



ORINDA ACADEMY

Curriculum Guide & Course Descriptions

2021-2022

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ACADEMIC INFORMATION AND POLICIES

Graduation Requirements

To earn an Orinda Academy diploma, students must receive passing grades in the courses listed below and complete a community engagement requirement. Students **must pass 220 credits** in courses which may include PE, elective, and teacher’s assistant credits with a **cumulative grade point average (GPA) of 2.0**.

CREDITS: Courses that meet for a full year, full week earn ten credits.

Courses that meet for one semester earn five credits.

Selected enrichment electives and PE courses earn 2.5 credits per semester. Orinda Academy graduation requirements meet or exceed the University of California / California State University “a-g” requirements.

ORINDA ACADEMY MINIMUM GRADUATION REQUIREMENTS

HISTORY/SOCIAL SCIENCE	2 years: 1 year world history, 1 year U.S. History
ENGLISH	4 years
MATH	3 years through Algebra 2
SCIENCE	2 years lab science
LANGUAGE OTHER THAN ENGLISH	2 years of the same language; 3 recommended
VISUAL AND PERFORMING ARTS	1 year; 2 years recommended
COLLEGE PREPARATORY ELECTIVE	1 year (can be accomplished by exceeding requirements in any above categories or by courses approved in the “g” category)
HEALTH	1 semester, usually 10th grade
PE	2 years of participation at the level of OA programming; can be outside PE or sports
COMMUNITY ENGAGEMENT	40 hours (prorated for transfer students)

UC “a-g” Requirements

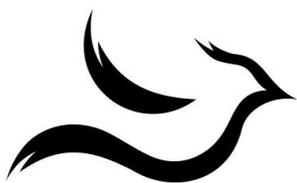
All of Orinda Academy’s academic courses required for graduation are approved by the University of California/California State University systems and meet college preparatory and admissions requirements for the “a-g” content categories. The Graduation Planning Worksheet at the end of this curriculum guide will help you plan for meeting these requirements. Please contact the Director of Academics with any questions.

Course Listings and Descriptions

Orinda Academy reviews its curriculum annually to update and refresh the content and evaluate learning goals and benchmarks. As a result of this annual review, course content and offerings may change from year to year. Students and families should be aware that though we make every effort to provide the most current and accurate information when students enroll, courses and schedules are subject to change depending on interest and demand for a particular course and on the specific needs of the school.

Course Requests and Scheduling

All course requests will be considered and every effort will be made to place students in requested courses based on availability and class size limits. Students and parents should consider prerequisites and desired course load before making course requests in the spring. **Seniors must register for a minimum of five classes per semester on campus;** all other students must register for a minimum of six classes.



Adding, Dropping, and Withdrawing from a Course

Students may add a course within the first three weeks of the semester with the approval of the instructor and based on space availability and student readiness. Students may drop a course before mid-semester without transcript record, with the approval of the instructor and the Director of Academics. Add-drop forms are available in the front office and from the Director of Academics. Drops after the deadline date are not permitted except in rare cases and in consultation with the Director of Academics. If a course is dropped after the deadline, a grade of WP (withdraw - passing) or WF (withdraw - failing) will be entered on the transcript as a permanent record.

Transfer Students

Students who transfer to Orinda Academy after the beginning of the 9th grade year will be enrolled in courses based on student request and an evaluation of the student's transcripts. The Director of Academics will evaluate previous coursework for application to Orinda Academy's graduation requirements and will work with the family to ensure the student stays on track for graduation. In some cases, it may be necessary to remediate coursework that was deficient before enrollment at Orinda Academy. Orinda Academy does not accept for credit any coursework completed at unaccredited institutions.

Grades

Grades are officially reported and recorded on report cards and transcripts twice a year on the A-F scale as noted. PE and credit/no credit courses are not calculated in GPA. Grades are assigned points for calculating Grade Point Average, or GPA, as follows:

Grade	Percent Range	Standard Grade Points	Honors Grade Points
A	93 - 100	4	5
A-	90 - 92	3.7	4.7
B+	87 - 89	3.3	4.3
B	83 - 86	3	4
B-	80 - 82	2.7	3.7
C+	77 - 79	2.3	3.3
C	73 - 76	2	3
C-	70 - 72	1.7	2.7
D+	67 - 69	1.3	2.3*
D	63 - 66	1	2*
D-	60 - 62	0.7	1.7*
F	<60	No credit	No credit

*A student in an honors course who does not maintain at least a C- will be asked to meet with the teacher of the course and with the Director of Academics to determine continued placement in honors.

Honors

In selected courses, students in 10th through 12th grades have the option to enroll for honors credit. Enrollment in honors courses will be based on consultation with instructors and administrative review of past performance. Honors level courses carry an extra grade point and are generally more rigorous in content and require an increased workload. Students in honors courses are expected to engage in higher level thinking and synthesis and a faster pace of learning.

Transcripts

It is the responsibility of the student's family to request that transcripts for previous coursework be sent to Orinda Academy for review. Additionally, in the college application process, any transcripts of coursework completed outside of Orinda Academy should be requested separately for college admissions purposes.

Academic Watch and Academic Probation

Students will be placed on Academic Watch when there is a concern about a pattern of missed assignments, falling below mastery on assessments, or other patterns that negatively impact academic success. On Academic Watch, a student's progress will be monitored and communicated weekly to parents by the Director of Academics, and a plan for remediation and helping the student get back on track will be put in place that may also involve the Learning Specialist, individual teachers, and the Student Support Team. During the period of Academic Watch, 9th and 10th grade students will also be monitored closely in their assigned study halls. Students in 11th and 12th grades who are placed on Academic Watch will have an assigned study hall period inserted in their schedule. The goal of Academic Watch is for students to gain organizational skills while being provided daily structured, supervised time to work. Students who show sustained improvement in organization and mastery will be removed from Academic Watch by the Director of Academics.

Students may be placed on Academic Probation after one semester of Academic Watch in the event of excessive continued missing work, two or more grades of D+ or below in a given grading period, or at the discretion of the Director of Academics. Students on Academic Probation will work closely with their teachers, the Learning Specialist, and the Director of Academics to create a plan to achieve success. If a student is on Academic Probation for two consecutive semesters, the school and parents will discuss whether Orinda Academy is the appropriate school setting for the student.

Learning Differences and Accommodations

Students with diagnosed learning differences will work closely with the Learning Specialist who will oversee the implementation of classroom accommodations and creation of the student's personalized Learning Plan. The Learning Specialist shares the student's Plan with the faculty and assists teachers in implementing learning supports that foster success for each individual student. For more detailed information, contact the Learning Specialist.

Modified Curriculum

In rare cases, in consultation with the family and the Orinda Academy administrative and student support teams, and with recommendations provided by educational testing or evaluation, we find that a student may need to take selected courses with a modified curriculum. In this modality, standards for mastery achievement are reduced and students may not be required to provide evidence of achievement at the same level as the standard course, while still meeting the requirements for graduation. A modified course will be indicated as such on an official transcript of coursework. Modified courses generally are not recognized as college preparatory coursework when evaluated by college admissions personnel at 4-year colleges. Modified courses do not preclude students from graduation or from enrollment in community colleges.

Study Hall: 9th and 10th grades

Students in 9th and 10th grades are assigned a study hall period each semester. Study Hall will take place in a classroom with a classroom teacher as the supervisor of a small group. Attendance is taken just like an academic class; therefore, tardy and absent policies apply to study halls. During the assigned study hall periods, students may work on homework or read quietly. Study halls are not to be used for playing games or other activities outside of school work. If students have finished all school work during study halls, they may read or work on quiet art projects.

Study Hall: 11th and 12th grades

Students in 11th and 12th grades do not have assigned study hall periods unless they have been placed on Academic Watch (see p. 5). Students may choose to use any open periods to study in the Community Room (for quiet study) or the lounge or outside. Students in 11th and 12th grades who do not demonstrate a capacity for using open periods constructively may be assigned a supervised study hall at the discretion of the Dean of Students and Director of Academics.

Physical Education Requirement

To be eligible for graduation from Orinda Academy, students must complete two years (four semesters, or 10 credits) of participation in PE. We offer limited PE classes at Orinda Academy, but we also allow students to pursue outside sports and physical activities that can be demonstrably equivalent to the time spent in a PE class on our campus. To that end, the following are requirements for outside PE credit:

The activity must be **supervised by a coach or trainer** who can also vouch for the time spent in activity sessions.

Additionally, **a coach or trainer must be available to provide instruction** in the activity and to advise the student in ways to prevent and/or assess injury, should it occur.

For transcript credit, the time spent in the activity must work out to a very close equivalent to the time spent per week in a PE class at OA (80 minutes/week). This works out to a minimum of 21 hours of PE participation per semester.

Credit for each semester of PE must be spent in one activity.

What **does not** count for Orinda Academy PE credit:

Any solo activity that the student does on their own time that is not supervised or verified by a qualified trainer or coach

Any activity that can only be verified by a parent or guardian

To receive transcript credit for PE, hours/days spent on the activity should be charted and recorded on the attached log form and submitted to the front office with signatures and contact information.

Examples of PE activity that students have participated in (but not a complete list):

swimming and diving teams | gymnastics and circus aerials
soccer, baseball, softball, rugby, and ultimate frisbee teams | cheerleading
dance teams and ensembles | rock climbing and bouldering
running and track and field | mountain biking teams | crew | ski team

HISTORY / SOCIAL SCIENCE

Orinda Academy graduation and UC “a” History/Social Science requirement: 2 years - 1 year world history, 1 year U.S. History.

California History (9th grade) - UC “g” college preparatory elective

This introductory history course for ninth graders provides students with an opportunity to creatively explore the state that we call home by learning about the characters, geography, economy, and complicated history that brought us to where we are today. Students will examine indigenous pre-history including the migration of native peoples from the Siberian land bridge, native California peoples and tribes, and the eventual contact with Europeans and European Americans. Students also delve into other major periods of California history and development including the influence of the Spanish Mission and Rancho Systems. Students will further analyze the roles that migration and immigration played in creating the social and cultural diversity within the state of California, and finally examine the historical origins of political and economic issues in water distribution, urban vs. rural geography, Northern versus Southern California social and political influences, and challenges facing California's governing bodies. A diverse range of projects will give students significant choice in this course while they learn how to conduct artifact-based historical research and present their findings in writing and other media.

Course length: full year - 10 credits

Prerequisite: none

World Cultures or Honors World Cultures (10th grade)

World Cultures starts with the rise of early human civilizations and the establishment of empires that include the Neolithic Revolution, River Valley Civilizations, and Classical Civilizations. Students will examine cultural diffusion that necessarily includes religion, trading routes and patterns, and human migration patterns. The focus of the class will shift to major civilizations on each continent and their relationships with Europe and the West as they emerged as a dominant force through political, economic and cultural Imperialism. The last part of the course students will examine and analyze the political, economic, social, and cultural changes and continuities within the global community including World War I, World War II, and the Cold War. Throughout the course, students will be asked to draw connections between and among the development of civilizations and empires and the events and status of civilization in the 21st century and the ideologies, practices, political systems, religions, and major figures that have influenced cultural diffusion and globalization. Honors students will have a summer reading assignment and a comprehensive final exam along with additional mastery learning goals for each unit of study.

Course length: full year - 10 credits

Prerequisite: 10th grade standing or higher; administrative approval for honors

U.S. History or Honors U.S. History - 11th grade

A year-long survey course of American political, economic, social, cultural, and intellectual history (pre-colonial to about 1975) punctuated by more in-depth examination and analysis of key topics and events (The Revolutionary War, The Constitutional Convention and the Constitution itself, The Federalist and Jeffersonian Eras, Jacksonian Democracy, The Civil War, Industrialization, Urbanization, and Immigration, The Progressive Era, the U.S. rise to world power status, WWI and The Roaring Twenties, The Great Depression and The New Deal, WWII, and the U.S. 1945-1975) along with the prominent individuals and groups associated with them. Investigating major American themes and values such as individualism and identity & liberty and equality (including some integration with the English 3 and honors American Literature courses) provides unity and continuity throughout the course. Honors students will have a summer reading assignment and either one longer or three shorter research assignments in addition to a comprehensive final exam.

Course length: full year - 10 credits

Prerequisite: administrative approval for honors; 11th grade standing or above; administrative approval required for 10th grade enrollment

Civics - elective - 11th or 12th grade

A one-semester course (fall semester) that examines the classical, English, and colonial origins of our political system followed by an overview of the constitutional convention and an in depth examination of the Constitution, including the Bill of Rights, subsequent amendments, and landmark Supreme Court decisions. The origins of modern liberalism, conservatism, and America's political parties are also examined. Special topics include the history of women and African Americans in their respective struggles for political freedom and equality. Along with all of the above, weekly integration of current events provides the basis for class discussions, presentations, and debates concerning our continuing experiment in representative government.

Course length: one semester - 5 credits

Prerequisite: US History recommended; 11th or 12th grade standing

Economics - elective; UC “g” college preparatory elective - 11th or 12th grade

A one-semester course (spring semester) that examines the origins, evolution, nature, strengths and weaknesses of capitalism and the free market system. Students acquire the fundamental terminology and concepts of economics within a broader historical, political, and cultural context. Biographical profiles of thinkers ranging from Smith to Marx to Friedman provide an additional human dimension. Topics for discussion and debate include economic growth and environmental concerns, globalization, comparative economic systems (with an interesting aside on behavioral economics), rising levels of income inequality in the United States, the Federal Reserve & monetary policy, and the Federal budget.

Course length: one semester - 5 credits

Prerequisite: 11th or 12th grade standing

Psychology - UC “g” college-preparatory elective - 11th or 12th grade

This one-semester course emphasizes positive psychology in an introduction to basic understanding of the human psyche, what happens when the psyche breaks down, and what habits contribute to experiences of well-being. Students will develop self-reflection and psychological mindedness as a means of understanding the human psyche. Students will complete daily journal entries in response to required reading, class discussion, dreams, and stream of consciousness. Topics include human development, psychopathology, and habits of healthy life. Students will be exposed to case material, diagnostic criteria and formulation, the workings of the subconscious mind, habit development, and psychological well-being.

Course length: one semester - 5 credits

Prerequisite: 11th or 12th grade standing

Sociology - UC “g” college-preparatory elective - 11th or 12th grade

Sociology is a one-semester college preparatory course which introduces students to the scientific study of human social behavior. Sociology is used to determine laws governing human behavior in social contexts. As the study of humans in their collective aspect, sociology is concerned with all group activities: economic, social, political, and religious. Sociologists study such areas as bureaucracy, community, deviant behavior, family, public opinion, social change, social mobility, social stratification, and such specific problems as crime, divorce, child abuse, substance addiction, and more. Throughout the course, students will be trained to apply their knowledge in order to understand the nature of human behavior of different groups and their impact on society as well as understand the nature of change and its effect on people and society. Students will also develop essential critical thinking skills and the scientific method to design, conduct, and discuss the results of their own research projects with a sociological lens.

Course length: one semester - 5 credits

Prerequisite: 11th or 12th grade standing

ENGLISH

Orinda Academy graduation and UC “b” English requirement: 4 years

English 1 - 9th grade

English 1 students study diverse literature to answer the essential questions around how humans relate to each other through sharing stories. The year begins with a short story unit including authors Daniel Woodrell, Alice Walker, Gabriel Garcia-Marquez, and Kate Chopin, followed by novels *Of Mice and Men* (Steinbeck), *Dear Martin* (Stone), *Speak* (Halse-Anderson), and the play *Romeo and Juliet* (Shakespeare). Journal writing continues in English 1, along with a scaffolded approach to essay writing beginning with paragraphs and moving into crafting thesis statements, making and supporting claims, writing strong, clear sentences, and citing evidence. Introduction to formatting conventions happens in English 1 with MLA format for formally submitted writing assignments. Students also write personal narratives, creative pieces, and continue to learn how to edit their own writing with guided practice. Students learn to peer edit and engage in guided group discussion. Individualized vocabulary and spelling practice is extracted from course content.

Course length: full year - 10 credits

Prerequisite: none

English 2 or Honors English 2 - 10th grade

English 2 students explore the Essential Question: What do we value? Literature choices are diverse in author and genre, and include *The Alchemist* (Coelho), *The Catcher in the Rye* (Salinger), *White Fang* (London), *Othello* (Shakespeare), and *I Know Why the Caged Bird Sings* (Angelou) along with a full overview unit on poetry. We explore societal and individual values in discussion, reading, writing, and research. Students make connections between their experiences as adolescents and real and fictional characters in terms of decision making, histories, patterns of learning, and more. Students expand on what they learned in English 1 and write more advanced literary analysis, always guided and conferenced in multiple drafts. MLA format is reviewed and practiced in all formally submitted assignments. They also have opportunities to write creatively, journal, peer and self edit, develop mature sentence structure, and reflect on their writing. Honors students will have a summer reading and writing assignment and two comprehensive final exams along with additional increased expectations for mastery assignments for each unit.

Course length: full year - 10 credits

Prerequisite: Completion of English 1 or equivalent 9th-grade English; administrative approval for honors

English 3 or Honors American Literature - 11th Grade

All students read, discuss, and write about a diverse array of literature that examines the ideas of American identity, physical/spiritual conflict, historical context, the individual's place in the community, and the author's sense of place. Reading includes non-fiction ranging from journals to opinion pieces, and fiction that encompasses Romanticism, Modernism, Satire, and more. Poetry is threaded throughout the units to give even more historical context. The major works include *The Crucible* (Miller), *The Great Gatsby* (Fitzgerald), *The Underground Railroad* (Whitehead), and *The Things They Carried* (O'Brien). Writing assignments build on skills learned in English 2 with the goal of developing college-ready essays and personal narratives, along with experimenting with poetry and creative writing. Honors students will have a summer reading and writing assignment and two comprehensive final exams along with additional increased expectations for mastery assignments for each unit.

Course length: full year - 10 credits

Prerequisite: Completion of English 2 or equivalent 10th-grade English; administrative approval for honors

Advanced Composition or Honors Advanced Composition - 12th Grade

Seniors have two options for English. Advanced Composition students study a variety of fiction and nonfiction and engage with a variety of media to perform and report on research, develop self-awareness as writers and researchers, and prepare for college level writing tasks. Study includes development of argument, evaluation of sources, continued practice with writing processes, standard forms of writing and formatting, following models, rhetorical strategies, and editing techniques. Vocabulary and writing study helps students perform well on the SAT and ACT exams, college admission essay writing, and personal statements. Course readings include *Born A Crime* (Noah), *Native Son* (Wright), *The Picture of Dorian Gray* (Wilde), *Frankenstein* (Shelley), *Hamlet* (Shakespeare), *A Streetcar Named Desire* (Williams), and *Death of a Salesman* (Miller). Honors students follow a rigorous preparation for college level writing and are prepared to take the College Board AP exam in the spring of the senior year. Students will learn and practice rhetorical strategies and focus on audience, develop abilities to produce arguments and support them, and practice revising and editing their own writing using conventions of standard written English. Course readings will expand on the above Advanced Composition novels with the addition of *The Iliad* (Homer) and the AP textbook *Literature and Composition : Reading - Writing - Thinking* (Jago, Shea, Scanlon, & Aufses). Honors students will have a summer reading and writing assignment and two comprehensive final exams along with additional increased expectations for mastery assignments for each unit.

Course length: full year - 10 credits

Prerequisite: Completion of English 3 or equivalent 11th-grade English; administrative approval for honors

MATH

Orinda Academy graduation and UC “c” mathematics requirement: 3 years through Algebra 2

Algebra 1

During first semester, students learn about equations and functions: graphing and using real numbers including the order of operations and the commutative, associative and distributive properties; solving equations for a variable; graphing on a dimensional coordinate plane; writing the equation of a line; and solving and graphing linear inequalities. Second semester, students learn how to solve systems of equations; use exponents in functions including learning about scientific notation and geometric sequences; use arithmetic operations on polynomial functions and factoring to find a solution; graph and solve quadratic equations; connect algebra concepts to geometry with radical equations, Pythagorean theorem and distance and midpoint formulas; use rational equations to find inverses, divide polynomials, and solve problems; and get an introduction to probability and statistics.

Course length: full year - 10 credits

Prerequisite: none

Math Placement Process

Incoming 9th grade students will be required to take a math placement test in the summer before school begins. This test will assess math level and readiness and help us to place the student properly. Most 9th grade students will take Algebra 1 or geometry. Depending on math background and readiness, some transfer students may also be asked to take a placement test.

Geometry

Geometry is a course in logic, proof, and measurement. Students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. Some of the topics covered include definitions, postulates, and theorems regarding angles, segments, and lines, arcs, congruent triangles, similar triangles, special quadrilaterals, parallel lines, circles, coordinate geometry, area and volume formulas, transformations, constructions, and right triangle trigonometry.

Course length: full year - 10 credits

Prerequisite: Completion of Algebra 1

Algebra 2 with Trigonometry

Algebra 2 reviews solving and graphing equations and inequalities; solving systems of linear equations and inequalities; using matrix operations and solving matrix equations to find solutions to systems of linear equations both by hand and with the use of technology; solving and graphing quadratic equations; introduction to and use of complex numbers; graphing and solving polynomial functions; graphing and solving radical and fractional exponent equations; graphing and using exponential and logarithmic functions, including the rules of simplifying logarithmic equations; graphing and solving rational functions; an introduction to conic sections and how to solve nonlinear systems of equations; an introduction to sequences and series, focusing on patterns in sequences and series of numbers; some basic probability introducing factorials, permutations, combinations and the binomial expansions.

Course length: full year 10 credits

Prerequisite: Completion of geometry

Pre-Calculus or Honors Pre-Calculus

Precalculus begins with a review of functions and graphing; moves on to polynomial and rational functions with an emphasis on dividing polynomials, finding solutions with factoring, and graphing rational functions; using logarithms and exponents to solve equations, and applying logs and exponents to real world financial problems. In-depth look at trigonometry with a review of trigonometric ratios, graphing translated trigonometric functions, and using trigonometric identities to solve a triangle, solve equations and prove identities; introduction to vectors; revisiting matrices and using matrix algebra to solve a system of equations; examining conic sections and degenerate conics; introducing polar and parametric equations; complex numbers in algebraic expressions and as solutions to equations; some discrete math, including arithmetic and geometric sequences and solutions. More probability and an introduction to induction proofs; an introduction to calculus with a look at function limits and discrete area calculations; an introduction to statistics with mean, median, and mode, data display options, and ways to model data; and an introduction to logic and set theory with a discussion of "and" and "or," and the use of "If-then" statements. Honors precalculus will include all of the topics of precalculus with the addition of a few preliminary calculus concepts and a comprehensive final exam.

Course length: full year - 10 credits

Prerequisite: Completion of Algebra 2 with a grade of C- or better; administrative approval for honors

Calculus or Honors Calculus

First semester begins with a review of functions, limits, and continuity, and an intro to derivatives. Students learn how to find the derivative of a variety of function forms using product, quotient, and chain rules and implicit and logarithmic differentiation. Derivatives are applied to solve rates problems, finding the limit of functions in indeterminate forms, optimization, and finding the error of approximation. The first and second derivatives are used to estimate the shape and graph the original function. Second semester students learn integration by finding the area under a curve using Riemann Sum approximations. Students integrate functions by finding the antiderivative and using substitution, trigonometric substitution, integration by parts, and finding partial fractions. The Fundamental Theorem of Calculus is introduced with definite integrals, and integration is used to find the area between curves, the volume of an object, and the length of a curve. Infinite sequences and series are considered at the end of the year, and students learn to determine if a sequence has limit or a series one solution. Honors students will be prepared to take the College Board AP Calculus AB exam and will take a comprehensive final exam.

Course length: full year - 10 credits

Prerequisite: Completion of Pre-calculus with a grade of C- or better; administrative approval for honors



Honors Calculus II: Advanced Math Topics

Honors Calculus II will cover multivariable calculus including partial derivatives, and more in-depth work with differential equations. This course will strike a balance between the theory and applications of advanced mathematics. Our goal is to offer students an even clearer understanding of calculus and deeper insight into mathematics. We will include a wealth of rich problem sets which makes advanced calculus relevant for students. There will be an opportunity in this course for students to explore topics in advanced math that are of interest and to develop a mathematics portfolio that will train students in speaking and writing about their work at a college level. Additionally, this course is designed to prepare students for the optional AP Calculus BC exam in the spring.

Course length: full year - 10 credits

Prerequisite: Completion of Calculus with a grade of C- or better; administrative approval

Financial Algebra (UC “g” college preparatory elective)

Financial Algebra is a yearlong course for upperclassmen, and the course is designed to develop a strong foundation in logical thinking and problem solving that will enable students to make informed decisions regarding matters of money and finance in their daily lives. This course furthers the development of functions, which include linear, exponential, piece-wise, quadratics, and step functions. Other topics studied include measures of center and spread, graphical representations of data, principles of finance economics, amortization, supply and demand, revenue and profit functions, loans, compound and continuous interest, credit card debt, car ownership, and budgets.

Course length: full year - 10 credits

Prerequisite: Completion of Algebra 2 with a grade of C- or better; 10th grade standing or above

Introductory Statistics

This course covers the basic principles of descriptive statistics, exploratory data analysis, design of experiments, sampling distributions and estimation, and fitting models to data. Other topics include probability distributions, binomial distributions, sampling techniques, and experimental design. Measuring the probability of an event, interpreting probability, and using probability in decision making are the central themes to this course. This Statistics course is taught as an activity-based course in which students actively construct understanding of the concepts and techniques of statistics. Students will gain proficiency in communication of statistical concepts to include effectively communicating how methods, results and interpretations of data for any given experiment are valid. Students learn that writing complete responses using appropriate justification is a critical aspect of gaining statistical proficiency.

Course length: full year - 10 credits

Prerequisite: Completion of Algebra 2 with a grade of C- or better; 10th grade standing or above

SCIENCE

Orinda Academy graduation and UC “d” lab science requirement: 2 years

Environmental Science and Ecology - 9th grade

Environmental Science introduces students to fundamental ecological concepts and explores the interactions within ecosystems. Students learn about the biosphere, major biomes, ecosystems, chemical cycles, and the role of living things in ecosystems. In addition to learning about environmental problems such as pollution, overpopulation, and habitat destruction, students explore practical alternatives for protecting the environment and moving toward a sustainable future. Labs and field trips provide students with hands-on experience in the field of environmental science, ecology, and sustainability. Students will learn basic lab protocols and safety, how to write about scientific investigation, how to do basic scientific research and evaluate sources of information, and how and where to find resources and organizations for additional study and investigation.

Course length: full year - 10 credits

Prerequisite: none

Biology or Honors Biology - 10th grade

Biology provides a project-based approach to building an understanding of the interdependent systems of life. Students will apply and integrate the scientific method and scientific practices to construct their comprehension of life. Through the project-based model, we will dive into the detailed steps of the cell cycle and research cell uptake using agar examples of cells. Through tools like lab reports, research papers, and reading excerpts from *On the Origin of Species* by Charles Darwin, and *At the Edge of the Sea* by Rachel Carson, the class will create a meaningful exploration of living organism internal and external systems. We will also delve into the histology (the microscopic world) of organisms and explore the structures and functions of the organelles that are found in cells. In addition, we will analyze the vital processes that help organisms with acquiring energy, growth, and development. Labs such as building a human hand model, finding phases of mitosis through the microscope, as well as growing a plant from seed will provide experiential opportunities to study growth and development. Honors students will spend substantially more time building skills in scientific literacy, analytical writing, experimental design, and data analysis, and are expected to present their work throughout the year to their peers and the larger school community.

Course length: full year - 10 credits

Prerequisite: 10th grade standing; administrative approval for honors



Chemistry or Honors Chemistry - 11th or 12th grade

The goal of this advanced course is to cultivate students' ability to reason scientifically and engage in scientific inquiry within the content field of chemistry. Chemistry studies the nature of matter and its interaction with energy, but emphasis is placed on logical reasoning and communication of ideas in this class. Our work consists of class discussions, small group collaborations, laboratories ("wet" and simulated) and projects. We strive to not only know what the scientists know, but also think like scientists and engineers for ourselves. Honors students will spend substantially more time building skills in scientific literacy, analytical writing, experimental design, and data analysis. Students will go into more depth in some of the traditional chemistry topics, including quantum and periodicity, stoichiometry, reaction rates and equilibrium, acids and bases, and electrochemistry. Students should anticipate a course that is fast-paced and emphasizes learning both inside and outside of the classroom.

Course length: full year - 10 credits

Prerequisite: administrative approval for honors

Physics or Honors Physics - 11th or 12th grade

The goal of this course is to cultivate students' ability to reason scientifically and engage in scientific inquiry within the content field of physics. Physics studies matter and motion, but emphasis is placed on logical reasoning and communication of scientific ideas in this class. Our work consists of class discussions, small group collaborative activities, laboratories (hands-on and simulated) and projects. We strive to not only know what the scientists know, but also think like scientists and engineers for ourselves. Honors students will spend substantially more time building skills in scientific literacy, analytical writing, experimental design, and data analysis. Students will go into more depth in some of the traditional physics topics. Students should anticipate a course that is fast-paced and emphasizes learning both inside and outside of the classroom.

Course length: full year - 10 credits

Prerequisite: Completion of or co-enrollment in precalculus; administrative approval for honors

Introduction to Anatomy - NEW COURSE

Intro to Anatomy is a semester-long elective science course that provides students an opportunity to explore the relationship between structure and function in the human body. Topics covered will include the basic organization of the body, biochemical composition, and major body systems along with the impact of diseases on certain systems. The interrelationships between body systems are a focus throughout the course. This course is recommended for students interested in a health-related career. Students will engage in many topics and learn through reading materials, study guides, unit worksheets, group work, projects, and labs. Laboratory activities reinforce concepts and principles presented in the course. Students will acquire skills used in the classification of data, experience in oral and written communication of data, and skills in drawing logical inferences and predicting outcomes.

Course length: one semester - 5 credits

Prerequisite: Completion of Biology and Algebra 1 with a grade of C- or better.

LANGUAGE OTHER THAN ENGLISH: SPANISH AND ASL

Orinda Academy graduation and UC “e” requirement: 2 years of the same language

Spanish 1

The goal of this course is to gain elementary communication skills in Spanish. The emphasis of this class will be on speaking, writing, and comprehension through interactive discussion and exercises, as well as brief written assignments. Grammar and memorization are often the focus of elementary language classes, however the goal of this course is to develop communication skills in Spanish. This course emphasizes the integration of grammar and vocabulary into written and oral communication. Reading assignments, art, and film will address the cultural component of language learning. Students should expect to learn basic vocabulary and grammar, and respond to questions and converse in Spanish.

Course length: full year - 10 credits

Prerequisite: none

Spanish 2

The goal of this course is to continue to develop communication skills in Spanish. The emphasis of this class will be on speaking, writing, and comprehension through interactive discussion and exercises, as well as written assignments. This course emphasizes the integration of grammar and vocabulary into written and oral communication. We will also be using the textbook reading assignments, art, and film in order to address the cultural component of language learning. In this course the student should expect to expand vocabulary, develop a working knowledge of intermediate grammar and syntax, and continue to explore the cultural diversity in the Spanish-speaking world.

Course length: full year - 10 credits

Prerequisite: Completion of Spanish 1

Spanish 3 or Honors Spanish 3

The goal of this course is to continue to hone written and verbal skills in Spanish. The emphasis of this class will be on speaking, writing, and comprehension through interactive discussion and exercises, as well as written assignments. Students will review grammar structures covered in the first two years of Spanish. In this course the student should expect to demonstrate competency at the intermediate mid level (per ACTFL guidelines) in reading, writing, listening and speaking and demonstrate knowledge of the cultural, literary and linguistic structures that exist in the Spanish-speaking world and use the acquired cultural knowledge to think critically about their place in the world and how it relates to others.

Course length: full year - 10 credits

Prerequisite: Completion of Spanish 2 with grade of C- or higher; administrative approval for honors

Spanish 4 or Honors Spanish 4

The goal of the 4th year Spanish course is to further develop student fluency in conversational and cultural contexts. This class is designed to help students expand their vocabulary and practice their reading, writing and communication skills. Students will be able to read and comprehend advanced literature like newspapers, magazines and short stories. They will be introduced to different styles of writing, and they will also be introduced to well-known Latin American and Spanish writers. This class will be conducted entirely in Spanish. Honors students may elect to take the AP Spanish Language and Culture exam in May, for which they will be prepared in the honors course.

Course length: full year - 10 credits

Prerequisite: Completion of Spanish 3 with grade of C- or higher; administrative approval for honors

American Sign Language 1

Development of and practice in elementary American Sign Language (ASL): preparation for acquiring a visual gestural language; finger spelling; vocabulary; modeling and use of basic grammatical structure. Beginning communication skill with emphasis on comprehension. Basic cultural aspects of deafness; historical and linguistic elements of sign language. Taught primarily in American Sign Language. Students are expected to attend occasional outside events at their own expense.

Course length: full year - 10 credits

Prerequisite: none

American Sign Language 3

Using the first two years of ASL as a base, ASL 3 expands receptive and expressive vocabulary and grammatical skills. Students further develop functional conversational skills and greater appreciation of deaf culture and history. Students will develop receptive proficiency of ASL conversations, incorporate classifiers into everyday conversations and exchange personal information and specific life events. Students will perform short narratives with competence, generate short stories, convey emotions using facial expressions, compare and contrast various aspects of Deaf Culture and overall increase fluency in finger spelling as used in ASL. Students continue to develop advanced narrative skills to tell about past events.

Course length: full year - 10 credits

Prerequisite: Completion of ASL 2 with grade of C- or higher

American Sign Language 2

Students will continue developing their sign skills while building on vocabulary, enhancing number skills, learning more about classifiers, increasing fluency and incorporating non-manual grammatical markers and non-manual signals with more ease. They will be introduced to basic storytelling using these new skills and techniques as well as learn more about deaf culture and grammar. Students will use appropriate vocabulary, grammar and social behavior by demonstrating their knowledge of topics covered in class using specific language and grammar constructions, vocabulary, grammar, non-manual signals, fingerspelling and numbers, non-manual signals, mouth morphemes, and idioms.

Course length: full year - 10 credits

Prerequisite: Completion of ASL 1

American Sign Language 4

ASL 4 is a continuation of ASL 3. The class will continue to focus on vocabulary expansion, idioms, manual and non-manual aspects of ASL, ASL linguistics, cross-cultural communication and cultural knowledge at an advanced level. At the conclusion of this course, students will be able to communicate fluently with native ASL signers. Material covered in class will provide linguistic principles of American Sign Language at the advanced level and grammatical structures for complex sentences. ASL expressive presentations are performed in small groups and on an individual basis. An increased focus is on the improvement of a student's ability to express him/herself using ASL.

Course length: full year - 10 credits

Prerequisite: Completion of ASL 3 with grade of C- or higher

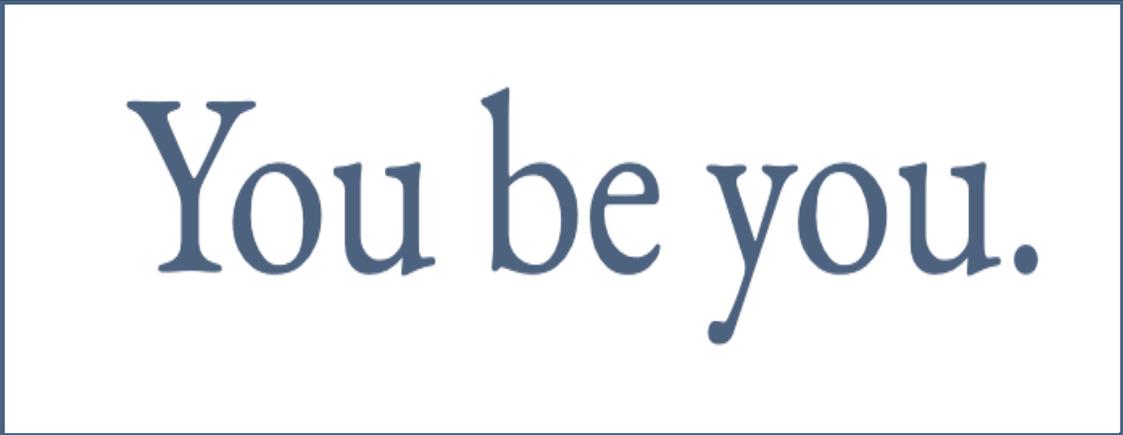
Please note that we are no longer taking new enrollments in French; only students who are at level 4 may enroll.

French 4

French 4 is an advanced course that combines French history, literature, and grammar. This course focuses on the needs of students who aim to progress in the acquisition of the language, and who might want to take the French AP exams. This is a multiple-approach class that provides an in-depth view of France, its culture and contributions to modern day Western civilization. Students follow a time-line of the history of France, sprinkled with period samples of literature and a full review of the grammar on each of the ten chapters covered. Each activity is followed by a series of oral and written exercises that address different learning styles. Students completing this class will achieve a high level of fluency and comprehension.

Course length: full year - 10 credits

Prerequisite: Completion of French 3 with grade of C- or higher



You be you.

VISUAL AND PERFORMING ARTS

Orinda Academy graduation and UC “f” Visual & Performing Arts requirement: 1 year visual OR performing arts

Beginning Art

In this class, students will build a foundation in the study of art. Students will learn design basics through the implementation of the Elements of Art and the Principles of Design, with an emphasis on drawing and painting. They will learn how to properly care for the artist materials and tools they use in the Art Room. Through these studies, students will gain knowledge of vocabulary used in the art world, and will be able to discuss their vision and design aesthetics. Students will learn about famous artists and works of art, both past and present, and will learn how their own styles may fit into the art history timeline.

Course length: full year - 10 credits

Prerequisite: none

Advanced Art or Honors Advanced Art

Students will continually build upon what they learned in the previous year about the Elements of Art, the Principles of Design; use of artist materials, vocabulary, and history. They will use this knowledge to further their drawing and painting skills, with an introduction into other art mediums and sculpture. Students will learn how to care for these artist materials. We will discuss how the same ideas and values apply to these art forms. Students will learn about artists and famous works of art in these mediums. Honors students will create a more substantial portfolio of work and will aim to submit an AP 2-D art portfolio to the College Board in May as well as to at least one student competition during the year.

Course length: full year - 10 credits

Prerequisite: Completion of Beginning Art or administrative approval/portfolio review

Advanced Studio Art Practices - NEW COURSE

This is a course for advanced students who have successfully completed Advanced or Honors Advanced Art and would like to continue their study of visual art in a guided study of independent portfolio development. Students will demonstrate advanced independent artistic skill and practice with an emphasis on the elements of art and the principles of design. Students will research and learn about a diverse range of artists to find inspiration for their work. All projects will include art history concerns, art analysis, and conceptual ideas. For projects in this course, students will choose the media they will use depending on the type of portfolio they wish to create. Conversation and critique will expose students to constructive feedback. Students will achieve mastery of technique and conceptual features in the creation of works of art. The goal of this course is for students to refine their artistic skills in different media, to find their personal voice as artists and to learn to interpret, analyze, and conceptualize artwork. Students will learn to appreciate and express themselves about their work and the work of others. Students in this course may choose to submit an AP portfolio to the College Board in May.

Course length: full year - 10 credits

Prerequisite: Advanced or Honors Advanced Art; instructor review of portfolio; admin approval

Beginning Digital Photography

This introductory course will help the true beginner photography student understand the how and why behind certain photographs seemingly just "looking better" than others. Students will explore the Elements of Art and the Principles of Design as they relate to the subject of photography. Once students understand the visual language of photography (elements) and the corresponding, conscious decision-making (principles) that go into planning and creating a photograph, they will be better able to explain why certain photographs are more visually appealing than others (constructive critique). They will also become capable of applying these design fundamentals towards improving their own photography. Additionally, students will learn about the history of photography and photographic technology and will be introduced to a number of significant, well-known photographers and their contributions to the history of photography. Students will learn about careers and categories of professional photography. By the end of this course, students will have designed and constructed a digital portfolio of their photography, showcasing their work and allowing them to observe and track their learning.

Course length: full year - 10 credits

Prerequisite: single lens digital camera

Digital Photography 1

Digital Photography introduces students to the history of photography, elements and principles of art and design, functions of the camera, and photo editing techniques. Students begin by looking at key historical and contemporary photographers from the 20th century and the progression of photography as an art form. The first semester is dedicated to learning about the relationship between basic camera functions (f-stop, shutter speed, and ISO) and understanding how the elements and principles of art can be used to convey impact and meaning in photographs. Students also learn how to create a workflow in Adobe Lightroom and Photoshop to edit their images. The second semester goes more in-depth into genres, and students create a portfolio of prints. Students explore portraits, landscape, sports, street photography, night photography and conceptual projects. At the end of the year, students develop a final project creating a series of images based on a personal interest. Note: this course is articulated with Diablo Valley College, and students will be eligible to receive college credit upon successful completion.

Course length: full year - 10 credits

Prerequisite: basic digital photography knowledge; administrative approval; digital camera with at minimum: manual setting; ability to shoot in RAW file format; interchangeable lenses with at least one lens (kit lens is fine); monthly subscription to Adobe Photoshop and Lightroom (\$9.99/month) beginning in September; computer MUST support Adobe Creative Suite (no chromebook or iPad)

Digital Photography 2

In this advanced course, students will continue with more complex applications of digital photography and photo editing and manipulation. Building on sequential learning experiences, students will continue to explore and refine the use of the camera, computer software, and image manipulation to create expressive pieces of art. In addition to the creation of photographic images, students will engage in learning experiences that encompass aesthetics, art criticism, art history and the display and exhibition of art works, in the process becoming creative and confident problem solvers who can communicate through and about visual arts. Students will be encouraged to create a portfolio for submission to the College Board for AP credit and to submit work to at least one student competition during the school year.

Course length: full year - 10 credits

Prerequisite: basic digital photography knowledge or completion of Digital Photography1; administrative approval; manual setting; ability to shoot in RAW file format; interchangeable lenses with at least one lens (kit lens is fine); monthly subscription to Adobe Photoshop and Lightroom (\$9.99/month) beginning in September; computer MUST support Adobe Creative Suite (no chromebook or iPad)

Stage Band

Stage band is a performance-based class in which students with some musical experience work up a setlist of songs for two to three shows interspersed throughout the year. Our stage bands perform at a Winter Show in December and at the annual Spring Arts Fest. Students suggest the songs we perform, and we arrange them based on the instrumentation we have available in each class. In the process of learning songs for performances, students learn basic theory concepts, work on their ear-training, and work to improve their skill on as many instruments as they would like to take on.

Course length: full year - 10 credits

Prerequisite: informal audition for beginners

Vocals - UC “g” elective

This class is open to both students with musical background, or those who are interested in singing but haven’t tried it yet. We start each class with warm-ups and ear-training exercises, and each student then chooses a song on which they would like to focus. At the end of each semester, students will work up to performing their song from memory for the class. This course also includes an introduction to basic music theory - recognizing chord types by ear, interval practice, and singing harmony.

Course length: full year - 5 credits

Prerequisite: none

Guitar/Bass - UC “g” elective

This course is open to both beginning guitar players and those with some experience. We learn basic chord shapes, strumming patterns, and how to play single melody lines. Students practice playing along with recordings in order to learn rhythmic matching skills, and are able to choose their own songs. Each semester culminates in a performance of the song students have been working on for the class, from memory.

Course length: full year - 5 credits

Prerequisite: student must have an instrument available for home practice

Music and Film Studies

The first semester covers popular music in the U.S. starting from the mid-1800s through the blues, rock and roll, jazz, punk, hip hop, and the various international and multicultural influences that helped to form them. We draw from the varied musical backgrounds of the students in the class to explore genres not included in our readings. This class helps students develop a working musical vocabulary, learn to listen critically to musical examples, and discuss the cultural and political implications of musical developments. Major projects for the semester include a concert report, song analysis, genre presentation, and final presentation.

The second semester deals with film analysis, and introduces students to the language of formal analysis in movies. Students learn to take apart individual shots, to look at the component pieces, and to understand the artistic decisions that go into constructing a film. Through class discussions, weekly writing and outside viewing assignments, students learn to analyze films from a variety of critical lenses.

Course length: full year - 10 credits

Prerequisite: 11th or 12th grade standing

ADDITIONAL ELECTIVES

Yearbook (UC “g” elective)

Production of Orinda Academy's yearbook and creating content for OA's weekly newsletter and other communications efforts emphasizes the development of the following skills: photography, editing, journalism, leadership, teamwork, time management and graphic design. Students create layouts using the Walsworth online design website and are responsible for the creation and timely submission of content.

Course length: full year - 5 credits

Prerequisite: 10th grade standing or higher

Leadership and Advanced Leadership (UC “g” electives)

This course is provided to 11th and 12th grade students that have applied and been selected to serve as Peer Mentors, and is intended to equip these students to serve as leaders in the school and broader community. The course meets twice weekly throughout the year, and requires regular out-of-class participation as well. The course will serve to develop and enhance leadership skills, and then executing those skills through mentorship activities at OA. As part of participating in Leadership and serving as a Peer Mentor, students are expected to be role models within the school. Students learn to take a proactive stance in addressing challenges, seeking support, and working toward a more inclusive and just school culture.

Course length: full year - 5 credits

Prerequisite: 11th or 12th grade standing and application and interview

Teacher's Assistant (TA) - credits vary

Enrichment elective for credit (nongraded); not a UC “a-g” approved course.

Teacher's Assistants provide support to instructors during instructional time. The Supervising Teacher and TA will agree together what the specific duties of the TA will be, and credits will be assigned based on the attendance requirement. Duties can be, but are not limited to: grading papers, running errands on campus, making copies, doing research, organizing and preparing the classroom, working with students individually and in small groups, assisting with setups of labs and projects, and assisting with technology. Teacher's Assistants receive a grade of credit or no credit on their transcript. A student who wants to be a TA for a class must contact the Director of Academics and complete, with the Supervising Teacher, a Teacher's Assistant Agreement. TA placement will be at the discretion of the Director of Academics and may be revoked if the Teacher's Assistant is not performing to expectations.

Course length: full year or half year

Prerequisites: 10th, 11th, or 12th grade standing; good academic standing the previous semester; demonstrated interest, work ethic, responsibility, and maturity; administrative approval

Senior Seminar (UC “g” elective) - NEW COURSE

This course is offered to seniors in good academic standing who are interested in developing and designing an independent, yearlong project that culminates in a portfolio presentation to members of the community at the end of the school year. The course involves classroom meetings, writing, presentation, research, and independent study. Guided by a UC-approved framework, students will co-design their seminar in consultation with the Director of Academics and two other advisors (a faculty member and a member of the community outside of OA). The senior seminar provides the opportunity to dig into a passion project and spend a year developing knowledge, research and speaking skills, presentation skills, and project management skills. Depending on the chosen project parameters, students will also have the opportunity to choose a suite of tools to learn how to use (or to polish skills in).

Course length: full year - 10 credits

Prerequisite: senior standing; administrative approval and interview

9th GRADE STUDY SKILLS

All 9th grade students are enrolled in study skills.

Study Skills was designed to help incoming 9th graders navigate their first year of high school. Topics range from basic executive functioning skills to how to prepare for final exams, and will be tailored to students' needs. This course is graded credit/no credit. Topics that may be covered:

Working with paper and electronic planners

How to navigate the OA learning management system for homework/grades

Self-advocacy

Preparing for long-term projects

Test preparation strategies

Stress management/wellness

Note-taking

Oral presentations

Organizing work spaces and class materials

Course length: full year - 5 credits; meets twice weekly

Prerequisite: 9th grade standing

HEALTH

Orinda Academy graduation requirement: one semester of health, usually 10th grade

Health class is approached as an inner journey for each student during which they discover and learn to articulate their own attitudes, habits, wellness practices, health histories. The goal is for each student to be prepared to make sound health decisions around prevention of disease and injury, staying healthy emotionally and physically, and creating a solid and dependable practice for doing self-checks around moral and ethical issues related to health. In health class, students learn by using art, games, projects, presentations, group and individual writing, journaling, and discussions in a safe, open forum where no question is denied an answer when asked with respect. The course is graded credit/no credit.

Units of study include:

- self, family, and community
- mental health and stress
- social connections; sleep
- nutrition
- Fitness
- body image
- alcohol and tobacco
- Drugs
- sexuality and sexual health
- reproductive choices
- infectious diseases
- cancer

Course length: one semester - 5 credits; meets twice weekly

Prerequisite: 10th grade standing or higher

PHYSICAL EDUCATION

Orinda Academy graduation requirement: 2 years of participation equivalent to Orinda Academy PE programming

Students may elect to take PE classes offered at Orinda Academy or to participate in an athletic program outside of the school day. Each semester, the Orinda Academy PE program may include (depending on student interest):

- Team Sports
- Soccer
- Pickleball
- Basketball
- Volleyball
- Weight Training and Fitness
- Yoga

For approval of credit for PE done outside Orinda Academy, the PE activity must be supervised by a coach or trainer who can also vouch for the time spent in activity sessions. Additionally, a coach or trainer must be available to provide instruction in the activity and to advise the student in ways to prevent and/or assess injury, should it occur.

For transcript credit, the time spent in the outside PE activity must work out to a very close equivalent to the time spent per week in a PE class at OA. Our semesters are of different lengths, so activity will be calculated as an average of 21 hours per semester.

What does **not** count for PE credit:

- Any solo activity that the student does on their own time that is not supervised or verified by a qualified trainer or coach

- Any activity that can only be verified by a parent or guardian

- PE completed over the summer or outside the semester for which it will be applied

To receive credit, hours/days spent on the activity should be charted and recorded on the form provided by the school and submitted to the Director of Academics with a signature and contact information for the person who supervised the activity. Outside PE activity will only be counted for one semester at a time; a student may not attempt to complete their entire PE requirement in one semester.



Orinda Academy 4-year Graduation Planning Worksheet

Graduation requirements at Orinda Academy meet or exceed the University of California and California State University “a-g” admissions criteria.

Subject Area Minimum Requirements	9th grade	10th grade	11th grade	12th grade
History “a” 2 years; 1 World and 1 U.S. - 20 credits				
English “b” 4 years - 40 credits				
Math “c” 3 years through Algebra 2 - 30 credits				
Lab Science “d” 2 years lab science 20 credits				
Language Other than English “e” 2 years same language - 20 credits				
Visual and Performing Arts “f” 1 year - 10 credits				
College prep Electives “g” 1 year - 10 credits				
Health - 1 semester 5 credits				
Study Skills 9th grade				
PE - 2 years of OA participation or equivalent - 10 credits				
Additional electives to complete 220 credits				
Community Engagement - 40 hours				



Orinda Academy Sample 4-year Graduation Plan

Graduation requirements at Orinda Academy meet or exceed the University of California and California State University “a-g” admissions criteria.

Subject Area Minimum Requirements	9th grade	10th grade	11th grade	12th grade
History “a” 2 years; 1 World and 1 U.S. - 20 credits	See “g” elective below	World Cultures or Honors World Cultures	US History or Honors US History	Elective
English “b” 4 years - 40 credits	English 1	English 2 or Honors English 2	English 3 or Honors American Lit.	Adv. Comp or Honors Adv. Comp
Math “c” 3 years through Algebra 2 - 30 credits	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or advanced math	Advanced math Or math elective
Lab Science “d” 2 years lab science 20 credits	Environmental Science and Ecology	Biology or Honors Biology	Chemistry or Honors Chemistry	Physics or Honors Physics
Language Other than English “e” 2 years same language - 20 credits	Spanish 1 ASL1	Spanish 2 ASL 2	Spanish 3 or Honors Spanish 3 ASL 3	Spanish 4 or Honors Spanish 4 ASL 4
Visual and Performing Arts “f” 1 year - 10 credits	Stage Band, Music Theory/Honors Music Theory, Music and Film Studies, Beginning/Advanced/Honors Advanced Art, Beginning Digital Photography, Digital Photography 1 and 2			
College prep Electives “g” 1 year - 10 credits	California History for class of 2024 and forward; Geography for previous years	Any courses in categories “a-f” that exceed requirements for graduation; additionally Financial Algebra, Economics, Psychology, Sociology, Senior Seminar, yearbook, guitar, vocal music, intro to human anatomy, leadership		
Study Skills	9th Grade Study Skills			
Health - 1 semester 5 credits		Health		
PE - 2 years of OA participation or equivalent - 10 credits	PE requirement can be completed at any time during the four years of attendance			
Additional electives to complete 220 credits				
Community Engagement - 40 hours	It is recommended that students pace their community engagement and complete the requirement by first semester of senior year.			