



ROBERTO CRUZ LEADERSHIP ACADEMY



Course Catalog 2022-2023

FOREWORD

Dear Students:

This catalog is designed to assist you in several ways. First, it provides an overview of graduation and college entrance requirements. It also guides you in making choices about classes to take during your high school career. Lastly, it will help you discuss with your family and your counselor the direction you wish to take after graduating from high school.

This catalog has all the information you'll need to select your required courses and electives. Please remember that your counselor is a great resource! They will be able to answer your questions and help create a plan to meet your individual needs.

Take advantage of everything Roberto Cruz Leadership Academy offers and enjoy the experience. Setting high standards for yourself in high school will provide you with the most options after high school.

Have fun and good luck!

Roberto Cruz
Leadership
Academy
Counseling
Department

Course Catalog 2022-2023

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History/Social Science
English language Arts
Mathematics
Science
Visual & Performing Arts (VPA)
Foreign Language
Physical Education
Other/ Non-Departmental

RCLA Course sequencing by Grade Level and Subject Area

A	B	C	D	E
	9th	10th	11th	12th
Language Development and English Language Arts	ELD 1, 2 or 3 (depending on students entry level and progression)			
	English 9	English 10/English 10 Honors	English 11/AP Eng Lang & Composition	English 12/AP Eng Lit & Composition
Mathematics*	Integrated Math I	Integrated Math II	Integrated Math III	Pre Calculus
	Integrated Math II	Integrated Math III	Pre Calculus/AP Calculus A/B	Calculus/AP Calculus A/B
Science	Biology	Chemistry/Forensics	Physics/Forensics/AP Biology/ AP Environmental Science	Physics/AP Biology/AP Environmental Science
Social Science		World History/AP World History	US History/AP US History	Government/ Economics or AP Government/ Economics
Language Other than English	Spanish 1/ Spanish 1NS	Spanish 2/Spanish 2 NS	Spanish 3/Spanish 3 NS/AP Spanish Language and Culture	AP Spanish Language and Culture/AP Spanish Literature and Culture
Electives		Ethnic Studies		
		Foundations of Social Justice Leadership	Social Justice Leadership in Action	
		Drama		
			Advanced Drama	
			Digital Media I	
		Visual Art 1		
			Visual Art II	
				Dual Enrollment Course
				AP 2D Art & Design
		Physical Education		
	Music			
	Aztec Dancing			
*Courses taken during the Summer may also impact sequence				

RCLA Typical 4-year Course Sequence

The course sequence below depicts a typical student. It is based on a student taking six courses, plus Advisory each semester.

Grade 9 / Freshman Year

1. English 9 or English 9Honors
2. Math (Math 1 or Higher)
3. Biology
4. VPA
5. Foundation for Social Justice Leadership
6. Spanish (Spanish 1 or Higher)
7. Advisory 9

Grade 10 / Sophomore Year

1. English 10 or English 10H
2. Math (Math 2 or Higher)
3. Chemistry
4. World History
5. Social Justice in Leadership Action
6. Spanish (Spanish 2 or Higher)
7. Advisory 10

Grade 11 / Junior Year

1. English 11
2. Math (Math 3 or Higher)
3. Physics
4. U.S History
5. Elective
6. Elective
7. Advisory 11

Grade 12 / Senior Year

1. English 12
2. Math (Pre-Cal or Higher)
3. Forensics
4. U.S Government/ Economics
5. Elective
6. Elective
7. Advisory 12

Students at the Emerging, Expanding and Bridging levels of **English Language Development**, are also enrolled in an English Language Development course depending on their level of English language acquisition (ELD 1, 2, or 3) as an elective.

Graduation Requirements & UC/CSU A-G Requirements

Note that many students elect to take additional/different courses depending on career/college aspirations, including Dual Enrollment College and High school Credit courses offered during the school day through our partnership with SJCC.

Graduation Requirements & UC/CSU A-G Requirements

1	High School Graduation Requirements	UC and CSU (A-G Requirements*)
A Social Science	World History: 10 credits U.S. History: 10 credits Government/Economics: 10 credits 30 credits	World History U.S. History 2 years required
B English	English 9: 10 credits English 10 or (Honors): 10 credits English 11 or AP English Lang.: 10 credits English 12 or AP English Lit.: 10 credits 40 credits	English 9 English 10 or English 10 Honors English 11 or AP English Language English 12 or AP English Lit. 4 years required
C Math	Integrated Math I, II and/or III 20 credits	Integrated Math I, II, III and/ or Pre-Calculus or AP Calculus 3 years required/ 4 years recommended
D Science	Biology: 10 credits Physical Science: 10 credits (example: Chemistry or Physics) 20 credits	Life Science (Biology) -1 Year Physical Science-1 year 2 years required/ 3 years recommended
E World Languages	Spanish I Native Speaker or Non-Native Spanish II Native Speaker or Non-Native Spanish III AP Spanish Language AP Spanish Literature 20 credits of Language other than English	Spanish I Native Speaker or Non-Native Spanish II Native Speaker or Non-Native Spanish III AP Spanish Language AP Spanish Literature 2 years required/3 years recommended
F Visual & Performing Arts	Art I, Aztec Dancing Digital Media, or Drama I 10 credits	Art I, Aztec Dancing Digital Media, or Drama I 1 year required
G Electives	80 credits	College Preparatory Elective 1 year required*
Total credits required:	220 credits	

100 Community Service Hours total are also expected for you to perform across your 4 years at RCLA

The “A-G” Requirements

The University of California’s freshmen admission requirements represent a good measure of admission requirements for most colleges and universities. The “A-G” requirements created by the UC system indicate that a student must complete the high school courses listed below.

(A): History/Social Science

2 years required - Two years of history/social science including one year of world history, cultures, and geography; and or one year U.S. history or one half year U.S. history and one half year of civics or American government.

(B): English

4 years required - Four years of college preparatory English that include the reading of classic and modern literature and frequent and regular writing. No more than one year of ELD- type courses can be used to meet this requirement.

(C): Mathematics

3 years required, 4 years recommended - Three years of college-prep math that include the topics covered in elementary and advanced algebra and two and three-dimensional geometry. Approved integrated math courses may be used to fulfill this requirement, as may math courses taken in the 7th / 8th grade that Roberto Cruz Leadership Academy accepts as equivalent courses. (Note: beginning with the class entering in Fall Semester these 3 years of mathematics must include one year-long course in geometry.)

(D): Laboratory Science

2 years required, 3 years recommended - Fundamental knowledge in at least two foundational subjects: biology, chemistry, and physics. Advanced laboratory science courses that have biology, chemistry, or physics as prerequisites and offer substantial new material may be used to fulfill this requirement. The last two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects may be used to fulfill this requirement.

(E) Language other than English

2 years required, 3 years recommended - Two years of the same language other than English. Courses should emphasize speaking and understanding and include instruction in grammar, vocabulary, reading, composition, and culture. Courses in languages other than English taken in 7th/8th grade may be used to fulfill part of this requirement if RCLA accepts them as equivalent courses.

(F): Visual and Performing Arts (VPA)

1 year required - A single year long approved arts course from a single VPA discipline: dance, drama/theater, music, or visual art.

(G): College Preparatory Electives

1 year required - One year (two semesters), in addition to those required in "a-f" above, chosen from the following: visual and performing arts (non-introductory-level courses), history, social science, English, advanced mathematics, laboratory science, and a language other than English (a third year in the language used for the "E" requirement or two years of another language).



College Admission Requirements

UC Subject Requirement (A-G)

To meet minimum admission requirements, you must complete 15 year-long high school courses with a letter grade of C or better — at least 11 of them prior to your last year of high school.

Keep in mind that taking approved high school (A-G) courses is not the only way to satisfy these requirements. You also may meet them by completing college courses or earning certain scores on various acceptable exams.

A) History

UC-approved high school courses

Two years of history, including:

- one year of world history, cultures or historical geography (may be a single year-long course or two one-semester courses), and
- one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government

B) English

UC-approved high school courses

Four years of college-preparatory English that include frequent writing, from brainstorming, editing, to final paper, as well as reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.

C) Mathematics

UC-approved high school courses

Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. A geometry course or an integrated math course with a sufficient amount of geometry content must be completed. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades if the high school accepts them as equivalent to its own courses; also acceptable are courses that address the previously mentioned content areas and include or integrate probability, statistics or trigonometry. Courses intended for 11th and/or 12th grade levels may satisfy the required third year or recommended fourth year of the subject requirement if approved as an advanced math course.

D) Science

UC-approved high school courses

Two years of college-preparatory science, including or integrating topics that provide fundamental knowledge in two of these three subjects: biology, chemistry, or physics. One year of approved interdisciplinary or earth and space sciences coursework can meet one year of the requirement. Computer Science, Engineering, Applied Science courses can be used in area D as an additional science (i.e., third year and beyond).

E) Language other than English

UC-approved high school courses

Two years, or equivalent to the 2nd level of high school instruction, of the same language other than English are required. (Three years/3rd level of high school instruction recommended). Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading,

composition and culture. American Sign Language and classical languages, such as Latin and Greek, are acceptable, as are Native American languages. Courses taken in the seventh and eighth grades may be used to fulfill part or all of this requirement if the high school accepts them as equivalent to its own courses.

F) Visual and performing arts

UC-approved high school courses

One year-long course of visual and performing arts chosen from the following disciplines: dance, music, theater, visual arts or interdisciplinary arts — or two one-semester courses from the same discipline is also acceptable.

G) College-preparatory elective

UC-approved high school courses

One year (two semesters) chosen from courses specific to the elective (G) subject area or courses beyond those used to satisfy the requirements of the A-F subjects.

CSU Freshman Admission Requirements for California Residents

Admission offices at the 23 campuses use three factors to determine eligibility. Most applicants who are admitted meet the standards in each of the following areas:

[Specific high school courses \(referred to as the “a-g” courses\)](#)

[Grades in “a-g” courses and test scores](#)

[Graduation from high school](#)

Many CSU campuses have higher standards for particular majors or for students who live outside their local admission area. Because of the number of students who apply, several campuses have higher standards (supplementary admission criteria) for all applicants. See [Impaction at the CSU](#) to determine if the campus or major you are interested in applying is impacted and may have higher or additional admission criteria.

Many CSU campuses use local admission policies for students who graduate or transfer from high schools and community colleges that are historically served by a CSU campus in that region. [See CSU Local Admission & Service Areas for each campus here \(PDF\)](#).

FRESHMAN ADMISSION REQUIREMENTS FOR STUDENTS WHO ARE NOT RESIDENTS OF CALIFORNIA

The three factors used to determine the admissibility of nonresident students are the same as those used for California residents.

Nonresident students need to complete the same pattern of courses, but need a higher grade point average (GPA).

Please note that California residents receive priority whenever admission space is limited.

High School Course Requirements (“a-g” courses)

The CSU requires a minimum 15-unit pattern of courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area. A grade of C or better is required for each course you use to meet any subject requirement.

Area	Subject	Years
a.	History and Social Science (including 1 year of U.S. history or 1 semester of U.S. history and 1 semester of civics or American government AND 1 year of social science)	2
b.	English (4 years of college preparatory English composition and literature)	4
c.	Math (4 years recommended) of college preparatory math including or integrating topics covered in algebra, geometry, and intermediate algebra.	3
d.	Laboratory Science (2 years of college preparatory science required with laboratory [1 biological and 1 physical]. Integrated science and interdisciplinary courses can meet this requirement.)	2
e.	Language Other Than English (2 years or through the second level of high school instruction in the same language; American Sign Language and classical languages such as Latin and Greek are acceptable – See below about a possible waiver of this requirement).	2
f.	Visual and Performing Arts (1 year or 2 semester courses from the same discipline required including dance, music, theatre, visual arts or interdisciplinary arts.)	1
g.	College Preparatory Elective (additional year chosen from the University of California "a-g" list)	1
Total Required Courses		15

There are career and technical education (CTE) courses that can be used to meet any of the subject area requirements listed above. Please refer to the [University of California’s Course List Search](#) for the entire listing of approved courses.

WAIVER OF "LANGUAGE OTHER THAN ENGLISH" REQUIREMENT

If you can demonstrate competency in a language other than English that is equivalent to or higher than that expected of students who have completed two years of language other than English study, you may be allowed a waiver for this language requirement. For further information, contact the CSU campuses to which you are applying.

HOW TO MAKE UP MISSING COURSES

If you did not take all the required high school courses or earned “D” or “F” grades in some of them, you have several options to make up these courses and qualify for CSU admission.

You can complete appropriate high school courses with a grade of “C” or better either in summer school or in adult school. Courses in this category must be those found on the high school or adult school UC ["a-g" course lists](#). Some adult schools may not have “a-g” course lists.

You may also complete college courses with a grade of “C” or better in the missing subject areas. Finally, you can earn an acceptable score on examinations such as the SAT subject examinations, Advanced Placement (AP) examinations, or International Baccalaureate examinations.

If you are unable or do not choose to make up your subject deficiency, you may earn at least 60 units, including 30 semester units of general education from a California Community College or other college and transfer as an upper-division transfer student, where only your college performance is considered for admission.

ADMISSIONS APPEALS FOR STUDENTS WITH DISABILITIES

All students must be able to meet the academic, accreditation and technical standards required for admission or participation in their chosen program of study. Students with disabilities, therefore, are not excused from course prerequisites, GPA requirements or degree requirements. However, in some limited circumstances, substitution of course requirements based on a documented disability may be appropriate. Such substitutions are granted only when it is clear that the student’s disability makes completion of the requirement(s) impossible and when the course in question is not a fundamental element of the curriculum. A course substitution means that the credit hours for the course are met through an alternate course. A course substitution may not alter or reduce the number of credits needed for degree completion or create a fundamental alteration in the program of study.

Students should visit their campus’s admissions website for the process to appeal an admission denial when the student’s disability directly impacts their ability to complete an admission requirement.

Grades in "a-g" Courses and Test Scores

The grades you earn in high school are the most important factor in CSU admission decisions. Your high school grade point average is calculated using your grades in all your college prep "a-g" classes completed after the 9th grade.

First-time freshmen must meet the following eligibility requirements: be a high school graduate or equivalent; complete the 15-unit comprehensive “a-g” pattern of college preparatory course; and earn a qualifying “a-g” grade point average (GPA) as described below.

- California residents and graduates of California high schools will be eligible for admission by earning a 2.50 or greater “a-g” GPA.
- Any California high school graduate or resident of California earning a GPA between 2.00 and 2.49 may be evaluated for admission based upon supplemental factors.

- Non-California residents may be eligible for admission to the CSU by earning a 3.00 or greater “a-g” GPA along with other supplemental factors utilized by the individual campus, including those outlined by impacted campuses and programs.
- Any Non-California resident of California earning a GPA between 2.47 and 2.99 may be evaluated for admission based upon supplemental factors.

This temporary change of admission requirements will also apply to impacted CSU campuses and programs. Campuses and programs designated as impacted may utilize higher “a-g” GPA thresholds for applicants, as well as identify supplemental criteria and their relative weights, in making admission decisions. However, in no case will standardized test scores be utilized in making admissions decisions for applicants during the 2021-2022 and 2022-2023 academic years.

Campuses will use a combination of students' “a-g” GPA and supplemental factors to determine admission eligibility. Supplemental Factors that campuses may use include:

- Number of courses exceeding minimum “a-g” requirements,
- GPA in math and or science courses,
- Household income,
- Extracurricular and leadership involvement,
- Educational program participation in high school
- Other available information that would inform the campus admission decision.

Each CSU campus will determine the supplemental factors used with GPA to determine eligibility. See the [Supplemental Factors by campus](#) for campus details.

California Community Colleges Requirements

The California Community Colleges system consists of over 100 colleges, with a large number of additional campus centers and classrooms throughout the state. Each college offers a diverse array of educational programs, with specializations that reflect the unique character of the local region. California community colleges are required to admit any California resident possessing a high school diploma or the equivalent. Additionally, California community colleges may admit any nonresident possessing a high school diploma or the equivalent, or anyone (resident or nonresident) over the age of 18 without a high school diploma or the equivalent who, in the judgment of the board, is capable of profiting from the instruction offered. Many students attend community colleges with a plan to transfer to a four-year university. Students that do not intend to transfer, may pursue an AA degree or a certificate in a vocational program.

Most community colleges have established requirements for K-12th grade concurrently enrolled students. Interested students should contact the college's admissions office.

Early Registration for Courses

Priority registration allows students to register early so they can get into courses before they fill up. To qualify for priority registration, students must:

- (1) Participate in orientation

(2) Complete the assessment process

(3) Develop an Education Plan with a counselor or advisor

Achieving and maintaining priority registration helps students get into the courses they need to reach their goals and will help them stay on track and take the most direct route from start to finish. Find out more at stepforward.cccco.edu.

UC/CSU “A-G” Courses at Roberto Cruz Leadership Academy

A History/Social Science

World History
AP World History
US History
AP US History
Government
AP Government & Politics

B English

AP English Language & Composition
AP English Literature and Composition
English 9
English 10
English 10H
English 11
English 12

C Mathematics

Math I
Math II
Math III
Pre-Calculus
AP Calculus

D Laboratory Science

Biology
Chemistry
Physics
Forensic Science (interdisciplinary Science)

E Language other than English

Spanish 1
Spanish 2
Spanish 1 Native Speakers
Spanish 2 Native Speakers
Spanish 3
AP Spanish Language & Culture
AP Spanish Literature & Culture

F Visual and Performing Arts

Visual Art 1
Visual Art 2
AP 2D Art & Design
Drama
Advanced Drama
Aztec Dancing
Digital Media 1
Introduction to Music

G College Prep Electives

Ethnic Studies
Dual Enrollment
Foundations of Social Justice Leadership
Social Justice Leadership in Action
Economics

Academic Information Grade Point Average (GPA)

Grade Point Average is calculated using student's semester grade

A= 4.0 (Honors/AP Weighted GPA: A=5.0)

B=3.0 (Honors/AP Weighted GPA: A=4.0)

C=2.0 (Honors/AP Weighted GPA: A=3.0)

D=1.0 (Honors/AP Weighted GPA: A=1.0)

F=0.00

Roberto Cruz Leadership Academy transcripts list two types of GPAs used for different purposes:

Overall GPA: calculated using grades earned in all courses from grade 9 to 12. It is not weighted. This GPA is used to determine eligibility for graduation and participation in sports and athletic programs.

UC / CSU A-G Weighted GPA: calculated using grades in only "A-G" courses during grades 10 to 12. This GPA is used to determine college eligibility.

Class Change/Withdrawal Policy

A student may withdraw or request a change from a course within the first two weeks (usually 8-10 days) of a semester without academic penalty, and without the course being listed on the student's transcript.

Concurrent Enrollment

Students may be able to take courses from community colleges on a concurrent enrollment basis. The courses are taken during hours outside the regular school day. Availability for classes may be limited to high school students.

Summer School

During summer, students have the opportunity of taking up to 2 one-semester long courses at Roberto Cruz Leadership Academy to make-up credit for core academic courses in which they earned a grade of 'D' or 'F'. Priority is given to students who may graduate at the end of summer. It is strongly recommended that any student who fails a class or loses credit during the school year attend summer school to make up necessary credits.

Repeating Courses

Students may need to repeat a course for purposes of meeting college eligibility requirements or to meet the 'C' grade prerequisite for advancing to the next level of a class. Upon completion of the repeated course, both the initial grade and the repeated grade will appear on the transcript.

The credit earned in the initial course, will be removed, as credit is only granted once. Courses can be repeated in summer school, during the school year, or online for credit recovery. When repeating a course during the school year, the loss of credit must be considered so to not be deficient for graduation.

Academic/Leadership Programs

The Ambassador Program

This program provides students with the opportunity to build and exercise their leadership skills by representing our school during events (school and outside in the community) and by helping to further engage our community of students and prospective students. Students have the opportunity to lead presentations, public events, and to participate in shadow days, amongst other opportunities. Join us!

Maestros Leadership Pathway

This pathway focuses on developing the Leaders of Tomorrow in education, civic and elected positions, includes the following two courses taken in students' freshmen and sophomore academic years:

- **Foundations of Social Justice Leadership** -- 9th Grade (focused on developing foundational social justice leadership skills, core concepts and understandings in order to empower students to make a difference on their campus, community, and world).
- **Social Justice Leadership in Action** (focused on Action Research and community-based projects) -- 10th grade

Course Description

History/Social Science

WORLD HISTORY ADVANCED PLACEMENT (AP)

10 credits, One Year, Grade 10

Prerequisite: None (the College Board system that approves AP curriculum requires open enrollment for all AP courses). However, interested students should have strong motivation by writing a one-page essay explaining their interest and importance of the subject. Students enrolled in this course are expected to take the AP test.

This course meets the CSU and the UC (“A-G”)

The purpose of the course will be to critically analyze different cultures, societies, leaders, and nations, in order to better understand how the world people inhabit today actually came about. Students will also seek to question accepted facts, as well as traditional heroes. While Western Civilization is a focus of the course, students will break out of that traditional mold and study multiple different cultures and patterns of interaction. The most important goals for the class will be the development of critical thinking skills, becoming competent writers, as well as growing academically literate by reading challenging texts. Students will analyze and synthesize differing and complicated points of view. The student’s ability to write in an intelligent and precise manner will be pushed to the limit, and then some. A good portion of class time each week will be devoted to preparing for the AP Exam, and the test’s related essays. Students can expect to have an increased workload both inside and outside the classroom. At times, students will be required to perform extended reading assignments over the weekends in order to prepare for the next week. The level of questions students will attempt to answer and the reading materials for the AP course will be at a college level.

WORLD HISTORY

10 credits, One Year, Grade 10

Prerequisite: None

This course meets the CSU and the UC (“A-G”)

This course will focus on the trajectory (path) of democracy through the ages. Students will attempt to examine history from multiple different perspectives in order to come to an understanding of truth. The purpose of the course will be to critically analyze different cultures, societies, leaders, and nations, to better understand how Democracy, as it is commonly known, came about. Students will also seek to question accepted facts, as well as traditional heroes. Students will take a closer look at America’s role in the international community and how it has dramatically impacted world history.

US HISTORY

10 credits, One Year, Grade 11

Prerequisite: None

This course meets the CSU and the UC (“A-G”)

This class concentrates on the history of the United States from the end of the Civil War (1865) to the present. Students will refresh their knowledge of the nation’s beginnings, growth and changes to 1900. Students will then be introduced to the movements and events that have shaped and changed America and its landscape during the 20th century. Through this students will better understand the political, economic, cultural and social aspects of the United States.

AP US HISTORY

10 credits, One Year, Grade 12

Prerequisite: None

This course meets the CSU and the UC ("A-G")

This course provides a general overview of the history of the United States. In chronological order, students will explore America's past, examining the cultural, political, geographical, economical and technological changes that have taken place and have helped to shape us and guide us as a nation today. Topics will include issues relating to the discovery of the New World through the Reconstruction period, focusing on constitutional issues, the Civil War, industrialization, and immigration.

Additional emphasis placed on college preparatory activities and exercises as identified by the College Board AP U.S. HISTORY course description: "The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

GOVERNMENT

5 credits, One Semester, Grade 12

Prerequisite: None

This course meets the CSU and the UC ("A-G")

Students will discuss the foundations of the U.S. government, how laws are made, important court cases and decisions that have impacted our society. Students will also discuss what is happening now in American government to be able to understand the world around them. This course should be viewed as the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities.

Economics

5 credits, One Semester, Grade 12

Prerequisite: Senior Standing

This course meets the CSU and the UC ("A-G")

Students will look at the American economic system and compare it to others around the world. Students will discuss the impact that the U.S. economy has on the rest of the world and global relationships. Students will also learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, and members of civic groups. Students will also examine the stock market, investments and budgeting for real life situations.

AP GOVERNMENT AND POLITICS

5 credits, One Semester, Grade 12

Prerequisite: Senior Standing

This course meets the CSU and the UC ("A-G")

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political

institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete political science research or applied civics project. AP U.S. Government and Politics is equivalent to a one-semester introductory college course in U.S. government.

Ethnic Studies

10 credits, One Year, Grade 10, 11, 12

Prerequisite: None

This course meets the CSU and the UC ("A-G")

The Ethnic Studies course operates from the consideration that race and racism have been, and continue to be, profoundly powerful social and cultural forces in American society. This course focuses on the experiences of African Americans, Asian Americans, Chicanx and Latinx, American Indigenous people, and other racialized peoples in the United States. The course is grounded in the concrete situations of people of color, and uses a methodological framing that emphasizes both the structural dimensions of race and racism and the associated cultural dimensions. (Adapted from UC Berkeley, Department of Ethnic Studies). The major purpose of this course is to educate students to be politically, socially, and economically conscious about their personal connections to history. Ethnic Studies focuses on themes of social justice, social responsibility, and social change. The course spans from past to present, including politics and social reform, allowing students to identify social patterns and universal qualities present in all ethnic/cultural aspects of society, including their own.

This course will also include an identity unit in which students will consider concepts related to their own personal, group and/or national identity (e.g. race, ethnicity, gender, sexual orientation).

English Language Arts

ENGLISH 9

10 credits, One Year, Grade 9

Prerequisite: None

This course meets the CSU and the UC ("A-G")

The primary emphasis of this course are the development of writing skills, literary comprehension, and analysis, listening and speaking skills and vocabulary. Texts include the English Language Arts anthologies, short stories, nonfiction, plays, and novels. Outside reading is also required. Writing will be done in response to the literature with an emphasis on informative and argumentative, as well as narrative pieces. Students are instructed in the tools needed for effective writing, including a vocabulary component and reinforcement of grammar skills.

ENGLISH 10

10 credits, One Year, Grade 10

Prerequisite: None

This course meets the CSU and the UC ("A-G")

This course is designed to strengthen the development of reading and writing skills, literary, comprehension and analysis, listening and speaking skills, and vocabulary. Required texts include a variety of literature including novels, short stories, drama, poetry and nonfiction. Vocabulary development and outside reading are required. Students are expected to write narrative, informative/expository, and argumentative essays about themes and social issues. Composition assignments emphasize writing as a process. A class community service project is required.

ENGLISH 10 Honors

10 credits, One Year, Grade 10

Prerequisite: English 9

This course meets the CSU and the UC (“a-g”)

Honors English 10 is designed for students who plan to enter college and who desire a more challenging curriculum. It emphasizes reading strategies for students to know how a variety of literary works, themes, and cultural archetypes define literature. The Literature is organized to correspond with historical time periods and will be used to encourage higher level thinking skills deals with analysis and understanding of various literary devices. Non-fiction text will be used to enhance the learning experience; students will pay close attention in particular to speeches within a particular time period. Establishing a mature style and voice will be the focus in writing.

ENGLISH 11

10 credits, One Year, Grade 11

Prerequisite: None

This course meets the CSU and the UC (“A-G”)

The literary study in this class will focus on the characteristics of various genres, specifically short stories, poetry, journalism, and novels with the overarching theme of the importance of an educated populace. A comprehensive study of composition principles, as well as extensive vocabulary development, is also a part of the American Literature curriculum. Essays, written both in class and at home, require students to respond to literature persuasively, analytically, and critically.

Creative projects will also be offered throughout the year. Oral expression is emphasized through public speaking seminars, and class discussion. Projects, writings, and discussions in this course will emphasize critical thinking skills.

ENGLISH AP LANGUAGE

10 credits, One Year, Grade 11

Prerequisite: Eng. 9, Eng. 10

This course meets the CSU and the UC (“A-G”)

As articulated in the AP English Course Description, the purpose of AP English Language and Composition is to “enable students to read complex texts with understanding and to write prose...to communicate effectively with mature readers” (The College Board 2010). This course is constructed in accordance with those guidelines. Through close readings and focused written assignments, students become more aware of rhetorical strategies and the purposeful use of language. As this awareness grows, students are more readily able to incorporate these same strategies into their own writing and to cultivate personal writing styles. Students will also develop the skills needed to analyze visuals (photographs, paintings, sculptures, political cartoons, advertisements, etc.) with the same critical lens used on traditional print texts. Expectations for students are appropriately high for a college introductory level course, and the work required of them is challenging

ENGLISH 12

10 credits, One Year, Grade 12

Prerequisite: None

This course meets the CSU and the UC (“A-G”)

This course is designed to further improve student’s communication skills, while meeting state standards. Exercises and assignments will emphasize improvement in reading comprehension and writing skills as well as speaking, listening, critical thinking and presentation skills. Reading material will include selected novels,

short stories, poems, essays and other text. Individualized writing instruction, reading practice and vocabulary-building activities will be included on an as needed basis. Students will be expected to complete various thematic projects.

ENGLISH AP LITERATURE

10 credits, One Year, Grade 12

Prerequisite: Eng. 9, Eng. 10, and Eng. 11

This course meets the CSU and the UC (“A-G”)

This college-level, full year course is concerned primarily with understanding, analyzing, writing, and rewriting about literature. Referring to the literature studied, students develop both oral and written compositions throughout the year. Summer reading and analysis assignments and research-based papers are a requirement for the course. This course is designed to comply with the curricular requirements described in the AP English Course Description provided by The College Board.

The units do not necessarily follow the exact same sequence from year to year, nor are the exact same texts taught every year. Texts are added or subtracted according to various criteria including the interests, strengths/weaknesses, and literary background of each class’s members.

The thematic organization (“The Tragic Figure in Literature”) is broad enough to allow for substitutions and additions.

English Language Development 1, 2, and 3

Grades: 9th - 12th

High School Credit

English Language Development courses are year-long courses designed to help students gain English language proficiency, according to the California ELD Standards. Students enrolled in these designated instruction courses will also be enrolled in integrated courses to promote further high levels of English language proficiency in the domains of speaking, listening, reading, and writing, and to foster the development of both academic language skills and social communication. ELD instruction supports students as they progress through the three levels of English language proficiency: emerging, expanding, and bridging. Class work will consist of ELD lessons, grammar exercises, reading for vocabulary acquisition, and other projects to increase English comprehension, fluency, and application.

The ELD curriculum has been designed to:

- Provide students with a firm base in English through the development of listening, speaking, reading, and writing skills.
- Develop students’ competence in English to achieve academically in all content areas.
- Promote understanding, respect, and appreciation for the United States’ traditions and values while valuing students’ culture and language and seeking connection and knowledge and language transfer opportunities.
- Provide exposure to and affirmation of the multicultural nature of the United States.

Our three courses use  curriculum as a basis.

ELD 1

- Emerging levels

ELD 2

- Expanding levels

ELD 3

- Bridging levels

Prerequisite: ELPAC Levels 1, 2, 3, ELD Standards Proficiency Levels Emerging, Expanding, Approaching Bridging

Mathematics

INTEGRATED MATH I

10 credits, One Year, Grade 9

Prerequisite: None

This course meets the CSU and the UC ("A-G")

Mathematics I course offers to formalize and extend the mathematics standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. The scope of Mathematics I is limited to linear and exponential expressions and functions as well as some work with absolute value, step, and functions that are piecewise-defined. Mathematics I course, instructional time should focus on six critical areas: (1) extend understanding of numerical Manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.

INTEGRATED MATH II

10 credits, One Year, Grade 10

Prerequisite: Math I

This course meets the CSU and the UC ("A-G")

Mathematics II course focuses on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Some standards are repeated in multiple higher mathematics courses. The Mathematics II course, instructional time should focus on five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.

INTEGRATED MATH III

10 credits, One Year, Grade 11

Prerequisite: Math II

This course meets the CSU and the UC ("A-G")

Integrated Mathematics Course III is the third of three mathematics courses required for college entrance. The course content expands upon the mathematical content and techniques of Course II. Connections among the strands and unifying ideas continue with attention given to depth of understanding. Students successfully completing Course III are prepared for pre-calculus or alternative mathematics courses that emphasize real-world applications in the social sciences, or life and physical sciences. The course emphasizes advanced algebra and trigonometry.

PRE-CALCULUS

10 credits, One Year, Grade 12

Prerequisite: Math III

This course meets the CSU and the UC (“A-G”)

Student will study relations, functions, graphs, trigonometry, polar coordinates, complex numbers, limits, and derivatives. The student will analyze and graph mathematical functions. There is an emphasis on verification of trigonometric identities using all of the basic trigonometric identities. Students will use graphing calculators in activities that are appropriate to the topics being studied.

AP CALCULUS

10 credits, One Year, Grade 12

Prerequisite: Math III

This course meets the CSU and the UC (“A-G”)

An Advanced Placement (AP) course in calculus consists of a full high school academic year of work that is comparable to a calculus course in colleges and universities. AP Calculus will follow the topics outlined by the College Board, along with additional topics that the instructor deems fit to include. Each student will complete a simulated AP exam at the end of the semester that will be counted as the final exam for the course. During the last weeks of spring semester (after the official AP exam), advanced topics will be covered. The course is primarily concerned with developing students’ understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are demonstrated through the unifying themes of derivatives, integrals, limits, approximation, applications, and modeling. A major objective of the class is to prepare students for the AP Calculus AB exam to be given in the spring. Most universities award credit to students based upon their scores on this exam.

Science

BIOLOGY

10 credits, One Year, Grade 9

Prerequisite: None

This course meets the CSU and the UC (“A-G”)

Students will embark on a journey into the fundamentals of biological science. Biology is a rigorous and demanding course, which is the equivalent of an introductory college biology course. Content will be covered in more depth and greater expectations will be placed on interpretation and analysis of information than previous biology courses. In addition, statistical analysis of data and modeling of concepts will be expected. A significant amount of studying must be completed at home to allow time for discussion, labs, and inquiry during class time. The course is structured to allow for more class time for labs and discussions. This entails the following subdivisions: biochemistry, cellular biology, genetics, ecology, evolution, and physiology.

CHEMISTRY

10 credits, One Year, Grade 10

Prerequisite: None

This course meets the CSU and the UC (“A-G”)

This course is designed to enable all students to learn about the chemical processes that rule their everyday lives, to give them the tools they need to succeed in basic college-level chemistry courses, to build the skills they need to research and resolve their own questions about chemistry and to inform them of the basic principles of chemistry they will need to make good decisions today and for the rest of their lives in a world that is saturated with so much chemistry. The course is designed to satisfy the California Science Standards for high school students. The course will focus on the following areas: Atomic and Molecular Structure, Chemical Bonds, Conservation of Matter and Stoichiometry, Gases and their Properties, Acids and Bases, Solutions, Chemical Thermodynamics, Reaction Rates, Chemical Equilibrium, Organic Chemistry and Biochemistry, and

Nuclear Processes.

PHYSICS

10 credits, One Year, Grade 11

Prerequisite: Math 1

This course meets the CSU and the UC ("A-G")

One objective of this course is to provide an overview of the major conceptual developments in historic and contemporary physics. The second objective is to develop within the student an understanding of the scientific processes and theories designed to provide answers to the questioning mind. A third objective is to instill a certain appreciation for the science of physics as a quest to know and understand the physical world. Yet a fourth objective is to help the student understand the science and issues surrounding the use of modern technology which has its basis in physics. The intended outcome of this course is the development of an ability to think in a critical manner using both concrete and abstract examples from physics as models.

FORENSICS SCIENCE

10 credits, One Year, Grade 12

Prerequisite: None

This course meets the CSU and the UC ("A-G")

This course that includes basic and advanced courses that describe the role of science in solving crimes using an evidence-based system. Topics include the history and role of the forensic laboratory, scientific evidence gathering techniques, processing evidence, establishing hypotheses and drawing conclusions. Students will also explore career opportunities in criminalistics and administration of justice. Course titles may include: Advanced Forensic Science, Crime Scene Investigation, Curriculum for Forensic Science: a Biochemical Approach, Forensics Illustrated: Step Under the Tape.

AP ENVIRONMENTAL SCIENCE

10 credits, One Year, Grade 11, 12

Prerequisite: Biology and Chemistry C- or better both semesters

This course meets the CSU and the UC ("A-G")

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. This course will also prepare students for the College Board's Advanced Placement Exam in AP Environmental Science.

Visual & Performing Arts (VPA)

Aztec Dancing

10 credits, One Year, Grade 9, 10,11,or12

Prerequisite: None

This course meets the CSU and the UC ("A-G")

This class is designed to teach students the dance, history and culture of Mexico. Students will learn from a variety of different regions/states of Mexico, which may include: Baja California, Durango, Jalisco, Sinaloa, Guerrero, and Michoacán to name a few. Students are expected to participate and enjoy the class. To pass this class students must dance, know some of the basic steps and perform in class. The teacher will select students for the school and community performances. The criteria for the selection will be based on participation, responsibility, knowledge of dances and positive attitude.

Drama

10 credits, One Year, Grade 9, 10,11, 12

Prerequisite: None

This course meets the CSU and the UC ("A-G")

This course provides students opportunities to develop an appreciation and respect for the collaborative effort of all involved in producing works of theater. Each student will develop a greater appreciation for the aesthetics of the dramatic arts, and criteria of an effective performance, and awareness of the historical influences and contributions of the theater by producing and performing the school's theatrical productions. Through reading of the textbook and scripts, all aspects of the design process, and participating in the acting and directing aspects of productions, students will have an opportunity to become keenly aware of the theater world and the performing arts as a profession while preparing the school's plays.

Advanced Drama

10 credits, One Year, Grade 10,11, 12

Prerequisite: Drama

This course meets the CSU and the UC ("A-G")

Advanced Drama is a course offered to returning Drama students that focuses on themes in directing, and complex theatre production. We will also develop more sophisticated methods of performance, and lead Beginning Drama students as they learn the fundamentals of theatre. Students in Advanced Drama will be required to engage in the classroom readings of dramatic works, as well as complete outside reading of texts and plays throughout the year. Students will have the opportunity to select performance material from their readings, and will block, direct, and critique scenes for Beginning Drama, as well as perform with both beginning and advanced students.

Digital Media 1

10 credits, One Year, Grade 9,10,11,12

Prerequisite: None

This course meets the CSU and the UC ("A-G")

Digital Media is a course designed to educate students on the ever-changing digital world, as well as to provide hands-on experience with industry standard software and equipment. The curriculum covers a wide range of areas, so it appeals to a diverse group of students. Topics covered in Digital Media classes include graphic design, animation, audio production, video production, and web design.

Visual Art - Art 1

10 credits, One Year, Grade 11

Prerequisite: None

This course meets the CSU and the UC ("A-G")

Beginning level course that covers the organization of the Elements of Design where students apply these skills in two and three-dimensional projects in drawing, color theory, painting, and critiquing process focused on Latino Culture.

Visual Art II

10 credits, One Year, Grade 10, 11, 12

This course meets the CSU and the UC ("A-G")

This is an intermediate level course which reinforces the use of The Elements of Design through the organizational use of the Principles of Design in two and three dimensional projects within an art studio

environment with an emphasis in self-discovery of voice and careers in the arts. Students will further their study in design, drawing, color theory, painting, the critiquing process, media exploration, as well as art history while preparing for Advanced Placement Art.

Music I

10 credits, One Year, Grade 9,10, 11,12

Prerequisite: None

Music I is a year-long introductory music course that introduces students to the fundamentals of reading music (pitch and rhythm), surveys the history of Western music, looks at music of non-Western cultures, and examines the ways music expresses feelings and ideas and how it is used to tell stories. This course is intended to help the student understand, discuss, perform and appreciate music more knowledgeably. The students will explore the history and evolution of music, learn about the concepts and techniques in music, and music listening, while also learning about musical instruments (along with playing musical instruments), famous composers and artists, and key musical genres. This course will focus on music theory, composition, and notation through the many lenses of different musical cultures and functions of music. The course will help students: 1) discuss the elements of music and musical notation 2) trace the history and evolution of music 3) describe the contributions of popular music artists and composers 4) discuss the influence of music on society and culture and how music is used for social change 5) draw parallels between music and other art forms and 6) compose short songs/pieces individually and with a group. The purpose of this course is to expand students' thinking, reading, writing, speaking, and listening skills in music.

AP 2D Art & Design

10 credits, One Year, Grade 11,12

Prerequisite: Vis Art 1 (Required), Vis Art 2 (Recommended)

This course meets the CSU and the UC ("A-G")

AP 2D Art & Design is an introductory college-level drawing, design, and painting course. Students refine and apply skills and ideas they develop throughout the course to produce a series of artwork with an inquiry driven mindset. Students create a portfolio of work that demonstrates the development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

World Languages

Spanish 1

10 credits, One Year, Grade 9

Prerequisite: None

This course meets the CSU and the UC ("A-G")

Students will be introduced to the basic language and culture of the Spanish-speaking world. Language and culture are acquired through meaningful communicative activities centered on real life situations involving everyday common topics. Students develop linguistic competency as they perform relevant tasks in the new language.

Spanish 2

10 credits, One Year, Grade 10

Prerequisite: None

This course meets the CSU and the UC ("A-G")

A second-year Spanish college preparatory course continues to provide students the opportunity to increase their ability to speak, listen, read and write in the target language in order to complete graduation requirements and to continue to develop the language skills and knowledge needed to be successful as they pursue further study of Spanish. Students continue to be reminded of the five goals for foreign language instruction: communication, cultures, connections, comparisons, and communities. The goals are emphasized throughout the course as students increase their vocabulary development and understanding of the grammatical forms and functions. Accuracy in speaking and writing is emphasized in order to continue to foster high standards of oral and written communication.

Spanish 1 for Native Speakers

10 credits, One Year, Grade 9

Prerequisite: None

This course meets the CSU and the UC ("A-G")

The emphasis of the class is to challenge the students' ability to speak, read, write, listen, and culture development in Spanish. The class is conducted in Spanish and students are expected to converse and participate with the teacher at all times in the target language. I will strive to make the class as lively and interesting as possible, but your positive attitude and participation is critical.

Spanish 2 for Native Speakers

10 credits, One Year, Grade 9, 10, 11, 12

Prerequisite: Successful Completion of Spanish 1 or Language Assessment

This course meets the CSU and the UC ("A-G")

Through comparative analysis of selected literary works, the course develops an awareness of cultural and literary contributions from the 21 Spanish-speaking societies. The course is taught in Spanish with emphasis on composition as a medium of expression. In Spanish II each student will be expected to actively use their proficiency in the target language by writing, reading, listening, and speaking in class activities. The instructor will speak almost entirely in Spanish in order for students to get accustomed to hearing academic language and working toward gaining more understanding of the target language.

Spanish 3

10 credits, One Year, Grade 10,11,12

Prerequisite: Successful completion of Spanish 2

This course meets the CSU and the UC ("A-G")

Spanish III is a year-long continuation course for high school students who until now have had some exposure to the intricacies of the Spanish language and the cultures of the Spanish-speaking world and have taken Spanish language for at least two years. The focus of this course is to further develop and improve the four basic skills of comprehension: listening, speaking, reading, and writing. Students will continue to expand knowledge acquired in previous Spanish classes by increasing their vocabulary, grammar, and use of idiomatic expressions. They will speak and write extemporaneously using short and long sentence structures in the present, past, and future tenses in both the indicative and subjunctive moods to communicate about self, family, daily life, and develop a fuller knowledge of the arts, literature, and culture of the Spanish-speaking world. The development of their Spanish speaking skills will be improved using dialogues, interviews, and oral presentations that can be used in real-world interactions. Students will further develop their Spanish comprehension, writing, and listening skills within the context of the contemporary Spanish-

speaking world and its cultures by engaging in a variety of authentic activities utilizing film, music, and readings.

The purpose of this course is to continue students' acquisition of Spanish vocabulary, grammatical knowledge from Spanish 1 and 2 and to further develop their communication skills in reading, writing, listening, and speaking. In this course, students will go beyond the present tense, focusing on the preterite and imperfect tenses, as well as intermediate grammatical concepts such as direct and indirect object pronouns. Students will also further develop their knowledge of the cultures of the Spanish-speaking world and begin to articulate this knowledge through writing and speaking in Spanish rather than English. This course will serve as a bridge between basic/introductory Spanish courses and AP-level Spanish courses

AP Spanish Language and Culture **10 credits, One Year, Grade 11, 12**

Prerequisite: None (the College Board system that approves AP curriculum requires open enrollment for all AP courses. However, students are typically in their third or fourth year of high school–level Spanish language study).

This course meets the CSU and the UC ("A-G")

The AP Spanish Language & Culture course emphasizes communication (understanding and being understood by others) by applying interpretive, interpersonal, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language & Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

The AP Spanish Language & Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

AP Spanish Literature and Culture **10 credits, One Year, Grade 11, 12**

Prerequisite: None (the College Board system that approves AP curriculum requires open enrollment for all AP courses. While there are no prerequisites for this course, AP Spanish Literature and Culture is designed for students who have successfully completed at least three years of high school–level Spanish language study. While not a prerequisite, students may wish to complete the AP Spanish Language and Culture course before taking AP Spanish Literature and Culture, as the texts are presented in Spanish.)

This course meets the CSU and the UC ("A-G")

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and U.S. Hispanic literature. Students develop proficiencies across the three modes of communication (interpretive, interpersonal, and presentational) in the ranges of Intermediate High to Advanced Mid of the proficiency guidelines from the American Council on the Teaching of Foreign Languages' (ACTFL). Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism).

AP Spanish Literature and Culture is equivalent to a college or university survey course of literature written in Spanish at the first level counted towards a major in this subject area.

Interdisciplinary Electives

Foundations of Social Justice Leadership

10 credits, One Year, Grade 9

Prerequisite: None

This course meets the CSU and the UC ("A-G")

The Foundations of Social Justice Leadership course combines the learning of key social justice leadership skills, core concepts and understandings and experiential and project-based learning to empower students to make a difference on their campus, community, and world. Through readings, writings, small and large group discussions, team building activities, community engagement and community service, students will actively pursue learning in topics such as character traits, ethics, leadership styles, including collaborative leadership, decision making, social justice leadership opportunities and careers, while exploring the power of risk taking, communication, facilitation, and learning about skills necessary for becoming educational, civic, elected, and social justice leaders.

Social Justice Leadership in Action

10 credits, One Year, Grade 10

Prerequisite: Foundation for Social Leadership

This course meets the CSU and the UC ("A-G")

The Social Justice Leadership in Action course allows for students to apply learnings from the Foundations of Social Justice Leadership course to their action research and community-based projects, while expanding their knowledge and skills to serve as social justice leaders in their respective communities. Through readings, writings, small and large group discussions, team building activities, community engagement, action research, community service, and community-based projects, students will be empowered to be agents of change in their communities and leaders within their school.

Other Courses (High School Graduation Credit Only)

Advisory 9, 10, 11, 12

10 credits, One Year, Grade 9, 10, 11, 12

Prerequisite: None

This course meets high school graduation requirements

This course focuses on college and career preparedness, through grade level assigned advisory periods, where credentialed teachers review, monitor, and serve as advocates for students' college and career goals. Our Academic Counselors also provide students with personalized academic advising plans, facilitate college talks, provide access to information and resources for students related to college which all elements raise awareness of and aspirations toward college.

Physical Education

10 credits, One Year, Grade 9, 10, 11, 12

Prerequisite: None

This course meets high school elective graduation requirements

This course provides a core standards-based curriculum. Goals for students include demonstrating a sophisticated knowledge of the many facets of physical fitness, a detailed assessment of fitness levels, and the ability to demonstrate improvement over the course of the year. In addition, students will learn about nutrition and physical, mental/emotional and social health. Students will learn the value of physical activity for their health, enjoyment, challenge, and self-expression and/or social interaction.