as production, supply and demand, profits, distribution of goods, competition, money and banking, government monetary and fiscal policies, credit insurance, securities market and comparative economic systems.

1845: US GOVERNMENT

Grades: 12

Units: 5

UC/CSU Subject Area: a

Recommended: None. The goals of this course are to give an understanding of democratic processes and an awareness of the values and social framework that support them. Major units in the course are federal government, state government, political parties and elections and selected issues of government in the United States.

1855: AP US GOVERNMENT & POLITICS

Grades: 12

Units: 5

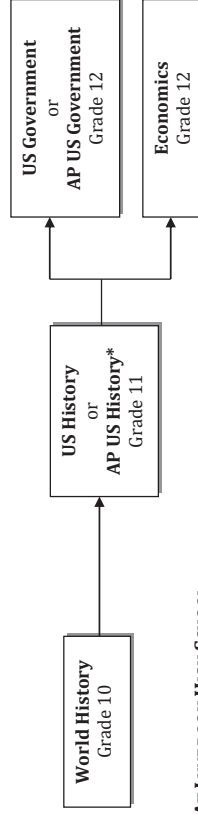
UC/CSU Subject Area: a

Recommended: Students should have earned a “B” or better in their previous history class and have strong writing skills. The advanced placement course in government parallels an introductory college course in political science. The course is designed to give students a thorough understanding of and critical perspective on the system of US government politics, policy and practices. Instruction emphasizes understanding course content by way of in-depth research and analysis. Furthermore, students will apply their understanding of the subject matter to both historical and current political events and analyze their impact on American society. AP US Government and Politics is a tightly structured, highly demanding, fast-paced college-level course in which students study a year’s amount of curriculum in only one semester. Students will be required to read the college-level textbook and supplemental readings. Expository writing will be required. Ideally, this course is really for those students who are specifically interested in government and politics.

SOCIAL STUDIES/HISTORY

In the history/social sciences, students learn how their lives have been and will continue to be affected by domestic and international politics, demographics, economic flux, technological change, and social change. The study of continuity and change in human events is the main focus of the history/social science curriculum. Students will understand and appreciate how ideas, events, and individuals have intersected to produce change over time as well as to recognize the conditions and forces that maintain continuity within human societies.

HIGH SCHOOL GRADUATION: There is a three-year requirement for graduation that includes World History, United States History, and Economics/Government.
UC ELIGIBILITY – Subject “a” History/Social Science: 2 years required; A student must earn 20 credits and a grade of “C” or higher in approved history/social science courses.



AT LYNBROOK HIGH SCHOOL:

- All 10th graders take World History.
- All 11th graders may choose to take either U.S. History or AP U.S. History.
- All 12th graders take one semester of Economics and one semester of either regular or AP U.S. Government.

** Students are expected to take a diagnostic exam prior to signing up for AP USH.*

1620: WORLD HISTORY

Grades: 10	Units: 10	UC/CSU Subject Area: a
Recommended: None. In this course, students examine major turning points in the shaping of the modern world and the rise of Democratic ideas from the late eighteenth century to the present. The year begins with an introduction to current world issues and then continues with a focus on the expansion of the West and the growing interdependence of people and cultures throughout the world including Asia, Africa, and the Middle East.		

1730: US HISTORY

Grades: 11	Units: 10	UC/CSU Subject Area: a
Recommended: None. In this course, students study the History of the United States in the twentieth century. The year begins with a review of U.S. History prior to the 20th Century. After the review unit, this course will study: America at the turn of the Century, United States as a world power, the 1920's, the Great Depression and New Deal, United States in World War II and the post-war period, U.S. foreign policy since World War II, the Civil Rights movement, and the United States in contemporary society.		

ADVANCE PLACEMENT (AP) AND HONORS COURSE INFORMATION

The Lynbrook High School Guidance Department believes in helping all students make appropriate choices to ensure student success. We want students to be challenged, without becoming overwhelmed by overloading their schedule with too many honors and AP courses or with courses for which they are not prepared. The following guidelines should be considered before making the final course selection.

- Honors courses are high school level courses completed at an accelerated pace and require more in-depth assignments and readings
- AP courses are the equivalent to college level curriculum. Many require a base knowledge of high school curriculum in the same subject to be successful.
- When considering honors and AP level courses, please note that they will require more time than outlined in the homework guidelines because of the challenging curriculum.
- Success in an honors or AP level course oftentimes requires a higher level of maturity, discipline, and organization.
- Some AP courses have mandatory, lunchtime meetings during the months of March and April. These meetings provide students with a course syllabus, information about goals and expectations of the course, discuss summer readings and assignments required, and allow students to ask the teacher questions about the course.
- When selecting any AP or honors level course, we encourage students and parents to think about preparedness and time constraints. Select a balanced schedule to maximize school success. If a student is unable to handle the rigor of an AP or honors level course, it will not be possible to drop down in the level of the course due to space. If a student drops a required course, they may be required to complete the course in summer school.
- While AP and honors courses are taken into consideration and contribute towards rigor as a student is evaluated for college admission, they are not required for college admission.
- When considering the time required to be successful in an honor/AP class, we suggest you allow approximately 30 – 60 minutes per honors level course per night and 1 – 2 hours per AP course per night. This time includes not just straight homework, but reading textbooks/materials, reviewing notes, and preparing for quizzes/exams.

GRADUATION REQUIREMENTS – CHINESE TRANSLATION

A. A minimum of 220 credits is required for graduation

(學生須至少修滿相等於220學分之科目才能畢業)
(One year of work in one course earns 10 credits.) (每一學年之科目相等於10 學分)

The following are the subject area requirements: 以下為各項必修科目及學分

1. **English 英文**
(Including Core Program) 包括英文必修科目在內 **40 credits 學分**
2. **Social Science 社會學**
(Including World History, U.S. History, Govt., and Econ.)
(包括世界史, 美國史, 美國政府, 和經濟學) **30 credits**
3. **Mathematics 數學**
(Algebra and Geometry 代數與幾何) **20 credits**
4. **Physical Education 體育**
(Life and Physical 生物與物理) **20 credits**
5. **Science 科學**
(Life and Physical 生物與物理) **20 credits**
6. **10 Credit in each of the 2 of the following 3 areas:**
從以下三項中任選兩項各十學分的科目:
(a+b, or a+c, or b+c)
a. **Modern Language**** 現代語言 **20 credits**
b. **Applied Academics**** 應用學科
c. **Fine Arts**** 藝術
** 三項中任選兩項
7. **ELECTIVES 其它選修科目**
70 credits

B. All students must pass California High School Exit Exam

(2006年以後的畢業生必須通過加州高中畢業考)

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3710: PHYSICS

Grades: 10-12

Units: 10 UC/CSU Subject Area: d

Recommended: Biology and Algebra 1. Physics is a qualitative study of the central concepts of physics (time, space, energy and matter) with emphasis on the mental imagery, rather than the mathematics, involved in describing events. The purpose is to provide a college preparatory course that meets the standards for those who are interested in discovering the strategies of science through laboratory experiences. Physics explores the concepts of mechanics and the properties of matter, heat, sound, light, electricity and magnetism.

3720: PHYSICS HONORS

Grades: 10-12

Units: 10 UC/CSU Subject Area: d

Recommended: Biology and Algebra 2. Much of the time in this course is spent doing physics experiments and in solving physics story problems. The principle content is basic mechanics that includes the properties of matter, motion, forces, and energy. Other topics studied are geometric optics, light and other wave phenomena, properties of waves, electricity and magnetism, force field, quantum mechanics and the physics of atomic structure. With its emphasis on mathematical models, this course is recommended for the student who is planning a career in architecture, engineering, physical sciences, or mathematics.

3730: AP PHYSICS C: MECHANICS

Grades: 11-12

Units: 10 UC/CSU Subject Area: d

Recommended: Pre-Calculus Honors and Physics Honors. This course is strongly aligned with the typical freshman college physics mechanics course for science majors. Much of the time is spent solving problems and doing experiments involving motion, forces and energy.

SCIENCE ELECTIVE COURSE

8280: IS: STEM RESEARCH

Grades: 9-10

Units: 10 UC/CSU Subject Area: n/a

This is an elective course for students entering 9th and 10th grades who have demonstrated a strong interest in STEM research. This independent study class doesn't necessarily meet every day, but will require students to spend on average 6-8 hours of work a week. The year long course is a 10 unit, non-UC elective course that will be graded pass/fail. It will not replace a current science course.

There is limited space available in this Independent Study course, but students not in this course will still be able to participate in the LHS STEM Research Program, as in the past.

GRADUATION REQUIREMENTS – JAPANESE TRANSLATION

3120: AP BIOLOGY

Grades: 11-12 Units: 10 UC/CSU Subject Area: d

Recommended: AP Biology students must have an understanding of the basics of both Biology and Chemistry to be successful. Students enrolling in this course should have a strong knowledge of both biology and chemistry. The course stresses the biochemistry of the processes of living organisms and the unity underlying these processes. The relationship of organisms with their environment, the evolution of structures and functions, ecological succession and the patterns of growth are all covered in depth.

3130: PHYSIOLOGY

Grades: 11-12 Units: 10 UC/CSU Subject Area: d

Recommended: Biology and Chemistry. This is a laboratory course investigating the functional phenomena of human life and the principal conclusions that have been reached about the causes and interdependence of these phenomena. Studies also include structure and functional mechanisms for the performance and coordination of external and internal activities of the human body.

3610: CHEMISTRY

Grades: 10-12 Units: 10 UC/CSU Subject Area: d

Recommended: Biology and Algebra 1. Chemistry is a standards-based laboratory course that offers a solid foundation in chemistry. The course guides students through the structures and properties of atoms and compounds, the periodic table, chemical equations, properties of solutions, gases, and acids and bases; principles of equilibrium, and select topics such as nuclear chemistry and biochemistry. Emphasis is placed on the use of algebra to perform quantitative calculations. This laboratory-oriented course is also designed to help students use their knowledge to make informed decisions about chemical issues in their society and the world.

3620: CHEMISTRY HONORS

Grades: 10-12 Units: 10 UC/CSU Subject Area: d

Recommended: Biology and Geometry. This course offers a solid foundation in chemistry covering all of the required California State Standards for chemistry as well as most of the optional standards. Emphasis is placed on the experimental nature of chemistry. Students are expected to have a solid background in mathematics. The course deals with scientific measurement, chemical equations and quantitative calculations, the atomic theory, the periodic table, gases, solutions, solubility, ions, reaction rates, equilibrium, acids and bases, energy effects in chemical reactions, organic and nuclear chemistry.

3630: AP CHEMISTRY

Grades: 11-12 Units: 10 UC/CSU Subject Area: d

Recommended: Algebra 2 and Chemistry Honors. The course is strongly aligned with the typical freshman college chemistry course for science majors. It places particular emphasis on atomic structure and periodicity, chemical bonding, stoichiometry, reaction kinetics, acid/base and solubility equilibrium, states of matter, gas laws relating to both ideal and real gases, nuclear chemistry, thermodynamics, introductory organic chemistry and electrochemistry. Students taking this course should have a strong interest in the subject and a solid background in mathematics and basic chemistry.

高校卒業資格

A. 高校を卒業するためには、最低220単位を取得しなければならない。
(一科目を一年間通して取った場合、10単位となる。)

次のリストが各科目で最低取らなければならない単位数。

1. 英語 (コアプログラムを含む。) 40単位
2. 社会科学 (世界史、米国史、アメリカの政治、経済学を含む。) 30単位
3. 数学 (代数および幾何学) 20単位
4. 体育 20単位
5. 科学 (生物および物理・化学) 20単位

6. 次の三つの分野から二つの
科目を10単位ずつ取る。
(a+b, a+c, 又はb+c の組み合わせが可能。)

- a. 外国語 **
- b. 応用科目 **
- c. 芸術/美術 **

もし一つの科目に未修了があっても、すでに二科目を修了した場合は、無視してよい。

7. 選択科目 70単位

B. 2006年の卒業生以降はカリフォルニア高校卒業試験に合格すること。

質問等のある場合は、英文資料にある担当者を確認して下さい。

GRADUATION REQUIREMENTS – JAPANESE TRANSLATION

英語必修科目

4.0単位が必要。そのうち2.0単位はコアプログラム（文学および作文、と世界文学）を取ることで、2.0単位の修了と必要なレベルに達したと認められた後、残りの単位を選択科目の中から選ぶ。

歴史/社会科学必修科目

世界史1および2、米国史1および2、経済学、アメリカ政治、の中から3.0単位を取ること。

科学必修科目

自然科学、生物科学を含む2.0単位が必要。各分野から1科目ずつ取って2.0単位としてもよい。
自然科学 – 化学、化学オーナーズ、化学AP、物理、物理オーナーズ
生物科学 – 生物学、生理学、生物学AP

数学必修科目

2.0単位が必要。生徒は前年に取った数学教師の推薦によりコースを決定する。

体育必修科目

2.0単位が必要。

9年生は各学期ごとに登録しコアプログラムを修了しなければならない。

芸術/美術、応用科目、外国語必修科目

2.0単位が必要。

下記の三分野のうち二つから1.0単位づつが必要。

芸術/美術 – 美術、音楽、ドラマ。1.0単位は同じ科目の中で取得する。

応用科目 – 職業教育、生活教育、工業技術、職業経験、地域職業経験。

1.0単位は同じ科目の中で取得する。

外国語 – 外国語学科で用意されているコース全てを含む。

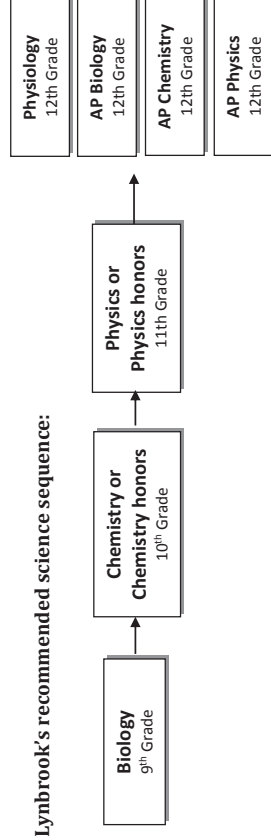
SCIENCE

A good science background is essential in our technology-oriented society and workplace. The content of our science classes includes the essential skills and knowledge students will need to be scientifically literate citizens in the twenty-first century. Students have the opportunity to learn science by receiving direct instruction, by reading textbooks and supplemental materials, by solving standards-based problems, and by doing laboratory investigations and experiments. Students are encouraged to take a science class each year, not only to enhance future college admissions, but also to gain a better understanding of the world around them. AP (Advanced Placement) courses are based on standards established by College Board through the Advanced Placement Program.

HIGH SCHOOL GRADUATION: 2 years – one year must be a physical science and the other a life science

UC/CSU ELIGIBILITY – subject “d” Laboratory Science: 2 years required, 3 years recommended. A student must earn 20 credits and a grade of “C” or higher in approved laboratory science courses. CSU campuses require 1 biological science and 1 physical science.

Lynbrook’s recommended science sequence:



Note: Life/Biological Sciences: Biology, Physiology and AP Biology

Physical Sciences: Chemistry, Chemistry Honors, AP Chemistry, Physics, Physics Honors, AP Physics

A comprehensive and broad science background is essential in our technology oriented society and workplace. Therefore, Lynbrook High School recommends that all students study Biology, Chemistry and Physics, as does the University of California system, which describes the three as the *fundamental* disciplines.

3110: BIOLOGY

Grades: 9-12

Units: 10

UC/CSU Subject Area: d

Recommended: None. Biology is a recommended Prerequisite course for all other science courses. It is a standards-based laboratory course that develops an understanding and appreciation of the nature of scientific inquiry applied to the study of living things. This course is based on California State Content Standards that include Cell Biology, Genetics, Ecology, Evolution, Physiology, and Investigation and Experimentation. These standards are interrelated to develop a comprehensive understanding of the living world.

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GRADUATION REQUIREMENTS – KOREAN TRANSLATION

7900: SPORTS MEDICINE

Location: Fremont

Grades: 9-12 Units: 10 UC/CSU Subject Area: n/a

This program is designed to educate student in the field of Sports Medicine and other allied health professions. The field of Sports Medicine will be explored, including care and prevention of injuries, protective taping and wrapping techniques, stretching methods, overall wellness, and basic anatomy and physiology. Additional hours outside the classroom to further enhance their learning, and give their instructor another method of evaluating student progress.

8340: INTRODUCTION TO ENGINEERING DESIGN

Location: Fremont

Grades: 9-12 Units: 10 UC/CSU Subject Area: g

Recommended: Completed Algebra 1; Enrolled in Geometry. The major focus of this introductory engineering course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems. Students learn how to document their work and communicate their ideas to peers and members of the professional community.

8270: PRINCIPLES OF ENGINEERING

Location: Fremont

Grades: 10-12 Units: 10 UC/CSU Subject Area: g

Recommended: Completed Introduction to Engineering Design and Completed Geometry (including Geometry Trigonometry) or enrolled in Alg 2 or Alg 2/Trig. This survey course exposes students to some of the major concepts they will encounter in a post-secondary engineering course of study. Students will have an opportunity to investigate engineering and high-tech careers, develop problem-solving skills, and understand engineering concepts. They will apply their knowledge of research and design to create solutions to real-world engineering problems. They will document their work and communicate solutions. Students work in both lab and classroom settings using industry-standard software and the VEX® Robotics platform.

8260: DIGITAL ELECTRONICS

Location: Fremont

Grades: 10-12 Units: 10 UC/CSU Subject Area: g

Recommended: Introduction to Engineering Design; Principles of Engineering; Physics or Earth Science. This course explores the foundation of modern electronic devices such as mobile phones, and MP3 players, computers. Students are introduced to applied logic through computer simulation software that allows them to construct and test digital circuits.

8040: WORK EXPERIENCE

Location: Open to all students; class meets at District Office

Grades: 11-12 Units: 10 UC/CSU Subject Area: n/a

Students who are employed may choose to enroll in Work Experience with priority given to seniors whose graduation is at risk. Each campus has a staff member who coordinates the program. Throughout their time in the program, students develop and complete various components of a structured portfolio, which show the abilities, knowledge, and skills gained through Work Experience. Credit is granted on a semester basis and based on a combination of completion of related instruction, attendance at class meetings, employer/teacher evaluations, and hours of employment.

Lynbrook 고등학교 졸업 요건

A. 졸업하려면 적어도 220학점을 이수해야 합니다. (한 과목을 일년 동안 수강하면 10학점을 받습니다) 다음의 일곱 분야에서 학점을 이수해야 합니다

1. 영어 English 40학점
(Core 프로그램 포함-ELD,
2. 사회 Social Science 30학점
(세계사 World History, 미국사 U.S. History, 경제학 Economy, 미국 정부 U.S. Government)
3. 수학 Mathematics 20학점
(대수학 Algebra, 기하학 Geometry)
4. 체육 Physical Education 20학점
5. 과학 Science 20학점
(물질 Physical 과학, 생명 Life 과학)
6. 다음 세 분야 중 둘에서 10학점씩 (a+b, a+c, 아니면 b+c) 20학점
 - a. 현대 세계 언어 Modern Language **
 - b. 응용 학습 분야 Applied Academics **
 - c. 예능 Fine Arts **
7. 선택 과목 Electives 70학점

B. 2006년 졸업생부터는 California High School Exit Exam (캘리포니아 고등학교 졸업 시험) 을 통과 해야 합니다

추가 정보를 위해서는 여기로 연락해 주십시오

GRADUATION REQUIREMENTS – KOREAN TRANSLATION

분야별 졸업 요건

- 영어 English Requirements**
40학점을 이수해야 하며, 이 중에서 최소 20학점은 Core 프로그램에서 (문학과 작문 Literature & Writing, 세계 문학 World Literature) 이수해야 합니다. 그 20학점을 이수하고 최소 필수 실력을 갖추면, 나머지 학점을 이수하게 위해 선택 과목 분야에서 과목을 골라도 됩니다.
- 역사 History/사회 Social Science Requirements**
20학점을 이수해야 합니다. 세계사 World History 1&2, 미국사 U.S. History 1&2, 경제학 Economics, 미국 정부 U.S. Government 는 필수 과목 들입니다
- 과학 Science Requirements**
20학점을 이수해야 합니다. 물리 Physical 과학과 생명 Life 과학 중 최소 한 과목을 필수 입니다
물리 과학 Physical Science: 화학 Chemistry (regular, Honors, AP), 물리 Physics Honors
생명 과학 Life Science: 생물학 Biology (regular and AP), 생리학 Physiology
- 수학 Mathematics Requirements**
20학점을 이수해야 합니다. 지난 학기의 수학 교사가 다음에 수강할 과목을 추천합니다.
- 체육 Physical Education Requirements**
20학점을 이수해야 합니다. 모든 9학년 학생들은 학기마다 반드시 체육을 택하여 Core 프로그램의 필수 항목들을 모두 완료해야 합니다.
- 세계 언어 Modern Language/ 응용 학습 Applied Academics/ 예술 Fine Art**
20학점을 이수해야 합니다.
다음 3분야 중 2분야에서 10학점을 이수해야 합니다
현대 세계 언어 Modern Language - 불어 (French), 스페인 어 (Spanish), 일어를 (Japanese) 포함합니다. 필수 10학점은 한 과목에서 모두 이수해야 합니다.
응용 학습 분야 Applied Academics - 상업 교육 (Business Education), 생활 기술 (Living Skills), 산업 기술-공학 (Industrial Technology), 직업 경험 (Work Experience), 지역별 업무 프로그램 (the Regional Occupation Program) 을 포함 합니다. 필수 10학점은 한 과목에서 모두 이수해야 합니다.
예술 Fine Arts - 미술, 음악, 드라마를 포함합니다. 필수 10학점은 한 과목에서 모두 이수해야 합니다

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7730: TRAINING FOR TRANSITIONS

Location: Cupertino, Fremont, Homestead

Grades: 11-12 Units: 10

UC/CSU Requirement: n/a

Required: Approval of instructor. This program is for adolescent students at risk and/or in special education aged 16 to 21 (up to two years). The importance of community based and on-the-job training is an effective means of developing solid job skills and exploring career options. We utilize the classroom in conjunction with job sites to expose the student to work opportunities. The students receive school credits toward their graduation. This is a course study – the program is broken into three (3) stages as follows:

- Classroom Instruction
- Community Classroom
- Cooperative Vocational Education

7760: CULINARY CAREERS

Location: Cupertino, Fremont, Homestead

Grades: 10-12 Units: 10

UC/CSU Requirement: N/A

Recommended: Intro to Culinary Careers: Foods and Nutrition. Culinary Careers is an intermediate course in food preparation. The student will review safety, sanitation, nutrition, and time management. This course delves deeper into meal planning and offers more opportunities for creativity and recipe creation. Culinary Careers will introduce aspects of the restaurant business. The goal is to allow the students to explore their interest in the culinary arts for personal enjoyment or as a possible career option.

7765: CULINARY CAREERS 2: HOSPITALITY & MANAGEMENT

Grades: 11-12 Units: 10

Location: Fremont UC/CSU Requirement: N/A

Recommended: Intro to Culinary Careers: Foods and Nutrition & Culinary Careers. This is an advanced course which encompasses all aspects of the restaurant business including food preparation, safety and sanitation, menu planning, and nutrition. This course will prepare students for an above entry-level job in restaurants, or for an institution of higher learning for a career in Food Service. Students will refine their cooking skills, sanitation practices and creativity by group and independent lab work, reading and writing assignments, classroom projects and home cooking assignments. This course will prepare students who are interested in pursuing ServSafe certification.

7770: STAGECRAFT TECHNOLOGY

Location: Fremont, Homestead

Grades: 9-12 Units: 10

UC/CSU Subject Area: n/a

An instructional program that emphasizes the techniques and processes involved in stage management, prop construction, lighting, the setup and operation of sound systems, and the operation of projection equipment. The program develops basic construction techniques for stage property and scenery; affords practice in stage crew work, which includes the erection and striking of scenery; and provides an overview of related occupations in radio and television

7880: ADMINISTRATION OF JUSTICE

Location: Homestead

Grades: 9-12 Units: 10

UC/CSU Subject Area: n/a

This course will help the students acquire the basic knowledge of the law enforcement profession. This program is an articulated, feeder program to community college police science programs. In the course of one year, the students will gain a thorough knowledge of the role of the police in society, including crime evidence, laws of arrest, and overall protection objectives. Successful completion of this training will provide you with a good background for acceptance into police training program offered at community colleges.

5230: ARCHITECTURAL DRAFTING

Location: Monta Vista

Grades: 10-12 Units: 10 UC/CSU Subject Area: n/a

Recommended: Drafting at high school level. This course includes a development of architectural lettering, the study of construction principles and architectural details for both frame and masonry construction, the planning of a house and the preparation of a complete set of working drawings for a residence. Various lectures are given on construction, terms, heating, plumbing and new materials in the industry. When space is available, a scale model of the student's design is constructed. Strategies include computer assisted drafting.

7635: ADVANCED MULTIMEDIA

Location: Monta Vista

Grades: 9-12 Units: 10 UC/CSU Requirement: N/A

This course is designed to provide students with advanced skills in a wide variety of multimedia applications in use in today's internet, video, digital, and publishing industries. Emphasis will be placed on career preparation skills associated with printed and electronic media such as web pages, magazine and newspaper advertisements, composite photography, video editing, 3D rendering, and business presentations.

7615: TECHNICAL WRITING

Location: Cupertino, Fremont, Homestead

Grades: 9-12 Units: 10 (repeatable) UC/CSU Requirement: N/A

This course is an expansion of office computing, incorporating the use of a computer-based system and software with graphic capabilities to produce publication materials. Students will integrate typeset text and graphics on the page using accepted writing, publication and presentation techniques. This course is designed to prepare students for entry-level employment in the newspaper-publishing field. Students will produce desktop-published camera/copy ready masters for reproduction.

7640: TV/FILM/VIDEO

Location: Homestead

Grades: 9-12 Units: 10 UC/CSU Requirement: N/A

This course will prepare the student to work in the audio-video production and multimedia industry by producing streamed audio and video on the Internet using digital and advanced animation production techniques. Work-based learning and special projects will provide experience with multi-camera coverage, post-production, and animation support services, and a range of industry applications.

7655: BIOTECHNOLOGY

Location: Fremont

Grades: 11-12 Units: 10 UC/CSU Subject Area: d

This course prepares students for careers involving laboratory sciences and the biotechnology industry (Health Science and Medical Technology Industry Sector). Students learn procedures and laboratory skills, which will make them effective lab technicians. Topics covered include DNA manipulation and micropipetting, proper washing and sterilizing procedures, plating and culturing techniques. Sound laboratory instruction and safety will be stressed. Students will learn to read protocols and do technical writing, use resources and work in team-based learning. Background material regarding DNA methods and usefulness, science and societal issues will be considered, and each student will produce a portfolio. Career paths and opportunities for further education will be explored through associations with industry mentors and field trips to local lab sites.

GUIDANCE AND PLANNING CURRICULUM

The purpose of the Guidance Program is to assist students with their academic planning so they graduate on schedule. The majority of guidance services are delivered through group presentations in the classroom. The Guidance team is available to students and their families for individual appointments. We recommend the use of software and other printed resources for career and college planning which is available in the Career Center and other locations at their school of attendance.

NINTH GRADE: BEGINNING THE JOURNEY

The emphasis in the freshman year is establishing a "Good Beginning." Classroom presentations by guidance staff, peers and other speakers introduce students to many facets of high school, including extracurricular opportunities and academic resources. Freshmen learn to access a wide range of personal, academic and social options and are acquainted with course selections compatible with career paths.

- Fall presentation focuses on identifying and understanding learning styles, discussing study strategies, reviewing Lynbrook resources, and activating a Family Connection account for personal college and career research
- A classroom visit at the beginning of 2nd semester focuses on identifying post-secondary goals and creating a resume using Family Connection
- Course selection presentations occur in March. Guidance Counselors present high school and college entrance requirements, review transcripts with students, create a four-year graduation plan, and discuss course offerings.
- Parent evening focuses on establishing a strong foundation with information about graduation requirements, school and community involvement, school resources and an introduction to what colleges are looking for.

TENTH GRADE: PUTTING THE PIECES TOGETHER

A world of choices opens to sophomore students as they begin choosing the academic and career paths to pursue after high school. Curriculum choices become a major focus for sophomores as they reflect on their progress and future goals. Alternative ways to earn credit or diplomas and options to obtain specialized training are introduced at this level.

- Presentation in the winter focuses on taking a career assessment to identify career options. Students will discuss how high school courses and activities connect to future college majors and careers. In addition, students are encouraged to revisit Family Connection to update resume and post-secondary goals.
- Course selection presentations occur in March. Guidance Counselors present high school and college entrance requirements, review transcripts with students, create a four-year graduation plan, and discuss course offerings.
- Parent evening focuses on making wise choices for course selection, college testing information, finding passion and exploring opportunities.
- Small group conversations offered in the winter to offer families the opportunity to ask questions of counselors; groups set at 10-15 individuals per group.

ELEVENTH GRADE: FINDING THE RIGHT FIT

As students enter the junior year, they begin making more definitive decisions about post high school plans. Guidance activities include more specific information about college and other educational alternatives. Career Center speakers and evening workshops offer students and parents information about careers, colleges and financial aid.

- Individual planning appointments with junior students and their parents focus on post-secondary goals, progress towards graduation, and using Family Connection in the near future.
- Course selection presentations occur in March. Guidance Counselors present high school and college entrance requirements, review transcripts with students, create a four year graduation plan, and discuss course offerings.
- Classroom presentations in May will take juniors into their personal Family Connection account to prepare them for the summer and fall work that takes place as they begin the college research and application process.
- College evening in the fall brings together college representatives from the major systems (community college, CSU, UC, private universities) to review the admission requirements and application process with students and parents.

TWELFTH GRADE: MOVING FORWARD

- The senior year is a time for students to look to the future and make one of the most significant “transitions” of their lives. Information presented includes 4-year colleges, community college transfer and career programs, trade and technical schools, military programs, apprenticeship programs and entry-level jobs.
- Guidance presentation in the fall and the college evening with parents focus on post-high school planning details including the college application systems, scholarships, selective admissions and recommendation letter process at Lynbrook.
- Individual College Representatives visit the College & Career Center throughout the fall to speak with interested students.
- FUHSD College Fair in early fall brings together nearly 80 college representatives in one venue. Come with questions and leave with answers.
- Drop-in application, essay, and Family Connection support offered throughout the fall semester during the Wednesday late start period and lunch time in the computer labs with the Guidance Counselors.
- Midway through the senior year, a guidance counselor will visit students to review financial aid options, scholarships, mid-year reports, and community college applications.

REGIONAL OCCUPATIONAL PROGRAM (ROP)/CAREER TECH ED (CTE)

Career Technical Education (CTE) and Regional Occupational Program (ROP) courses provide students with an opportunity to explore and/or develop a career. Courses offered provide career/technical skills training and/or on-the-job training with work-based learning. Some CTE/ROP courses may be available every year. Many of these courses are offered on other school campuses, but are open to students if [scheduling permits](#). Course locations are noted when possible.

HIGH SCHOOL GRADUATION: ROP courses are electives in the **Applied Academics** credit category. A student must earn 10 credits in two out of three selective elective areas (**Fine Arts, World Languages and Applied Academics**).

UC ELIGIBILITY – Subject “g” College Prep Elective: 1 year required. A student must earn 10 credits and a grade of “C” or higher in a single, year-long approved course. See individual course descriptions for specific information about UC/CSU eligibility.

4760: MULTIMEDIA DESIGN Location: Homestead
Grades: 10-12 Units: 10 UC/CSU Requirement: f

Recommended: None. This course focuses on the historical, theoretical, and cultural issues as related to the mass media and the Internet. In addition to theoretical and historical work, students will heighten their ability to critically analyze and create multimedia. Students will evaluate (verbally and in writing), design, create and present multimedia projects. Concepts and skills developed throughout the course are revisited and reinforced with each unit of instruction.

7530: AUTOMOTIVE TECHNOLOGY 1 Location: Fremont, Homestead
Grades: 9-12 Units: 10 UC/CSU Requirement: N/A

The Automotive Technology program is designed to provide pre-employment training to students for entry-level employment in the automotive service industry. Employment possibilities include parts assembly technician, technician helper, lube technician, tune-up technician and tire changer. Automotive Technology 1 provides students both theory and hands on experience in the following areas: shop safety, brakes, automatic transmission, electrical systems, suspension systems, air conditioning/heating and diagnosis and trouble-shooting repair procedures. Job search skills, business ethics, appropriate communication skills for the marketplace, and job retention skills, including attendance, punctuality and proper work attire will be reinforced at all levels of instruction.

7535: AUTOMOTIVE TECHNOLOGY 2 Location: Fremont, Homestead
Grades: 10-12 Units: 10 UC/CSU Requirement: N/A

The Automotive Technology program is designed to provide pre-employment training to students for entry-level employment in the automotive service industry. Employment possibilities include parts assembly technician, technician helper, lube technician, tune-up technician and tire changer. Automotive Technology 2 offers advanced topics in engine performance, carburetors and fuel injection systems.

7685: COMMERCIAL ART/GRAPHIC DESIGN Location: Monta Vista
Grades: 9-12 Units: 10 UC/CSU Subject Area: n/a

Students in this program will be provided with classroom and hands-on experience with paste-up, layout, lettering, illustration, and production of mock-up ads, logos and brochures for newspaper and small businesses. Commercial art teaches commercial production techniques needed for newspaper, print shop, or publishing work.

SPECIALIZED PHYSICAL EDUCATION COURSES

2525: PE 9 BAND

Grades: 9	Units: 10	UC/CSU Subject Area: n/a
Recommended: Approval of Music and PE Department heads. This is a basic twelve-week course, offered first semester only, for students who participate in the school marching band. After marching season, 9 th grade students join a regular PE class. Participation in Marching Band requires concurrent enrollment in a Concert Band.		

2545: PE 10 BAND

Grades: 10-12	Units: 10	UC/CSU Subject Area: n/a
Recommended: Approval of Music and PE Department heads. This is a basic twelve-week course, offered first semester only, for students who participate in the school marching band. After marching season, 10 th grade students join a regular PE class.		

2590: PE ATHLETICS (PARTICIPATION FORM REQUIRED)

Grades: 10-12	Units: 10	UC/CSU Subject Area: n/a
Required: Student must be a member of an interscholastic athletic squad and MUST complete the PE Sport Competitive Sports Participation Agreement.		

This is an elective course, limited to students who are members of interscholastic athletic squads, spirit, drill and auxiliary teams. 10th grade students who wish to earn their PE credit through a team rather than a regular PE class MUST complete PE Sport Competitive Sports Participation Agreement and attend a mandatory meeting during the course selection season – prior to enrolling in PE Athletics. Credit will only be given within the 35 per semester or 70 per year credit limits. NOTE: SELECTION OF PE ATHLETICS COUNTS AS ONE OF THE SIX PRIORITY COURSES.

9th grade students may earn 5 elective credits per Sport Season within the 35-credit limit (70 credits per year), but will not be given PE credit for participation on an athletic team.

IMPORTANT GUIDANCE INFORMATION

- A year-long class (two semesters) is worth 10 credits; 5 credits earned per semester recorded on the transcript. Most students earn 30 credits each semester.
- Failed classes (grade of F) earn no credits. *Required* classes that are failed must be repeated until they are passed, typically during the FUHSD Summer Program.
- Classes in which a student earns a D grade will count towards graduation requirements, but they will not count for college eligibility.
- Courses that are repeated earn units only once, unless otherwise noted in the course description. Example: A student earns a D in Algebra 1 and then repeats the course the next year earning a B. The D grade will remain on the permanent record but will earn no credits towards graduation. The higher grade will be used to calculate the total GPA. A minimum grade of C is required for college eligibility.
- The Cumulative Grade Point Average (GPA) includes all grades in all courses for the full four years of high school. The 10–12 A-G GPA printed on transcripts is used for college eligibility by the UC and CSU college campuses. Schools in the Fremont Union High School District do not weight GPA's, but colleges that accept weighted GPA's may recalculate a GPA for admission purposes.
- Unofficial and Official transcripts may be requested in the Registrar's Office (at Lynbrook, this is located in the Viking Room.) Unofficial transcripts may be accessed through the Infinite Campus portal. Official transcripts require a transcript request form and a \$3.00 fee.

CALIFORNIA HIGH SCHOOL PROFICIENCY EXAM (CHSPE)

Students can earn the legal equivalent of a high school diploma by proving proficiency in basic skills through the California High School Proficiency Examination.

Note: Passing CHSPE does not exempt a student from attending school unless he or she is 16 or over and has verified parental permission to leave early. Contact your Guidance Counselor or Assistant Principal for more information.

GENERAL EDUCATION DEVELOPMENT (GED)

Students aged 18 and older, who do not have a high school diploma, are eligible to obtain a General Education Development (GED) certificate. Instruction and counseling for this five-part exam are available through our Adult Education facility. Call (408) 522-2700 for more information.

EDUCATIONAL OPTIONS AND SPECIAL SERVICES

Fremont Union High School District offers a variety of alternative education programs. Each unique, innovative program provides specialized opportunities that lead to high school graduation, diploma equivalency testing, continuing educational opportunities and/or vocational/career training. Each program is set up on a voluntary basis allowing the student to self-select according to perceived needs. All programs require special applications and most require student-parent interviews.

Each alternative program is unique in its structure and method for reaching individual needs. Each also provides a strong instructional program based on district objectives and district wide curricular guidelines. Through the process of meeting different needs along varied avenues, the district provides the best education possible for all students.

The directory below serves as a resource to administrators, parents, and students to explore opportunities to develop educational plans for students who need special arrangements, creative and innovative programs to complete their education.

Adult Education – Concurrent Enrollment	A program offered as an additional opportunity for 12 th grade students to make up credits in English and social studies. Classes are available to 11 th grade students on a space available basis. Classes are held at Fremont and Cupertino High School after school. <i>Students must register by completing an application with their high school Assistant Principal or Guidance Counselor.</i>
Adult Education – GED Prep	High school students who are at least 17 1/2 may be released from high school to attend the GED Preparation Program. The program is designed to prepare students to pass the GED. GED classes are held in the mornings and evenings at the Adult Education Center.
Adult Secondary Education (ASE)	A program which leads to an adult high school diploma. Students have the option of a traditional seat-time class or independent study. ASE is open to adults who are a minimum 18 years of age and whose high school class has graduated. Call the Adult Education Center for an appointment to enroll.
College Now	College Now is open only to seniors and places them on the De Anza College campus for their senior year. The students are considered co-enrolled at the home high school as well as De Anza College. These are students who exhibit high levels of maturity and responsibility and are ready to leave the high school campus. A GPA of at least 3.5 is required as well as placement into the EWRT 1A English course as determined by the De Anza English placement test.

PHYSICAL EDUCATION

Our goal is to prepare our students for life in our society. Our objectives are to give the students information and basic skills they will need for survival and longevity. We expect our students to go away with an understanding of and a positive attitude towards physical fitness and wellness. Our two years of required Physical Education (PE) are divided into two programs—PE 9 core and PE 10 electives. The unit activities are instruction oriented and of two types—survival and carry-over life time activities. The survival activities are designed to give our students the knowledge and skills needed to have a healthy life. In the carry-over activities, we are attempting to expose our students to a variety of experiences, some of which they might pursue for a lifetime.

HIGH SCHOOL GRADUATION: There is a two-year requirement for graduation.

UC/CSU ELIGIBILITY: There is not a Physical Education requirement.

2510: PE 9

Grades: 9

Units: 10

UC/CSU Subject Area: n/a

Recommended: None. A basic course required of all freshmen, which includes instruction in beginning and intermediate skills, basic rules, history and etiquette in a variety of sports. To complete the program, a student must complete the objectives of an activity in each of the following areas: Individual—an activity in which the student performs without the need of another person; Dual—an activity in which a student competes against another student; Team—an activity in which a group of students compete against another group of students; Rhythmic—an activity in which movement is coordinated with music or a rhythmic beat; Aquatic—an activity which covers the basic skills of swimming; Wellness—fundamentals of good health practices are incorporated in activities.

2530: PE 10-12

Grades: 10-12

Units: 10

UC/CSU Subject Area: n/a

Recommended: PE 9. The PE 10 elective program is designed to allow choice in the selection of physical education activities. Emphasis is placed on refining basic skill and participation. The activities typically offered may include: aerobics, aquatics, basketball, badminton, body development, dance, flag football, game management, golf, gymnastics, pickleball, recreational games, soccer, softball, tennis, track, ultimate Frisbee, volleyball, weight training, wrestling.

2720: PE RACQUET SPORTS

Grades: 10-12

Units: 10

UC/CSU Subject Area: n/a

Recommended: PE 9. This course is designed for students interested in developing skills in the various racquet sports and physical conditioning: tennis, pickle ball and badminton. Emphasis is placed on refining skills, strategy and competitive doubles and singles play.

2740: PE WEIGHT TRAINING

Grades: 10-12

Units: 10

UC/CSU Subject Area: n/a

Recommended: PE 9. This course is designed for those students interested in developing body strength for advanced sports skills. Students will engage in weightlifting, cardiovascular conditioning and flexibility exercises. Students will utilize both free weights and weight machines.

7140: WIND ENSEMBLE

Grades: 9-12 Units: 10 UC/CSU Subject Area: f
 Recommended: Audition or approval of instructor. This select group of about 50 is formed by audition only. It is for the serious, advanced musician only, and performs more difficult high school and some college-level music. The wind ensemble performs concerts.

7180: JAZZ ENSEMBLE

Grades: 9-12 Units: 10 UC/CSU Subject Area: f
 Recommended: Audition or approval of instructor. This is a small, instrumental musical group of approximately 12 to 24 students who perform a variety of jazz styles. The music performed covers different styles including Swing, Rock and Latin. The group performs at a variety of concerts.

7240: ORCHESTRA

Grades: 9-12 Units: 10 UC/CSU Subject Area: f
 Recommended: Audition or approval of instructor. The course content involves the study and performance of ensemble and orchestra literature, intermediate and advanced string technique and musicianship.

7250: CHAMBER ORCHESTRA

Grades: 9-12 Units: 10 UC/CSU Subject Area: f
 Recommended: Audition or approval of instructor. This course is offered to advanced level students who will study and perform string/orchestral literature for continuing individual technique development on his/her instrument. Advanced/professional level music will be studied and performed from all historical periods of music.

Community Day School	A small essential school designed to meet the educational needs of expelled students, and students transitioning from the juvenile justice system. The program is located in the Educational Options Center directly behind the District Office. Meets five days per week, six hours a day.
Customized Learning Program	An alternative program designed for students who want to complete credits towards a high school diploma in a modified independent study environment. Students will be enrolled in a 2 hour per day 'learning recovery' class. Utilizing the Odysseyware online platform, small group work and in-class projects, students will have the opportunity to complete high school credits needed for graduation. Students will be expected to spend an additional 3-4 hours a day in diploma-track activities. Students will work with the CLP teacher to customize a schedule to complete these additional credits using community college classes, home high school classes, Work Experience, internships etc.
Home Teaching	Teachers provide instruction to students who are medically excused from school due to a temporary but extended medical disability, which is projected to continue for a minimum of three weeks. Physician verification is required.
Educational Options Resource	An program designed for Special Education students who have struggled within the comprehensive high school setting. One to one directed study, in combination with career/job training and transitions to work program, helps students gain academic skills while working toward a high school diploma or GED certificate and preparing for future employment.
Middle College	This is a model collaborative program between FUHSD and De Anza College designed to challenge 11th and 12th grade students who are academically very capable but, for a variety of reasons, are not performing up to their potential. Students benefit from the teaching and support services of both institutions.
Summer Academy	This is a six-week summer session for students within the Fremont Union High School District. The Summer Academy program is designed for students deficient in credits and/or skills required for high school graduation. Students may earn 5 to 10 credits during summer school.

Terra Nova	Terra Nova is a personalized learning community designed for 10 th and 11 th grade students who, while academically capable, have not performed well in the past. Located on the Cupertino High School (CHS) campus, the program is for high potential students still within the reach of graduation. Factors impacting their success may include social, emotional or family issues. All Terra Nova students are assigned to an advisor and have access to a licensed therapist. Academic classes with Terra Nova instructors include: 10 th grade English, World History, and Study Skills; 11 th grade English and Study Skills. Students have the opportunity to take additional classes on the CHS campus as well.
VISTAS	An alternative education program located in the Educational Options Center designed for 11 th or 12 th grade students who lack a connection to high school, are significantly behind in credits and/or are not going to graduate. Students should be open to considering multiple options during the program: GED; CHSPE; ROP; certificate programs available through community college or Adult Education; and/or transition to work.
Work Experience Education	Students who are employed may choose to enroll in Work Experience with priority given to seniors whose graduation is at risk. Each campus has a staff member who coordinates the program. Throughout their time in the program, students develop and complete various components of a structured portfolio, which show the abilities, knowledge, and skills gained through Work Experience. Credit is granted on a semester basis and based on a combination of completion of related instruction, attendance at class meetings, employer/teacher evaluations, and hours of employment.
Young Parent Program	A voluntary alternative program intended to meet the special needs of pregnant teens as well as students who are young parents. Academic instruction, cooperative parenting classes and case management help students develop good parenting skills, understand the developmental patterns of a child and prepare for a productive adult life while seeking a high school diploma or GED certificate. The program is housed in the Educational Options Center directly behind the District Office, and meets daily for two to three hours.

7030: B CHOIR
 Grades: 9-12 Units: 10 UC/CSU Subject Area: f
 Recommended: None. This choir is a beginning vocal group. It contains the basic introduction of the first year of high school vocal music. The techniques of vocal production and sight singing are explored. This choir performs for local school and community events.

7040: ADVANCED TREBLE CHOIR
 Grades: 9-12 Units: 10 UC/CSU Subject Area: f
 Recommended: Audition or approval of instructor. The course content includes work on tone production and quality, breathing, diction and general musicianship and the study and performance of three and four part music for treble voices. This choir performs for local school and community events.

7060: A CHOIR
 Grades: 10-12 Units: 10 UC/CSU Subject Area: f
 Recommended: Audition or approval of instructor. The students will experience a large mixed choir that provides the opportunity to perform large choral works. This choir performs for local school and community events.

7070: VOCAL JAZZ
 Grades: 10-12 Units: 10 UC/CSU Subject Area: f
 Recommended: Audition or approval of instructor. This is a small, prestigious group. The music performed includes contemporary and popular songs in jazz arrangements with keyboard, drums, bass and guitar accompaniment. They often perform for functions in the community and at Jazz Festivals. See your guidance assistant principal for UC information on this course.

7120: CONCERT BAND
 Grades: 9-12 Units: 10 UC/CSU Subject Area: f
 Recommended: Approval of instructor. Refinement of tone and a more advanced understanding of basic performance techniques are stressed. Alternate and trill fingering are studied. The intonation, balance and blend required in ensemble playing are developed. Transposition and elementary music theory as related to band work are introduced; terms concerning tempo, dynamics and expression are emphasized through the reading of many compositions of different styles and from different periods in music history. The concert band performs concerts.

7130: SYMPHONIC BAND
 Grades: 10-12 Units: 10 UC/CSU Subject Area: f
 Recommended: Audition or approval of instructor. This is a continuation of Concert Band work, with more detail in individual techniques and skills. It provides continued study of band literature, with stress on a larger and more challenging repertoire. The symphonic band performs concerts.

MUSIC

Music plays an essential role in the education of all students. Music is a unique language for expression... Music is intellectually stimulating and challenging... Music is part of every culture, and its place in each culture is significant.

—From California's Visual and Performing Arts Framework

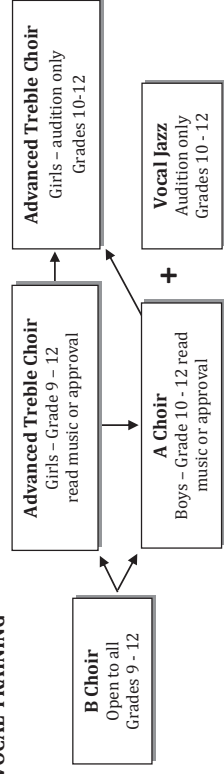
Music is basic in the learning experience for all students in the elementary and secondary schools of California. A balanced and comprehensive education program requires that music be included as a discrete discipline in the visual and performing arts curriculum. California is rich in cultural diversity with a population that represents all regions of the world. Strong music education programs contribute significantly to the development of knowledge, understanding and appreciation of this society in which we live. Effective music instruction is organized to respond to this need and must meet this challenge.

HIGH SCHOOL GRADUATION: Music courses are electives under **Fine Arts**. A student must earn 10 credits in two out of three selective elective areas (**Fine Arts, World Languages and Applied Academics**).

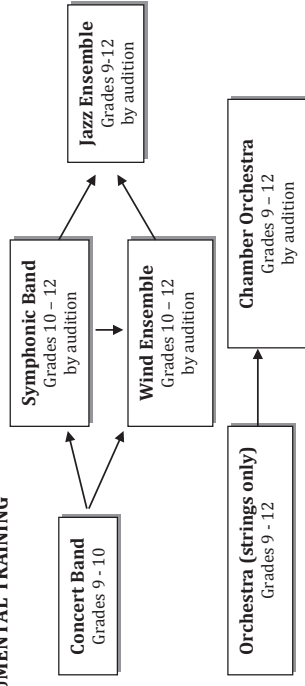
UC ELIGIBILITY – Subject “r” Visual and Performing Arts (VPA): 1 year required. A student must earn 10 credits and a grade of “C” or higher in a single, yearlong approved VPA course. See individual course descriptions for specific information about UC/CSU eligibility.

The following charts depict the sequencing of Lynbrook's music programs. For additional information, contact music instructors.

VOCAL TRAINING



INSTRUMENTAL TRAINING



OR

COLLEGE ADMISSIONS INFORMATION

COMMUNITY COLLEGE

Admission to community college requires one of the following: graduating from high school, passing either the General Educational Development (GED) Exam or California High School Proficiency Examination (CHSPE), being at least 18 years of age. At the community college, students can complete the first two years of college and transfer as juniors to 4-year universities, provided they have successfully completed appropriate course work. Students can also earn AA degrees and certificates in specific vocational areas that will assist them in entering an occupation.

In addition to full time attendance, most community colleges have a Concurrent Enrollment Program that allows high school students who are 16 years old or a junior/senior in high school to enroll in courses, with a limit on credits earned. Students may see a Guidance Counselor for additional information on Concurrent Enrollment.

PRIVATE UNIVERSITIES & COLLEGES

There are thousands of universities across the country, each offering a unique educational environment. A student's individual needs and career plans will determine which university he or she would be best suited for. Admission requirements may vary by college campus. Students should research each campus independently. While most private universities are relatively small in size, they also differ from public universities in educational emphasis: religious, nonsectarian, community service, career focus, and liberal arts.

For additional information on private universities in California, we recommend visiting <http://www.aiccu.edu>. To research colleges and universities nationwide, visit your Family Connection account at www.connections.naviance.com/lynbrookhs.

Admissions Decisions – Universities vary in terms of selectivity with some having highly selective admission standards and others having a relatively open admissions program. Listed below are key factors involved in admissions decisions:

- High School Courses, Grades, and GPA
- College Entrance Exams – The SAT and/or ACT are used by most private universities. Information regarding test dates and registration may be found on the web (www.collegeboard.org, www.act.org)
- Recommendation Letters – From teachers and/or counselors
- Extra Curricular Activities – Activities in and out of school may also be used in admissions decisions. College admissions representatives look for leadership experience, community service, athletic participation, as well as the length of participation and commitment to a program.
- Your Essays or Personal Statements
- Special Talents and Achievements

CALIFORNIA STATE UNIVERSITIES

The California State University selects applicants from the top one-third of California's high school graduates. Admission is based initially on the student's grade point average and the score on the ACT or SAT. The GPA is based on college prep courses for sophomore and junior years. To be eligible for admission to the system, but not necessarily to a specific school or program, students with a given GPA must present a minimum corresponding ACT composite or SAT total score. The higher the GPA, the lower the test scores may be.

CSU Subject Requirements		
Area	Subject	Years
a	History and Social Science (including 1 year of U.S. history or 1 semester of U.S. history and 1 semester of civics or American government AND 1 year of social science)	2
b	English (4 years of college preparatory English composition and literature)	4
c	Math (4 years is recommended) including Algebra I, Geometry, Algebra II, or higher mathematics (take one each year)	3
d	Laboratory Science (including 1 biological science and 1 physical science)	2
e	Language Other than English (2 years of the same language; American Sign Language is applicable)	2
f	Visual and Performing Arts (dance, drama or theater, music, or visual art)	1
g	College Preparatory Elective (additional year chosen from the University of California "A-G" list)	1

Students with competency in a language other than English may qualify for a waiver. Consult with your school counselor or any CSU campus admissions office for further information.

IMPACTED PROGRAMS

In the California State Universities (CSU), an undergraduate program or campus is designated as impacted when the number of applications received in the first month of the filing period is expected to be larger than the number of spaces available. Impacted programs or campuses are authorized to use supplementary admission criteria in screening applicants for admission. Consideration for admission to any impacted program is contingent on first meeting the regular admission requirements for the CSU. Students interested in impacted programs or impacted campuses must apply for admission during the month of October or November.

CSU CAMPUS APPLICATION, INFORMATION, AND RESOURCES
 CSU Planning and Application www.csumonitor.edu
 CSU Impacted Programs <http://www.calstate.edu/sas/impactioninfo.shtml>

CAN I TAKE A HIGH SCHOOL MATH COURSE IN THE SUMMER SO THAT I CAN TAKE A HIGHER LEVEL CLASS AS A FRESHMAN?

This is possible, but YOU SHOULD NOT PLAN TO DO THIS WITHOUT FIRST NOTIFYING AN ADMINISTRATOR OR GUIDANCE COUNSELOR AT YOUR HIGH SCHOOL IN ADVANCE. There are many options for summer course work, and some are more aligned with what will be expected of you in high school than others. Administrators and guidance counselors can advise you on various options and will require that you document your plans in writing before you take the summer course.

IF YOU TAKE A SUMMER COURSE WITHOUT NOTIFYING YOUR HIGH SCHOOL IN ADVANCE THERE MAY NOT BE A SPACE IN THE CLASS YOU WANT IN THE FALL.

Additional information for summer school planning at Lynbrook can be found online at: http://www.lhs.fuhsd.org/new_student_faq

CAN I "SELF-STUDY" AND SKIP A CLASS IN HIGH SCHOOL?

You should think carefully about this before you decide to request an override or challenge a course because:

- Some colleges and universities require the completion of certain courses. The University of California, for example, REQUIRES that students take Geometry even if there is evidence that they could do the work without the course.
- Remember, if you request a higher level course and decide after the start of the year that it is too hard, another math class may not be open or available or may require a change to all your classes.

MY MIDDLE SCHOOL MATH COURSES HAVE RECENTLY ALIGNED TO THE COMMON CORE STANDARDS. WILL MY HIGH SCHOOL CLASSES ALSO BE ALIGNED TO THESE STANDARDS?

All California schools are revising curriculum in relation to the Common Core in kindergarten through high school. The new standards will be incorporated into FUHSD's current courses. The Common Core State Standards are designed to focus math instruction and build skills and habits progressively over a student's school career so that they understand mathematics deeply and can use it to solve authentic, real-world problems.

Fremont Union High School District recognizes that the promise of the Common Core may not be realized until all students have experienced this curriculum throughout their elementary and middle school years. Students who are currently in middle school may not have had the benefit of experience with the Common Core except for a year or two. Therefore, we are making a gradual transition to these standards so that all students can be successful.

However, if you are doing very well in your 8th grade course (getting an A or B), you may want to consider taking a more challenging course:

If you are doing very well in:	You might want to try:
Algebra I	Geometry Enriched
Geometry	Algebra II/Trig

No matter which class you take in ninth grade, as long as you make sufficient progress in high school, you will meet requirements for graduation and college admissions.

When making your math course request for 9th grade you should consider the following:

- What is the next course in this sequence?
- How are you doing in your current math class? (Check your latest progress report.)
- If you choose to take a higher level class (i.e. Geometry Enriched instead of Geometry; or Algebra II/Trig instead of Algebra I) are you willing to put in the extra time and work that will be involved in being successful in these classes?

Once your high school has all course requests from both incoming ninth graders and current students, we use these to determine our course offerings and our staffing needs for the next school year.

WHAT IF I CHANGE MY MIND AFTER REQUESTING A MATH CLASS?

In the spring of 8th grade you will take a diagnostic test that will give you information about your readiness for high school math courses. You will take this test in your 8th grade class. Later in the spring, you will receive confirmation of the courses which you have requested for 9th grade. At this time, you will know more about how you are doing in your 8th grade class and may also have the results from the high school course readiness test. **Using that information, you should consider once again whether you have selected to the right course for you.** If you are confident of your choice, you can expect to be assigned to that math class. If for any reason, you wish to reconsider your original choice, you will have the opportunity to do so during the course verification process.

WHAT HAPPENS TO STUDENTS WHO “OVER-REACH” BY REQUESTING A CLASS AND THEN FIND THAT IT IS MORE DIFFICULT THAN THEY EXPECTED?

It is very important to make careful choices when requesting your ninth grade courses, because getting it wrong can make it difficult to find the classes you want after school starts. When students request a transfer to another math class after the start of the year, often all math classes at the school are already full. Should this happen to you, you should work with your Guidance Counselor or Assistant Principal to consider what options are available to you. REMEMBER, you can avoid this by making careful choices during the course selection process!

By FUHSD Board Policy, no class can be added after the 10th day of instruction.

UNIVERSITY OF CALIFORNIA

The University of California selects applicants from the top twelve percent of California’s high school graduates. Admission is based on the student’s grade point average in a specific sequence of high school courses called the “a-g” subjects completed in the 10th, 11th, and 12th grades, and the score on the ACT or the SAT. Beginning in fall 2012, the SAT subject tests are no longer required for general admission, but may be recommended or required for certain schools or programs. A student is required to complete 15 year-long “a-g” subjects as described below with at least a C grade in each, 11 of which must be completed by the end of the junior year. Because admission to UC is so competitive, it is recommended that students enroll in more than the minimum requirements. If admission tests are taken more than once, the highest scores from a single sitting are used in admission decisions.

For additional information about UC including their Eligibility Index information, we recommend visiting <http://admission.universityofcalifornia.edu/freshman/index.html>

UC Subject Requirements		
Area	Subject	Years
a	History and Social Science (including 1 year of U.S. history or 1 semester of U.S. history and 1 semester US government)	2
b	English (4 years of college preparatory English composition and literature)	4
c	Math (4 years is recommended) including Algebra I, Geometry, Algebra II, or higher mathematics (take one each year)	3 minimum 4 recommended
d	Laboratory Science (including 1 biological science and 1 physical science)	2 minimum 3 recommended
e	Language Other than English (2 years of the same language; American Sign Language is applicable)	Level 2 minimum Level 3 recommended
f	Visual and Performing Arts (dance, drama or theater, music, or visual art)	1
g	College Preparatory Elective (additional year chosen from the University of California “A-C” list)	1

If you're a state resident who has met the minimum requirements and aren't admitted to any UC campus to which you apply, you'll be offered a spot at another campus if space is available, provided:

- You rank in the top 9 percent of California high school students, according to our *admissions index*, or
- You rank in the top 9 percent of your graduating class at a participating high school. We refer to this as "Eligible in the Local Context" (*ELC*).



COLLEGE ADMISSIONS TESTING

The ACT and SAT Reasoning Tests are college entrance tests. Both are accepted by most colleges and universities. Use the comparison chart to determine which test best fits the student's testing preference. It is not necessary to take both tests, although students may choose to do so.

ACT

WEBSITE: <http://www.actstudent.org/>

The ACT is a multiple choice test designed to measure classroom achievement in four broad content areas, as well as the ability to reason, and the application of problem-solving skills. The test takes approximately three hours and covers English, Mathematics, Reading and Science Reasoning. The Writing Test, which is optional, measures skill in planning and writing a short essay. The score is based on the number of correct answers given with no penalty for wrong guesses. Subscores for English, Mathematics, Reading, and Science Reasoning, as well as a composite score, may be returned to the high school for distribution to the student or sent directly to the student's home. This test is accepted by most colleges and universities nationwide.

SAT REASONING

WEBSITE: www.collegeboard.com

The SAT Reasoning Test contains both multiple-choice and essay portions. It is a test designed to measure academic aptitude in critical reading, mathematics and writing. The Critical Reading section includes reading comprehension, sentence completions, and paragraph-length critical reading items. The SAT Reasoning Test is currently being revamped with the new SAT being implemented in March 2016. The PSAT in October 2015 will reflect the new SAT exam. Details on the types of changes and new scoring method can be found on the College Board website.

PSAT: PRELIMINARY SAT

WEBSITE: www.collegeboard.com

The Preliminary SAT is given once a year, in October. This test, usually taken in the junior year, is used to determine the winners of National Merit Scholarships and is an excellent practice experience for the SAT. When space permits, students are encouraged to take the PSAT as sophomores for practice on these college preparation exams. Registration for the PSAT takes place at your school site.

SAT SUBJECT TESTS

WEBSITE: www.collegeboard.com

The SAT Subject Tests consist of one-hour multiple-choice tests in specific subject areas. Some private and out of state public universities require these tests for admission. Though the UC System no longer requires subject tests, specific subject tests may be recommended for certain majors. Unlike the SAT, which measures more general abilities, Subject Tests measure students' knowledge of a particular subject and their ability to apply that knowledge. Because of this, students should try to take an SAT subject test as soon as possible after completing the last course in a specific subject.

MATH COURSE SELECTION PROCESS

FREQUENTLY ASKED QUESTIONS FOR 8TH GRADE FAMILIES ABOUT HIGH SCHOOL MATH

WHICH MATH COURSES DO 9TH GRADERS TAKE IN FUHSD?

Most freshmen take one of the following courses in 9th grade:

- Algebra I (with additional support if necessary)
- Geometry or Geometry Enriched
- Algebra II or Algebra II/Trig

Fremont Union High School District does not offer any pre-Algebra course options.

However, we have a variety of interventions designed to support and accelerate learning for students who struggle with Algebra in 9th grade.

No matter what math class you take as a freshman, if you work hard and demonstrate that you understand course standards, you will have opportunities to accelerate your learning and reach our high level math courses before you graduate. Your 9th grade math teacher and your guidance counselor will be able to help you develop a plan for acceleration if you demonstrate the interest and capacity to do so.

HOW ARE EXPECTATIONS IN HIGH SCHOOL COURSES DIFFERENT THAN IN MIDDLE SCHOOL?

In high school, unlike middle and elementary school, your grades have consequences. In middle school, if you did not do well in math in 7th grade, you still moved on to 8th grade math. In high school, if you do not pass a class that you need for graduation, you will have to repeat it and pass it in order to earn credit. You need to earn credit for at least Algebra I and Geometry in order to graduate. If you want to be eligible for a four year college, you will need to have passed at least Algebra II; and you probably will want to consider taking higher level courses too. The University of California and the California State University System (as well as most private colleges and universities) require that you pass a class with a "C" or better in order to have that class count in your application for admission.

HOW WILL MY 9TH GRADE MATH COURSE PLACEMENT BE DETERMINED?

Sometime between February and April of your 8th grade year, you and your parents will be invited to a meeting to learn about the course selection process for your high school. At that time, you will be advised to consider a number of factors in making a request for your ninth grade math class.

Generally, 8th graders who successfully complete a course called:	Should plan on taking this course in 9th grade:
Algebra Readiness OR Algebra Fundamentals OR Introduction to Algebra OR Math 8	Algebra I
Algebra I	Geometry
Geometry	Algebra II

2460: AP STATISTICS

Grades: 11-12 Units: 10 UC/CSU Subject Area: c
Recommended: C or better in Algebra 2 with teacher recommendation. This course covers the content of one semester of an introductory, non-Calculus-based, college curriculum in Statistics which is often a requirement for college students majoring in the social sciences, health sciences and business. Students will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course is built around four main topics: exploring data, planning a study, probability as it relates to distribution of data, and inferential reasoning. With the possible exception of probability, most of the material in this course has not been a part of the traditional secondary mathematics curriculum. Students successfully completing this course are prepared to take the Statistics AP Exam which includes use of a graphing calculator.

MATH ELECTIVE COURSES

2350: AP COMPUTER SCIENCE A (Fulfills the applied academic requirement for graduation)

Grades: 10-12 Units: 10 UC/CSU Subject Area: g
Recommended: B or better in Computer Programming Java and B or better in Algebra 2 or other math course; and strong computer and problem solving skills; with teacher recommendation. This course is designed to serve as an entry level college course in computer science, equivalent to one semester, for students majoring in computer science, engineering, math, the sciences or business. Students will create and debug original object-oriented programs, using JAVA to solve problems by using adaptable and reusable algorithmic modules and data structures. Students successfully completing this course are prepared to take the Computer Science A AP Exam.

2370: COMPUTER PROGRAMMING JAVA (Fulfills the applied academic requirement for graduation)

Grades: 9-12 Units: 10 UC/CSU Subject Area: g
Recommended: Successful completion of Algebra 1 or higher math course and previous computer use with teacher recommendation. The course is designed to introduce the student to the study and writing of computer programs, with an emphasis on problem-solving and program design. Analytical thinking skills and logic are emphasized. The JAVA language is used with an emphasis on understanding universal programming concepts such as data types and data structures, selection, and iteration along with applications of programming for the Internet and programs written in an object-oriented paradigm. Elementary study of digital computer hardware may be included. This course is recommended for the college-bound student planning on a business, math or science major or for the student preparing for an AP Computer Science course.

ADVANCED PLACEMENT EXAMS WEBSITE: www.collegeboard.com

The Advanced Placement (AP) Program is a program of college-level courses and exams for secondary school students. Over 90 percent of colleges give credit and/or advanced placement to students who score in the upper range of the test (3 or better). The examination is scored on a five-point scale: 5 (extremely well qualified) to 1 (no recommendation). An AP Grade Report is sent in early July to each student's home address, school and, if the student requested, to the college.

TOEFL: TEST OF ENGLISH AS A FOREIGN LANGUAGE WEBSITE: www.toefl.org

The TOEFL is used to evaluate English proficiency of students whose native language is not English. This test does not replace the ACT or SAT or SAT II. UC and CSU systems require the TOEFL if 2 years of high school were in a country where the language of instruction was not English.

ACT/SAT COMPARISON CHART

TEST NAME	ACT	SAT
TESTING TIME (overall)	Approximately 3 hours	Approximately 3.5 hours
TEST PURPOSE	Designed to measure classroom achievement in four broad content areas, as well as the ability to reason and the application of problem-solving skills.	Designed to measure critical reading and reasoning skills, numerical reasoning skills, and writing skills.
TEST CONTENT	English punctuation grammar sentence structure Mathematics arithmetic & algebraic operations geometry intermediate algebra number & numeration concepts other topics (trig, logic, etc.) Reading social science/sciences arts/literature Science Reasoning biology chemistry physics physical science Writing (optional, add \$15.50) student written essay	Critical Reasoning reading comprehension sentence completion critical reading in the humanities, Mathematics arithmetic & algebra other topics (logic, etc.) Includes 5 questions requiring students to produce answers
METHOD OF SCORING	Scores based on number of right answers—no penalty for guessing. Writing scored combined with English, with sub-score also reported.	Writing (required) multiple-choice questions on grammar, using, and word choice; student-written essay Lose a fraction of a point for each incorrect answer—penalty for guessing. Writing scored separately.

COLLEGE ELIGIBILITY FOR STUDENT ATHLETES

Students who plan to compete in collegiate athletics must go through a separate eligibility process in addition to the college application process. There are two main bodies for collegiate athletics, the NCAA and the NAIA; these are two separate organizations with different eligibility criteria and processes. Student athletes are highly encouraged to contact the college's athletics department for information and guidance specific to their sport and program. Students begin the process of applying for athletic eligibility during their junior year.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

The NCAA currently has separate eligibility criteria for Division I and Division II programs. Eligibility is based on completion of certain course requirements, grade point average, and the score on the ACT or SAT. Only core courses are used to calculate grade point average. Students must certify their amateurism as part of the eligibility process. For more information about NCAA eligibility, including a list of courses approved for your high school, visit the NCAA eligibility website http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA_EMS.htm#.

DIVISION I	
16 Core Courses:	
4 years of English	
3 years of mathematics (Algebra I or higher)	
2 years of natural/physical science (1 year of lab if offered by high school)	
1 year of additional English, mathematics, or natural/physical science	
2 years of social science	
4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)	

DIVISION II	
16 Core Courses:	
3 years of English	
2 years of mathematics (Algebra I or higher)	
2 years of natural/physical science (1 year of lab if offered by high school)	
3 years of additional English, mathematics, or natural/physical science	
2 years of social science	
4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)	

For Division I programs, 10 core courses must be completed prior to the beginning of the senior year; 7 of the 10 must be in English, math, or science.

NATIONAL ASSOCIATION OF INTERCOLLEGIATE ATHLETICS (NAIA)

The NAIA Eligibility is based on grade point average, high school standing, and the score on the ACT or SAT. Students must be considered amateur athletes. For more information about NAIA eligibility and to register online, visit the NAIA eligibility center <http://www.playnaia.org/index.php>.

An entering freshman must:

- Be a graduate of an accredited high school;
- Meet two of the three following requirements:
 - Test score: achieve a minimum of 18 on the ACT or 860 on the SAT (combined score of critical reading and math only)
 - High School GPA: achieve a minimum overall high school GPA of 2.0 on a 4.0 scale
 - Class rank: graduate in the top half of your high school class

2400: MATH ANALYSIS

Grades: 9-12

Units: 10 UC/CSU Subject Area: c

Recommended: B or better in Algebra 2 with teacher recommendation. This course is recommended for those students planning to take Calculus. Topics covered include trigonometric functions of ratios of lengths of sides of triangles, circular functions, graphical characteristics of trigonometric functions, solution of right triangles, radian and degree measure, trigonometric identities, laws of sines and cosines, solution of oblique triangles, reinforcement of function concept, inverse trigonometric functions and their graphs, polar coordinates and vectors and their graphs, trigonometric form of complex numbers, de Moivre's Theorem, coordinate geometry, conic sections, rational functions and their graphs, elementary functions and their inverses, introduction to linear algebra, parametric equations and their graphs, lines and planes in space, three-dimensional coordinate geometry and vectors in space.

2420: PRE-CALCULUS HONORS

Grades: 9-12

Units: 10 UC/CSU Subject Area: c

Recommended: B or better in Algebra 2/Trigonometry or Math Analysis. This course is recommended for those students planning to take Calculus. The curriculum includes an in-depth algebraic and graphical analysis of different families of functions and their inverses, including polynomial, exponential, logarithmic, rational and trigonometric functions. Rectangular, polar, and parametric forms of an equation will be taught in addition to vectors and their graphs. Further study of topics introduced in earlier courses includes matrices and determinants, coordinate geometry, conic sections, series and sequences, binomial expansion, properties of radical expressions, complex numbers, de Moivre's Theorem, limits (epsilon-delta), and an introduction to calculus.

2430: AP CALCULUS AB

Grades: 9-12

Units: 10 UC/CSU Subject Area: c

Recommended: C or better in Pre-Calculus Honors, or B or better in Math Analysis with teacher recommendation. This course covers the content of two quarters (more than one semester) of a college Calculus curriculum, focusing on the application of limits, differentiation and integration. Some techniques of integration and indeterminate forms for limits are also covered. Throughout the course, an emphasis is placed on symbolic, graphical, and numeric representations, as well as on clear communication of mathematical thinking. Students successfully completing this course are prepared to take the Calculus AB AP Exam which requires use of a graphing calculator.

2440: AP CALCULUS BC

Grades: 9-12

Units: 10 UC/CSU Subject Area: c

Recommended: B or better in Pre-Calculus Honors with teacher recommendation. This course covers the content of three quarters (two semesters) of a college Calculus curriculum, focusing on applications of limits, differentiation and integration. Numerical approaches (such as Newton's method, Simpson's Rule, and Euler's Method); various techniques of integration; indeterminate forms for limits; and Taylor series are also covered, as well as application of Calculus techniques to parametric, graphical and polar representations. Throughout the course, an emphasis is placed on symbolic, graphical and numeric representations, as well as on clear communication of mathematical thinking. Students successfully completing this course are prepared to take the Calculus BC AP Exam which requires use of a graphing calculator.

2230: GEOMETRY

Grades: 9-12

UC/CSU Subject Area: c

Units: 10

Recommended: C or better in Algebra 1. The key content, which follows the state standards for Geometry, includes a formal development of geometric skills and concepts. This course introduces plane and solid geometry. They will develop the ability to construct formal logical arguments and proofs in a geometric setting. Students will build their reasoning skills through studying the following topics: properties of triangles, quadrilaterals, circles, compass constructions, transformations, volume, area, similarity, the Pythagorean Theorem, coordinate geometry, and an introduction to basic trigonometric functions. Geometry meets the graduation requirement. This course covers all state standards and prepares a student for Algebra 2.

2240: GEOMETRY ENRICHED

Grades: 9-12

UC/CSU Subject Area: c

Units: 10

Recommended: B or better in Algebra 1 with teacher recommendation. The key content, which follows the state standards for Geometry, includes a formal development of geometric skills and concepts. This course introduces plane and solid geometry. They will develop the ability to construct formal logical arguments and proofs in a geometric setting. Students will build their reasoning skills through studying the following topics: properties of triangles, quadrilaterals, circles, compass constructions, transformations, volume, area, similarity, the Pythagorean Theorem, coordinate geometry, and an introduction to basic trigonometric functions. Geometry Enriched meets the graduation requirement. Emphasis will be placed on formal proofs and students are expected to have a firm grasp of Algebra 1 concepts. This course covers the state standards and prepares students for the rigor of the accelerated course that follows: Algebra 2/Trigonometry.

2310: ALGEBRA 2

Grades: 9-12

UC/CSU Subject Area: c

Units: 10

Recommended: C or better in Geometry. This course expands and reviews the mathematical content of Algebra 1 and Geometry. Emphasis is placed on abstract thinking skills, the function concept including domain and range, extension from the real to the complex number system, and the algebraic solution of problems in various content areas. Polynomial, logarithmic, exponential, rational, and conic functions and relations comprise the core material through which equations and graphs are studied and applied. Additional topics include combinatorics, probability, basic statistics, sequences, and series. Calculators are used to aid in the solution of problems and in making estimates for realistic solutions.

2320: ALGEBRA 2/TRIGONOMETRY

Grades: 9-12

UC/CSU Subject Area: c

Units: 10

Recommended: B or better in Geometry (Enriched) with teacher recommendation. Algebra 2/Trig is for accelerated students who plan to maximize the amount of mathematics studied in high school. Course content includes a more rigorous study of all topics taught in the Algebra 2 course. Students will study, in depth, the 6 trigonometric functions as they relate to the unit circle using radians and degrees to simplify expressions, solve equations and applications, and graph basic and translated trigonometric functions. Additional topics include solving triangles, defining and solving equations with inverse trigonometric functions, and proving and applying trigonometric identities.

COURSE DESCRIPTIONS BY CONTENT AREA**HOW TO READ THE COURSE DESCRIPTIONS**

Each course description includes units earned, grade level and recommended precursor courses, if applicable, and a short narrative. In addition, the University of California and California State University “a-g” designations are denoted. Each subject area lists a general description about the connection to that area and both high school graduation and UC eligibility requirements. Eligibility requirements detail the minimum requirements to be eligible for admission into the UC system, not for specific requirements for each campus. For specific admissions criteria of particular colleges and universities, please check directly with the appropriate institution’s admissions office.

FREMONT UNION HIGH SCHOOL DISTRICT GRADUATION REQUIREMENTS

A student must earn a minimum 220 units, meeting specific course and subject area requirements, and must pass both sections of the California High School Exit Exam in order to receive a high school diploma. Each year-long class earns 10 units towards graduation.

English	40 units
Social Studies: including World History, US History, US Government, and Economics	30 units
Mathematics: including Algebra and Geometry	20 units
Science: including Life and Physical	20 units
Physical Education	20 units
Electives: a additional units taken in any department meet this requirement	70 units
Selective Electives: students must complete 10 units each in two (2) of the following three (3) areas: <ul style="list-style-type: none"> Applied Academics: Career Technical Education/ROP, Business, Living Skills, Computer Programming, Industrial Technology, Work Experience Visual/Performing Arts: Art, Music, Theatre Arts World Languages: Chinese, French, Japanese, Spanish 	20 units

UC/CSU SUBJECT AREA DESIGNATIONS

Subject	Designation
History and Social Science	subject a
English	subject b
Mathematics	subject c
Laboratory Science	subject d
Language Other than English	subject e
Visual and Performing Arts	subject f
College Preparatory Electives	subject g

ART

The visual arts are part of the “basics.” They communicate forcefully and directly. Students who learn the symbolic structure of the visual arts can respond to and symbolize their experiences in ways that are not dependent on the coding and decoding of verbal language. These skills are especially important in the American culture where information is transmitted both visually and verbally. Experiences in the visual arts lead to the formation of enduring attitudes, values, and satisfying accomplishments.

The University of California (UC) and the California State University System (CSU) require one year of Visual/Performing Arts. Courses with the “f” notation for the UC requirement have been approved as meeting entrance requirements.

HIGH SCHOOL GRADUATION: Art courses are electives under **Fine Arts**. A student must earn 10 credits in two out of three selective elective areas (**Fine Arts, World Languages** and **Applied Academics**).

UC ELIGIBILITY – Subject “f” Visual and Performing Arts (VPA): 1 year required. A student must earn 10 credits and a grade of “C” or higher in a single, yearlong approved VPA course. See individual course descriptions for specific information about UC/CSU eligibility.

6110: ART 1

Grades: 9-12 Units: 10 UC/CSU Subject Area: f

Recommended: None. This is an introductory course that provides the student an opportunity to explore the elements of design such as line, shape, color, form, value and texture through the use of various media including drawing, painting, printing, making and collage. Basic visual literacy and visual communication skills will be instructed. A basic survey of art history will be covered.

6120: ART 2

Grades: 10-12 Units: 10 UC/CSU Subject Area: f

Recommended: C or better in Art 1. This is an intermediary art course. Further refinement of drawing and painting skills will be the primary focus, but various art making practices and new media may be introduced such as pastel painting, colored pencil, mixed media, scratchboard, and mask painting. Visual literacy and visual communication skills will be further developed. Historical and contemporary topics will be evident in student work and /or through class discussion.

6130: ART 3

Grades: 11-12 Units: 10 UC/CSU Subject Area: f

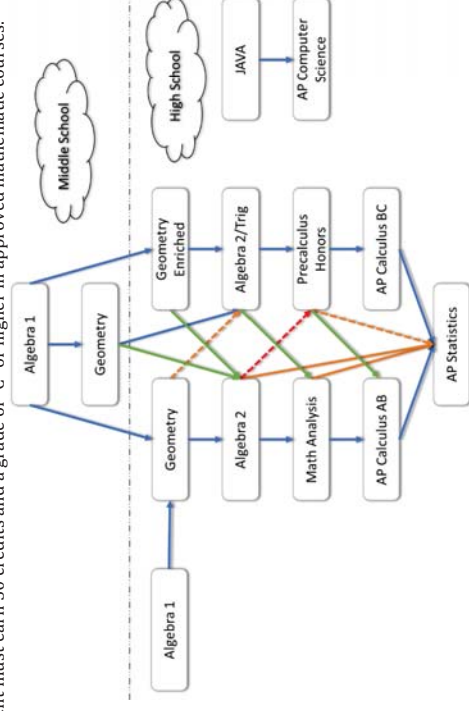
Recommended: C or better in Art 2. This is an advanced level course focused around a specialized area of art and / or around the exploration of a variety of media and techniques. In addition, Students will be directed in developing their own creative voice and work for a portfolio. Advanced visual literacy and visual communication skills will be further developed. Historical and contemporary topics will be evident in student work and /or through class discussion.

MATHEMATICS

Gaining mathematical power is the focus of this instructional program. Mathematically powerful students can think and communicate by drawing on mathematical ideas and by using math tools and techniques. They can solve problems and use data systematically to develop patterns and explanations. Mathematically powerful students can think and communicate by drawing on mathematical ideas and by using math tools and techniques and they can solve problems and use data systematically to develop patterns and explanations. Mathematically powerful students do something meaningful and purposeful with their mathematics, including furthering their studies in science, technology, and social science and applying their math power to daily living and workplace options. All students need to engage in challenging mathematics in order to be prepared for the technical jobs of the new workplace.

HIGH SCHOOL GRADUATION: 20 Units (2 years) required; the minimum is Algebra 1 and Geometry.

UC/CSU ELIGIBILITY – Subject “c” Mathematics: 3 year required (through Algebra 2), 4 years recommended. A student must earn 30 credits and a grade of “C” or higher in approved mathematic courses.



A color coded download of this chart with recommended sequence is available at: www.lhs.fuhisd.org/mathematics

2210: ALGEBRA 1

Grades: 9-12

Units: 10

UC/CSU Subject Area: c

Recommended: none. Algebra 1 is imperative for success in subsequent math courses, and transitions students from arithmetic to symbolic reasoning. The key content, which follows the state standards for Algebra 1, involves understanding, writing, solving, and graphing linear and quadratic equations and inequalities. When graphing linear equations, emphasis will be placed on understanding the slope-intercept formula and slope in general as it relates to parallel and perpendicular lines. Solving systems of two linear equations in two unknowns is also emphasized. Quadratic equations will be solved by factoring, using graphs, and applying the quadratic formula. Students should also become comfortable with operations on monomial and polynomial expressions. They learn to solve problems employing all of these techniques. Algebra 1 meets the graduation requirement. This is a one period course that covers all the district standards.

LIVING SKILLS

Living Skills courses provide you with the opportunities to develop and practice skills for managing personal, family and work responsibilities. The skills include decision-making, communication, team building, computation, critical thinking, time, money and resource management, value clarification, goal setting and self-esteem building. Life management, now and in the future, requires not only knowing the basics, but also knowing how to effectively apply these basic skills. You will discover and learn through hands-on, realistic, fun and challenging experiences.

HIGH SCHOOL GRADUATION: Living Skills courses are electives in the **Applied Academics** category. A student must earn 10 credits in two out of three selective elective areas (**Fine Arts, World Languages and Applied Academics**).

UC ELIGIBILITY – Subject “g” College Prep Elective: 1 year required. A student must earn 10 credits and a grade of “C” or higher in a single, year-long approved course. See individual course descriptions for specific information about UC/CSU eligibility.

5710: INTRODUCTION TO CULINARY CAREERS: FOODS AND NUTRITION

Grades: 9-12 Units: 10 UC/CSU Subject Area: n/a
This is a preparatory course addressing many aspects of food preparation including safety and sanitation, measurement basics, kitchen tools and uses, nutrition, basic food science, and meal planning and preparation. The goal of this course is to introduce the kitchen novice to the wonderful world of food and flavors. Students also will explore the array of careers in the food industry.

5730: CULINARY FOOD SCIENCE

Grades: 10-12 Units: 10 UC/CSU Subject Area: g
Recommended: Passing grade in Biology and Algebra 1. This course applies chemistry, biology, and basic scientific principles in analyzing the processing of food and food products, the preparation of recipes along with concepts of food preservation, the packaging and marketing of foods as well as discussions about scientific advances or consumer demands and the resulting affects on world food issues. The course takes a hands-on approach to learning through the preparation of foods by understanding the “how” and “why” of a recipe, and develops a student’s knowledge of the role of food in respect to its nutritional, social, historical, environmental and industrial contexts using research, reasoning, and prior knowledge. In accordance with the standards of Career Technical Education, the students will also learn about nutrition, sensory evaluation, and the safe handling of food through the use of written lab reports and kitchen lab experiments.

LIVING SKILLS ROP COURSES

The following courses can be found in the Regional Occupational Program (ROP) section beginning on page 42 of this guide:

- 7760: Culinary Careers
- 7765: Culinary Careers 2: Hospitality & Management

6210: 3D DESIGN 1

Grades: 9-12 Units: 10 UC/CSU Subject Area: f
Recommended: None. This is a basic design course for students primarily interested in three-dimensional materials. Design for both aesthetic and functional objects is emphasized. Whether the objects are utilitarian or aesthetic, a regard for quality of workmanship and design is stressed. Not only do students explore a variety of media such as clay, leather, wood, metal, enamels, etc., they also gain an appreciation for handcrafted articles as they reflect our past and present culture.

6220: 3D DESIGN 2

Grades: 10-12 Units: 10 UC/CSU Subject Area: f
Recommended: C or better in 3-D Design 1. Students will further their knowledge and appreciation of design with more depth and complexity, as well as increase their skills in handling materials and tools. Various new media are introduced and experimentation and individualized instruction are encouraged. The skills learned are useful for future employment in an art-oriented occupation, for communicating ideas and preparing for further education.

6230: 3D DESIGN 3

Grades: 11-12 Units: 10 UC/CSU Subject Area: f
Recommended: C or better in 3-D Design 2. For the advanced design student who has professional or vocational goals in a particular area. The student will develop a high level of skill in a specific medium. The student will be encouraged to make contact with professional people in their specific fields and research techniques in the medium, culminating with a brief report. Specific projects will result from a student/teacher conference that will outline the projects to be completed each semester.

7790: STUDIO ART

(ROP Course/fulfills Applied Academics for high school graduation)
Grades: 11-12 Units: 10 UC/CSU Subject Area: n/a
Students will focus on building their personal portfolio and gain entrepreneurial skills required to become a successful artist. Advanced Visual Communications coordinates 2-D and 3-D studio work and cultural studies together with an emphasis on careers in the art field. Selected cultures of Meso-American, Italian, German, French, Middle Eastern and Asian art will be introduced and students will produce projects that relate to each unique culture to be included in their portfolio. Language and cultural studies will be taught on a daily basis so as to appreciate historical and cultural differences. The art elements and principles of design composition serve as a foundation for each unit covered and attention will be given to visual studio work. Students will gain knowledge and an appreciation for various art forms and entrepreneurship skills that will lead to a successful career in the visual communications field. This course can be taken for credit and grade in both junior and senior year. NOTE: This course does not prepare students for the AP Studio Art: Drawing exam offered by the College Board.

BUSINESS

Business Education is a comprehensive Applied Academic Program that includes offerings in computer technology, international business and specialized courses for personal use and college preparation. The Business Education Program emphasizes computer-based instructional strategies and supports and applies the academic areas of economics, language arts and mathematics. The nature of the workplace is in a constant state of change and evolution, and the courses taught in the Business Education Program are designed to bring the world of school and work closer together by imparting broad conceptual and social skills, as well as practical and specific skills.

HIGH SCHOOL GRADUATION: Business courses are electives in the **Applied Academics** credit category. A student must earn 10 credits in two out of three selective elective areas (**Fine Arts, World Languages and Applied Academics**).

UC ELIGIBILITY – Subject “g” College Prep Elective: 1 year required. A student must earn 10 credits and a grade of “C” or higher in a single, year-long approved course. See individual course descriptions for specific information about UC/CSU eligibility.

4580: PRINCIPLES OF BUSINESS

Grades: 9-12 Units: 10 UC/CSU Subject Area: n/a

This course focuses on the study of Economics, Finance, Commerce and Entrepreneurship. It is intended as the basic or introductory course for those students seeking to establish a foundation for upper division courses in Business. Upon successful completion of this course many students plan on pursuing undergraduate studies in Accounting, Business Administration, Economics, Finance, Marketing or Pre-Law.

4640: COMPUTER APPLICATIONS

Grades: 9-12 Units: 10 UC/CSU Subject Area: n/a

An introductory computer course with an emphasis on computer literacy and the practical application of computer knowledge as used in business, industry and everyday life. Hands-on computer learning and the use of software programs and computer applications commonly used in school, business and industry will be stressed. Common applications covered include Microsoft Word, Microsoft Excel and Microsoft PowerPoint.

INDUSTRIAL TECHNOLOGY

Industrial Technology offers you an opportunity to take courses that combine critical thinking skills and problem solving with mechanical and other hands-on technical experiences. The knowledge and skills attained in these classes assist you in achieving career goals, whether it be an entry-level job after high school, technical training at a community college, or a four-year college professional degree.

HIGH SCHOOL GRADUATION: Industrial Technology courses are electives in the **Applied Academics** category. A student must earn 10 credits in two out of three selective elective areas (**Fine Arts, World Languages and Applied Academics**).

UC ELIGIBILITY - Subject “g” College Prep Elective: 1 year required. A student must earn 10 credits and a grade of “C” or higher in a single, year-long approved course. See individual course descriptions for specific information about UC/CSU eligibility.

5210: DRAFTING

Grades: 9-12 Units: 10 UC/CSU Subject Area: n/a

Recommended: None. This course is designed to cover all basic fundamentals of drafting: lettering, use of instruments, orthographic projection, sectional views, auxiliary views, simple revolutions and pictorial drawing. Sheet metal layout and architectural drafting are introduced. Methodologies used include computer assisted drafting.

5220: ENGINEERING DRAFTING

Grades: 10-12 Units: 10 UC/CSU Subject Area: n/a

Recommended: Drafting. This is a continuation of Drafting, presenting more advanced problems that deal with machine design and drafting practice, illustration techniques, engineering, geometry, welding drawings, piping drawings, gears and cams and the elements of structural drawing. Strategies include computer assisted drafting.

7650: ENGINEERING TECHNOLOGY

Grades: 11-12 Units: 10 CTE Course/Location: Fremont, Lynbrook, Monta Vista
UC/CSU Subject Area: g

This course is designed to introduce students to a variety of technologies used in engineering such as robotics, electronics, hydraulics, pneumatics and CAD/CAM. Student teams will progress through an articulated modular instructional system. Scientific principles, math concepts and communication skills are taught through an activity-oriented approach.

ENGLISH LANGUAGE DEVELOPMENT PROGRAM*

1440: ELD LEVEL 2

Grades: 9-12 Units: 10 UC/CSU Subject Area: n/a

This course is designed for students who already have a foundational knowledge of English in academic and communicative vocabulary, sentence structure, reading of non-fictional and fictional texts, and writing. Through quality interactive instruction and activities, students will continue to build cognitive academic language proficiency in all four skill areas. Texts will be of greater length and complexity. Students will be introduced to additional expository and narrative writing genres, including persuasive, research and biographical essays.

1450: ELD LEVEL 3

Grades: 9-12 Units: 10 UC/CSU Subject Area: b

This course is designed for advanced learners of English as an additional language. Students acquire sophisticated academic and communicative vocabulary, sentence structure, reading of non-fictional and fictional texts, and writing. Students read non-fictional and fictional texts of demanding length and complexity in various genres to prepare them for advanced mainstream English and courses in other content areas. Through quality interactive instruction and activities, a print-rich environment, and public speaking experiences, students will continue to solidify cognitive academic language proficiency in all four skill areas. Students will be introduced to additional expository and narrative writing genres, including full research reports and reflective essays.

* Students in the ELD program will concurrently be placed in a sheltered literature course appropriate to their English level. ELD students are assessed yearly for appropriate placement.

ENGLISH ELECTIVE COURSE

1360: JOURNALISM

Grades: 10-12 Units: 10 UC/CSU Subject Area: g

An elective class for students who produce the student newspaper, assuming full responsibility for its development, production and marketing while meeting similar challenges to those experienced by the professional field. The curriculum also provides an opportunity to create a personal reading program representing the research focused on societal forces, trends and issues (application and interview required.)

4710: ACCOUNTING 1

Grades: 10-12 Units: 10 UC/CSU Subject Area: g

Recommended: Algebra 1. Accounting 1 will enable the students to understand the "language" of business, the recording of financial transactions and their interpretation, the clarification of business procedures, the provision of skills needed for keeping financial records, and practice in setting up accounting systems. Computerized accounting, investments and an introduction to taxes are also included in the curriculum. The course is recommended for students who plan to enter college and major or minor in business administration, accounting, marketing, international business management, etc.

4880: ECONOMICS AND VIRTUAL ENTERPRISE

Grades: 10-12 Units: 10 UC/CSU Subject Area: g

Recommended: Principles of Business. Virtual Enterprise (VE) is a simulated business that is set up and run by students. With the guidance of the teacher and real-world business partners, the students determine the nature of their business, its products and services, its management and structures and learn the daily operation of a business. Students will be involved in simulated on-the-job work experiences, including accounting, personnel administration, management and marketing. Emphasis is placed on using current business software, communications, and the Internet for business transactions. Additionally, students will run their own virtual checking account, will be receiving a virtual paycheck, and be required to pay virtual bills including rent, utilities and miscellaneous expenditures. Students will be responsible for having a grand opening for their business and have the opportunity to attend one of two trade fairs. Working collaboratively, students will develop and enhance oral and written communication skills through initiative, creativity and responsibility. All class experiences simulate those found in business and industry.

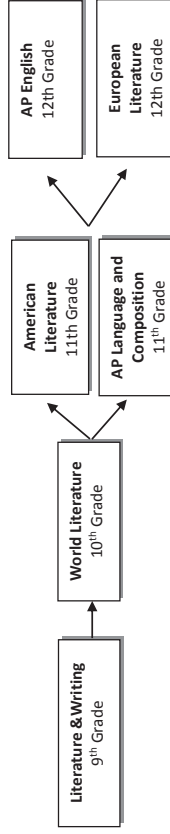
ENGLISH

The overall goal of the English-language program is to enable the student to respond in a variety of ways to the ideas in literature, starting at the personal and progressing to the universal level. This goal is achieved in the classroom by: using literature that focuses on aesthetic, ethical, cultural and political issues and themes; using active learning strategies that help students integrate thinking, reading, speaking, listening and writing; using a variety of assessment strategies. Writing instruction focuses on the process of writing and on self-discovery: connecting personal experience to the ideas and issues of literature. Speaking and listening activities are integrated into all language classes.

Students are expected to develop their abilities to read more broadly and to comprehend at higher levels, as well as to work effectively in groups. Throughout the curriculum, students are encouraged to think both creatively and critically; to express independent thinking; and to work on clarity of thought in written and oral communication.

HIGH SCHOOL GRADUATION: There is a four-year requirement for graduation.
UC/CSU ELIGIBILITY – Subject “b” English: 4 years required and grades of “C” or higher (each semester) in approved English courses.

The flow chart below best describes the sequencing of courses within the Lybrook English Department. When considering AP courses, please consult your English teacher to discuss readiness and attend mandatory meetings (if applicable) for course expectations including summer reading lists. Students who fail to complete the summer work will not be allowed to drop down in level once the school year begins.



1010: LITERATURE & WRITING

Grades: 9 Units: 10 UC/CSU Subject Area: b

This course integrates the study of literature with instruction in the writing process. Students will explore the ideas and issues of literature while improving their writing, speaking, listening, thinking and language skills. Materials include poetry and prose, fiction and non-fiction.

1020: WORLD LITERATURE & WRITING

Grades: 10 Units: 10 UC/CSU Subject Area: b

Using works of world literature, the student will explore themes of human experience and inquiry. The literature will include novels, plays, stories and poetry by historical and contemporary authors from around the world. This literature-based program provides instruction and experiences for students to build their listening, speaking, reading, writing and thinking skills.

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1130: AMERICAN LITERATURE & WRITING

Grades: 11 Units: 10 UC/CSU Subject Area: b

This course provides rigorous and challenging experiences for the student in the areas of critical reading, critical thinking, effective discussion, essay test-taking, expository writing and research. The core of the curriculum is a chronological or thematic study of American literature, its literary periods and major writings. Outside reading focuses on broader philosophical ideas, encouraging wider reading including classics by American authors.

1190: AP ENGLISH LANGUAGE & COMPOSITION

Grades: 11 Units: 10 UC/CSU Subject Area: b

Recommended: Grade of “B” or better in previous English courses and diagnostic exam expected. The AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. The course also shows how generic conventions and the resources of language contribute to effectiveness in writing. This course uses a survey of American literature and writing from the beginning of the country to modern times with which to frame the studies of language and composition.

1250: EUROPEAN LITERATURE & WRITING

Grades: 12 Units: 10 UC/CSU Subject Area: b

European Literature 12 is a college-preparatory course for high school seniors. Beginning with the Middle Ages, the course is organized chronologically, encompassing a wide variety of masterworks from the literary traditions of the British Isles and continental Europe. In addition to offering a rough historical survey of European literature, the course functions as a genre review that embraces epic poetry, drama, novels, lyric poetry, short stories, essays, historical accounts, philosophical works, and other informational texts. The course writing assignments will prepare students for the types of writing they are likely to encounter in college. These assignments include persuasive essays, timed responses to fictional and non-fictional readings, literary analysis essays, and formal research papers. Students will also have the opportunity to write their own poems and fictional pieces, in response to the literary examples on the course reading list.

1410: AP ENGLISH LITERATURE & COMPOSITION

Grades: 12 Units: 10 UC/CSU Subject Area: b

Recommended: Grade of “B” or better in previous English courses and teacher recommendation. This Advanced Placement English course in Literature and Composition engages students in the careful reading and critical analysis of literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style and themes, as well as smaller-scale elements, such as the use of figurative language, imagery, symbolism and tone. The course includes intensive study of representative works from various genres and periods, concentrating on selections that do not yield all of their pleasures of thought and feeling the first time through. Students will read deliberately and thoroughly, taking time to understand a work’s complexity in order to absorb its richness of meaning and to analyze how that meaning is embodied in literary form.

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