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To The Parents

The course catalog is published to assist parents/guardians and their high school students in educational planning and course selection. Counselors advise students and families on course selection, grade interpretation, college admission requirements, and graduation requirements. The purpose of this handbook is to offer a comprehensive source of information about TIDE Academy High School courses so that families can make informed choices.

Please use the course catalog as a reference and a tool to help your student plan their four years of high school and select the courses they wish to take each year. Counselors meet with all students individually throughout the spring semester, so it will be helpful if students are prepared to discuss their choices. The meetings usually begin in mid-late January.

To The Students

At TIDE Academy High School, it is our intention to prepare you for your post-secondary plans. Students are encouraged to pursue an appropriately rigorous academic pathway while maintaining balance. We also want you to have the opportunity to develop your passions and interests. This handbook can help you make appropriate course selections and create a four year plan of what courses you wish to take in high school. Use this handbook as a reference and contact your counselor if you have questions.

Counseling Department

We are dedicated to serving all students. We strive to establish a personal connection with our students and to address their needs and concerns in the areas of academic development, college/career development, and personal/social development.

- Ninth Grade Counseling focuses on graduation and A-G requirements, and navigating high school tools (IC, CANVAS, and Naviance) and school/community resources (ie: YCS, Boys and Girls Club, Live In Peace, etc.).
- Tenth & Eleventh Grade Counseling focuses on college and career exploration, financial aid, and review of A-G and graduation requirements.
- Twelfth Grade Counseling focuses on post-secondary planning, and review of graduation and A-G requirements.

If you have any questions or concerns, please contact TIDE Academy's counselor, Ms. Carpio Garcia at jcgarcia@seq.org.
# Course Sequence

The following table is to help students plan out a course list for each of their four years at TIDE Academy:

<table>
<thead>
<tr>
<th>Grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Advisory</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>English I</td>
<td>Life Skills/Ethnic Studies</td>
<td>Biology</td>
<td>Art I*/Art II</td>
<td>Algebra I</td>
<td>Spanish I*</td>
<td>9th Grade PE IS Online</td>
<td>College Readiness/SEL*</td>
</tr>
<tr>
<td>10th</td>
<td>English II</td>
<td>World History</td>
<td>Chemistry</td>
<td>Computer Science I*</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Spanish II*</td>
<td>10 Grade PE is Online</td>
</tr>
<tr>
<td>11th</td>
<td>English III</td>
<td>US History</td>
<td>Biology* or Physics*</td>
<td>Computer Science II*</td>
<td>Algebra II</td>
<td>Pre-Calculus</td>
<td>Spanish III*</td>
<td>N/A **Foothill Course-student choice</td>
</tr>
<tr>
<td>12th</td>
<td>English IV*</td>
<td>Gov't</td>
<td>Economics</td>
<td>Biology*, Physics* or **Foothill Course - student choice</td>
<td>Computer Science III*</td>
<td>Pre-Calculus OR Stats</td>
<td>N/A **Foothill Course-student choice</td>
<td>N/A **Foothill Course-student choice</td>
</tr>
</tbody>
</table>

*Foothill Course*
Dual Enrollment (DE) - Foothill College

Dual Enrollment (DE) is a program that offers students in select classes the opportunity to earn high school AND college credit simultaneously. Students do not have to attend any additional classes or take any additional exams once enrolled in DE to earn college credit, but they do need to take the necessary steps to register for the college class which include: 1. Completing a Foothill Community College application (this is done online, in class); and 2. Completing the CCAP and MOU Outreach Foothill form.

Please be aware that the dual enrollment college classes are real college level classes. The grade received in the college course will appear on your students’ official Foothill Community College transcript. The course instructor(s) closely monitor students’ academic progress to ensure that in the rare case in which a student is not going to pass the college course with a C (70%) or better, the student is withdrawn before the Foothill withdrawal deadline. If your DE student is withdrawn from the college course, they will receive a “W” on their Foothill Community College transcript, but they will not receive a letter grade or course credit. A “W” will not affect their academic status at the college. It simply shows they withdrew from the course. Your student will remain in the high school class though and still have the opportunity to earn high school credit for the course. The high school course grade is separate from their college course grade and will appear on their SUHSD high school transcript.

Dual Enrollment College Courses:
1. Are FREE to students (up to 15 Foothill quarter units)
2. Allow students to earn high school and college credit
3. Are conveniently offered on the high school campus during the regular school day
4. Provide an accelerated path to and through college, saving time and money
5. Expand CTE Pathway Course offerings
6. Are an introduction to and prep for college and careers for 9-12th graders

Concurrent Enrollment (CE)

Concurrent Enrollment (CE) is when students take community college courses while they are currently a high school student. Unlike dual enrollment, concurrent courses do not correspond to a simultaneous high school course. Therefore, concurrent enrollment does not have a high school teacher that assists with the class and scaffolds curriculum. The courses must be pre-approved and a SUHSD concurrent enrollment form filled out prior to the student registering for the community college class. The goal of concurrent enrollment classes is to supplement what is offered at TIDE Academy, not replace existing classes. Students attend classes at the community college and must submit an official transcript upon completion of the class to the counseling department at TIDE. Students need to take the necessary steps to register for the college class which include: 1. Completing a Foothill Community College application (this is done online); and 2. Completing the CCAP and MOU Outreach Foothill form. Other community colleges might not need the CCAP agreement.

Please be aware that the concurrent enrollment college classes are real college level classes. The grade received in the college course will appear on your students’ official Foothill or other Community College transcripts. Since concurrent enrollment is voluntary, all costs, including textbooks and supplies, are covered by the student and family.
Students choosing to do a concurrent enrollment course may do so as long as they do not exceed 15 total units per quarter. The 15 total units limit includes both dual enrollment and concurrent enrollment.

**Navigating Through High School And 4-year Planning**

The following information is provided to help you understand the way grades are awarded, credits are granted, and students advance from one grade level to another. Additional information is provided regarding how students are able to meet the graduation and University of California & California State University (UC/CSU) college admission requirements. We also provide sample four year plans so you and your student can view potential academic pathways. Please feel free to contact the Counseling Office or your student’s counselor if you have any questions.

**Graduation Credit Progress**

TIDE Academy students should be accumulating an average of 30 credits per semester, and a total of 60 credits per school year. All semester-long courses are awarded 5 credits if a student earns a passing grade. All quarter-long courses are awarded 2.5 credits if a student earns a passing grade. All semester-long, college-prep and non-college prep courses will receive the following grade point weight:

\[
A = 4, \quad B = 3, \quad C = 2, \quad D = 1, \quad F = 0
\]

All semester-long honors courses, identified as dual enrollment, will receive the following grade point weight:

\[
A = 5, \quad B = 4, \quad C = 3, \quad D = 1, \quad F = 0
\]

Please note that each college or university will recalculate the student’s GPA based on institutional admissions practices. Additionally, UC’s, CSU’s, and most colleges do not accept D’s as passing grades. Students that earn a D in a course may need to repeat the course to meet A-G (UC/CSU requirements).

Out-Of-District Students: An out-of-district transfer student with an official transcript verification of subject and credit requirements will be placed at the appropriate grade level.

**MINIMUM NUMBER OF CLASSES IN WHICH A STUDENT MUST BE ENROLLED**

All freshmen, sophomores, and juniors must be enrolled in a minimum of six classes. All seniors must be enrolled in a minimum of five classes. Students desiring to participate in TIDE Academy Athletics program must be enrolled in at least five classes or 25 semester credits. Contact your counselor for more information.

**Adding Or Dropping A Class**

For the deadlines to add or drop classes, please refer to the TIDE Academy website at tideacademy.org. Deadlines are posted in the calendar feature of the website.
A-G Requirements and Graduation Requirements
The “A-G” requirements are courses that must be completed with a grade of C- or higher to be eligible to attend a University of California (UC) or California State University (CSU).

<table>
<thead>
<tr>
<th>Subject</th>
<th>TIDE Course Offerings</th>
<th>SUHSD Graduation Requirements</th>
<th>UC/CSU A-G Requirements [must pass with a C- or better]</th>
<th>UC/CSU Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>37.5 credits</td>
<td>35 credits</td>
<td>2 years</td>
<td>2 years</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>40 credits</td>
<td>40 credits</td>
<td>4 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Mathematics</td>
<td>40 credits</td>
<td>20 credits</td>
<td>3 years [must include Algebra I, Geometry, and Algebra II or equivalent]</td>
<td>4 years</td>
</tr>
<tr>
<td>Science</td>
<td>30 credits [there are additional elective opportunities]</td>
<td>20 credits</td>
<td>2 years [must include two of the three: biology, chemistry, physics]</td>
<td>3 years</td>
</tr>
<tr>
<td>World Language</td>
<td>10 credits [one dual enrolled course meets the 2-year UC/CSU A-G requirement]</td>
<td>0 credits</td>
<td>2 years [must be of the same language]</td>
<td>3 years</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>10 credits</td>
<td>10 credits</td>
<td>1 year</td>
<td>1 year</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20 credits</td>
<td>20 credits</td>
<td>No requirement</td>
<td>No requirement</td>
</tr>
<tr>
<td>Computer Science (CTE)</td>
<td>30 credits</td>
<td>10 credits [can be replaced by 3rd level of a World Language]</td>
<td>No requirement</td>
<td>No requirement</td>
</tr>
<tr>
<td>Life Skills</td>
<td>2.5 credits</td>
<td>2.5 credits</td>
<td>No requirement</td>
<td>No requirement</td>
</tr>
<tr>
<td>Nucleus</td>
<td>15 credits</td>
<td>0 credits</td>
<td>No requirement</td>
<td>No requirement</td>
</tr>
<tr>
<td>Electives</td>
<td>30+ credits</td>
<td>65 credits [must include 2.5 credits of Life Skills]</td>
<td>1 year</td>
<td>1 year</td>
</tr>
<tr>
<td>Total Credits</td>
<td>265 credits</td>
<td>220 credits</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

220 Credits minimum for SUHSD High School diploma
Courses Eligible As A 7th Class For 2021-2022 School Year

- P.E.
- A Second CTE Course (pending counselor approval)
- Student Clerk/Technical Assistant
- Students with 1 or more support classes
- Study Skills (Students with IEPs)

Athletics & NCAA

We encourage students to explore options when it comes to high school activities, and athletics is one way to do that. Sports at TIDE is entirely student driven. If there is a sport that garners enough student interest, TIDE is happy to consider starting the program.

<table>
<thead>
<tr>
<th>FALL SPORTS</th>
<th>WINTER SPORTS</th>
<th>SPRING SPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Country</td>
<td>Basketball</td>
<td>Badminton</td>
</tr>
<tr>
<td></td>
<td>Soccer</td>
<td></td>
</tr>
</tbody>
</table>

Sports Eligibility:

- Must be prepared to commit to at least two-hours of daily practices after school throughout the season
- Must be cleared by a physician
- Must be enrolled in at least five classes each semester (25 credits each semester)
- Must be passing a minimum of four 5-credit classes at the end of the previous grading period with a grade point average (GPA) of 2.0 or better (meets California Interscholastic Federation requirements)
- Cannot fall behind more than 20 credits in the student classification system (i.e., 40 credits = 10th grade or sophomore, 100 credits = 11th grade or junior, and 160 credits = 12th grade or senior)
- 3.5 credits of a sport played in grades 10-12 may be used to waive 3.5 credits of PE during grades 10-12.
- All freshmen are required to take 9th grade PE regardless of sports participation.
- All current 9th grade students who fail the PFT are required to take PE in the 10th grade regardless of sports participation
- For more information regarding TIDE Academy Athletics, please contact Athletic Director, Hector Cornejo at hcornejo@seq.org or (650) 306-1755.
Academic Course Offerings

ENGLISH DEPARTMENT:

NOTE: P = the course is approved by the University of California to meet the a-g requirements.
DE = the course is approved by the University of California to meet the a-g requirements and is dual enrolled with Foothill Community College.

Students must pass four years (40 credits) of English for graduation requirements.

English I - P – Grades 9
In English I: Critical Thinking and Communication, students will explore topics of Identity, Power, Community, and Participation. We will engage in explorations and analysis of both fiction and nonfiction texts by a diverse group of authors, allowing us to notice the ways in which different people express and communicate their ideas. Students will strengthen their reading, writing, and analytical thinking skills by researching and writing about their own investigation into the topics of Identity, Power, Community, and Participation. Their study of literature will focus on character development, figurative language, and author’s intent, and will work to develop skills around: developing a thesis, research, literary analysis, and narrative writing.

English II - P – Grade 10
In English II: The Sharing of Information, students will conduct short and sustained research on the complex topics of Revolution, War, Globalization, and the Environment. Students will engage with a variety of text to learn to discern between objective and subjective writing. Through the close examination of key texts in the fields of history, science, economics, and technology, students will formulate their own research questions aimed at solving some of the world’s most pressing challenges. Students will accomplish this by narrowing or broadening their inquiry, synthesizing sources, and demonstrating understanding of the research subject(s). The course will culminate in the production and online publication of an informational text related to one of the following student selected fields: history, science, economics, or technology.

English III - P – Grade 11
In English III: A Celebration of Voices, students will first read a variety of historically underrepresented voices, examining how the power of the written word can shed light on controversial, unique, marginalized perspectives. Students will then be asked to consider how they can think critically about dominant narratives present through history and consider how these narratives often shape the world around them. Finally, in response, they will write their own personal narrative that challenges a dominant narrative of their choosing.

MATH DEPARTMENT:

NOTE: P = the course is approved by the University of California to meet the a-g requirements.
DE = the course is approved by the University of California to meet the A-G requirements and is dual enrolled with Foothill Community College.
CE = the course is concurrent enrollment with a Community College.

Students must pass Algebra I and one year beyond Algebra I in order to graduate (minimum).
ALGEBRA I – P Grades 9, 10, 11, 12

Recommendation: Passing 8th-grade math with C or better.

Students begin the course with one-variable statistics, building on ideas from middle school. Starting with data collection and analysis sets a tone for the course of understanding quantities in context. From there, students move on to expand their understanding of linear equations, inequalities, and systems of linear equations and inequalities. They use these representations to model relationships and constraints but also reason with them abstractly. They then take these insights into a unit on two-variable statistics, where they extend their prior knowledge of scatter plots and lines of best fit. Students use residuals and correlation coefficients to assess linear models, interpret quantitative data, and distinguish correlation and causality. Next, students study functions as they deepen their understanding of functions and deepen their ability to represent, interpret, and communicate about them, using function notation, domain and range, an average rate of change, and features of graphs. They also see categories of functions, starting with linear functions (including their inverses) and piecewise-defined functions (including absolute value functions), followed by exponential and quadratic functions. The course ends with a close look at quadratic equations. Students extend their ability to use equations to model relationships and solve problems. In solving quadratic equations students encounter rational and irrational solutions, providing an opportunity to deepen their understanding of the real number system.

This course is UC A-G approved.

GEOMETRY – P Grades 9, 10, 11, 12

Recommendation: Passing Algebra 1 with C or better.

Students begin by practicing and generating conjectures and observations starting with work on compass and straightedge constructions which gradually builds to formal proof, engaging in a cycle of conjecture, rough draft, peer feedback, and final draft narratives. Students use transformation-based definitions of congruence and similarity, allowing them to rigorously prove the triangle congruence and similarity theorems which leads to applying these theorems to prove results about quadrilaterals, isosceles triangles, and other figures. Next, students derive volume formulas and study the effect of dilation on both area and volume by connecting ideas from algebra and geometry through coordinate geometry and use transformations and the Pythagorean Theorem to build equations of circles, parabolas, parallel lines, and perpendicular lines from definitions, and they link transformations to the concept of functions. Students analyze relationships between segments and angles in circles and develop the concept of radian measure for angles, which will be built upon in subsequent courses. They close the year by extending what they learned about probability in grade 7 to consider probabilities of combined events, including identifying when events are independent. The UC system requires all students to complete a full year of Geometry to be UC eligible. This course meets the UC A-G “C” requirement.

ALGEBRA II - P Grades 9, 10, 11, 12

Recommendation: Completion of Algebra I and Geometry with a C or better.

Students begin the course with a study of sequences, which leads to looking at situations that are well modeled by polynomials before pivoting to a study of the structure of polynomial graphs and expressions. Students also study polynomial identities and use some key identities to establish the formula for the sum of the first n terms of a geometric sequence. Next, students solve equations involving square and cube roots before developing the idea of i and expanding the number system to include complex numbers. Building on rational exponents, students return to their study of exponential functions and establish that the property of growth by equal factors over equal intervals holds even when the interval has non-integer length. They use logarithms to solve for unknown exponents, and are introduced to the number e and its use in modeling continuous growth.
Students learn to transform functions graphically and algebraically which leads to work in the study of periodic functions. Then work begins with the unit circle and to make sense of trigonometric functions and use those functions to model periodic relationships. The last unit, on statistical inference, focuses on analyzing data from experiments using normal distributions which includes accounting for variability in data and estimating population mean, margin of error, and proportions using sampling and simulations. This course meets the UC A-G “C” requirement.

**Precalculus - P Grades 9, 10, 11, 12**  
*Prerequisite: Algebra II or Intermediate Algebra (CC)*  
Precalculus is a course designed to prepare students for calculus and beyond. The first unit contains a diagnostic for the skills and concepts necessary for success in this course. We will start in Unit 2 by formalizing student understanding of functions and their transformations, maxima/minima, and participate in an introduction to modeling. We continue the exploration of functions with more complex functions which will involve the addition, subtraction, and multiplication of polynomial functions in real-world applications and wrap up with rational functions (quotients of polynomial functions). Then we will conduct an examination of exponential and logarithmic functions that will give students more tools to help them describe situations with very large or very small numbers mathematically. A transition to trigonometric functions will give the students tools to model periodic real-world situations. From here we will have an introduction to polar coordinates and vectors and continue to increase understanding of systems of equations and inequalities. We will pursue a deeper study of conics and their connection to the functions we studied earlier. In unit 11 we examine sequences and series which will lead to an introduction of calculus with a consideration of limits. Our time will round out with statistics and probability problems.

**Calculus (CE) Grades 10, 11, 12**  
Concurrent enrollment (CE) with Foothill or another community college.

**Statistics (CE) Grades 10, 11, 12**  
Concurrent enrollment (CE) with Foothill or another community college.

**SCIENCE DEPARTMENT:**

**NOTE:**  
P = the course is approved by the University of California to meet the a-g requirements.  
DE = the course is approved by the University of California to meet the a-g requirements and is dual enrolled with Foothill Community College.  
Students must pass two years (20 credits) of Science to meet graduation requirements.

**BIOLOGY – P,- Grades 9, 10**  
In this lab science course, students explore biological concepts that build comprehension around two driving questions: What connections exist between the living and nonliving components of our changing Earth? and How and in what ways do organisms, including humans, depend on and impact the environment? Throughout the course, students build an understanding of life and how life changes over time in response to a changing environment. Central to this understanding is the study of interactions of living organisms and their environments on both macroscopic and microscopic scales. The UC requires two year of lab science for admissions eligibility. California State Universities require one year of a Biological Science and one year of a physical science (Chemistry or Physics). Biology meets the UC “d” requirement.
CHEMISTRY – P, - Grades 10, 11, 12
Recommendation: Pass Algebra I with C- or better
A rigorous one-year college preparatory lab course that studies matter and the changes of matter. Chemistry concepts will be introduced through explanation, discussion and discovery labs. An emphasis is placed on experimental data analysis, problem solving skills, and qualitative and quantitative observations. The principles of general chemistry will be examined through explanation, discussion and quantitative laboratory work. The applications of chemistry in daily lives and health science are also an integral part of each unit. Chemistry meets the UC “d” requirement. The California State Universities require one year of a Physical Science for admissions eligibility.

PHYSICS – P & DE – Grades 11, 12
Recommendation: The ability to isolate a variable in a three term equation
Students must be prepared to work independently and have strong time management habits before they take this course. This course prepares students for IB Physics or the advanced science course of their choosing. The course follows a logical, sequential development of the basic principles of physics through extensive laboratory-centered experiences that also emphasize analysis and computational skills. There is a strong emphasis on the direct application of physics to daily lives. Physics meets the UC “d” requirement. The California State Universities require one year of a Physical Science for admissions eligibility.

BIOLOGY 10/10L P & DE - Grades 11, 12
Recommendation: Successful completion of 2 lab-science courses with a grade of C- or higher.
This college level Biology course covers the methods of science and basic principles of Biology, with a special emphasis on genetics, ecology, overpopulation, nutrition, and disease prevention. Biology 10/10L is a dual enrollment lab based course that builds upon the foundation provided to students in the high school level Biology course. The broad topics covered include Molecular Biology, Genetics, Ecology, Evolution, Human Physiology and Plant Biology. In addition to increasing the students’ factual understanding, the course will require that they take all this information, use and apply it to novel problems. The students will be asked to formulate critical questions, transform these questions into testable hypotheses, and present their findings using appropriate scientific vocabulary and information technology. Also, students will be expected to use what they know to establish positions on ethical issues in biology, to consider diverse scientific perspectives, and to appreciate the international nature of doing biological research.

SOCIAL STUDIES DEPARTMENT:
NOTE: P = the course is approved by the University of California to meet the a-g requirements.
DE = the course is approved by the University of California to meet the a-g requirements and is dual enrolled with Foothill Community College.
Students must pass three and a half years (35 credits) of Social Studies for graduation requirements.

LIFE SKILLS - Grade 9
Life skills is an introductory, quarter-long course that covers mental, emotional, social, personal, and community health. It introduces freshmen to high school, including discussions of high school success skills and goal setting while addressing state- and district-approved Health Education Standards. Using “high school success” as a framework, the course integrates critical academic skills, goal-setting paradigms, and career/college tools. Health concepts covered such as drug
abuse, family communication, suicide, stressors, and anti-bullying may have personal applications and bolster decision making skills. 9th grade students in Intervention ELA, English I Intensive, ELD I, or ELD II will take Life Skills in the summer after 8th grade through the Sequoia Compass program or will need to make it up in summer school before their senior year. Life Skills is a graduation requirement for all students.

ETHNIC STUDIES – P - Grade 9
A new, districtwide graduation requirement offered to all 9th-graders beginning in 21-22. In this interdisciplinary course, which is still being developed, students will develop the skills to critically examine local, national, and global histories through the lens of race, gender, and class. This course is designed to build a foundation for the rest of students’ high school social studies courses, where these lenses and critical analyses will be further honed and utilized in a variety of historical contexts (e.g. World Studies, U.S. History, Gov't/Econ) This course is pending approval for the UC “a” requirement.

MODERN EUROPEAN HISTORY - P- Grade 10 /11
This is a two semester survey course where students will examine contemporary social movements to those of the past. Students will study movements for change, equality, and justice across the world, as well as an overview of 20th century events. This course meets the UC “a” requirement.

U.S. HISTORY – P, - Grade 11
The objectives of this course include the study of the development of American political, economic and social institutions from Reconstruction to present; preparation for competency as citizens in a democratic society through understanding of democratic tradition. All 11th grade students are enrolled in U.S. History regardless of English placement. U.S. History meets the UC “a” requirement.

HIST 17B History of US 1812-1914 - P & DE - Grade 11
History of the United States from 1812 to 1914. Survey of the political, economic, cultural and social development of the United States with emphasis on its contentious expansion into the North American west, its evolution as an economic world power, and the conflict over the application of the ideals of freedom and equality across race, class and gender lines. Transferability: CSU and UC

HIST 17C History of US 1914 to Present - P & DE - Grade 11
History of the United States from 1914 to the present. Survey of the political, economic, social and cultural development of the United States with emphasis on the country's evolving involvement in world affairs and increasing struggle to achieve civil rights for all Americans. Transferability: CSU and UC

ECONOMICS – P – Grade 12
A one-semester course providing background to existing economic systems; considers current fiscal and monetary policies; examines current national and world economic problems and attempts to make projections for the future. Meets one semester of the UC requirement for “g” elective.

AMERICAN GOVT – P– Grade 12
A one-semester course that studies the problems of politics, the legislative process, political parties, voting, state and federal constitutions, the Bill of Rights, court and justice systems, and state and local governments; and related matters, such as foreign policy, mass media, public
opinion and citizen responsibilities. American Government meets one semester of the UC “a” requirement for U.S. History.

WORLD LANGUAGES DEPARTMENT:

NOTE: P = the course is approved by the University of California to meet the a-g requirements. DE = the course is approved by the University of California to meet the a-g requirements and is dual enrolled with Foothill Community College. World Language Level III and above can be used in place of the CTE graduation requirement.

SPANISH I – P - Grades 9, 10, 11, 12
Recommendation: None
Introductory courses for the acquisition of another language. It includes the skills necessary for understanding, speaking, reading, and writing. Students will learn appreciation of the culture and heritage of the countries in which the language is spoken. Students who successfully master this level may be recommended to take the corresponding ICAP course. This course meets the UC “e” requirement.

Spanish I Elementary Spanish - P & DE - Grades 9, 10, 11, 12
Recommendation: None
Development and practice of elementary speaking, listening, reading and writing skills in everyday language functions, with Spanish as the primary language of instruction. Language laboratory practice to reinforce pronunciation, grammar and syntax. Study of basic geographical, historical and cultural aspects of Spanish-speaking world areas.

SPANISH II – P - Grades 9, 10, 11, 12
Recommended: Completion of Spanish I - P with a C- or better or teacher/department recommendation based on an assessment. Continuation of year I; intensified study in the four basic skills: listening, reading, speaking, and writing; emphasis on vocabulary enrichment; introduction to literature; appreciation of the culture and heritage of the countries in which the language is spoken; class conducted mostly in the target language. This course meets the UC “e” requirement.

Spanish II Elementary Spanish II - P & DE - Grades 9, 10, 11, 12
Recommended: Completion of Spanish I - P with a C- or better or teacher/department recommendation based on an assessment.
Further development and practice of elementary speaking, listening, reading and writing skills in everyday language function, with Spanish as the primary language of instruction. Language laboratory practice to reinforce pronunciation, grammar and syntax. Study of basic geographical, historical and cultural aspects of Spanish-speaking world areas.

SPANISH III – P - Grades 9, 10, 11, 12
Recommended: Completion of Spanish II with a C- or better or teacher/department recommendation.
Continuation of year II; refinement of the four basic skills; development of composition skills; additional reading in the literature; appreciation of the culture and heritage of the countries in which the language is spoken; class conducted principally in the target language. This course will also prepare sophomores who wish to pursue IB language to continue to the IB year 4 course in their Junior year. This course meets the UC “e” requirement
PHYSICAL EDUCATION DEPARTMENT:

NOTE: All 9th graders are required to take P.E. 1 or P.E. Dance.
P = the course is approved by the University of California to meet the a-g requirements.

Students must earn a total of 20 credits of Physical Education to graduate; all PE courses award 2.5 credits at the end of each quarter. Students must pass all 4 quarters in order to earn 10 credits for the entire school year and will be applied towards the P.E. graduation requirement. 3.5 credits of a sport played in grades 10-12 may be used towards PE credits. 9th grade sports only count towards elective credit. After School Sports award 3.5 credits at the end of each season. Due to the pandemic we strongly recommend that students enroll in a PE class at TIDE in order to fulfill PE graduation requirements.

P.E. 1 - Grade 9
P.E. 1 is a core course that is structured to align with the California Physical Education Standards. This curriculum will benefit the students and school as a whole by providing an arena of fitness enhancement as well as physical skill development. This course is designed to provide a healthy and caring environment where students:

Begin to develop sound strategies for incorporating physical activity into a comprehensive lifetime activity plan.
Practice responsible personal and social behavior by independently following safety guidelines and class procedures as well as exhibiting an understanding of their responsibility as a positive influence on others.
Understand the connection between personal wellness and the skills and choices that are a part of the lifelong process of maintaining a healthy lifestyle.
P.E. 1 focuses on individual and partner based activities. Each quarter will consist of two or more activities in addition to fitness/wellness activities.
Quarter 1: Dual Activities (badminton, tennis, pickleball, etc.)
Quarter 2: Individual Activities (track & field, dance)
Quarter 3: Golf/California State Fitness Testing
Quarter 4: Weight Training/Aquatics

P.E. 2 – Grades 10, 11, 12
This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Kinesiology and Physical Education program aligned with the California Content Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students analyzing skills for effective movement. Units of instruction include: introduction to kinesiology and physical education with personal fitness emphasis, fitness concepts and techniques, cardiorespiratory endurance training, nutrition, team activities, aquatics.
P.E. 2 focuses on group based activities.

Course Outline:
Quarter 1: Volleyball/Water Polo
Quarter 2: Hockey/Indoor Soccer
Quarter 3: Lacrosse/California State Fitness Testing
Quarter 4: Flag Football/Ultimate Frisbee

NOTE: Other similar units can be substituted for the above list.
VISUAL AND PERFORMING ARTS DEPARTMENT:

NOTE: * = meets the VPA graduation requirement.
P = the course is approved by the University of California to meet the a-g requirements.
DE = the course is approved by the University of California to meet the a-g requirements and is dual enrolled with Foothill Community College.

*ART I & II – P - Grade 9
In the 9th grade, all TIDE students enroll in Art & Design Studio-- a course that introduces students to design thinking through artistic expression. This course is housed in the school's Maker Space and starts a huge focus of art and design that will be included in all TIDE courses. Art I & II give students a comprehensive introduction to art and design with an emphasis on two-dimensional and three-dimensional works of art (digital and traditional mediums) and career opportunities in professional art and design fields. Proficiency is aligned to Depth of Knowledge levels and the learning objectives are based on the 2019 California Arts Standards for Visual Arts. These linearly written standards occur simultaneously in the actual learning and practice of art. In Art I students learn the fundamentals of art theory, design, and color through thematic lessons based on global issues, the natural world, artists and culture, and students’ own life experiences. In Art II students put their knowledge into practice with larger projects while learning advanced techniques and the contemporary art historical context of their work. This course may be used to meet the UC “f” requirement.

ART 5A - 2-D Foundations - P & DE - Grade 9 - 4 College Units
Introduction to the concepts, applications, and historical and contemporary references related to two-dimensional art and composition, including the study of the basic principles and elements of line, shape, texture, value, color and spatial illusion. Development of a visual vocabulary for creative expression through lecture presentations, studio projects, problem solving, and written assignments. Transferability: CSU and UC

Career Technical Education (CTE) Department:

NOTE: + = meets the Career Technical Education (CTE) requirement.
P = the course is approved by the University of California to meet the a-g requirements.
DE = the course is approved by the University of California to meet the a-g requirements and is dual enrolled with Foothill Community College.

Computer Science I - P - Grade 10
Recommendation: None
Systematic introduction to fundamental concepts of computer science through the study of Python object oriented programming (OOP) language. Computer science topics include control structures, functions, classes, string processing, lists, tuples, dictionaries, import/exporting data, working with files, elementary graphics, Python sequences, user-defined classes and interfaces, modules, packages, collection classes, threads, list comprehensions, linked-lists, event-driven parsing, regular expressions and multi-dimensional arrays. Concept topics include algorithms, recursion, data abstraction, OOP project design, inheritance, polymorphism, problem solving strategies, functional programming, code style, documentation, debugging and testing, exceptions and guarded code.
Computer Science 3A Object-Oriented Python Programming - P & DE - Grade 10

Recommendation: None

Systematic introduction to fundamental concepts of computer science through the study of the Python programming language. Coding topics include control structures, functions, classes, string processing, lists, tuples, dictionaries, working with files, and elementary graphics. Concept topics include algorithms, recursion, data abstraction, problem solving strategies, code style, documentation, debugging techniques and testing.

Computer Science 3B Inter Software Design Python - P & DE - Grade 10

Recommendation: Successful completion of CS 3A

Systematic treatment of intermediate concepts in computer science through the study of Python object-oriented programming (OOP). Coding topics include Python sequences, user-defined classes and interfaces, modules, packages, collection classes, threads, lambda expressions, list comprehensions, regular expressions and multi-dimensional arrays. Concept topics include OOP project design, recursion, inheritance, polymorphism, functional programming, linked-lists, FIFOs, LIFOs, event-driven parsing, exceptions and guarded code.

Computer Science II - P - Grade 11

Recommendation: Computer Science I

Systematic treatment of advanced data structures, algorithm analysis and abstract data types in the Python programming language. Data structure concept topics include dynamic memory, inheritance, polymorphism, hierarchies, recursion, linked-lists, trees, hash tables and graphs. Algorithm concept topics include searching, big-O time complexity, analysis of all major sorting techniques, top down splaying, AVL tree balancing, shortest path algorithms, minimum spanning trees and maximum flow graphs. Also, an introduction to the Linux operating system primarily focused on command line usage. Covers the history, kernel, file systems, shells and user utilities. Introduces students to the fundamentals of shell programming, processes, communications, and basic security.

Computer Science 3C Advanced Data Structures & Algorithm in Python - P & DE - Grade 11

Recommendation: Successful completion of CS 3A & CS 3B

A systematic treatment of advanced data structures, algorithm analysis and abstract data types in the Python programming language, intended for computer science majors as well as non-majors and professionals seeking advanced Python experience. Coding topics include large program software engineering design, multi-dimensional arrays, string processing, primitives, compound types, and allocation of instance and static data. Data structure concept topics include dynamic memory, inheritance, polymorphism, hierarchies, recursion, linked-lists, stacks, queues, trees, hash tables and graphs. Algorithm concept topics include searching, big-O time complexity, analysis of all major sorting techniques, top down splaying, AVL tree balancing, shortest path algorithms, minimum spanning trees and maximum flow graphs.

Computer Science 30A Introduction to Linux - P & DE - Grade 11

Recommendation: Successful completion of CS 3A, CS 3B, & 3C

Introduction to the Linux operating system primarily focused on command line usage. Covers the history, kernel, file systems, shells and user utilities. Also introduces students to the fundamentals of shell programming, processes, communications, and basic security.
10th grade students will be introduced to the relationship between advertising and society, and the consumer and business by creating advertising campaigns. Students will also learn how to determine customer's demand for products and services. The course content for 10th graders is based solely on curriculum taught at the high school level and is not dual enrolled through Foothill.

**BUSI 57 Principles of Advertising - P & DE - Grade 10**

*Recommendation: None*

Introduction to the relationship between advertising and society, and consumer and business. Analysis of markets and direction of advertising campaigns toward them. Selection of media. Evaluation and proper use of the creative aspects of advertising. Actual creation of an advertising campaign and pro-forma budget.

**BUSI 59 Principles of Marketing - P & DE - Grade 10**

*Recommendation: None*

Contemporary marketing developments and applications relative to business activities that determine customer demand for products and services. Focus on market planning strategy, determining the right product, price, distribution and promotion elements and evaluating the results of effective marketing decision-making from both a marketer's and a consumer's perspective.

**Digital Media Marketing II - P - Grade 11**

*Recommendation: Successful completion of 10th grade BUSI classes*

11th graders will learn how to develop marketing strategies and techniques to help online businesses generate sales through a variety of methods, as well as identify the best ways to effectively create content based on consumers behaviors. The course content for 11th graders is based solely on curriculum taught at the high school level and is not dual enrolled through Foothill.

**BUSI 59A Web Marketing - P & DE - Grade 11**

*Recommendation: Successful completion of 10th grade BUSI classes*

Primary focus of this course will be on marketing strategies and techniques to help e-businesses reach potential customers, drive traffic to generate customer to e-business interaction, convert leads to sales, and to maintain customer relationships over time. This course gives students a deeper understanding of the part social media plays in a digital marketing strategy. Students will learn about different platforms and their best practices. Students will create a social media strategy.

**BUSI 59C Marketing Content Strategy & Branding - P & DE - Grade 11**

*Recommendation: Successful completion of 10th grade BUSI classes*

Focused on branding and content strategy, this course aims to push students to explore concepts such as consumer psychology and behavior, content and channel creation, visual design and search engine optimization. Students will have the opportunity to practice their writing and communication skills, which are both vital for digital marketing.

**SPECIAL EDUCATION DEPARTMENT:**

**Specialized Academic Instruction (Study Skills) - Grades 9, 10, 11, 12**

Study Skills is a course that only students with Special Education services are eligible to take. The curriculum of a given Study Skills class depends upon the needs of the students within that class, but typically instruction in Study Skills includes fostering students' organizational skills, assignment...
and test completion, and time management. Study Skills is also typically where students build skills corresponding to their individual IEP and post-secondary transition goals, preparing for schooling, career, and independent living after high school. Study Skills can have benefits for students with a broad range of needs, including difficulties with assignment completion, poor performance on tests, and anxiety about performance at school.

**NUCLEUS:**

**NOTE:**
- P = the course is approved by the University of California to meet the a-g requirements.
- DE = the course is approved by the University of California to meet the a-g requirements and is dual enrolled with Foothill Community College.

**Nucleus - Grade 9**

Nucleus is a year long course designed to support students at each grade level with both academic and social-emotional development, as well as personal growth in exploring college and career options. Nucleus is a transcriptable course that is graded Credit/No Credit at the high school level, and receives a letter grade with a GPA bump when completed as a dual enrolled class.

**CNSL 90: Introduction to Online Learning - DE - Grades 9, 10**

CNSL 90 INTRODUCTION TO ONLINE 1.5 Units LEARNING Degree & Credit Status: Degree-applicable credit course Advisory: Familiarity with the internet; demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249. Grade Type: Letter Grade or Pass/No Pass Not Repeatable. 1 hour lecture, 1.5 hours laboratory. (30 hours total per quarter.) Concepts, tools and techniques for success in online learning. Through self-assessment, online interaction, and use of the various tools and resources of the internet, the student will develop an understanding of the skills needed to be successful when engaging in online instruction. FHGE: Lifelong Understanding Transferable: CSU

**Nucleus - Grade 10**

Nucleus is a year long course designed to support students at each grade level with both academic and social-emotional development, as well as personal growth in exploring college and career options. Nucleus is a transcriptable course that is graded Credit/No Credit at the high school level, and receives a letter grade with a GPA bump when completed as a dual enrolled class.

**CNSL 86: Intro to Leadership - DE - Grade 10**

CNSL 86 INTRODUCTION TO 1 Unit LEADERSHIP Degree & Credit Status: Degree-applicable credit course Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249. Grade Type: Letter Grade or Pass/No Pass Not Repeatable. 1 hour lecture. (12 hours total per quarter.) Introduction to the dynamics of working groups and the impact of leadership on the effectiveness of groups; examination of the linkage between concepts and theories of leadership to the everyday functioning of student organizations. FHGE: Non-GE Applicable Transferable: CSU

**CRLP 71: Exploring Career Fields - DE - Grade 10**

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1 Unit Degree & Credit Status: Degree-applicable credit course Advisory: May not be concurrently enrolled in CRLP 7. Grade Type: Pass/No Pass Only Not Repeatable. 1 hour lecture. (12 hours total per quarter.) Explore career options compatible with student's strengths and interests. Using resources on the campus as well as on the Internet and in communities to investigate specific career choices, researching job descriptions, desired employee characteristics, training/education requirements, salary ranges and employment trends. FHGE: Non-GE Applicable Transferable: CSU

Nucleus - Grade 11
Nucleus is a year long course designed to support students at each grade level with both academic and social-emotional development, as well as personal growth in exploring college and career options. Nucleus is a transcriptable course that is graded Credit/No Credit at the high school level, and receives a letter grade with a GPA bump when completed as a dual enrolled class.

CRLP 73: Effective Resume Writing - DE - Grade 11
CRLP 73 EFFECTIVE RESUME WRITING 1 Unit Degree & Credit Status: Degree-applicable credit course Grade Type: Letter Grade or Pass/No Pass Not Repeatable. 1 hour lecture. (12 hours total per quarter.) Development of successful resume writing skills including understanding of the hidden job market, types of resumes and tips that will create resumes that result in interviews. FHGE: Lifelong Understanding Transferable: CSU

CRLP 74: Effective Interviewing Techniques - DE - Grade 11
CRLP 74 SUCCESSFUL INTERVIEWING TECHNIQUES 1 Unit Degree & Credit Status: Degree-applicable credit course Grade Type: Letter Grade or Pass/No Pass Not Repeatable. 1 hour lecture. (12 hours total per quarter.) Development of successful interviewing skills, including techniques for pre-interview preparation, dynamics of an interview, salary negotiations and follow-up. FHGE: Lifelong Understanding Transferable: CSU

Additional Options (Non-academic):

Phoenix - P - Grades 10, 11, 12
This is a placeholder period available for students who need to master content or skills necessary to obtain a passing grade in one or multiple high school courses. Having this period for credit recovery will allow students with the opportunity to successfully complete the credits necessary to obtain their high school diploma, and/or achieve A-G eligibility, and not fall behind. During this period, a high school teacher will assign students with the class needed through an online program named Edgenuity.

STUDENT CLERK - Grades 9, 10, 11, 12
Assistance in the school offices or helping individual teachers, performing services such as typing, record-keeping, filing, duplicating, tutoring, etc. Students can also work as "Student Ambassadors" for the IVP office, located at the desk under the mural. Students will direct visitors to locations and offices and answer basic questions about the school. One-two students can serve in this capacity during each class period of the school day. Grade notation: CR or NC. 2.5 credits per semester (half the credits of regular courses) and a maximum of 5 credits per year. Maximum of 20 credits toward graduation.
TECHNICAL ASSISTANT - Grades 9, 10, 11, 12
Students work as assistants to teachers as laboratory and technology aides. Students give instructional support by working directly with other students; help to prepare laboratory, and shop for instructional material setups. Students also can work as technical support aides for the school’s IT department. Technical Assistants earn variable credit up to 5 credits per semester. Maximum of 10 credits per year. Maximum of 20 credits can count toward graduation. Grade notation: CR or NC.