



Bright Horizon Academy

**High School Academic Policy
2021-2022**



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Academics

The academic policies are designed to provide a rigorous, college-preparatory course of study so that students are prepared for academic success at any college or university they wish to attend. Aligned with the entrance requirements for the University of California, the academic policies and graduation requirements set BHA graduates at the forefront of the college admissions process.

Academic and College Guidance

Students and parents receive information about the curriculum and are counseled in selecting classes each year. When making course selection, parents and students should consider the student's personal, academic, and career goals. Students experiencing academic difficulties can obtain additional help and may be directed to tutors or to special programs that can assist them in their studies. Students are encouraged to discover potential interests and opportunities through college and career guidance. They are assisted with this process at every grade level. Parents and students are encouraged to meet regularly with their academic advisor for individual support throughout their high school career.

Recommended Courses for College Admission

Preparing for specific personal, vocational or college interests requires careful planning of the student's course of study. Students are encouraged to take as many academic courses as their abilities will permit. Students interested in highly competitive colleges should give special attention to a four-year sequence in mathematics, science, and foreign language. Most colleges require more than the minimum graduation requirements. Freshmen are placed into their courses based on 7th and 8th grade academic performance, placement test scores, and academic letters of recommendation.

No single pattern of preparation will meet admissions requirements at all colleges. A four-year comprehensive and balanced program in the major academic subjects is strongly advised and will meet most college requirements and/or recommendations, provided the student has no D or F grades.

BHA uses the University of California/California State University "a-g" requirements as the minimum benchmark for academic planning and college/university admission. This sets the bar high for college admissions and opens the door to many post-secondary opportunities

High School Level Courses Outside of BHA

Students taking high school level courses outside of BHA must have those courses approved by the academic advisor. High school level courses will satisfy either 1 or 2 credits depending on whether the course is one semester or a full year and if the student passes the course with a D or higher. Honors credit will only be awarded if the online honors course taken is approved by the academic advisor. Online high school level courses are recorded on the BHA transcript using the institution's course title and number.



Concurrent Enrollment Eligibility

Concurrent enrollment means a high school student takes community college courses while remaining a full-time high school student. High school students must remain a full-time high school student in good academic standing. The high school counselor will take into consideration the student's academic standing, overall GPA, and MAP testing scores when approving a concurrent enrollment. In general, high school students can take a maximum of 1 community college course per semester. No permission or approval will be granted for core subjects before completing 9th grade. A 9th grade student needs special approval after the first semester.

Graduation Requirements

BHA's graduation requirements have been developed based on the entrance requirements of top colleges and universities as well as through analysis of the components of a strong, academic high school curriculum. Students must successfully complete a minimum of 56 credits in order to graduate from BHA.

Credits Required For college-preparatory Diploma

Quranic and Islamic Studies 4 years (8 credits)
English 4 years (8 credits)
Mathematics 3 years (6 credits)
Social Studies 3 years (6 credits)
Science 3 years (6 credits)
Language other than English 3 years (same language) (6 credits)
Fine Arts 1 year (2 credits)
Physical Education/Athletics 2 years (4 credits)
Electives 5 courses (10 credits)

Some courses in mathematics and language other than English completed in grades 7 and 8 may be counted toward graduation requirements. Middle school courses must be comparable in content to courses offered at the high school level. Typically, middle school coursework is validated by higher-level coursework completed in high school.

Good Standing In Academics

In order to remain in good academic standing, students must maintain a GPA of 2.0 or higher for each semester of study. Students below a 2.0 at the semester are not considered to be in good standing with the school.



Academic Warning: Student Support Plan

Students below a 2.0 at any quarter report will be placed on Academic Warning. Academic Warning includes a support plan that is designed to support the academic success of each student on a case by case basis.

Academic Probation: Loss of Co-Curricular Activities

Students below a 2.0 for two consecutive quarters are on academic probation. These students may not participate in co-curricular activities until the subsequent quarter's grade report, provided the student has raised his or her GPA to a minimum of 2.0. Students who receive 2 "F" marks at any quarter evaluation are immediately on academic probation and will have a Student Support Plan developed.

Academic Contract

A student will be placed on an Academic Contract if he or she is below a 2.0 for three consecutive quarters. The contract outlines what the student must do academically or he or she will be at risk for dismissal from the school. Academic contracts may be used for any reason deemed appropriate. The contract outlines the provisions to remain in good standing and to remain enrolled at the school.

Academic Dismissal

Dismissal can occur in four ways:

1. If a student receives three "F" grades in any academic semester.
2. If a student earns below a 2.0 GPA for two consecutive semesters.
3. If a student earns below a 2.0 GPA for three semesters in total over their time at BHA.
4. If a student fails to uphold an Academic Contract.

"D" and "F" Grades

Any student who has earned a semester grade of "F" in a required course must make up that grade before returning to school the following September. "F" grades **are not** removed from transcripts, even when courses have been repeated. Suppressed courses are not credited toward graduation and are not included in the calculation of the cumulative GPA.

The new grade will also appear on the transcript and will be factored into the GPA. If the course is not offered at BHA, arrangements and approval by BHA must be made before the student returns the following semester.

Yearly Academic Recognition

The school recognizes and celebrates high academic performance at the end of each year. Academic achievement is recognized in the following categories:

- Distinguished Honor Roll: Top 10 percent of students with the highest cumulative GPAs
- Honor Roll: Top 30 percent of students with the highest averages.



Transcripts

For high school graduation requirements, students earn credit for courses completed with a D grade or higher. To meet college admission requirements, students must earn a C grade or higher. For D or F grades, if a student repeats the same course, the higher grade will replace the lower grade in the BHA GPA* calculation although both courses and grades remain on the transcript.

Concurrent college courses meeting high school graduation requirements will be placed on the school transcript. It is the student's responsibility to have official, unsealed transcripts sent to Bright Horizon Academy.

AP exams and college entrance exam scores are not posted on the BHA transcript and must be ordered from the College Board or ACT.

*Please note each college determines its own GPA calculation formula for admission. For example, the California State University (CSU)/University of California (UC) admission GPA is based on coursework from summer after 9th grade through summer after 11th grade in all "A-G" approved courses (pluses and minuses do not count.) Students may earn an extra point for each semester of a UC weighted course, with a maximum of 8 points between 10th and 11th grades. Check college admission websites for specific information provided directly by the college.



Required & Recommended Courses For Chosen Path

BHA SCHOOL GRADUATION REQUIREMENTS	CAL STATE UNIVERSITY (CSU) & UNIVERSITY OF CA (UC) A-G REQUIREMENTS	HIGHLY SELECTIVE COLLEGES & UNIVERSITIES	IVY League
HISTORY/SOCIAL SCIENCES 6 credits = 3 years	A-HISTORY/SOCIAL SCIENCE 4 credits = 2 years	HISTORY/SOCIAL SCIENCE 4 credits = 2 years	HISTORY/SOCIAL SCIENCE 6 credits = 3 years including American and European history
ENGLISH 8 credits = 4 years	B-ENGLISH 8 credits = 4 years	ENGLISH 8 credits = 4 years	ENGLISH 8 credits = 4 years with extensive practice in writing
MATHEMATICS 6 credits = 3 years	C-MATH 6 credits = 3 years	MATH 8 credits = 4 years	MATH 8 credits = 4 year
LABORATORY SCIENCE 6 credits = 3 years	D-SCIENCE 4 credits = 2 years 3 years recommended	SCIENCE 6 credits = 3 years 4 years recommended at least 2 years in one discipline (biology/chemistry/physics)	SCIENCE 8 credits = 4 years biology, chemistry, physics, and an advanced course in one of these subjects
VISUAL & PERFORMING ARTS 2 credits = 1 year	F-VISUAL & PERFORMING ARTS 2 credits = 1 year in the same discipline	FINE ART 2 credits = 1 year	Various important secondary school subjects, such as art and music, are not specifically mentioned in the IVY League recommendations.
PHYSICAL EDUCATION 4 credits = 2 years			
LANGUAGE OTHER THAN ENGLISH 6 credits = 3 years of the same language	E-LANGUAGE OTHER THAN ENGLISH 6 credits = 3 years of the same language 3 years recommended	LANGUAGE OTHER THAN ENGLISH 8 credits = 4 years of the same language	LANGUAGE OTHER THAN ENGLISH 8 credits = 4 years of the same language
ELECTIVES 10 credits chosen from any academic or elective courses beyond the minimum required for that academic or elective area	G-ELECTIVES 2 credits = 1 year chosen from additional A-G courses beyond those used to satisfy the requirements above	ELECTIVES 2 credits = 1 year chosen from additional college preparatory courses beyond those used to satisfy the requirements above	Resources say: there is no single academic path expected of all students to follow, but the strongest applicants take the most rigorous secondary school curricula available to them.
LITERARY THEMES OF THE QURAN 8 credits = 4 years			
	At least 1 Honors/AP course recommended	Strive to take several Honors & AP courses	Strive to take several Honors & AP courses



BHA College Elective “G” Pathways:

Information and Communication Technologies Pathway:

- Introduction to Computer Science in Python
- Introduction to Computer Science in JavaScript
- AP Computer Science Principles
- AP Computer Science A
- Industry-Relevant Certifications for High School Computer Science

Arts Media and Entertainment Pathway:

- Studio Art
- AP Art History

Social Science Pathway

- Law and Society
- History of the Muslim World

Health Science & Medical Technology Pathway:

- AP Psychology
- EMT
- Sports Medicine/Athletic Training/Pre-Medicine

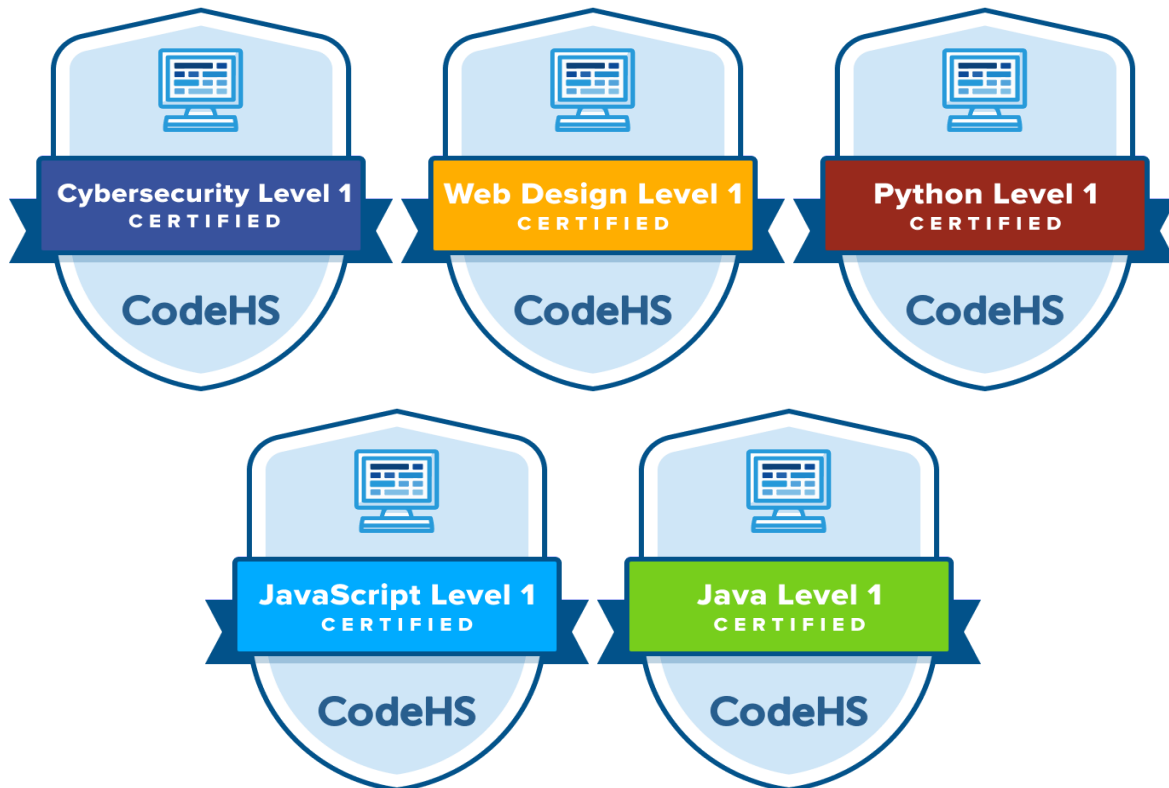


Information and Communication Technologies Pathway

Industry-Relevant Certifications for High School Computer Science

Our curriculum offers certifications for high school students the opportunity to validate their mastery of programming skills, giving them a competitive advantage when entering college or the workforce.

Certifications Available





Academic Honor Designations

CSF – California Scholarship Federation

CSF recognizes students for high academic accomplishment, citizenship, and community service. Students in the 10th, 11th, and 12th grades must apply for membership at the beginning of each semester, using their grades from the previous semester to qualify. Students achieving membership for six semesters (at least one semester with senior grades) graduate as Life Members. Students achieving membership for all eligible semesters (10th grade through 12th grade) graduate as 100% Members.

NHS – National Honor Society

(NHS) membership is granted only to those students selected by the Faculty Council. In addition to a qualifying Grade Point Average of 4.00 (weighted) or 3.80 (unweighted) applicants must satisfy requirements for Leadership, Service and Character in and outside the classroom.

National Merit Scholarship Program

Students qualify for this program through excellent performance on the Preliminary Scholastic Aptitude Test (PSAT) in the 11th Grade. PSAT testing usually takes place in October (see school calendar) and is given during the school day. Look for information during registration each year. Taking the test gives students access to a vast array of tools from the College Board that students and families find useful.

National STEM Honor Society

As students are introduced to local and global challenges, they enhance their STEM education through student-centered, project-based learning enrichment activities, which provide opportunities for understanding, application of knowledge, problem solving, and collaboration. As students gain valuable experience and recognition, they strengthen their resumes, standing out to future employers and colleges/universities. The development of critical and creative thinking lead to a competitive edge in career readiness options including pursuing a college degree in STEM disciplines, furthering career technical education, or starting a rewarding STEM career directly out of high school.



High School Courses Description

Literary Themes of the Qur'an

Literary Themes of the Qur'an I

Literary Themes of the Qur'an I is an interdisciplinary course with a focus on the study of two Quranic chapters: Al Hujurat and Al Munafiqoon. The main topics of these chapters are the recommended morals and etiquette in relationships with other people, and the meaning as well as manifestations of sincerity versus hypocrisy. This course may be used to meet the UC/CSU "G" requirement.

Literary Themes of the Qur'an II

Literary Themes of the Qur'an II is an interdisciplinary course with a focus on the study of two Quranic chapters: "Luqman," which contains the story of Luqman and his valuable advice to his son, and "Ar-Rahman," which deals with the topic of mercy. The main ideas of these chapters are the upbringing of children, deeds and destinies of righteous people, raising children with compassion and kindness, the importance of morals and manners, following Islamic guidance, the bounties of life, gratitude, mercy, and an exploration into the unseen. This course may be used to meet the UC/CSU "G" requirement.

Literary Themes of the Qur'an III

In this course, students begin their study with an introduction to the Quran and its history, along with the history of Islamic scholarship, leading to a focus on one important chapter called "The Cave" which contains four stories, each centering on different challenges a person may face in life. This course may be used to meet the UC/CSU "G" requirement.

HISTORY/SOCIAL SCIENCE

World History

By the end of this comprehensive one-year course, students will be able to use what they learned to make connections from the past to the present, and then use this knowledge to solve real world problems. Historical inquiry, research and activities will be used to investigate, synthesize and create evidence rich essays and presentations on a variety of historical topics and opinions. Students will consider multiple accounts of events in order to understand international relations from a variety of perspectives. Students will use a variety of documents and resources for research, understanding, synthesizing and connecting past to present events. This course may be used to meet the UC/CSU "A" or "G" requirement.



U.S. History

U.S. History is a course in which students examine the economic, social and political development of the United States, concentrating primarily on the twentieth century. During the year certain themes will be emphasized: the expanding role of the federal government; the continuing tension between the individual and the state; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power. Throughout the course students will explore American culture, literature, the arts and the mass media. Students will demonstrate competency in questioning, critical thinking, research and writing as it applies to the discipline of history. Competency-based educational objectives will be in compliance with California State Model Curriculum Standards. This course may be used to meet the UC/CSU "A" or "G" requirement

HISTORY/SOCIAL SCIENCE

U.S Government

Students in the American Government course pursue a deeper understanding of the American government and its institutions. Students will compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship. This course may be used to meet the UC/CSU "A" or "G" requirement.

Economics

Students in the Economics course will master the fundamental concepts of economics and the operations of the American system of free enterprise. This course includes a study of comparative economic systems, economic policy-making and decision-making, and of economic issues on many levels. Students will apply theories of microeconomics and macroeconomics in terms of supply and demand, the Federal Reserve System and apply the tools (graphs, statistics, equations) from other-subject areas to the understanding of operations and institutions of economic systems. This course may be used to meet the UC/CSU "G" requirement.



ENGLISH

Advanced English 9

This course for ninth grade, college preparatory students is designed to prepare students for higher level English courses by providing them with a wide variety of informal and formal writing opportunities to build fluency in writing across the genres, as well as providing a wide exposure to a variety of literary genres to build fluency in reading, comprehending, and analyzing various forms of literature. Therefore, units will present extensive opportunities for students to read classic and modern fiction as short stories, poems, essays and dramas along with quality nonfiction in the form of essays, articles, biographies, autobiographies, speeches, and memoirs. This course may be used to meet the UC/CSU "B" or "G" requirement.

Honors English 10

This course is for tenth grade, college-preparatory students and designed to continue preparing them for higher-level English courses, including AP English Language and Composition and AP English Literature and Composition. Focus includes a demonstration of understanding skills as outlined in the Reading/Language Arts Framework of California Public Schools. In addition, pre-AP activities to teach diction, detail, imagery, syntax, and tone are introduced and practiced for the purpose of analysis and development as a writer. This course introduces students to critical analysis of literature through essay writing and written responses. Students read texts covering different genres and analyze recurrent patterns and themes in historically or culturally significant works. Students read selected short stories, analytical essays, poems, biographies, plays, speeches, full-length non fiction books, and novels. This course may be used to meet the UC/CSU "B" or "G" requirement.

AP English Language and Composition

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum. There are no prerequisite courses for AP English Language and Composition. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.



AP English Literature and Composition

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

MATHEMATICS

Integrated Math 1

This two-semester course is the first of three courses of college prep mathematics, which use an integrated approach to Algebra and Geometry concepts and skills. Integrated Math I will extend the mathematics students learned in earlier grades and begin the development of concepts in Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability needed for higher level courses. Students will learn to solve problems graphically, numerically, algebraically, and verbally, as well as make connections between these representations. Extensive use of mathematical models, manipulatives, graphs, and diagrams will help students to understand real world situations and then use algebraic reasoning to manipulate models for deeper understanding. The problem situations, models, and technology used will foster connections among various strands of mathematics and topics which will promote students' understanding that mathematics is a set of related topics. This course has been approved to meet the UC "C" requirement.

Advanced Integrated Math 2

The purpose of Integrated Math II is to develop students' ability to think mathematically and develop their conceptual understanding of mathematics and procedural fluency in mathematics. Integrated Math II will extend the mathematics students learned in Integrated Math I, as well as earlier grades, and further the development of concepts in Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability needed for higher level mathematics courses. In addition, students will learn to solve problems graphically, numerically, algebraically, and verbally and make connections between these representations. Students in this course will learn to use mathematical models to understand real-world events and situations and use algebraic reasoning to manipulate these models for deeper understanding. This course has been approved to meet the UC "C" requirement.



Advanced Integrated Math 3

Integrated Math III ADV is a two-semester course--the third course of three courses that use a more integrated approach to cover the same algebra and geometry concepts and skills that are included in a traditional three-course series. The purpose of Integrated Math III is to develop students' ability to think mathematically and develop their conceptual understanding of mathematics and procedural fluency in mathematics. It extends the mathematics students learned in earlier grades and furthers the development of concepts in Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability needed for higher-level mathematics courses. Extensive use of models/real-world situations, manipulatives, graphs, and diagrams helps students see the connections between different topics which will promote students' view that mathematics is a set of related topics as opposed to a set of discrete topics. Students also connect their learning with preparation for scholastic aptitude tests and take part in regular formative and summative assessments such as quizzes, discussions, exit slips, projects, presentations, simulations, and unit reviews/tests. This course has been approved to meet the UC "C" requirement.

Pre-Calculus

Pre-calculus combines concepts of trigonometry, geometry, and algebra that are needed to prepare students for the study of calculus. The course strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Facility with these topics is especially important for students who intend to study calculus, physics, other sciences, and engineering in college. The main topics in the Pre-calculus course are complex numbers, rational functions, trigonometric functions and their inverses, inverse functions, vectors and matrices, and parametric and polar curves. It is required that students complete Pre-calculus before taking an Advanced Placement calculus course. This course has been approved to meet the UC "C" requirement.

AP Calculus AB

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. The main topics in AP Calculus A/B are, Limits and Continuity, Differentiation, Definition and Fundamental Property, Differentiation: Composite, Implicit, and Inverse Functions, Contextual Applications of Differentiation, Analytical Applications of Differentiation, Integration and Accumulation of Change, Differential Equations, and Applications of Integration. This course has been approved to meet the UC "C" requirement.



AP Computer Science A

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. The Computer Science A course is a year-long course designed to help students master the basics of Java and equip them to successfully pass the College Board AP Computer Science A Exam at the end of the school year. This course may be used to meet the UC/CSU "C" or "G" requirement.

LABORATORY SCIENCES

Biology

In this course students learn the fundamental concepts and principles of biology. Students investigate living systems: their structures, functions and processes, relationships, continuity and changes, and their unity and diversity. Topics include the chemistry of life, cell biology, matter and energy in living systems, genetics and genetic engineering, evolution, ecology, human physiology and health. Laboratory activities reinforce science concepts and develop scientific investigation and experimentation skills. This course may be used to meet the UC/CSU "D" or "G" requirement

Chemistry

In this course, students study the topics of college preparatory chemistry, such as: measuring matter and energy, heat and energy, patterns in the properties of matter, chemical attractions, reaction energy, human activity and earth's atmosphere, and chemical equilibrium systems. Students will use claims, evidence and reasoning in their investigations, and construct arguments to defend their conclusions; as an introductory component to the hands-on labs, students learn and practice lab safety, while following the steps of inquiry, observation, analysis, and write up (lab report). This course may be used to meet the UC/CSU "D" or "G" requirement.



Physics

Physics is a laboratory-based college preparatory course that explores the physical laws of the universe. Students will be involved in a number of different learning approaches that involve science and engineering practices, disciplinary core ideas, and crosscutting concepts. The students will gain a greater depth of understanding of fundamental physics concepts, such as motion and forces, momentum and collisions, forces at a distance, energy conversion, electricity and magnetism, nuclear processes, waves, and stars and the universe.

AP Computer Science Principles

AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. This course may be used to meet the UC/CSU "C" or "G" requirement

Introduction to Computer Science in Python

The CodeHS Introduction to Computer Science in Python course teaches the fundamentals of computer programming as well as some advanced features of the Python language. Students will develop an appreciation for how computers store and manipulate information by building simple console-based games. This course is equivalent to a semester-long introductory Python course at the college level. This course may be used to meet the UC/CSU "D" or "G" requirement.

LANGUAGE OTHER THAN ENGLISH

Arabic I

The purpose of this course is to provide the students with the fundamental skills in: Listening, Speaking, Reading, Writing, and Culture. The course begins with an introduction to Arabic sounds and letters, and is proficiency-based. All activities are aimed at placing the learner in the context of the native-speaking environment from the very beginning focusing on listening and speaking in a basic context so that students can learn to initiate a conversation. Students learn frequently-used sentence patterns that allow them to communicate and which support their development in both reading and writing. A major goal of the course is to enhance students' knowledge and understanding of multicultural perspectives and to expand their educational and career opportunities. This course may be used to meet the UC/CSU "E" or "G" requirement.



Arabic II

The Arabic II course is designed for students to improve their ability to speak and write in daily and formal situations. Arabic II takes students with Novice–Mid level to Intermediate–Low level across listening, speaking, reading, and writing, per ACTFL (American Council for the Teaching of Foreign Languages) Performance Guidelines. Students will continue to develop an awareness of the history, geography, literature and other cultural products of the Arabic-speaking world. Students deepen their investigation of community, festivities, cultural norms, practices, and traditions and will be able to compare linguistic similarities and differences between Arabic, English, and/or another language. Upon completion of Arabic II, students will be able to generate questions, use responses in Arabic and communicate with people within and beyond the school setting. This course may be used to meet the UC/CSU “E” or “G” requirement.

Arabic III

Arabic III course continues to develop student proficiency in communication, building upon their learning in Arabic II, by using the Arabic language according to the cultural practices of the Arabic-speaking world. Arabic III takes students with Intermediate–Low level to Intermediate–High level across listening, speaking, reading, and writing, per ACTFL Performance Guidelines. Arabic III also serves to continue to develop an awareness of the history, geography, and cultural products of the Arabic-speaking world. Students deepen their investigation of community, festivities, cultural norms, practices, and traditions (e.g., gender roles). In addition, Arabic III continues to provide opportunities to compare linguistic similarities and differences between Arabic and English. Upon completion of Arabic III, students will be able to generate questions, use responses in Arabic and communicate with people within and beyond the school setting. This course may be used to meet the UC/CSU “E” or “G” requirement.

Arabic IV

Arabic IV is an enriched two-semester course designed to provide students with additional opportunities to develop their linguistic and cultural proficiencies in Arabic. Students with Intermediate–High level will be able to improve their listening, speaking, reading, and writing proficiencies to Advanced–Low/Advanced–Mid levels and it will enhance their reading skills by exposure to more sophisticated examples of literature, topics of culture, politics, and society. Arabic IV also continues to develop an awareness of the history, geography, and cultural products of the Arabic-speaking world. A selection of literary works from the Arab world in various genres—short story, novel, memoir, poetry, fables and folktales will be analyzed in the context of historical, cultural, social, and political developments. Moreover, the course will refine knowledge of sentence structure and Arabic verb system, and will provide activities in more developed writing and more than thirty authentic texts by writers from across the Arab world. This course may be used to meet the UC/CSU “E” or “G” requirement.



VISUAL & PERFORMING ARTS

Studio Art

This course is designed to provide a foundation of visual arts concepts and to allow exploration of these concepts through the use of a text as well as practicing art. Students will learn about the five components of the California Standards within this course; Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing and Connections, and Relationships and Applications. In addition to expanded opportunities to express ideas through visual arts, students will explore art theory, apply the conventions of art criticism and develop basic skills through experimentation with media and techniques used to create two-dimensional and three-dimensional works of art. Students will explore a variety of art styles and media that are used to create art including: drawing, painting, ceramics, sculpture, and mixed media. Students will also review works by the Masters and understand their influence in the world of art throughout history and among world cultures. This course may be used to meet the UC/CSU "F" or "G" requirement.

AP Art History

This course is equivalent to a one-semester college survey course exploring the nature and history of art and art making, as well as responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, students develop in-depth, holistic understandings of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, and art making, and analyze and critique art and responses to art.

Electives Course Description

Principles of Computer Security: CompTIA Security+™ and Beyond

Learn IT security fundamentals while getting complete coverage of the objectives for the latest release of CompTIA Security+ certification exam SY0-601. This course covers how to secure hardware, systems, and software. It addresses new threats and cloud environments, and provides additional coverage of governance, risk, compliance, and much more. Principles of Computer Security: CompTIA Security+™ and Beyond, (Exam SY0-601) will help you become a CompTIA-certified computer security expert while also preparing you for a successful career.



AP Computer Science Principles

This course introduces students to the foundational concepts of computer science and explores the impact computing and technology have on our society. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles course gives students the opportunity to explore several important topics of computing using their own ideas and creativity, use the power of computing to create artifacts of personal value, and develop an interest in computer science that will foster further endeavors in the field.

Health and Medicine: EMT

In our Introduction to EMT course, students will learn about the Emergency Medical system in the United States, its historic background, and the role and function of the Emergency Medical Technician. Some of the topics included are the human body, some principles of emergency care, and on-scene safety and precautions. Students will get an inside look at how EMTs assess patients, some protocols and procedures for transporting patients, and how EMTs deal with varying emergencies that occur while they're on the clock. This course helps students prepare to enter an Emergency Medical Technician certification program.

AP Psychology

Psychology is the scientific study of the inner workings of humankind's most complex organ: the brain. Designed as a tour through the realm of psychology, we'll explore the underlying mental functions and behaviors that govern how we sense, feel, learn, remember, and process language. You'll also learn how the mind develops as it ages, and the effects of nature versus nurture. Finally, you'll learn about psychological disorders, therapy and social psychology. By the end of this course, you'll have a greater appreciation and understanding of how your own mind works.

Intro To Robotics Engineering

Intro to Robotic Engineering is an intro-level course for robotics and programming. It will develop students' computational, manufacturing, and critical thinking skills while showing them how to create, rather than simply use, new technologies. Students will learn basic computing and manufacturing skills, with the emphasis being on robotics and robot programming. This semester utilizes the C++ programming language, computer-aided design (CAD) software, and the Arduino robotic control system. Objectives and goals include mastery of the following skills: programming, prototyping, design, engineering, and manufacturing. Students will learn about the mathematics and algorithms that make computers and robots work and be asked to demonstrate critical thinking, creativity, and problem-solving skills in hands-on lab experiences.



Journalism/School Newspaper

In this course, students will learn about the fundamentals of journalism, as well as the variety of genres in news publications. A portion of the class will consist of producing various types of writing (such as news, features, editorials). A portfolio of your work will be kept and submitted for grading. The other portion will be contributing to the publication of a school newspaper which includes taking on assignments and meeting deadlines, along with teamwork. Students will conduct meetings to plan out each publication, brainstorm and sign up for news pieces, set deadlines and see that they are met, as well as create each final publication which will be distributed to the BHA community of students and families. (This course will also provide excellent content for a resume.)

History of the Muslim World

History of the Muslim World covers the time period of 661 CE until the present day, including the Umayyad and Abbasid Dynasties, independent states, the Golden Age of Islamic Civilization, the Crusades, the Ottoman Empire, World War I, and the Muslims countries up to the present day. The course will provide an understanding of the significance of time and place in shaping the culture and politics of the Muslim World. Primary and secondary sources will be used during the study of how and why changes occurred, looking at the building blocks of society, political systems, economic, social and cultural factors, as well as environmental and geographic impacts.

Law and Society

This course introduces students to law and legal systems in the United States by examining the U.S. Justice Systems approach to criminal law, constitutional law, civil law and individual rights. This course will work to give students a better understanding of law and how it affects their life, engaging students in a critical examination of their legal responsibilities and rights. Students will read and discuss practical legal problems, contemporary legal issues, and the ramifications of breaking the law.