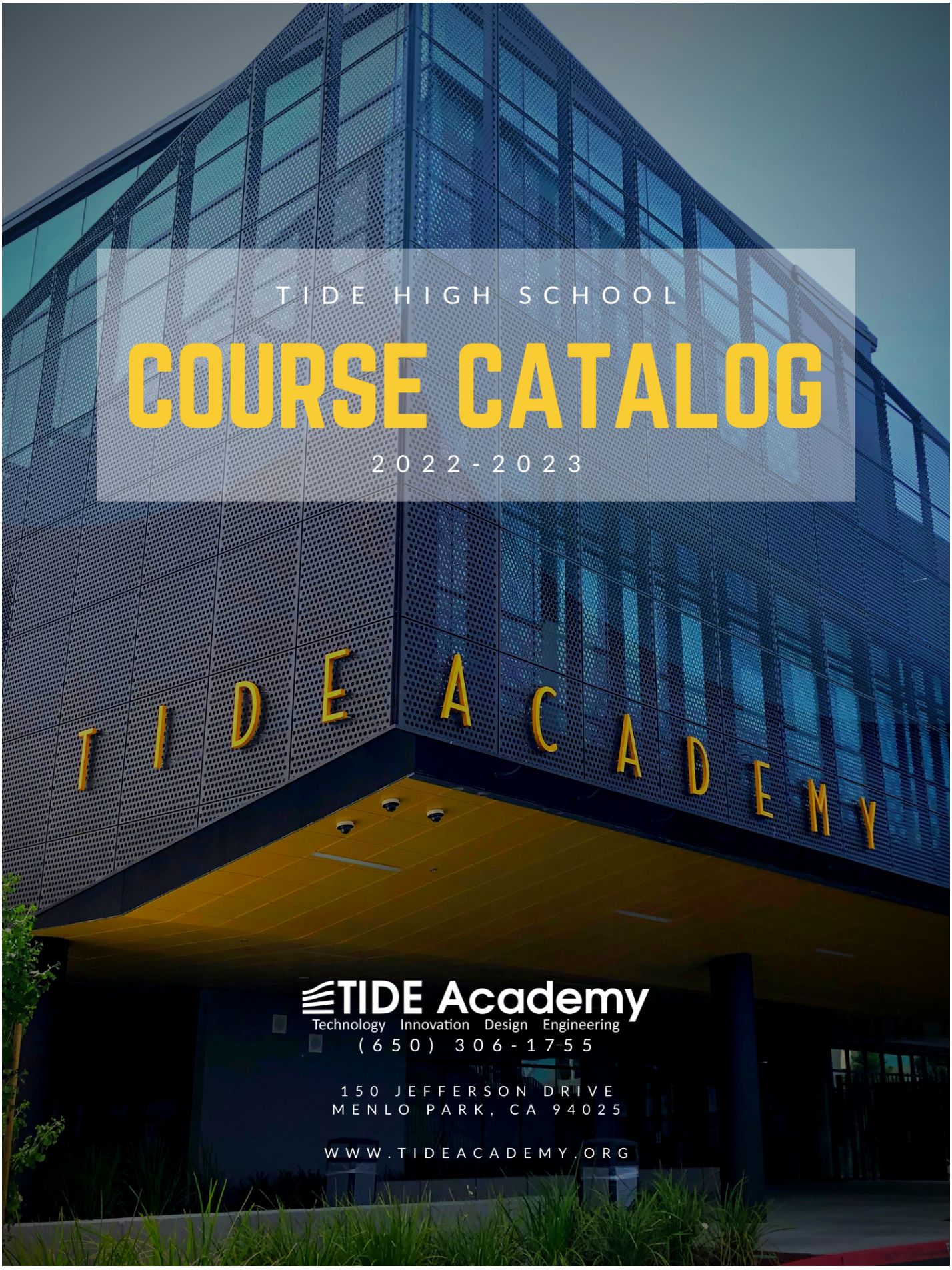

TIDE HIGH SCHOOL

COURSE CATALOG

2022-2023

TIDE Academy
Technology Innovation Design Engineering
(650) 306-1755

150 JEFFERSON DRIVE
MENLO PARK, CA 94025

WWW.TIDEACADEMY.ORG

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To 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 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 to late January.

To 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 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 Scoir) and school/community resources (i.e., YCS, Boys and Girls Club, Live In Peace, etc.).
- Tenth & Eleventh Grade Counseling focus 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 questions or concerns, please contact TIDE Academy's counselors:

- Lara Sandora (lsandora@seq.org) for 11th grade
- Rebecca Edelman (redelman@seq.org) for 9th and 10th grades

Course Sequence

TIDE Academy

Course Pathways

www.tideacademy.org

* = Dual Enrollment Course @ Foothill College

Grade Level	History/ Social Science	English	Math	Science	World Language	Visual Arts/ Career Technical Education		Nucleus	PE/ elective
9	Life Skills + Ethnic Studies	English I	Algebra OR Geometry OR Algebra II	Biology	Spanish I + ELEM SPAN I*	ART 5A* + Art II		Nucleus + CNSL 90*	PE 1
	Professional Connection: College Day								
10	World History	English II	Geometry OR Algebra II OR Precalculus	Chemistry	Spanish II+ ELEM SPAN II*	Graphic & Interactive Design GID 55* + GID 60*	Computer Science/ Mobile Apps Comp Sci 1 + CS 3A*	Nucleus + CNSL 86*	PE 2
	Professional Connection: Symposium								
11	HIST 17B* + HIST 17C* (US History)	English III	Algebra II OR Precalculus OR MATH 1A* + 1B* (Calculus)	Physics OR ASTR 10B*	Spanish III+ ELEM SPAN III*	Graphic & Interactive Design GID 49* + GID 68B*	Computer Science/ Mobile Apps CS 3B* + CS 63A* OR 64A*	Nucleus: CRLP 93* + CRLP 94*	Optional Elective/ CONCURRENT ENROLLMENT
	Professional Connections: Mentorship Program, Mock Interviews, Career Fair								
12	American Government + Economics	English IV OR ENGL 1A	Precalculus OR MATH 1A* + 1B* (Calculus)	Physics OR PHYS 2A* OR ASTR 10B*	Spanish IV+ ELEM SPAN IV*	Graphic & Interactive Design GID 67* + Capstone	Computer Science/ Mobile Apps CS 22A* + Capstone	Nucleus	Optional Elective/ CONCURRENT ENROLLMENT
	Professional Connections: Potential Internships, Concurrent Enrollment, Work Experience								

ASTR = Astronomy CNSL = Counseling CRLP = Career & Life Planning CS = Computer Science GID = Graphic & Interactive Design

Dual Enrollment (DE) (Dual Credit) - 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 earned in the college course will appear on your student's official Foothill Community College transcript. The course instructor(s) closely monitor students' academic progress to ensure that in the rare case 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 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) (Single Credit)

Concurrent Enrollment (CE) occurs when students take community college courses while they are currently high school students. Unlike dual enrollment, concurrent courses do not correspond to a simultaneous high school course. Therefore, concurrent enrollment does not have a high school teacher who assists with the class and scaffolds curriculum. The courses must be pre-approved and an 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 earned in the college course will appear on your student's 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 Four-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 and 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 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, B = 3, C = 2, D = 1, F = 0

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

A = 5, B = 4, C = 3, D = 1, F = 0

Please note that each college or university will recalculate the student's GPA based on institutional admission practices. Additionally, UC's, CSU's, and most colleges do not accept D's as passing grades. Students who 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 for a student to be eligible to attend a University of California (UC) or California State University (CSU).

TIDE Academy

Graduation & College Requirements

www.tideacademy.org

	History/ Social Science (A)	English (B)	Math (C)	Science (D)	World Language (E)	Visual/ Performing Arts (F)	Elective (G)	Other Requirements
SEQUOIA UNION HIGH SCHOOL DISTRICT (SUHSD) 5 credits per semester or 10 credits per year	35 credits • 7.5 credits Ethnic Studies • 10 credits World History • 10 credits United States History • 5 credits American Government & 5 credits Economics	40 credits	20 credits • 10 credits must be Algebra	20 credits • 10 life science • 10 physical science	N/A	10 credits	60 credits	• 10 credits Career Technical Education (CTE) (may be met via successful completion of Level 3 or higher of a World Language) • 20 credits Physical Education (PE) • 2.5 credits Life Skills • 220 total credits
CALIFORNIA STATE UNIVERSITY (CSU)	2 years • 1 year world history • 1 year U.S. history/ government	4 years	3 years • including Algebra, Geometry & Algebra II or higher *4 years recommended*	2 years lab science • 1 life science • 1 physical science *3 years recommended*	2 years *3 years recommended level 2 meets the requirement regardless of the school year in which it is taken*	1 year	1 year college-prep elective	• a total of 15 year-long courses (150 credits) • a GPA of 2.5 or higher (or 2.0 or higher with other requirements being met) • grade of C or higher in required classes
UNIVERSITY OF CALIFORNIA (UC)	2 years • 1 year world history • 1 year U.S. history/ government	4 years	3 years • including Algebra, Geometry & Algebra II or higher *4 years recommended*	2 years lab science • 1 life science • 1 physical science *4 years recommended*	2 years *4 years recommended level 2 meets the requirement regardless of the school year in which it is taken*	1 year	1 year college-prep elective	• a total of 15 year-long courses (150 credits) • a GPA of 3.0 or higher • grade of C or higher in required classes *(B or higher recommended)*

Students in the classes of 2023 and 2024 are required to pass 5 credits of World Studies and 62.5 elective credits, instead of Ethnic Studies.

Courses Eligible as a 7th Class

- P.E.
- A second CTE course (pending counselor approval)
- Student Clerk/Technical Assistant
- Study Skills (Students with IEPs)

Athletics & NCAA

We encourage students to explore options when it comes to high school activities, and participating in athletics is one way to do that.

TIDE Academy has a pending multi-school agreement with Menlo-Atherton High School for the 2022-23 School Year. Once approved, TIDE Academy students will be able to try out for and compete on Menlo-Atherton athletic teams.

Currently, sports at TIDE Academy are entirely student-driven. If there is a sport that garners enough student interest, TIDE is happy to consider starting a club or intramural program. Please note that these teams will not be part of the California Interscholastic Federation if TIDE has a multi-school agreement.

FALL SPORTS	WINTER SPORTS	SPRING SPORTS
Cross Country	Basketball Soccer	Badminton

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 to meet graduation requirements.

English I - P– Grade 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 texts 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, and marginalized perspectives. Students will then be asked to consider how dominant narratives created throughout history continue to shape the world around them, and how they can respond critically to dominant perspectives. Finally, in response, they will write their own personal narrative that challenges a dominant narrative of their choosing.

English IV - P – Grade 12
English IV is a standards-based course of study designed for students in their senior year. The objectives of this course include the continuation of the study of written communication with an emphasis on vocabulary building, reasoning, and composition through the study of fiction and non-fiction texts. Through a rigorous application of the California State University's English Reading and Writing Curriculum, this course prepares students to critically respond to topics and conversations they will encounter in life after high school, regardless of their first post-secondary step.

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 and 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 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 straight-edge 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. We transition to right-triangle trigonometry so students can solve for missing parts of right triangles using trigonometric ratios and inverse relationships. 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 using transformations and the Pythagorean Theorem to build equations of circles, parabolas, parallel lines, and perpendicular lines from definitions, and linking 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* (square root of -1) 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 a population mean, margin of error, and proportions using sampling and simulations.This course meets the UC A-G “C” requirement.

Explorations in Data Science - P 11, 12
Recommended: Algebra 2 or higher with a C or better; *Minimum prerequisite* Geometry with a C or better.
In this course, students will learn to understand, ask questions of, and represent data through project-based units. The units will give students opportunities to be data explorers through active engagement, developing their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, modeling with data, making and evaluating data-based arguments, and the importance of data in society. At the end of the course, students will have a portfolio of their data science work to showcase their newly developed knowledge and understanding. This data science course will provide students with opportunities to understand the process of modeling, making sense of complex problems, then, through an iterative process of formulation and reformulation, coming to a reasoned argument for the choices they will make. This course is dependent upon the use and application of a variety of technologies. The appropriate and strategic use of these tools will be demonstrated and required throughout the course. The tools required will include CODAP (https://codap.concord.org/) for analyzing and visualizing data, Google Sheets for analyzing and visualizing large amounts of data (on the order of hundreds of data points), the Google Data Commons API (a website where students will gather, sort, visualize, and export country data that is freely available to the public, https://www.datacommons.org/), Tableau for analyzing data and creating visuals, and Python through Google Collaboratory, as students learn to use coding with larger data sets. Each tool required is widely accessible and web-based; downloading apps and software is not necessary for the this course.

Precalculus - P Grades 9, 10, 11, 12
Prerequisite: Algebra II or Intermediate Algebra (CC) with a grade of C or better.
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 introduce 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 12 we examine sequences and series which will lead to an introduction of calculus with a consideration of limits. If time permits we will investigate probability and statistics both numerically and graphically.

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? 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 years of lab science for admission 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: Passed both semesters of Biology with a C or higher. Passed both semesters of Algebra I with a C or higher *and* concurrent enrollment in Geometry (or higher math course).

Chemistry is the science of matter, its properties, and its changes. Students will learn how matter behaves and understand the reasons behind this behavior. Chemistry is also a quantitative science that involves measurement and calculation. Students will learn methods to predict how much, how many, how concentrated, how big, or how hot. These skills rely heavily on previous mastery of content in Algebra 1. Students are expected to attend class well-prepared and to participate in lab activities. During out-of-class study time students will complete reading assignments, analyze lab data, write lab reports, and do textbook exercises to test understanding of the reading assignments. On average, students will need to spend at least 20 to 30 minutes per class in preparation for chemistry. Students who diligently apply themselves in this course will be well prepared for entrance into chemistry at a college level. Students will also leave the course with a new perspective on the universe, as we develop an atomic understanding of nature. Chemistry meets the UC “D” requirement. The California State Universities require one year of a physical science for admission eligibility.

Physics – P– Grades 11, 12

Recommendation: Passed both semesters of Chemistry with a C or higher. Concurrent enrollment in Algebra II (or higher math course).

This course is an introduction to physics at an Algebra 2 level and is intended as a third- or fourth-year science course for students to take in their junior or senior year. In the first semester students will explore the mathematical patterns that appear in nature, motion, forces, gravitation, and energy. In the second semester students will explore waves, electrical forces, magnetic forces, light, and circuits. Students will receive explicit support in trigonometry and Algebra 2 applications, but should be comfortable with all content from Algebra 1 and Geometry before taking this course. Students will maintain a lab notebook and engage in laboratory work for every concept introduced. Physics is a "D" science course that satisfies the lab-based physical science requirement for UC's and CSU's.

Physics 2 – P & DE– Grade 12
Recommendation: Passed both semesters of Physics with a C or higher. Concurrent enrollment in or completion of Calculus.

This course is intended for students who have completed or are currently taking calculus and have already been introduced to physics at a high school level in a prior course. Students who are taking Physics 2 will be dual enrolled in Physics 4A (Calculus Based Mechanics) at Foothill College during the first semester. Concurrent enrollment in Calculus is mandatory to be eligible to enroll in the course. Most coursework for the first semester centers around assignments from Physics 4A. The second semester of physics will not be dual enrolled, and will focus on Precalculus-level applications and extensions of content explored in Physics 1. During the second semester students will explore concepts from modern physics, thermodynamics, fluid mechanics, electromagnetism, light, and circuits. The second semester will also include an emphasis on *designing* and conducting scientific experiments, the objective and procedure of which are not determined by the instructor. Physics 2 is a "D" science course that satisfies the lab-based physical science requirement for UC's and CSU's.

Astronomy – P & DE – Grades 10, 11, 12
Recommendation: Passed both semesters of biology with a C or better.
Non-technical introduction to astronomy, with emphasis on the planets, dwarf planets, moons, and smaller bodies that make up our solar system, as well as the scientific search for life elsewhere in the universe. Topics include the nature of light, the atom, and telescopes; an examination of the planets and their moons and rings, dwarf planets, comets, asteroids, and meteors; catastrophic events (including the impact that may have killed the dinosaurs); the search for planets and life around other star; the challenges of space travel; and modern views on extraterrestrial contact. No background in science or math is assumed.

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 35 credits of Social Studies for graduation. Beginning with the class of 2025, students must pass 37.5 credits of Social Studies for graduation.

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 with the class of 2025. 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 History, U.S. History, Gov’t/Econ). This course is pending approval for the UC “A” requirement.

World History - P- Grades 10
The tenth-grade course covers a period of more than 500 years and highlights the intensification of a truly global history as people, products, diseases, knowledge, and ideas spread around the world as never before. The course begins by understanding indigenous cultures around the world before European colonization. The course ends with the present, providing ample opportunities for teachers to make connections to the globalized world in which students live. Throughout the year, the course will incorporate stories of joy, celebration, and success in the various identities studied in the course. As students explore the geography, history, and present-day events and connections of the world, they consider the relationships and power dynamics between civilizations across the Americas, Africa, Asia, Europe, the Middle East, and Oceania. They explore and analyze the exchanges of people, goods, ideas, and capital, such as imperialism, social and cultural interactions, and trade throughout and between regions of the world. The ability to see connections between events and larger social, economic, and political trends will be developed by having students consider the most fundamental changes of the era.

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. This class meets the UC “A” requirement.

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. This class meets the UC “A” requirement.

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 Government – 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, 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 course for the acquisition of another language, including 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 meets the UC "E" requirement.

SPANISH III/Elementary Spanish III - P - Grades 9, 10, 11, 12
Recommended: Completion of Spanish II with a C- or better or teacher/department recommendation.
Further development and practice of elementary speaking, listening, reading, and writing skills in everyday language functions, with focus on greater structural accuracy and communicative competence, and with Spanish as the 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 IV/Elementary Spanish 4 - P and DE - Grades 10, 11, 12
Recommended: Completion of Spanish III with a C or better or department recommendation.
Continuation of Spanish III; appreciation of the culture and heritage of the countries in which the language is spoken; class conducted in the target language; emphasis on literature and culture with vocabulary building, composition, and oral competency. Upon completion of level IV in Spanish and English III or higher with a GPA of 3.0, and passing the English state exam, students will be eligible to earn a Seal and Medal of Biliteracy.

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 P.E. 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 P.E. 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 P.E. class at TIDE in order to fulfill P.E. 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, and 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.
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***ART I & II – P - Grade 9**
In 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 on 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. This course meets the UC “F” requirement.

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.
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Computer Science/Web & Mobile Application Development:
Computer Science I - P- Grade 10, 11, 12
Recommendation: None
Introduction to basic computer programming concepts using an object-oriented language. Intended for students interested in learning about computer science and computing foundations. No coding experience expected. This class starts with the basic coding topics that include hands-on practice with software engineering tools, simple programs, variables, control structures, functions, and input/output. Concept topics include the comprehension of specifications, adherence to style guidelines, and the importance of testing to ensure that programs are usable, robust and modifiable.

Computer Science II - P - Grade 11, 12
Recommendation: Successful completion of Computer Science I or CS 3A
Systematic introduction to fundamental and intermediate concepts of computer science through the study of the Python object-oriented programming language (OOP). Fundamental coding topics include control structures, functions, classes, string processing, lists, tuples, dictionaries, file handling, and elementary graphics. Intermediate 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 algorithms, data abstraction, problem-solving strategies, code style, documentation, debugging techniques, testing, OOP project design, recursion, inheritance, polymorphism, functional programming, and linked-lists.

Computer Science III - P - Grade 12
Recommendation: Successful completion of Computer Science II or CS 3A & 3B
Interactive website development with object-oriented programming language (OOP) in JavaScript. Topics include: client- and server-side programming, Model/View/Controller architecture, current tools and testing methods, interaction with HTML and CSS, Document Object Model, XML, and JSON. Students will practice writing programs for mobile web browsers and creating dynamic web pages, including animation. Class provides an opportunity for students to expand their studies in Computer Science by completing a capstone project.

CS 3A Object-Oriented Python Programming - P & DE - Grade 10, 11, 12
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, file handling, and elementary graphics. Concept topics include algorithms, recursion, data abstraction, problem-solving strategies, code style, documentation, debugging techniques, and testing.

CS 3B Inter Software Design Python - P & DE - Grade 10, 11, 12
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.

CS 63A Developing Applications for iOS - P & DE - Grade 11, 12
Recommendation: Successful completion of CS 3A
An introduction to programming the iPhone, iPad, and iPod Touch devices. Covers Swift, Cocoa Touch, and the Model/View/Controller architecture. Students will learn the basics of Swift and will acquire practical experience with the tools, techniques, and concepts needed to build a basic iOS app from scratch.

OR

CS 64A Writing Apps for Android - P & DE - Grade 11, 12
Recommendation: Successful completion of CS 3A
Introduction to mobile-apps programming in Java for Android. Coding topics include the Android SDK for Eclipse, the ADT Plugin, XML fundamentals, and a survey of API methods and objects used to control the Android user interface. Concept topics include layouts, activity lifecycles, runtime binding, intents, location awareness, audio, video, OpenGL ES, and monetizing apps.

CS 22A Javascript for Programmers - Grade 11, 12
Recommendation: Successful completion of CS 3A
Introduction to object-oriented programming in JavaScript. Topics include client- and server-side programming, Model/View/Controller architecture, current tools and testing methods, interaction with HTML and CSS, Document Object Model, XML, and JSON. Students will practice writing programs for mobile web browsers and creating dynamic web pages, including animation.

Computer Science: Class of 2023 Only
CS 30A Introduction to Linux- P & DE - Grade 12
Recommendation: Successful completion of CS 3A
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.

CS 40 A - P & DE - Grade 12
A collaboration-oriented course that trains students in the techniques currently used by software engineers to develop reliable products in an efficient manner. The course emphasizes Agile methods and a variety of tools used during the software-development lifecycle.

Graphic and Interactive Design:

GID 55 User Experience (UI/UX) Design - P & DE - Grade 10
Students will design and develop successful user experiences (UI/UX) for mobile devices. They will identify users and analyze their needs and behaviors, organize content, create pathways, design media, and produce reusable elements as they appreciate the significance of branding. Students will conduct usability testing and collect data. They will design iterations based on data findings. Explore issues in mobile design for multiple devices. Students will develop proficiency with professional software for mobile development.

GID 60 Careers in Visual Arts - P & DE - Grade 10
Students will explore the field of visual arts, including commercial arts, graphic design, photography, video arts, website design, and illustration. Students will review a survey of career paths including art studios, company art departments, advertising agencies, freelance, and other job opportunities for creative services professionals.

GID 49 Game Art & Design P & DE - Grade 11
Students will explore the field of visual arts, including commercial arts, graphic design, photography, video arts, website design, and illustration. Students will review a survey of career paths including art studios, company art departments, advertising agencies, freelance, and other job opportunities for creative services professionals.

GID 67 Mobile Game Design P & DE - Grade 11
Students will learn how to design games for smartphones and mobile devices. This course explores the design and development processes for mobile games. The course introduces the concepts of character design, scene design, and asset creation for mobile games. Students will use mobile-game design tools and techniques, including animation, game mechanics, scalable vector graphics, and sound effects, to build interactive game experiences. Professional techniques for game-design planning and rapid prototyping, distribution, and promotion of mobile games will be presented. Students will develop proficiency with professional software for mobile game design.

GID 63B Virtual Reality Game Design, P & DE - Grade 12
Students will learn how to design virtual reality (VR) games and immersive experiences. Students will be introduced to conceptual theory, design techniques, and project-management skills for building successful VR games and immersive experiences. Topics include ideation, concept development, character design, environment design, 3-D animation, and sound and lighting design for VR games and immersive experiences. Students will complete hands-on projects that progress through the phases of designing VR games and immersive experiences, from ideation to final production, while developing proficiency with professional software for VR game and immersive-experience design.

Business/Marketing: Class of 2023 Only
BUSI 59C MARKET ANALYTICS & PERFORMANCE OPTIMIZATION - P & DE - Grade 12
Focusing on key performance indicators (KPIs), this course aims to give students the skills needed to analyze results of marketing efforts. Students will learn about factors that drive conversion and how to optimize their efforts using data and A/B testing. Students will be assessed through projects that give them an opportunity for hands-on experience using spreadsheets, Google Analytics, and analysis of an A/B test.

BUSI 59D Email Marketing - P & DE - Grade 12

This course offers a deep dive into the world of email marketing, an incredibly effective marketing channel that can deliver great results for companies. In this course, students will learn about the role of email marketing in a company's marketing campaign, what stages of the customer journey email marketing is suited for, and best practices for email visuals and copy. The course will also touch upon more complex email practices, such as automation and how to outline an email drip campaign.

CTE Marketing Communication - P - Grade 12
Students will learn user-centric design research, design thinking and application. Students will gain experience with interface design and storyboarding, visual prototyping and wireframing, web prototyping with HTML5 and CSS Through our dynamic curriculum, CTE students will develop the fundamental skills to graduate from the program ready to use their knowledge in the workforce and to apply what they've learned toward building a comprehensive portfolio of projects, ranging from UI sketches to mobile-responsive web layouts.

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 a class 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 offer 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:

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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
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.

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
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.

CRLP 71: Exploring Career Fields - DE - Grade 10
Students will explore career options compatible with their 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.

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
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.

CRLP 74: Successful Interviewing Techniques - DE - Grade 11
Development of successful interviewing skills, including techniques for pre-interview preparation, dynamics of an interview, salary negotiations and follow-up.

Nucleus - Grade 12
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.

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. Taking this class for credit recovery will allow students 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 classes they need through an online program, 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.

Work Experience - Grades 11, 12
Students earn credit for paid or unpaid work in internship or other employment.