

TIDE ACADEMY
SEQUOIA UNION HIGH SCHOOL DISTRICT

COURSE CATALOG

2023 - 2024

TIDE ACADEMY

 **TIDE Academy**

Technology Innovation Design Engineering
(650) 306-1755

150 JEFFERSON DRIVE
MENLO PARK, CA 94025

WWW.TIDEACADEMY.ORG

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To Families

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 and 12th grades
- Ming Hsu (mhsu@seq.org) for 9th and 10th grades

Course Sequence/ Pathways



Typical Course Pathways

www.tideacademy.org

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 + Spanish I - DC	Art I - DC + Art II	Nucleus + Advisory 9 - DC	PE 1	
Professional Connection: College Day									
10	World History	English II	Geometry OR Algebra II OR Precalculus	Chemistry	Spanish II+ Spanish II- DC	Graphic & Interactive Design I - DC	Comp Sci 1 + Comp Sci 1 - DC	Advisory 10 - DC	PE 2
Professional Connection: Symposium									
11	U.S. History - DC	English III	Algebra II OR Precalculus OR AP Calculus	Physics OR Astronomy	Spanish III+ Spanish III - DC	Graphic & Interactive Design II - DC	Comp Sci 2 - DC	Advisory 11 - DC	Optional Elective/ Single Credit Class
Professional Connections: Mentorship Program, Mock Interviews, Career Fair									
12	American Government + Economics	English IV - DC	Precalculus OR AP Calculus	Physics OR AP Physics 2 OR Astronomy	Spanish IV+ Spanish IV - DC	Graphic & Interactive Design III- DC + Capstone	Comp Sci 3 - DC + Capstone	Nucleus	Optional Elective/ Single Credit Class
Professional Connections: Potential Internships, Concurrent Enrollment (Single Credit), Work Experience									

-DC = Dual Credit Course @ Foothill College

Dual Enrollment (DE) (Dual Credit) - Foothill College

Dual Enrollment (DE) is a program that offers both Dual Credit and Single Credit. Dual Credit (DC) 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 DC 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 credit 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 DC 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 Credit 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

Single Credit (SC) - (Concurrent Enrollment (CE))

Single Credit (SC), formerly called Concurrent Enrollment (CE), is when students take community college courses while they are currently a high school student. Unlike dual credit, single credit courses do not correspond to a simultaneous high school course. Therefore, single credit enrollment does not have a high school teacher that assists with the class and scaffolds the 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 single credit 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 single credit college classes are real college level classes. The grade received in the college course will appear on the students' official Foothill or other Community College transcripts. Since single credit 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).



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 <ul style="list-style-type: none"> 7.5 credits Ethnic Studies 10 credits World History 10 credits United States History 5 credits American Government & Economics 	40 credits	20 credits <ul style="list-style-type: none"> 10 credits must be Algebra 	20 credits <ul style="list-style-type: none"> 10 life science 10 physical science 	N/A	10 credits	60 credits	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 1 year world history 1 year U.S. history/government 	4 years	3 years <ul style="list-style-type: none"> including Algebra, Geometry & Algebra II or higher 4 years recommended	2 years lab science <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 1 year world history 1 year U.S. history/government 	4 years	3 years <ul style="list-style-type: none"> including Algebra, Geometry & Algebra II or higher 4 years recommended	2 years lab science <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.
- Phoenix (Edgenuity)
- 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 multi-school agreement with Menlo-Atherton High School for the 2023-24 School Year. This means that TIDE Academy students are able to try out for and compete on Menlo-Atherton athletic teams.

TIDE's Athletic Director, Mr. Cornejo, is working in association with M-A's two Athletic Directors, Mr. Snow and Mr. Kryger. For more information about sports, clearance packets, and what sports are offered at MA, please see the [M-A Athletics website](#).

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.
DC = the course is approved by the University of California to meet the A-G requirements and is a dual credit class 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 censorship, revolution, and war. 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, literature, and technology, students will formulate their own research questions aimed at drawing sequenced connections between multiple fields and eras, and investigating the way information persists or changes over time. 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 connecting literature, history, economics, and psychology.

English III - P – Grade 11

In English III: A Celebration of Voices, students will first read a variety of historically underrepresented voices in American literature, 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

In English IV, students will explore the historical impact of colonialism and imperialism through nonfiction and fiction texts. This course prepares students for college and career with a focus on vocabulary development, the analysis of complex rhetoric and argumentation, professional / academic research and synthesis of sources, and the composition of argumentative writing. Students will develop an awareness of communities that have been displaced and marginalized, while practicing and developing the habits necessary for the kind of independent learning and group problem-solving expected in post-secondary life.

English IV - P & DC - Grade 12

English 1A / 1B are dual-enrolled courses; students earn two semesters of college credit while completing the Entry Level Writing courses required in all California public colleges and universities. In English 1A, students will explore the historical impact of colonialism on Indigenous peoples of the Americas through argumentative nonfiction texts. In English 1B, students will explore the way in which literature challenges dominant narratives created during the colonial era with a focus on drama and fiction. This course prepares students for college and career with a focus on vocabulary development, the analysis of complex rhetoric and argumentation, professional / academic research and synthesis of sources, and the composition of argumentative writing. Students will develop an awareness of communities that have been displaced and marginalized, while practicing and developing the habits necessary for the kind of independent learning and group problem-solving they will encounter in post-secondary life.

MATH DEPARTMENT

NOTE: P = the course is approved by the University of California to meet the A-G requirements.
AP = the course is Advanced Placement and students will take the College Board AP exam in May.

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 this course.

Note: This course satisfies the Algebra 2 requirement for most colleges, including UC/CSU. Some private and out-of-state colleges do not recognize it as an Algebra 2 equivalence, and this should be considered before enrolling in this course.

Precalculus - P Grades 9, 10, 11, 12

Prerequisite: Algebra II or Intermediate Algebra (Community College) 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.

AP Calculus AB - P Grades 11, 12

Prerequisite: Precalculus or Math48 A, B, C series (Community College) with a grade of C or better.

This calculus course is designed for two semesters, incorporating innovative features to enhance student learning. We will use OpenStax Volume 1 and Volume 2 along with the AP Classroom to guide students through the core concepts of calculus and help them understand how those concepts apply to their lives and the world around them. Coverage and scope: The first semesters we begin with limits and continuity and transition to differentiation moving from the definition of a derivative and fundamentals to implicit differentiation, including inverse functions. This will be followed by two weeks of contextual applications. Semester 2 will start with analytical applications of differentiation followed by an introduction to integration and accumulation. Following this we will consider differential equations and end with applications of integration before the AP Calculus AB test in May. We have worked to make calculus interesting and accessible to students while maintaining the mathematical rigor inherent in the subject. With this objective in mind, the content of this course has been arranged to provide a logical progression from fundamental to more advanced concepts, building upon what students have already learned and emphasizing connections between topics, and between theory and applications. The goal of each section is to enable students not just to recognize concepts, but to work with them in ways that will be useful in later courses and future careers.

SCIENCE DEPARTMENT

NOTE: P = the course is approved by the University of California to meet the A-G requirements. 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 biological science and one year of 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). Those who do not meet this recommendation are encouraged to take Astronomy after Biology to allow for development of mathematical skills before chemistry.

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.

AP Physics 2 – P - Grade 12

Recommendation: Passed both semesters of Physics with a C or higher. Concurrent enrollment in or completion of precalculus

This course is offered as a 2nd year course in Physics meant to be taken after successful completion of physics in 11th grade. The course is designed to prepare students to take the Advanced Placement Physics 2 exam in May offered by the College Board. As a second year course, AP Physics 2 does not start at the beginning of the subject. Successful completion of Physics should prepare students to tackle new topics in physics as well as approach topics in physics students would have been exposed to in 11th grade with a higher level of conceptual and mathematical complexity. AP Physics 2 is a mathematically intensive course for students looking

to be challenged in that area. Students interested in taking this course should review the course description offered by College Board before deciding to take the course. Units of study in AP Physics 2 include Thermodynamics, Fluid Mechanics, Electrostatics, Complex Circuits, Electromagnetism, Nuclear Physics, Optics, and Early Quantum Mechanics. As an Advanced Placement course, students should expect to do a *minimum* of 4 hours of homework per week. AP Physics 2 is a “D” science course that satisfies the lab-based physical science requirement for UC’s and CSU’s.

Astronomy – P – 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. Astronomy is a “G” level science course that satisfies a college preparatory elective requirement for UC’s and CSU’s. Astronomy is a “D” science course that satisfies the lab-based physical science requirement for UC’s and CSU’s.

SOCIAL STUDIES DEPARTMENT

NOTE: P = the course is approved by the University of California to meet the A-G requirements.
DC = the course is approved by the University of California to meet the A-G requirements and is a dual credit class 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

Ethnic Studies is a new, districtwide graduation requirement offered to all 9th graders beginning with the class of 2025. In this interdisciplinary course, 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). Ethnic Studies meets 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.

US History - P & DC - 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. 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.

Students may meet the Economics requirement by passing a course that meets those standards. At Foothill, the acceptable course is ECON 1A.

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.

Students may meet the Government requirement by passing a course that meets those standards. At Foothill, the acceptable course is POLI 1.

WORLD LANGUAGES DEPARTMENT

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

Spanish I - P & DC - Grades 9, 10, 11, 12

Recommendation: None

Aligned with the ACTFL standards, each level is a progression and continuation of the next. Students will focus on writing, reading, listening, and speaking skills in Spanish. We will also investigate cultures where Spanish is the dominant language through a variety of mediums. By the end of this course, students will appreciate the importance of Spanish in both our local and global societies.

Students should enjoy communicating in Spanish and not be afraid to make mistakes. Students **MUST** come to class daily for the sole purpose of improving their Spanish skills. At this level of study, much of the learning comes from the students' own desire and willingness to speak Spanish in and out of class. This is an academically rigorous class requiring dedication and enthusiasm.

Specifically, students will be able to:

- Recognize keywords and phrases and express their own meaning in a basic way.
- Create simple sentences and some strings of sentences in the present and past tenses.
- Be understood by those accustomed to interacting with language learners
- Identify practices and perspectives of the different Spanish-speaking countries.

Spanish II - P & DC - Grades 9, 10, 11, 12

Recommended: Completion of Spanish I with a C or better or teacher/department recommendation.

Spanish 2 is a continuation of Spanish 1. Aligned with the ACTFL standards, each level is a progression and continuation of the next.

Students will focus on writing, reading, listening, and speaking skills in Spanish. We will also investigate cultures where Spanish is the dominant language through a variety of mediums. By the end of this course, students will appreciate the importance of Spanish in both our local and global societies.

Students should enjoy communicating in Spanish and not be afraid to make mistakes. Students **MUST** be actively engaged for the sole purpose of improving their Spanish skills. This is an academically rigorous class requiring dedication and enthusiasm.

Specifically, students will be able to:

- Develop written and spoken language skills that move students towards the next level of proficiency in Spanish.
- Speak, read and write Spanish in simple everyday situations in order to develop ease and clarity of expression.
- Compare and contrast Spanish-speaking cultures and communities with their own.

SPANISH III- P & DC - Grades 9, 10, 11, 12

Recommended: Completion of Spanish II with a C or better or teacher/department recommendation.

This course is a continuation of Spanish 2. Aligned with the ACTFL standards, each level is a progression and continuation of the next. Students will continue developing their Spanish written, spoken, and comprehension skills. Emphasis is placed on effort and participation rather than 100% accuracy. Students will come to class daily for the sole purpose of improving their Spanish skills. At this level of study, much of the learning comes from the students' own desire and willingness to speak Spanish in and out of class. This is an academically challenging class requiring dedication and enthusiasm.

This development will occur through reading, writing, and participation in classroom discussions and activities. Students will investigate cultures where Spanish is the dominant language through a variety of mediums. By the end of the course, the student will appreciate the importance of Spanish in both local and global societies.

Specifically, students will:

- Continue to develop reading, writing, and listening skills through participation in classroom discussions and activities.
- Improve their academic language and communication in Spanish using proper language structures.
- Analyze and appreciate cultures where Spanish is the dominant language through a variety of mediums. By the end of the course, the student will appreciate the importance of Spanish in both local and global societies.

Spanish IV - P and DC - Grades 10, 11, 12

Recommended: Completion of Spanish III with a C or better or teacher/department recommendation.

This course is a continuation of Spanish 3. Students will continue developing their written, spoken, and comprehension skills in the target language. Emphasis is placed on effort and participation rather than 100% accuracy. Students will come to class daily for the sole purpose of improving their Spanish skills. At this level of study much of the learning comes from the student's own desire and willingness to speak Spanish in and out of class. This is an academically challenging class requiring dedication and enthusiasm. Students in Spanish 4 are independent learners, apply organizational skills and seek assistance when necessary.

This development will occur through reading, writing, and participation in classroom discussions and activities focused on literature and culture. Students will continue studies using a variety of mediums.

Specifically students will:

- continue to develop reading, writing, and listening skills through participation in classroom discussions and activities.
- improve their academic language and communication in Spanish using proper language structures.
- analyze and appreciate cultures where Spanish is the dominant language through a variety of mediums. By the end of the course, the student will appreciate the importance of Spanish in both local and global societies.

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 (strength training, line dancing)
- Quarter 3: Frisbee golf, Track and Field, California State Fitness Testing
- Quarter 4: Golf/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/Ultimate Frisbee
- Quarter 2: Pickleball, Indoor Soccer
- Quarter 3: Social dance/California State Fitness Testing
- Quarter 4: Floor hockey/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.

DC = the course is approved by the University of California to meet the A-G requirements and is a dual credit class with Foothill Community College.

***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 I - P & DC - 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: Classes in this section meet the Career Technical Education (CTE) graduation requirement.

P = the course is approved by the University of California to meet the A-G requirements.

DC = 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 Pathway:

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.

CTE Computer Science I S2 - P & DC - 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.

CTE Computer Science II S1 - P & DC - 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.

CTE Computer Science II S2 - P & DC - 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

CTE Computer Science II S2 - P & DC - 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.

Computer Science III - S1 P & DC - 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.

Graphic and Interactive Design Pathway:

CTE Graphic & Interactive Design I S1 - P & DC - 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.

CTE Graphic & Interactive Design I S2 - P & DC - 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.

CTE Graphic & Interactive Design II S1 - P & DC - 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.

CTE Graphic & Interactive Design II S2 - P & DC - 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.

CTE Graphic & Interactive Design III S1 - P & DC - 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.

SPECIAL EDUCATION DEPARTMENT

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

The Study Skills course is designed to meet the unique learning needs of students that qualify for special education services. The class allows students to receive one-to-one direct instruction, academic scaffolding, reinforcement of executive functioning skills, and academic support for their general education classes. Through the Study Skills curriculum, students examine personal learning styles and identify specific strategies that provide cross-curricular support. Students will build skills corresponding to their individual IEP and post-secondary transition goals to prepare them for life after high school.

NUCLEUS:

NOTE: P = the course is approved by the University of California to meet the A-G requirements.

DC = 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.

Advisory 9 - DC - 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.

Advisory 10 S1 - DC - 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.

Advisory 10 S2 - DC - 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.

Advisory 11 S1 - DC - 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.

Advisory 11 S2 - DC - 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**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.