



**ROBERTO CRUZ**  
LEADERSHIP ACADEMY

## Course Descriptions

### History/Social Science

#### 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.

#### 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, it is recommended that interested students should have strong motivation. 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.

## **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.

## **US HISTORY ADVANCED PLACEMENT (AP)**

**10 credits, One Year, Grade 11**

**Prerequisite:** None (the College Board system that approves AP curriculum requires open enrollment for all AP courses). However, it is recommended that interested students should have strong motivation. Students enrolled in this course are expected to take the AP test.

*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**

**10 credits, One Year, 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.

## **GOVERNMENT ADVANCED PLACEMENT (AP)**

**10 credits, One Year, Grade 12**

**Prerequisite:** None (the College Board system that approves AP curriculum requires open enrollment for all AP courses). However, it is recommended that interested students should have strong motivation. Students enrolled in this course are expected to take the AP test.

## **English language Arts**

### **ENGLISH 9**

**10 credits, One Year, Grade 9**

**Prerequisite:** None

*This course meets the CSU and the UC ("a-g")*

This course is intended for 9th Graders who are in the Puente program. It follows the same course objectives for English 9 with an emphasis on the teaching and learning methodology of the Puente program. The primary emphases 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 intended for 10th Graders who are in the Puente Program. It follows the same course objectives for English 2 with an emphasis on the teaching and learning methodology of the Puente Program. 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:** None

*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 LANGUAGE ADVANCED PLACEMENT (AP)**

**10 credits, One Year, Grade 11**

**Prerequisite:** English 9, English 10. The College Board system that approves AP curriculum requires open enrollment for all AP courses. However, it is recommended that interested students should have strong motivation. Students enrolled in this course are expected to take the AP test.

*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:** English 9, English 10, English 11. The College Board system that approves AP curriculum requires open enrollment for all AP courses. However, it is recommended that interested students should have strong motivation. Students enrolled in this course are expected to take the AP test.

*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.

## **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:** Pre-Calculus. The College Board system that approves AP curriculum requires open enrollment for all AP courses. However, it is recommended that interested students should have strong motivation. Students enrolled in this course are expected to take the AP test.

*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.

### FORENSICS SCIENCE

**10 credits, One Year, Grade 10**

**Prerequisite:** None

*This course meets the CSU and the UC ("a-g")*

This course 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.

### CHEMISTRY

**10 credits, One Year, Grade 11**

**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 12**

**Prerequisite:** None

*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.

## **Visual & Performing Arts (VPA)**

### **Aztec Dancing**

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

**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 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.

### **Digital Media**

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

**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.

## **Foreign Language**

### **Spanish 1**

**10 credits, One Year, Grade 9**

**Prerequisite:** None

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

The course is designed to meet Native Speakers. 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.

### **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 t graduation requirement for foreign language and to continue to develop language skills and knowledge needed to be successful if further study of Spanish is desired. 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 10**

**Prerequisite:** None

*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 Language Advance Placement**  
**10 credits, One Year, Grade 10, 11,12**

**Prerequisite:** None. The College Board system that approves AP curriculum requires open enrollment for all AP courses. However, it is recommended that interested students should have strong motivation. Students enrolled in this course are expected to take the AP test.

*This course meets the CSU and the UC ("a-g")*

The AP Language Spanish course is conducted entirely in Spanish and it encourages its students to communicate in the target language with peers and teachers. The course employs authentic material through the use of newspapers, magazines, journals, newscasts, internet articles and other audiovisual media. The course also makes use of traditional Hispanic literature like poems, short stories and essays. The students read, write, speak and listen in Spanish as they develop their critical thinking skills in class debates, argumentative and comparative essays and analysis of social and cultural issues. Students will also become proficient in technical and nontechnical writing, formal and colloquial expressions of the Spanish language and they will be acquainted with the various dialects of Spanish as they keep in mind their audience.

## **Other/ Non-Departmental**

**Communication Social Justice**  
**10 credits, One Year, Grade 10**

**Prerequisite:** None

*This course meets the CSU and the UC ("a-g")*

This course explains the theory and practice of oral communication. The course emphasizes organization, presentation, and evaluation of various types of speeches. Students express their own ideas and experience the diverse perspectives of classmates through exercises, discussions, and formal speeches. In addition, students engage in critical listening, audience analysis, and audience-focused presentations. Students also explore the ethical responsibilities of a public speaker.

**Economics**  
**10 credits, One Year, Grade 12**

**Prerequisite:** None

*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.

### **Mexican America Studies**

**10 credits, One Year, Grade 9**

**Prerequisite:** None

*This course meets the CSU and the UC ("a-g")*

This course is a survey of the Mexican-American experience in the United States. The class traces the movement of Mexican people to the United States. It covers history from colonial Mexico through 20<sup>th</sup> century America. Many individuals who contributed to Mexican heritage are mentioned. The concepts of migration, socialization, culture conflict and assimilation will be viewed from a Mexican-American perspective.

### **Physical Education**

**10 credits, One Year, Grade 9**

**Prerequisite:** None

*This course does not meet the CSU and the UC ("a-g")*

This course provides the foundation for lifelong physical activity. Students develop proficient movement skills in each area of physical education; they expand their capabilities for independent and team learning; and they examine practices that allow for sound decision making to enhance successful participation in movement skills.