



Creating Global Citizens

COURSE CATALOG
&
HIGH SCHOOL ACADEMIC POLICIES
2023-2024

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TYPICAL COURSE OF STUDY FOR NSLA STUDENTS

9th Grade Intro to Literature (Regular or Honors)
 Biology (Regular or Honors)
 Int Math I (Regular or Honors)
 Spanish I, Spanish II
 Physical Education
 Elective (Recommend Visual/Performing Art)

10th Grade World Literature (Regular or Honors)
 Biology (Regular or Honors)
 Int Math II (Regular or Honors)
 World History (Regular or AP)
 Spanish II, Spanish III, Spanish IV
 Physical Education

11th Grade American Literature or AP English Language
 Chemistry (Regular or Honors)
 Int Math III (Regular or Honors)
 US History (Regular or AP)
 Elective of choice
 Elective of choice

12th Grade British Literature or AP English Literature
 Government (Regular or AP) – 1 semester
 Economics – 1 semester
 Elective of choice (Recommend 4th year of math)
 Elective of choice (Recommend 4th year of science)
 Elective of choice

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

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

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

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

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

WHO IS RESPONSIBLE FOR ESTABLISHING THE A-G REQUIREMENTS?

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

The California State University system has agreed to accept courses certified by the University of California to meet its subject area requirements, which, beginning with students entering in the fall of 2003 are the same as California State University's requirements.

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

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

CSU/UC A-G Requirements

A - Social Science ➤➤ 2 Years

B - English ➤➤ 4 Years

C - Mathematics ➤➤ 3 Years/4 Years Recommended

D - Laboratory Science ➤➤ 2 Years/3 Years Recommended

E - Language Other Than English ➤➤ 2 Years/3 Years Recommended

F - Visual and Performing Arts ➤➤ 1 Year

G - College Prep Elective ➤➤ 1 Year



VALEDICTORIAN / SALUTATORIAN

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

- 1) *Academic Rigor* – has the student engaged themselves in academically challenging coursework (i.e. at least 2 Advanced Placement courses)?
- 2) *Total Academic Weighted GPA* – is the student in the top 10 of the class when ranked according to a cumulative weighted GPA based on the first seven semesters of high school otherwise defined as through the first semester of the student's senior year of high school?
- 3) *School Involvement* – has the student been involved in leadership capacities within the school in one of the following areas:
 - a. School Sponsored Club: either for multiple years (two or more) with the same club or with multiple clubs (at least two) or
 - b. Sports: either one sport for multiple years (two or more) or with multiple sports (at least two) or
 - c. Visual and Performing Arts performance groups (two years or two different groups)
- 4) NSLA Code – has the student demonstrated Courage, Generosity, and Honor
- 4) Additional consideration will be given to students who complete all high school core classes at NSLA.

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

- 1) School Counselor will bring possible names forward to the Department Chair team for recommendation to the Academic Team.
- 2) The Academic Team will then determine the Valedictorian(s) and Salutatorian(s).
- 3) School officials reserve the right to rescind the offer of this honor due to a breach of the above criteria in the final semester of the student's senior year.
- 4) The Principal will have final say as necessary.

ACADEMIC AWARDS

Graduates of each graduating class will be honored as follows:

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

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

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

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

California State Seal of Biliteracy

Students who meet the following requirements, will receive a California State Seal on their high school diploma indicating their achievement in not only earning their high school diploma but also their achievement in reading, writing, and oral communication in two or more languages.

- Completion of all ELA high school coursework requirements, earning a 2.0 or better
 - Pass the ELA CAASPP exam earning a level 3 or 4
 - Passing the AP language exam with a 3 or above
- OR
- Completing a 4 year course of study in the same language with a 3.0 or above and demonstrating proficiency orally in the language of study



GRADING/UNIT STRUCTURE

All classes (on campus and independent study) are awarded 5 units of credit for the successful completion of each semester. The one exception to this is homeroom, which is 2.5 units/credits per semester. All semester grades are a permanent record on the student's transcript.

For the purposes of calculating a grade point average the following applies:

1) Unweighted GPA

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

2) Weighted GPA

Same as above with the following academic courses given extra weight as indicated:

(a) Honors (b) Advanced Placement (c) SBVC courses that are UC/CSU transferable.

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

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

RANK IN CLASS

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

SCHOLARSHIPS

We are committed to keeping up to date information regarding scholarships, grants, and loans. Students and parents need to start their scholarship search early in the senior year. Local scholarships are sent to the school with applications, eligibility and deadlines. Students need to check for new scholarships throughout the year. The Counseling Department can help guide you through this process.

WORK PERMITS

The State of California mandates Work Permits for all minors seeking employment. The student's grades, attendance, and good standing with the school determine the issuance of a Work Permit. A student's age is the determining factor in the amount of hours and how late he/she may work. Applications are available in the Registrar's Office, extension 744. During summer months, work permits can be picked up from the Lewis Center for Educational Research Administration Office.

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

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

San Bernardino Valley College (SBVC) Concurrent Enrollment Program

What is Concurrent Enrollment?

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

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

What are the advantages and concerns of Concurrent Enrollment?

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

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

Some issues of concern would be:

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

What courses may be taken at SBVC?

Subject to change per SBVC

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

What does NSLA expect?

Student Responsibilities

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

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

Parent Responsibilities

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

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

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

How do I enroll in the Concurrent Enrollment Program?

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

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

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

Class Limitations and Credit

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

SBVC Units = NSLA Credits

1 = 3.3

2 = 6.7

3 = 10

4 = 13.3

5 = 16.7

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

SBVC College Textbook Procedure

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

NSLA Graduation & College Entrance Requirement Comparison

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

STUDENT SERVICES

SERVICES	ACTIVITIES
ACADEMIC COUNSELING	<p>High School Planning and Implementation:</p> <ul style="list-style-type: none"> ● Each new student will develop an education/career plan with the help of the homeroom teacher and counselor and the cooperation of his/her parent ● Assist students with their post high school plans and decisions and advise them of options available <p>Scheduling</p> <ul style="list-style-type: none"> ● Scheduling and orientations of new students ● Annual course selection (individual appointments and/or group conferences) ● 8th grade parent/student orientation <p>Communication with Parents</p> <ul style="list-style-type: none"> ● Phone/ email contacts ● Grade checks as requested - progress reports ● Letters of recommendation for employment, college entrance, and scholarships ● Graduation status reports
COLLEGE COUNSELING	<ul style="list-style-type: none"> ● College fair information ● Help students learn the sources and types of financial aid ● Provide scholarship applications for seniors ● Provide a post high school/College Awareness Workshop ● <u>Provide articulation with colleges and universities</u>
CAREER DEVELOPMENT COUNSELING	<ul style="list-style-type: none"> ● Help students develop an awareness of career opportunities through vocational information and planning. ● Develop awareness of the student's interests, abilities, and aptitudes. ● Provide students with opportunities for career awareness
PERSONAL COUNSELING	<ul style="list-style-type: none"> ● Students will be encouraged to seek counselor assistance to further interpret and clarify topics covered in the guidance program ● Personal/Social problems ● Address issues of life when they become an obstacle to learning ● Class/school problems ● Drugs and alcohol-related problems <p><i>*Referral to the School Psychologist as necessary</i> <i>*Counseling by student request</i></p>
ACADEMIC ASSESSMENTS	<ul style="list-style-type: none"> ● CAASPP - California Assessment of Student Performance and Progress ● EAP- Early Assessment Program through California State University ● PSAT is offered to each student in grades 9th-11th ● ASVAB career exploration for grade 10 ● Inform students of the SAT and ACT

ENGLISH/LANGUAGE ARTS DEPARTMENT

PHILOSOPHY

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

GOALS

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

COURSE OFFERINGS

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

COURSE DESCRIPTIONS

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

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

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

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

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

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

“arc” from reading rhetorically (preparing to read, reading purposefully, and questioning the text) to preparing to respond (discovering what you think) to writing rhetorically (composing a draft, revising rhetorically, and editing). By the end of the course, students will have read a range of literary and nonfiction text genres and produced 10-12 culminating projects, including academic essays, research reports, creative writing and performances, and multimedia presentations, from initial draft to final revision and editing.

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

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

51505 CREATIVE WRITING II		UC APPROVED
Grade Level: 9-12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: This course builds on the fundamental creative writing work of Creative Writing I in the three broad genres: fiction, creative nonfiction, and poetry. An examination of various critical theories continues, as well. Students are expected to write consistently and to read various works within each genre, focusing on the craft of writing in order to produce a chapbook as the semester project. While the two semesters build on each other, the first semester is not a prerequisite for the second. The second semester offers the students more opportunities for exploration and experimentation by focusing on non-traditional forms of literary creation and genre fiction. Students will learn and practice advanced performance techniques, organizing public readings, too. For the final semester project, students will create a chapbook/ zine of original work; then "perform" pieces from their chapbook for a wide audience.		

WORLD LANGUAGES DEPARTMENT

PHILOSOPHY

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

GOALS

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

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

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

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

COURSE OFFERINGS

Spanish I

Spanish II

Spanish III

Spanish IV

AP Spanish Language and Culture

COURSE DESCRIPTIONS

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

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

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

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

55150 AP SPANISH LANGUAGE AND CULTURE		UC APPROVED
Grade Level: 10, 11	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Spanish III. AP students are expected to complete the end of year AP exam (cost associated – aide available)		
Course Description: The AP Spanish Language and Culture is a course designed for highly motivated students and for students who have completed Spanish 3, and/or have been recommended by his/her teacher for the AP level. Following the AP College Board Curriculum this class will focus on both grammatical accuracy and communicative fluency. Grammatical knowledge and vocabulary will be refined and expanded so that, as a student, you will be able to more easily comprehend written and spoken Spanish, and express your own ideas when writing and speaking. This class will allow you to continue to build proficiency in the areas of reading, writing, listening, and speaking through a variety of interactive and non-interactive activities such as compositions, oral presentation, skits, in-depth studies of Spanish and Latin American literature, history, and geography. Students are required to complete a binder, an end of the year project and/or take the AP exam.		

MATHEMATICS DEPARTMENT

PHILOSOPHY

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

GOALS

1. To help the student perform and master mathematical skills and algebraic processes. 2. To encourage students to seek precise solutions and use logical thinking. 3. To help students develop problem solving strategies and critical thinking skills.

COURSE OFFERINGS

Grade 9 Integrated Mathematics I, Integrated Mathematics I Honors
Grade 10 Integrated Mathematics II, Integrated Mathematics II Honors
Grade 10 Integrated Mathematics III, Integrated Mathematics III Honors

DEPARTMENT POLICIES

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

COURSE DESCRIPTIONS

52110 INTEGRATED MATHEMATICS 1		UC APPROVED
Grade Level: 9	Course Length: Year	Credits: 5 per semester
Prerequisites: Math 8 or equivalent		
Course Description: Integrated Mathematics 1 is the first of a three-year sequence of courses designed to prepare students for a rigorous college curriculum. It uses a problem-based approach with concrete models. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts using the Eight Mathematical Practices and meets all of the California Common Core State Standards. Units of study include relationships between quantities, linear and exponential relationships, reasoning with equations, descriptive statistics, congruence proof and construction and connecting Algebra and Geometry through coordinates. Integrated Mathematics I uses the Carnegie Learning curriculum, which is researched, based, promotes conceptual understanding, provides rigor and is in alignment with the Common Core State Standards.		

52115 INTEGRATED MATHEMATICS 1 HONORS		UC APPROVED
Grade Level: 9	Course Length: Year	Credits: 5 per semester
Prerequisites:: Math 8 Honors or equivalent		
<p>Course Description: Integrated Mathematics 1 Honors is a 3-year course of study that blends Algebra, Geometry, Algebra II and Statistics. Its emphasis is on students building conceptual understanding and making connections across the mathematics spectrum. The pace, rigor and expectations for students in Integrated Mathematics I Honors are higher. Students will be assigned semester projects and be required to keep an interactive notebook. Areas of study include Quantities and Relationships, Graphs, Functions, Equations and Inequalities, Sequences, Systems of Equations and Inequalities, Mathematical Modeling, Data Analysis, Coordinate and Plane Geometry, Congruency and Logic. Integrated Mathematics I uses the Carnegie Learning curriculum, which is researched, based, promotes conceptual understanding, provides rigor and is in alignment with the Common Core State Standards.</p>		

52210 INTEGRATED MATHEMATICS 2		UC APPROVED
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites:: Successful completion of Integrated Math 1		
<p>Course Description: Integrated Math 2 is the second course in the three-course Integrated Mathematics series. This course focuses on increasing students' complete mathematical understanding as they work with geometric relationships, coordinate planes, trigonometric ratios, and quadratic functions</p>		

52215 INTEGRATED MATHEMATICS 2 HONORS		UC APPROVED
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites:: Successful completion of Integrated Math 1 honors or equivalent		
<p>Course Description: Integrated Math 2 honors is the second course in the three-course Integrated Mathematics Honors series. This course focuses on increasing students' complete mathematical understanding as they work with geometric relationships, coordinate planes, trigonometric ratios, and quadratic functions. As this is an honors course, students will be expected to analyze, synthesize and problem solve at a higher level. Advanced projects and problem-solving assignments will be used to encourage students to think more in-depth about the mathematical concepts</p>		

52310 INTEGRATED MATHEMATICS 3		UC APPROVED
Grade Level: 10, 11	Course Length: Year	Credits: 5 per semester
Prerequisites:: Successful completion of Integrated Math 2		
<p>Course Description: Mathematics 3 is the third course of a three-course integrated math sequence. For the Mathematics III course, instructional time will focus on the following critical areas: extend the laws of exponents to rational exponents; apply methods from probability and statistics to draw inferences and conclusions from data; expand understanding of functions to include polynomial, logarithmic, rational, and radical functions; expand trigonometry to include general triangles, radian measure, trigonometric functions whose domain is all real numbers; and consolidate functions and geometry to create models and solve contextual problems. In this course, students</p>		

delve deeper into the mathematics presented in Mathematics 2. Students are introduced to rational functions and learn to compare them to linear, exponential, and quadratic functions that were studied in Mathematics 1 and 2. Students will study trigonometric functions and apply this knowledge to model simple periodic phenomena. As students study higher mathematical topics, they focus on fluency and understanding of mathematical concepts graphically, numerically, algebraically, and verbally. This course pushes students to comprehend theoretical knowledge as well as applications of where and how they will be able to use their math knowledge as a tool for problem solving. Students who successfully complete this course will be prepared to take AP Statistics, pre-calculus, or calculus.

52315 INTEGRATED MATHEMATICS 3 HONORS		UC APPROVED
Grade Level: 10, 11	Course Length: Year	Credits: 5 per semester
Prerequisites:: Successful completion of Integrated Math 2 Honors or Equivalent		
<p>Course Description: Mathematics 3 Honors is the third course of a three-course sequence directly leading to Calculus by incorporating pre-calculus standards throughout the Mathematics III honors course. The instructional time will focus on the following critical areas: extend the laws of exponents to rational exponents; apply methods from probability and statistics to draw inferences and conclusions from data; expand understanding of functions to include polynomial, logarithmic, rational, and radical functions; expand trigonometry to include general triangles, radian measure, trigonometric functions whose domain is all real numbers; and consolidate functions and geometry to create models and solve contextual problems.</p> <p>In this course, students delve deeper into the mathematics presented in Mathematics II. In Integrated Math 3 Honors Students will be immersed in a problem-solving environment that will allow them to consider solutions through algebraic, graphical or computer based, and tabular or recursive based evidence. Projects will be incorporated to develop a deeper understanding of the concepts and provide an additional challenge to the honors environment. Students are introduced to rational functions and learn to compare them to linear, exponential, and quadratic functions that were studied in Mathematics I and II. Students will study trigonometric functions and apply this knowledge to model simple periodic phenomena. As students study higher mathematical topics, they focus on fluency and understanding of mathematical concepts graphically, numerically, algebraically, and verbally. This course pushes students to comprehend theoretical knowledge as well as applications of where and how they will be able to use their math knowledge as a tool for problem solving. Students who successfully complete this course will be prepared to take AP Statistics, or calculus.</p>		

SCIENCE DEPARTMENT

PHILOSOPHY

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

As important as science is, it is often misunderstood and misused in our society and by society. In society today there are many theories that have largely been accepted by the general public as scientific fact, when in actuality, they are attempts to explain nature, the past, present natural phenomenon, possible future events; models that help scientists explain laws, facts, and observations in order to make useful predictions about the natural world. Theories can never be proven. Scientific laws, on the other hand, describe natural phenomena and are based on empirical support (experimentally derived evidence). Laws help us predict facts. Neither theories nor facts become laws. Facts are detailed

descriptions of patterns or trends. Laws do not become facts. Theories, laws, and facts do not evolve one into the other, they are created using the scientific method through investigation, trial and error. The true scientists accept theories with the idea that there could be another explanation or model that can explain some aspect of the natural world. At NSLA we encourage students to carefully practice the art of scientific inquiry as they internalize the body of knowledge that science has provided them in the hope that it will provide useful guidance throughout their lives.

GOALS

In each course, the Science Department provides:

1. A stimulating rigorous and thought provoking curriculum
2. Investigations, laboratory experiences, outdoor activities and inquiry based projects that emphasize the development of science-based skills (procedural knowledge), working within and among the greater community of scientists (i.e. with Mojave Water Agency, California Turtle and Tortoise Club, National Fish and Wildlife, California Department of Fish and Wildlife, NASA, JPL, BLM), critical thinking, and the scientific method
3. Encouragement to consider education as a lifelong experience
4. A scientific knowledge base (declarative knowledge) that will lead to successful career choices
5. Reasons to respect the balance between humanity and the natural environment
6. Opportunities to use a variety of technologies related to science.

COURSE OFFERINGS

Grade 9: Earth Science, Earth Science Honors, Space Scientist, Computer Science

Grade 10: Biology, Biology Honors, Space Scientist, Computer Science

Grade 11: Biology, Biology Honors, Space Scientist, Computer Science, AP Computer Science Principles, Chemistry

COURSE DESCRIPTIONS

53150 EARTH SCIENCE		UC APPROVED
Grade Level: 9	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Middle School Science		
<p>Course Description:: Earth is our home planet and we rely on it for our existence in many different ways. This class is designed to serve as a general education science curriculum that focuses on planet Earth and its place in the Universe. The class is designed around the concept of Earth Science Literacy. An Earth Science literate person: Understands the fundamental concepts of Earth's many systems, is able to locate and analyze scientifically credible information about Earth, communicated=s about Earth Science in meaningful ways, and is able to make thoughtful informed and responsible decisions about Earth and its resources. Earth Science is part of the ongoing process of discovery of the natural world.</p>		

53155 EARTH SCIENCE HONORS		UC APPROVED
Grade Level: 9	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Middle School Science		
<p>Course Description: Earth is our home planet and we rely on it for our existence in many different ways. This class is designed to serve as a general education science curriculum that focuses on planet Earth and its place in the Universe. The class is designed around the concept of Earth Science Literacy. An Earth Science literate person: Understands the fundamental concepts of Earth's many systems, is able to locate and analyze scientifically credible information about</p>		

Earth, communicated=s about Earth Science in meaningful ways, and is able to make thoughtful informed and responsible decisions about Earth and its resources. Earth Science is part of the ongoing process of discovery of the natural world.

Required component to be completed each semester: A student-led, independent STEAM (Science, Technology, Engineering, Arts or Mathematics) activity that is determined through a written hypothesis and is problem/research-based, The resulting product or products must be a publishable report and/or a competition ready experiment-based conclusion(s) and/or a competition ready product/prototype that could/would be entered in a school, county, state or special interest-based science competition.

53250 BIOLOGY		UC APPROVED
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion Earth Science and enrolled/completed Integ. Math 1		
Course Description:: High School Biology course is an introduction to biology and life science principles based on the Next Generation Science Standards (NGSS). The course will apply a 3- dimensional approach to learning as students cover five major units of study: matter and energy, structure and function of organisms, heredity, biological evolution, and ecosystems. Through the incorporation of science and engineering practices (SEPs), disciplinary core ideas (DCIs), and cross-cutting concepts (CCCs), students will perform specific learning targets or Performance Expectations (PEs.) to demonstrate understanding.		

53252 BIOLOGY HONORS		UC APPROVED
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion Earth Science and enrolled/completed Integ. Math 1		
Course Description: High School Biology course is an introduction to biology and life science principles based on the Next Generation Science Standards (NGSS). The course will apply a 3- dimensional approach to learning as students cover five major units of study: matter and energy, structure and function of organisms, heredity, biological evolution, and ecosystems. Through the incorporation of science and engineering practices (SEPs), disciplinary core ideas (DCIs), and cross-cutting concepts (CCCs), students will perform specific learning targets or Performance Expectations (PEs.) to demonstrate understanding.		
Required component(s) to be completed each semester: A student-led, independent STEAM (Science, Technology, Engineering, Arts or Mathematics) activity that is determined through a written hypothesis and is problem/research-based. The resulting product or products must be a publishable report and/or a competition ready experiment-based conclusion(s) and/or a competition ready product/prototype that could/would be entered in a school, county, state or special interest based science competition.		

53350 CHEMISTRY		UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion Biology and enrolled/completed Integ. Math 1.		
Course Description: This course studies the composition, structure, and properties of matter and the changes it undergoes. This will be a chemistry class based on using methods of scientific inquiry. The student learns and uses the metric system, thoroughly studies matter, learns atomic and molecular structures from the chemical bond approach,		

learns how compounds form and change, and studies the mathematical relationships of the chemical reaction. Ample laboratory time is given to supplement theoretical knowledge. The purpose of this class is to develop student's competence and confidence involving problems of a chemical nature through concrete as well as abstract methods using abstract thinking, strategies, and skills, students will complete a variety of written activities including weekly textbook and laboratory assignments.

59460 COMPUTER SCIENCE		UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Students with general familiarity with computers, including basic applications, web browsing.		
<p>Course Description: The Computer Science 1 (CS1) course will provide students with an introduction to general computing concepts. These concepts will cover:</p> <ul style="list-style-type: none"> -General computer/network hardware components -Ordinary computer operations in a Windows/Linux environment. -Utilizing computers for various tasks, including research, writing, gathering information -Introduction to programming, including teaching students to write their own basic programs. Programming languages to be covered will include C, Perl, and PHP -Installation of programs and operating systems 		

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

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

SOCIAL STUDIES DEPARTMENT

PHILOSOPHY

Helping students understand their relationship to the world, nation, and local community is the primary concern of the Social Science Department.

Courses in history and government are designed to broaden the individual's awareness of how various human social systems have developed and presently function.

GOALS

Students will develop a better understanding of:

1. Their obligation to the world, nation, and local societies to which they belong.
2. The interrelationships that exist between all peoples in the world – and the necessity that exists for cooperation between all peoples;
3. How our country has developed into a world leader and the obligations that go along with that status.

COURSE OFFERINGS

Grade 10: World History

Grade 11: US History, AP US History

COURSE DESCRIPTIONS

54250 WORLD HISTORY		UC APPROVED
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
<p>Course Description: This course provides an in-depth study of World History from the Enlightenment to the 1960's. Students will study Western and non-western cultures with stresses in critical thinking, analytical skills, and exploring primary and secondary sources with emphasis on writing. Political, geographic, social, and cultural events are incorporated into the historical cause and effects. The main themes of the 10th grade World History will be:</p> <ol style="list-style-type: none">1. The Enlightenment and its effect on democracy, which include readings from the great Enlightenment thinkers.2. The rise of industrialization and its impact on society and various cultures and how the rise of global industrialization developed the different political, economic, and artistic thoughts.3. The conquest of the world by western countries and the spreading of Western thought and economies through imperialism and the competition for these colonies.4. The causes, development, and results of WWI in terms of the governments' implementation of total war, the heroic efforts of the individual soldiers, and the modernization of the military.5. The rise of totalitarianism as a result of WWI, the Great Depression and the development of the demise of the relationship between democracies and totalitarianism.6. The causes, course, and results of WWII in terms of the magnitude of war, technology, and crimes committed during the war, and the major theaters of the war.7. The Cold War and the policies instituted as a result of the different ideologies between capitalists and communists (example: Korea and Vietnam).		

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

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

ELECTIVES

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

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

59320 YEARBOOK I		UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
<p>Course Description: This is a year-long elective course. Students will learn and experience cutting edge Desktop Publishing, Graphic Design, and Typography using the latest publishing software. Students will research a market, create a product (yearbook), and produce and sell their product. Students will also learn photography, journalism, sales, advertising, public relations and teamwork. Students of advanced skills will be selected to serve as editors and thus assume additional time/commitment responsibilities. These students will be required to meet twice weekly for an editorial staff meeting, in addition to attending regular class meetings. Participation in additional fund-raising activities may be required.</p>		

59325 YEARBOOK II		UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
<p>Course Description: Students will review or learn core skills in layout design. Typography, hierarchy, and image choice and placement along with layout software will also be taught. Students that are designers will learn to use browser based proprietary layout software, file management and organization, and Adobe InDesign. Students in photography will be taught how to take journalistic photos, photo essays, collect captions, write stories etc. And students that pursue social media, advertising, fundraising, and outreach will help sell the yearbook. Collectively the goal of the course is to prepare students for print journalism, layout design, marketing, and graphic design related careers through creating and documenting the year while making the yearbook.</p>		

SPECIAL EDUCATION DEPARTMENT

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

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

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

PHILOSOPHY

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

GOALS

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

MAJOR OUTCOMES

Students will:

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

Special Needs classes count for credit on the student's transcripts.

** The Special Education team will use discretion to determine student eligibility for graduation and may recommend a State of California High School Diploma or a Certificate of Completion*

VISUAL AND PERFORMING ARTS DEPARTMENT

Performance and Presentation Standards

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

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

ART PROGRAM

Philosophy

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

GOALS

Art students will be assisted to develop: 1. Their own creative and self-expressive style. 2. Problem solving and brain storming skills. 3. A lasting understanding and application of art vocabulary and learned skills. 4. Creative and communicative skills resulting in original works of art. 5. Skills, experience, and knowledge in regards to art materials and several tools. 6. An appreciation of art history and knowledge of past and current artists, art movements, and art styles. 7. An understanding of how art influences other curricular subjects as well as in their personal lives. 8. Responsibility and time management in the pursuit of meeting set deadlines. 9. A solid foundation in art and creative expression, which prepares the student for college level art courses and personal artistic pursuits.

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

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

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

COURSE DESCRIPTIONS

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

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

56110 INSTRUMENTAL MUSIC		UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: This course is designed to provide the student with regular and rigorous musical instruction and applied practice on a musical instrument. Students will discover the importance of music on a personal level as well as in multiple social, cultural, and historical contexts. As students refine their musical skills and learn discipline through regular practice and goal-setting, they will have the opportunity to apply knowledge while evaluating and analyzing musical performances and providing feedback to other musicians. Ultimately, students participating in this course will experience the ways in which music can be a powerful tool for communication in various formats and from multiple points of view, and will express parts of their own story through performance and composition.		

DRAMA PROGRAM

PHILOSOPHY

The goal of drama in education is not only to train professional actors, directors, producers, technicians, etc. but also to allow the student to experience feelings, sensations and ideas through the eyes of another person, first hand. It aids in teaching young people to live and work together, in a complex society, with respect for one another. Drama allows a student to experience a multitude of situations that otherwise might not occur in his/her life.

Please note: Drama classes are not considered “performance groups,” although in class performance assignments are mandatory. The VPA department presents several shows each year and most of the performers are auditioned out of the drama classes. However, the instructor may give students that do not meet the “VPA Performance Standards” alternative assignments.

GOALS

Students will be assisted to develop:

1. The ability to communicate verbally with confidence in a clear, concise manner.
2. The ability to better understand themselves in relation to drama and their life’s goals.
3. The ability to critically evaluate a piece of dramatic literature.
4. The ability to interpret verbally and in writing the content, characters and form of a piece of dramatic literature.
5. The skills to participate actively in a theatrical production.

COURSE DESCRIPTIONS

56410 DRAMA		UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: This course is designed to introduce the art of the actor through performance. Through various processes each student will discover what is encompassed in the history of drama and the dramatic profession. Through reading of the textbook and scripts; writing essays and scripts; design, acting, and lecture students will develop a basic understanding of the history of drama and the dramatic profession. In class and possibly public performances may be required..		

DANCE PROGRAM

PHILOSOPHY

This Instructor’s philosophy for dance is based on the supposition that any student can improve in posture, grace, confidence and ability to perform. This is not to say that each one will excel in dance, but that each one can advance from the point at which they started. It is also believed that dance can give the student a sense of achievement and accomplishment that will encourage confidence in other areas. Dance is not a competition of peers, but an attainment of one’s own personal best when there is an environment of encouragement.

GOALS

The current goals for all the dance classes for NSLA are basic. Each student enrolled in dance class will be introduced to fundamental steps, stretching techniques, force (time, space, energy) and be able to perform with a group at the semester's end.

COURSE DESCRIPTIONS

56510 DANCE		UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
<p>Course Description: This class begins with an overview of human anatomy as it relates to dance movement, along with various injury-prevention techniques and standard dance terms. Nutrition and fluid intake will also be presented. A large portion of the introductory, beginning classes are devoted to stretching and conditioning, emphasizing proper placement and technique. In the beginning, relatively little class time is spent on combination's. As the class progresses and the students become more familiar with the basic stretches, isolation, and walks, more focus and time can be shifted to combination's. Beginning combination's will be kept simple, with the stress on clean technique and repetitions. Students will start slowly and then progress to faster and varied tempos. Participation is mandatory. May be used to satisfy PE credits.</p>		

PHYSICAL EDUCATION

PHILOSOPHY

Physical Education is a vital element in a comprehensive, well-balanced educational program. A positive learning experience in physical education can be a major contributing factor in the optimum development of an individual in all aspects of life: physical, emotional, mental and social.

Through physical education, an individual has the opportunity to understand the importance of obtaining and maintaining a high level of physical fitness, developing good sportsmanship and socially desirable behavior, working towards maximum physiological development, developing a positive self-image and participating in a wide variety of physical activities. Satisfying and successful experiences in physical education should develop in an individual the desire to choose a continued active life-style.

See VPA for the following courses that may be used to satisfy Physical Education credits – Dance

COURSE DESCRIPTIONS

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