



# LATINO COLLEGE PREPARATORY ACADEMY



**Course Catalog  
2022-2023**

# Contents

- LCPA Vision, Mission & School Values..... 3
  
- About us and LCPA Course Sequencing by Grade  
Level and Subject Area ..... 4
  
- LCPA 4-Year Course Sequence Plan..... 6
  
- LCPA Graduation Requirements..... 7
  
- College Entrance Requirements..... 9
  
- Course Descriptions..... 14

## VISION AND MISSION

### VISION

The vision of the Latino College Prep Academy (LCPA) is to be recognized as the premier provider of High School English Language Learner educational programs, thus ensuring innovative, successful leaders with critical thinking, decision-making, information technology, and communications skills.

### MISSION

The mission of the Latino College Prep Academy is to enable underserved high school English Language Learners to become bi-literate in English, Spanish, Mathematics, and Science. These skills will ensure their ability to successfully complete requirements for a high school diploma and pursue post-secondary educational opportunities of their choice.

### SCHOOL VALUES

LCPA promotes *ORALE* values. Each letter represents words that define LCPA values such as; **O**rgullo (Pride), **R**espect, **A**lianza (togetherness), **L**eadership and **E**ducation. Within the *ORALE* values we are assisting the students to allow them to find growth with themselves and their education in high school.

#### O.R.A.L.E.

*(Orgullo, Respecto, Alianza, Liderazgo, Educación)*

**ORGULLO-**  
**RESPECTO-**  
**ALIANZA-**  
**LIDERAZGO-**  
**EDUCACION-**

*Take pride in your educational journey and goals*  
*Respect our school policies & high academic expectations.*  
*It takes an entire community to raise an Eagle Warrior.*  
*Lead by example, lead by action.*  
*Remaining teachable to our life's purpose.*

**College is not a dream. It's a plan.**



# About us...

Latino College Prep Academy (LCPA) is a charter high school with oversight provided by the East Side Union High School District. LCPA focuses on providing its students with a rigorous curriculum, a strong faculty and an environment made up of high expectations and community – a middle college experience.

LCPA has created a ten-year educational track that has enhanced Latino students' chances of succeeding academically and completing a college degree. With its innovative curriculum, capable faculty and nurturing environment, LCPA has become a viable educational option for each and every student, especially English Language Learners. With its focus on bi-literate educational programs, LCPA fills a unique niche in providing these students the time and focus to reach the academic level of English that is critical for academic achievement, passing standardized tests, and pursuing postsecondary educational opportunities.

## Our Graduates

Graduation is the major milestone in our path towards success. By graduating our students from LCPA, we celebrate the successful placement of our students at a college of their choice.

- The Class of 2022 had a Graduation Rate of 100% and A - G Completion Rate of 70%.
- Over \$500,000 was received in Financial Aid and Scholarships across our Class of 2022.
- All 415 students are supported by two full-time Academic Counselors and our Department of Student Services.

# LCPA Course sequencing by Grade Level and Subject Area

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



**Latino College Preparatory Academy**

4-Year Course Sequence Plan

2022-23



Subject	Freshman (9th grade)	Sophomore (10th grade)	Junior (11th grade)	Senior (12th grade)
<b>"A" - History/Social Science (2 Years Required)</b>	-	World History AP World History	U.S. History AP U.S. History	U.S. Government/ AP Government
<b>"B" - English (4 Years Required)</b>	English 9	English 10 English 10 Honors	English 11 AP English Language	English 12/ERWC AP English Literature
<b>"C" - Mathematics (3 Years Required - 4 Recommended)</b>	Integrated Math 1 Integrated Math 2	Integrated Math 2 Integrated Math 3	Integrated Math 3 Pre-Calculus	Pre-Calculus AP Calculus A/B
<b>"D" - Laboratory Science</b>	Biology	Physics	Chemistry Forensics	AP Environmental Science Forensics
<b>"E" - Language other than English (2 Years Required - 3 Recommended)</b>	Spanish 1 Spanish for Native Speakers 1	Spanish 2 Spanish for Native Speakers 2	Spanish 3 Native Speaker AP Spanish Lang. & Culture	AP Spanish Lit. & Culture
<b>"F" - Visual and Performing Arts (1 Year Required)</b>	Visual Art 1 Digital Media Drama Aztec Dance	Visual Art 1 Visual Arts 2 Digital Media Drama Aztec Dance	Visual Art 2/AP Art Drama Advanced Drama Digital Media Aztec Dance	Visual Art 2/AP Art Drama Advanced Drama Digital Media Aztec Dance
<b>"G" - College Prep Electives (1 Year Required)</b>	Additional "A - F" courses + Ethnic Studies & Economics			
<b>High School Credit</b>	Advisory 9 ELD 1, 2, or 3 Physical Education Resource Support	Advisory 10 ELD 1, 2, 3 Resource Support	Advisory 11 ELD 1, 2, 3 Resource Support	Advisory 12 ELD 1, 2, 3 Resource Support
<b>Dual Credit Courses</b>	-		Dual Enrollment with SJCC	Dual Enrollment with SJCC
<b>Community Service 100 Hours Total</b>	Social Justice	Service to Children & Animals	Career Exploration	Elderly, Mentally or Physically Disabled
<b>Physical Education</b>	1 year required for High School Graduation			

**LCPA GRADUATION REQUIREMENTS & UC/CSU A-G REQUIREMENTS**

<b>Subject</b>	<b>High School Graduation Requirements</b>	<b>UC and CSU (A-G Requirements*)</b>
<b>A Social Science</b>	World History: 10 credits U.S. History: 10 credits Government/Econ: 10 credits <b>30 credits</b>	World History U.S. History <b>2 years required</b>
<b>B English</b>	English 9: 10 credits English 10 or (Honors): 10 credits English 11 or AP English: 10 Credits English 12 ERWC or AP English: 10 Credits <b>40 credits</b> from different level courses	English 9 English 10 or English 10 Honors English 11 or AP English Language English 12 ERWC or AP English Lit. <b>4 years required</b>
<b>C Math</b>	Integrated Math I, II and/or II <b>20 credits</b> from different level courses	Integrated Math I, II, III and/ or Pre-Calculus or AP Calculus <b>3 years required/ 4 years recommended</b>
<b>D Science</b>	Life Science: 10 credits (example: Integrated Science, Biology) Physical Science: 10 credits (example: Chemistry or Physics) <b>20 credits</b>	Life Science -1 Year Physical Science-1 year <b>2 years required/ 3 years recommended</b>
<b>E World Languages</b>	Spanish I Native or Non Native Spanish II Native or Non Native Spanish III AP Spanish Language AP Spanish Literature <b>20 credits</b> <b>Language other than English</b>	Spanish I Native or Non Native Spanish II Native or Non Native Spanish III AP Spanish Language AP Spanish Literature <b>2 years required/ 3 years recommended</b>
<b>F Visual &amp; Performing Arts</b>	Art I, II AP Art, Aztec Dancing Digital Media, Drama I, II <b>10 credits</b>	Art I, II AP Art, Aztec Dancing Digital Media, Drama I, II <b>1 year required</b>
<b>G Electives</b>	<b>70 credits</b>	<b>College Preparatory Elective 1 year required*</b>
<b>PE/Health</b>	<b>10 credits</b>	<b>N/A</b>
<b>Total required:</b>	<b>220 credits</b>	

**English Language Development**

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

**Advisory**

LCPA offers an Advisory period that seeks to ensure ALL students are academically successful. 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

**Graduation Requirements & UC/CSU A-G Requirements**

Note: In addition to the course requirements above, LCPA students are encouraged to enroll in at least one Advanced Placement course and/or a Dual Credit Course offered during the school day through our partnership with SJCC and to pass with a grade of “C” or higher. Each required course is certified to fulfill one of the UC/CSU entrance 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.	<b>History and Social Science</b> (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.	<b>English</b> (4 years of college preparatory English composition and literature)	4

c.	<b>Math</b> (4 years recommended) of college preparatory math including or integrating topics covered in algebra, geometry, and intermediate algebra.	3
d.	<b>Laboratory Science</b> (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.	<b>Language Other Than English</b> (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.	<b>Visual and Performing Arts</b> (1 year or 2 semester courses from the same discipline required including dance, music, theatre, visual arts or interdisciplinary arts.)	1
g.	<b>College Preparatory Elective</b> (additional year chosen from the University of California "a-g" list)	1
<b>Total Required Courses</b>		<b>15</b>

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](http://stepforward.cccco.edu).

# Course Descriptions

## Subject Requirement A - Social Science

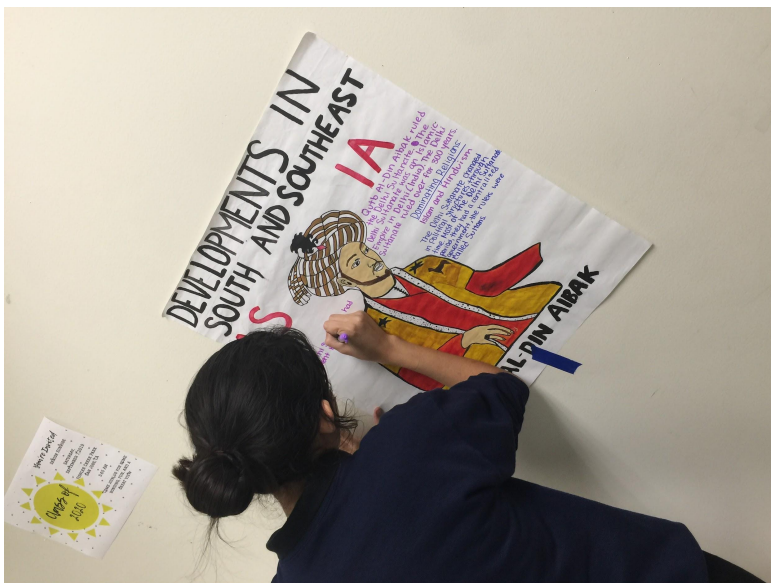
### Social Science Course Descriptions:

#### ❖ World History Grade: 10th

History Alive! World Connections, in this course, students will study Modern World History focusing on the Foundations of World History to Contemporary World History. This course focuses on world connections by taking a global approach to the study of world history and exploring the inter-regional connections and global themes that connect our world today. Students will use multiple lenses when examining eras in world history and understanding the development of events and interactions among the world's people and cultures today. Students will also use critical thinking and analysis skills to examine the social, cultural, political, and technological changes throughout world history.

#### ***Prerequisite: Sophomore standing***

Meets University Entrance Requirements: CSU, UC (“a”, “g”)



## ❖ **AP World History**

Grade: 10th

AP World History is designed to be the equivalent of a two-semester introductory college or university World History course. In AP World History, students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources, developing historical arguments, making historical comparisons, and utilizing reasoning about contextualization, causation, and continuity and change over time.

The course provides five themes that students explore throughout the system to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, growth, and exchange of economic systems; and development and transformation of social structures. Students will learn to assess historical materials- their relevance to a given interpretive problem, their reliability, and their importance- and weigh the evidence and interpretations presented in historical writings. The course will develop the necessary skills for students to arrive at conclusions based on informed judgments and present reasons and evidence clearly and persuasively when writing and speaking. This course will also prepare students for the College Board's Advanced Placement Exam in World History.

### ***Prerequisite: Sophomore standing***

Meets University Entrance Requirements: CSU, UC ("a", "g")

## ❖ **U.S. History**

Grade: 11th

History Alive! Pursuing American Ideals has students learning US History through the lens of the founding ideals- liberty, democracy, rights, equality, and opportunity found in the Declaration of Independence. Students will be debating and discussing history to ask to go beyond the chronological timeline of US History. By the end of the school year, students will be able to make deeper connections between the past and present.

### ***Prerequisite: Junior standing***

Meets University Entrance Requirements: CSU, UC ("a", "g")

## ❖ **AP United States History**

Grade: 11th

AP U.S. History is an introductory college-level U.S history course. Students will cultivate their understanding of U.S. history from c. 1491 to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; exchange and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. This course will also prepare students for the College Board's Advanced Placement Exam in American History.

### ***Prerequisite: Junior standing***

Meets University Entrance Requirements: CSU, UC (“a”, “g”)

❖ **American Government**

Grade: 12<sup>th</sup>

Government Alive! Power, Politics, and You actively connect the government to the everyday lives of high school students. This course provides students with hands-on lessons and a concise, standards-based text, which engages students in learning about the US government at the local, state, and federal levels. Government Alive! Power, Politics, and You inspire and prepare students to become active citizens.

***Prerequisite: Senior standing***

Meets University Entrance Requirements: CSU, UC (“a”, “g”)

❖ **AP United States Government and Politics**

Grade: 12<sup>th</sup>

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.

***Prerequisites: Senior standing***

Meets University Entrance Requirements: CSU, UC (“a”, “g”)

❖ **Economics**

Grade: 12<sup>th</sup>

Econ Alive! The Power to Choose demystifies economics for students. A concise, standards-based text and multiple intelligence activities help students grasp complex concepts in the context of understandable real-world situations. This program promotes an economic way of thinking about what’s going on worldwide and why. Econ Alive! The Power to Choose also builds personal financial literacy to prepare high school students to participate in today’s and tomorrow’s economies.

***Prerequisite: Senior standing***

Meets University Entrance Requirements: CSU, UC (“a”, “g”)

# Subject Requirement B - English Language Arts

## English Language Arts (ELA) Course Descriptions:

### ❖ English 9

Grade: 9th

English 9 is a California Common Core State Standards (CA CCSS) based college preparatory course designed to help students develop the knowledge and skills needed for advanced placement as well as for success in college and beyond without remediation. The Springboard Curriculum is designed using current research on best instructional practices and pedagogy.

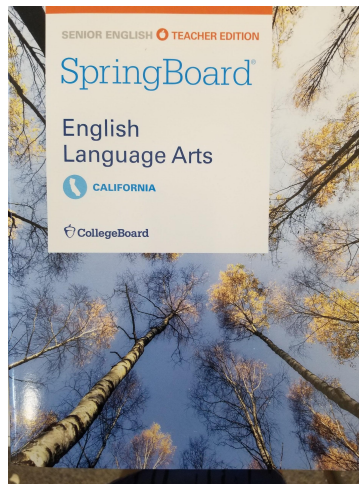
This course will help students learn the full implementation of the CA CCSS for ELA/ Literacy so all students can achieve the outcomes defined in the new standards:

- Higher-order critical thinking skills
- Precision in reading and writing
- Accurate analysis and evaluation
- Problem-solving skills
- Deeper conceptual understanding
- Expanded academic vocabulary
- Media literacy

This course will teach students; the English Language Arts/English Language Development framework that focuses on teaching and learning and will provide direction for how to implement the standards. Texts, written and spoken, create ways for students to make sense of the world. Not only will students learn to navigate a variety of texts, but students will also become familiar with the discourse of academic English. The course focuses on three parts of reading and writing: content, process, and purpose. Students will develop fluency with a wide variety of reading materials—organized around topics (which may be controversial)—characteristic of those they are likely to encounter in testing situations.

### ***Prerequisite: Freshmen standing***

Meets University Entrance Requirements: CSU, UC“b”



## ❖ **English 10**

Grade: 10th

English 10 is a California Common Core State Standards (CA CCSS) base college and career readiness course designed to help students develop the knowledge and skills needed for advanced placement as well as for success in college and beyond without remediation. The Springboard Curriculum is designed on current research on best instructional practices and pedagogy.

This course will help students learn the full implementation of the CA CCSS for ELA/ Literacy so all students can achieve the outcomes defined in the new standards:

- Higher-order critical thinking skills
- Precision in reading and writing
- Accurate analysis and evaluation
- Problem-solving skills
- Deeper conceptual understanding
- Expanded academic vocabulary
- Media literacy

This course will teach students; the English Language Arts/English Language Development framework that focuses on teaching and learning and will provide direction for how to implement the standards. This year, students will be introduced to an array of different excerpts, poems, and fictional texts that will be used to help students develop a deeper connection to humanity's past so that students are more equipped as they propel into the future. Additionally, students will focus on informational texts and narrative texts and learn how they help bridge the gap between our experiences, the experiences of others, and the parallels made in fictional writing. As we dive-in and deconstruct these texts, students will be expected to work independently and in groups to help influence a collaborative learning environment.

### ***Prerequisite: Sophomore standing***

Meets University Entrance Requirements: CSU, UC ("b")

## ❖ **English 10 Honors**

Grade: 10th

English 10 Honors is a California Common Core State Standards (CA CCSS) base college and career readiness course designed to help students develop the knowledge and skills needed for advanced placement as well as for success in college and beyond without remediation. The Springboard Curriculum is designed on current research on best instructional practices and pedagogy. This course will help students learn the full implementation of the CA CCSS for ELA/ Literacy so all students can achieve the outcomes defined in the new standards:

- Higher-order critical thinking skills
- Precision in reading and writing
- Accurate analysis and evaluation
- Problem-solving skills
- Deeper conceptual understanding
- Expanded academic vocabulary
- Media literacy

In many ways, CP English 10 and Honors English 10 cover the same content and standards; however, the essential difference involves rigor, expectations, and independence. Honors students are expected to work independently and in groups at a more accelerated rate than the CP English Course. Because of this, students are expected to read more texts, including more complex texts, in class or for homework and write periodic responses that are used for assessment and class discussion. Additionally, students will be immersed in an increased number of core texts that examine the complexities of writing in literature and non-fiction as well as how core themes of texts are connected to our everyday lives. These texts are accompanied by periodic timed-write assignments and projects that require students to focus on creating new content that adds to our world of ideas and concepts. Together, Honors students will create a maintained website that is used to share, present, and discuss the projects they complete throughout the school year. This part of the class requires respect and effective collaboration to develop and grow as scholars in order to be more prepared for AP Language.

This course will teach students; the English Language Arts/English Language Development framework that focuses on teaching and learning and will provide direction for how to implement the standards. Students will be introduced to an array of different excerpts, poems, and fictional texts that will be used to help students develop a deeper connection to humanity's past so that students are more equipped as they propel into the future. Students will be provided with opportunities to address critical reading and critical thinking that promotes accelerating the skills in academic reading and writing. Additionally, the course will focus on informational texts and narrative excerpts and learn how they help bridge the gap between our experiences, the experiences of others, and the parallels made in fictional writing. As we dive-in and deconstruct these texts, students will be expected to work independently and in groups to help influence a collaborative learning environment.

***Prerequisite: Sophomore standing***

Meets University Entrance Requirements: CSU, UC ("b")

❖ **English 11**  
Grade: 11<sup>th</sup>

English 11 is a California Common Core State Standards (CA CCSS) base college and career readiness course designed to help students develop the knowledge and skills needed for advanced placement as well as for success in college and beyond without remediation. The Springboard Curriculum is designed on current research on best instructional practices and pedagogy.

This course will help students learn the full implementation of the California Common Core State Standards for ELA/ Literacy so all students can achieve the outcomes defined in the new standards:

- Higher-order critical thinking skills
- Precision in reading and writing
- Accurate analysis and evaluation
- Problem-solving skills
- Deeper conceptual understanding
- Expanded academic vocabulary
- Media literacy

This course also enhances student skills in listening, speaking, reading comprehension, language usage, reading comprehension, and critical thinking. The course serves to develop academic writing skills in various forms with a focus on expository reading and writing. Students are offered opportunities to address critical reading and critical thinking that promotes accelerating the skills in academic reading and writing.

***Prerequisite: Junior standing***

Meets University Entrance Requirements: CSU, UC (“b”)

❖ **AP English Language and Composition**

Grade: 11<sup>th</sup>

AP English Language and Composition is an introductory college-level rhetoric and writing course. The course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. Students will learn how to cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style.

The course skills are organized within nine units that scaffold student development of the analysis and composition skills required for college credit. Students will practice and develop their reading and writing skills within a select theme or topic and then choose texts, typically short nonfiction pieces. This course will also prepare students for the College Board’s Advanced Placement Exam in English Language and Composition.

***Prerequisite:*** There are no prerequisite courses for AP English Language and Composition.

Meets University Entrance Requirements: CSU, UC (“b”)

❖ **English 12 (ERWC)**

Expository Reading and Writing

Grade: 12<sup>th</sup>

The ERWC (Expository Reading and Writing Curriculum) is a college preparatory, rhetoric-based English language arts course for grade 12 designed to develop academic literacy (advanced proficiency in rhetorical and analytical reading, writing, and thinking). The goal of the Expository Reading and Writing Course (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. Students in this year-long, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the ERWC Assignment Template—presents a scaffolded process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and apply them to their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that

underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them.

ERWC is closely aligned to the seven criteria of the CSU/UC English requirement. Students successfully completing this course develop skills, knowledge, processes, and dispositions in the following areas of academic literacy: reading rhetorically, writing rhetorically, listening and speaking rhetorically, and habits of mind.

Designated English Language Development (ELD) modules will also be utilized to increase access, skill, language development, and learning of students who need more language support.

***Prerequisite: Senior Standing***

Meets University Entrance Requirements: CSU, UC (“b”)

❖ **AP English Literature and Composition**

Grade: 12<sup>th</sup>

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum. This course will also prepare students for the College Board’s Advanced Placement Exam in English Literature and Composition.

***Prerequisite: There are no prerequisite courses for AP English Literature and Composition.***

Meets University Entrance Requirements: CSU, UC (“b”)

❖ **English Language Development**

Grades: 9th - 12th

*High School Credit*

English Language Development courses are designed to help students gain English language proficiency, according to the California ELD Standards. Students enrolled in these designated 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.

○ **iLitELL** is the adopted curriculum used in the following courses:

- ELD 1
  - New/Emerging
- ELD 2
  - Expanding
- ELD 3
  - Approaching & Bridging

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

## **Subject Requirement C - Mathematics**

### **Mathematics Course Descriptions:**

#### **❖ Integrated Math 1**

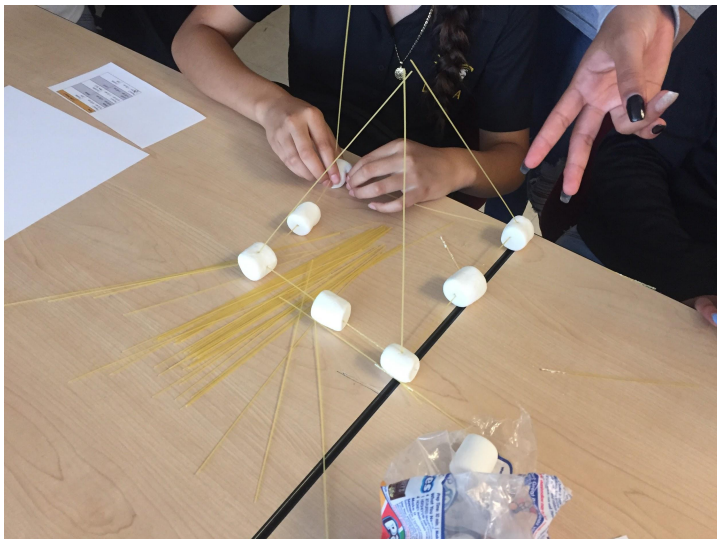
Grade: 9th

Integrated Math 1 Core Connections is the first course of a five-year sequence of college preparatory mathematics courses designed to deepen and extend student understanding built in previous courses by focusing on developing with solving linear equations, inequalities, and systems. These skills are extended to solving simple exponential equations, exploring linear and exponential functions graphically, numerically, symbolically, and as sequences, and by using regression techniques to analyze the fit of models to distributions of data. Students will use problem-solving strategies, questioning, investigating, critical analysis, gathering and constructing evidence, and communicating rigorous arguments to justify their thinking. The course also helps students develop multiple strategies to solve problems and to recognize the connections between concepts. The course is well balanced among procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem-solving), and adaptive reasoning (extension and application). The lessons in the course meet all of the content standards of

Appendix A of the *Common Core State Standards for Mathematics*. The course embeds the CCSS Standards for Mathematical Practice as an integral part of the course's lessons.

**Prerequisite: None.**

Meets University Entrance Requirements: CSU, UC ("c")



## ❖ Integrated Math 2

Grade: 10th

Integrated Math 2 Core Connections is the second course of a five year sequence of college preparatory mathematics courses that aims to formalize and extend the geometry and algebra that students have learned in previous courses. It does this by introducing quadratic functions, teaching students how to factor and solve them using multiple strategies while also building a formal understanding of similarity based on dilations and proportional reasoning, leading to basic trigonometry, including sine, cosine, and tangent. It also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events.

Students will also use problem solving strategies, questioning, investigating, critical analysis, gathering and constructing evidence, and communicating rigorous arguments to justify their thinking. Students will develop multiple strategies to solve problems and to recognize the connections between concepts. The course is well balanced between procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and transference). The lessons in the course meet all of the content standards, including the "plus" standards, of Appendix A of the *Common Core State Standards for Mathematics*. The course embeds the CCSS Standards for Mathematical Practice as an integral part of the lessons in the course.

**Prerequisite: Completing of Integrated Math 1 with a C or higher.**

Meets University Entrance Requirements: CSU, UC ("c")

### ❖ **Integrated Mathematics 3**

Grade: 11th

Integrated Math 3 Core Connections is the third course of a five year sequence of rigorous college preparatory mathematics courses that aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions. The course is well balanced between procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and transference).

On a daily basis, students will use problem-solving strategies, questioning, investigating, critical analysis, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Under teacher guidance, students learn in collaboration with others while sharing information, expertise, and ideas. The course also helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards, including the “plus” standards, of Appendix A of the *Common Core State Standards for Mathematics*. The course embeds the CCSS Standards for Mathematical Practice as an integral part of the lessons in the course.

***Prerequisite: Completion of Integrated Math 2 with a C or higher.***

Meets University Entrance Requirements: CSU, UC (“c”)

### ❖ **Pre Calculus**

Grades: 11th-12th

In this course, the student uses previously learned math concepts to analyze and solve real-world problems (applications). Pre calculus meets all of the standards for a Common Core 4th year high school math course, and includes an introduction to calculus with functions, graphs, limits, area under a curve, and rates of change. The course is well balanced among procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (application and extension). The course embeds the CCSS Standards for Mathematical Practice as an integral part of each lesson in the course.

A focus on algebra is woven throughout the course. Students investigate equivalent expressions and practice setting up word problems right from the start. In Sections 1.2 and 2.1 students use algebra to manipulate inverse, composite, and piecewise-defined functions as well as investigate characteristics of functions and transformations of functions. Section 3.1 focuses on rewriting expressions, solving complicated equations and systems, and concludes with using algebra to solve word problems. Algebraic manipulation is practiced throughout the rest of the course as students work with limits, rates of change, trigonometric expressions, complex numbers, series, conic sections, and area under the curve.

Careful consideration was given to the sequencing of the concepts in the course to allow for mastery over time while meeting the content standards of a 4th year course. On a daily basis,

students work collaboratively with others as they use problem-solving strategies, complete investigations, gather evidence, critically analyze results, and communicate clear and effective arguments while justifying their thinking.

***Prerequisite: Completion of Integrated Math 3 with a C or higher. or a math course equivalent in scope and sequence of Integrated 3.***

Meets University Entrance Requirements: CSU, UC (“c”, “g”)

#### ❖ **AP Calculus AB**

Grade: 12th

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. In this course, the student uses previously learned math concepts to analyze and solve real-world problems. The overall goal of this course is to help students understand and apply the three big ideas of AB Calculus: limits, derivatives, and integrals and the Fundamental Theorem of Calculus.

Embedded throughout the big ideas are the mathematical practices for AP Calculus: reasoning with definitions and theorems, connecting concepts, implementing algebraic/computational processes, connecting multiple representations, building notational fluency, and communicating mathematics orally and in well-written sentences. All students are required to complete summer work reviewing Precalculus and Integrated Math III concepts prior to entry in the course. AP Calculus AB meets all of the standards for a Common Core 5th Year high school math course. The course embeds the CCSS Standards for Mathematical Practice as an integral part of each lesson in the course. This course will also prepare students for the College Board’s Advanced Placement Exam in AP Calculus.

***Prerequisite: Completion of Pre Calculus or an equivalent course in scope sequence with a C or higher.***

Meets University Entrance Requirements: CSU, UC (“c”, “g”)

## **Subject Requirement D - Science**

### **Science Course Descriptions:**

#### ❖ **Biology**

Grade: 9<sup>th</sup>

In this course, we will follow the Next Generation Science Standards (NGSS) for the study of Biology using the standard aligned curriculum of [Discovery Education](#). Students will learn the fundamental concepts and principles of biology. Students investigate living systems: their

structures, functions and processes, relationships, continuity and changes, and their unity and diversity. Topics include the chemistry of life, cell biology, matter and energy in living systems, genetics and genetic engineering, evolution, ecology, human physiology, and health. Laboratory activities reinforce science concepts and develop scientific investigation and experimentation skills. This course provides foundational knowledge and skills that may be prerequisite for subsequent science courses.

**Prerequisite: NONE**

Meets University Entrance Requirements: CSU, UC (“d”, “g”)



❖ **Physics**

Grades: 10

In this course, we will follow the Next Generation Science Standards (NGSS) for the study of Physics using the standard aligned curriculum of [Discovery Education](#). This course will introduce fundamental concepts and principles of physics. Areas of study include motion and forces, matter and energy, heat and thermodynamics, wave energy, electricity and magnetism, and atomic and nuclear physics. Through online explorations, interactive text analysis, concept challenges, and other diverse activities, students will learn how to gather data, make a claim, and use evidence to support their reasoning. Students will learn to develop conceptual and mathematical models of physics ideas that will aid them in understanding and explaining natural phenomena. This course will prepare students for advanced high school physics courses and for a concentration in science at the college level.

**Prerequisite: Biology 1-2, and/or Integrated Mathematics 1**

Meets University Entrance Requirements: CSU, UC ( )

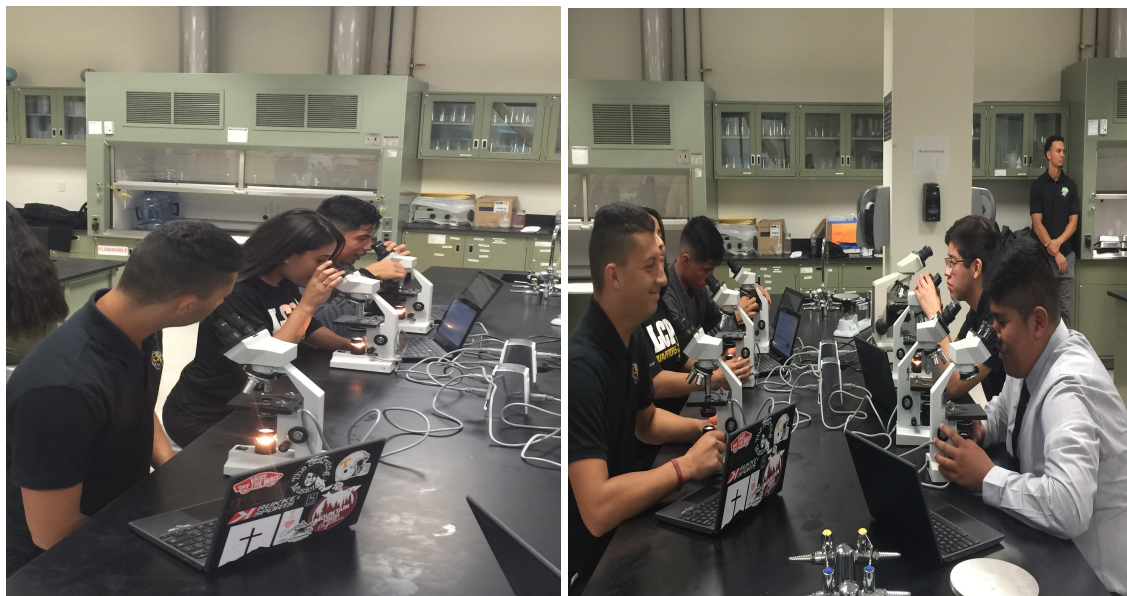
## ❖ Chemistry

Grades: 11

In this course, we will follow the Next Generation Science Standards (NGSS) for the study of Chemistry in the Earth System using the standard aligned curriculum of [Discovery Education](#). Each unit will include a variety of activities including, but not limited to, reading, writing, lab activities/simulations, presentations, projects, and assessments. This class serves as an introductory course to the field of chemistry in which students will gain firsthand experience with scientific and engineering practices that include asking questions, engaging in argument from evidence, planning and carrying out investigations, analyzing and interpreting data, developing and using models, obtaining, evaluating, and communicating information, mathematics & computational thinking, and constructing explanations. Using these techniques, students will build a greater understanding for fundamental chemistry principles like heat and energy in the earth system, atoms and elements, molecules and bonding, chemical reactions, and chemistry and the biosphere.

**Prerequisite: Biology and Algebra 1 or Integrated Mathematics 1**

Meets University Entrance Requirements: CSU, UC (“d”)





### ❖ **AP Biology**

Grades: 11th, 12th

Prerequisites: High school courses in biology and chemistry

In this course students will study the core scientific principles, theories, and processes that govern living organisms and biological systems and you'll do hands-on laboratory work to investigate natural phenomena.

#### Skills You'll Learn

- Designing experiments and procedures to test a prediction or theory
- Collecting and analyzing data
- Interpreting data to draw conclusions
- Developing and supporting a scientific claim with evidence

This is a College Course Equivalent course that is a year-long college introductory biology course.

Meets University Entrance Requirements: CSU, UC ("d", "g")

### ❖ **Forensics**

Grades: 11th, 12th

Prerequisites: Math I C- or better both semesters, Biology C- or better both semesters

Forensic science is a course rich in exploration and lab investigation which applies many disciplines of scientific study such as biology, anatomy, chemistry, and physics to solving crimes. Each unit will include a variety of activities and in this course, students will gain firsthand experience with scientific skills like observing, classifying, identifying, measuring, hypothesizing, interpreting, analyzing, predicting, and concluding. Using these techniques, students will build a greater understanding for fundamental forensic principles like History of Forensics, Forensic Careers, Crime Scene Investigation, Forensic Anthropology, Evidence Collection, Fingerprints, Blood Spatter, Types of Evidence, Hair and Fiber Analysis, DNA Analysis, Drugs & Toxicology, Tool Marks & Ballistics, Document and Handwriting Analysis, and Cybercrime. Forensic Science is an inquiry-rich science course that focuses on the practices and analyses of physical evidence found at crime scenes.

Meets University Entrance Requirements: CSU, UC ("d", "g")

### ❖ **AP Environmental Science**

Grades: 11th, 12th

Prerequisites: Biology and Chemistry C- or better both semesters

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.

#### ***Prerequisite: Junior or Senior Standing***

Meets University Entrance Requirements: CSU, UC ("d", "g")

## **Subject Requirement E - Foreign Language (Spanish)**

### **Foreign Language Course Descriptions:**

#### ❖ **Spanish 1**

Grade: 9<sup>th</sup>

This course is an introduction to oral and written Spanish where students learn the basic grammar, vocabulary, and pronunciation of the language. The emphasis of the class is to challenge 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.

#### ***Prerequisite: None***

Meets University Entrance Requirements: CSU, UC ("e")

#### ❖ **Spanish Native Speakers 1**

Grade: 9<sup>th</sup>

This course is designed to improve native speakers' written, reading, and oral fluency in Spanish. It is an introductory course that will give students a total language experience in such areas as vocabulary enrichment, primary writing skills, development of formal writing styles, and literature of the Hispanic world. Students will also study the various ways Spanish is used in the community

#### ***Prerequisite: Adequate knowledge of Spanish Language***

Meets University Entrance Requirements: CSU, UC ("e")

## ❖ **Spanish 2**

Grade: 10<sup>th</sup>

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 the 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.

### ***Prerequisite: Spanish 1***

Meets University Entrance Requirements: CSU, UC (“e”)

## ❖ **Spanish Native Speakers 2**

Grade: 10<sup>TH</sup>

This course is designed for students whose native and primary language is Spanish. This class requires that students use their knowledge of Spanish in oral class work, reading, and writing. This course teaches the skills of reading and writing to native speakers of Spanish. Emphasis is on paragraph, essay writing, and analysis of literature. Grammar concepts, spelling, and vocabulary skills will also be emphasized. Some emphasis will be given to preparation for taking the Advanced Placement Test in Spanish.

### ***Prerequisite: Spanish for Native Speakers 1, or adequate knowledge of the language***

Meets University Entrance Requirements: CSU, UC (“e”)

## ❖ **Spanish Native Speakers 3**

Grade: 11<sup>th</sup>

This course continues to develop skills learned in Spanish for Native speakers. The course is designed to enhance the Spanish of students who, because of their Spanish-speaking background or completion of previous courses, already speak and read the language well. The course of study includes the reading and discussion of historical, literary, and cultural materials.

### ***Prerequisite: Spanish for Native Speakers 2, or adequate knowledge of the language.***

Meets University Entrance Requirements: CSU, UC (“e”, “g”)

## ❖ **AP Spanish Language**

Grade: 11<sup>th</sup>

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. This course will also prepare students for the College Board's Advanced Placement Exam in AP Spanish Language.

**Prerequisite: Spanish 2, Spanish Native Speakers 3**

Meets University Entrance Requirements: CSU, UC ("e", "g")

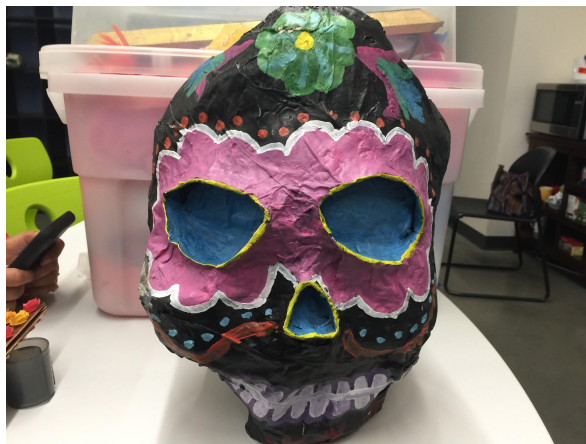
### ❖ AP Spanish Literature

Grade: 12<sup>th</sup>

AP Spanish Literature is equivalent to a college level introductory course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts. This course will also prepare students for the College Board's Advanced Placement Exam in AP Spanish Literature.

**Prerequisite: Spanish Native Speakers 3, AP Spanish Language**

Meets University Entrance Requirements: CSU, UC ("e", "g")



## Subject Requirement F - Visual and Performing Arts

Visual and Performing Arts (VAPA) Course Description:

## ❖ Art I

Grades: 9th,10th,11th, 12th

This is a beginning level course that covers the organization of The Elements of Art and Principles of Design by providing the students with the opportunity to apply these skills in two-dimensional projects within an art studio environment. Students will study design elements, drawing, color theory, painting, the critiquing process, as well as the contributions of Latin individuals and cultural movements to the art of today. Students learn to design vocabulary to critique their work and the work of others. Careers in the Arts will be explored.

### ***Prerequisite: None***

Meets University Entrance Requirements: CSU, UC ("f")

## ❖ Art II

Grades: 10th, 11th, 12th

Prerequisites: Art I with a C- or better both semesters

This is an intermediate level course which reinforces the use of The Elements of Art 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 with prior knowledge of foundation art content such as drawing, design, and technique will further their application of design concepts and creative decision making, drawing, color theory, painting, the critiquing process, media exploration, as well as art history while preparing for Advanced Placement Art. In addition, students will be exposed to problem solving techniques through a deliberate artistic process and purposeful application while expanding historical and cultural art awareness.

### ***Prerequisite: Art I***

Meets University Entrance Requirements: CSU, UC ("f")



## ❖ AP 2D Art & Design

Grades: 11th, 12th

Prerequisites: Teacher Approval

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.

**Prerequisite:** Art I & 2, and/or Digital Media

Meets University Entrance Requirements: CSU, UC (“f”. “g”)



## ❖ Aztec Dancing

Grades: 9th, 10th, 11th, 12th

All students will actively learn dance through a step-by-step process in a studio setting. This course will promote cultural awareness through native aboriginal history, language, food, government, daily life, and contributions to the world from various nations of this hemisphere. The objective is to build your confidence through self-expression, posture improvement, and development and mastery of dance technique in order to project yourself on a stage in front of a live audience.

**Prerequisite: None**

Meets University Entrance Requirements: CSU, UC ("f")



❖ **Digital Media I**

Grades: 10th, 11th, 12th

This year's long course is skills and project-based. Students learn the fundamental aspects of digital media by learning Photoshop, Illustrator and InDesign to produce marketing and promotional content. The students will also be introduced to different marketing and promoting skills producing posters, logos, and web content. Students will reinforce skills in a variety of digital media projects over the semester. Graphic design programs will be used to produce projects guided by visual design concepts and methods.

**Prerequisite: None**

Meets University Entrance Requirements: CSU, UC ("f")

❖ **Drama**

Grades: 9th, 10th, 11th, 12th

This class will take students through 6 units designed to improve their skills as performers. Students will work on improvisation, voice and movement, character development, and analysis both in individual monologues, small group scene work, and whole class production. Students will write original performances, as well as work with scripts. The culminating project for this course is a production, which students will write, rehearse, direct, produce and perform themselves. By the end of the course, students gain appreciation for the art of the theatre, a respect for working within an ensemble, and an understanding for the variety of approaches to actor training.

**Prerequisite: None**

Meets University Entrance Requirements: CSU, UC ("f")

## ❖ **Advanced Drama**

Grades: 10th, 11th, 12th

Prerequisites: Drama and Teacher Approval

Advanced Drama is a course offered to returning Drama students that focuses on themes in directing, and complex theater production. We will also develop more sophisticated methods of performance, and lead Beginning Drama students as they learn the fundamentals of theater. 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.

### ***Prerequisite: Drama I***

Meets University Entrance Requirements: CSU, UC (“f”, “g”)



## ❖ **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.

## Subject Requirement G - Electives (College Preparatory Electives)

### Course Description:

#### ❖ Ethnic Studies

Grades: 10<sup>th</sup>- 12<sup>th</sup>

Ethnic Studies courses operate from the consideration that race and racism have been, and continue to be, profoundly powerful social and cultural forces in American society. This course will focus on the experiences of African American, Asian Americans, Chicanas/os, Latinx, Native Americans, and other racialized peoples in the US. It will also include an Identity section where students will consider concepts related to their own personal, group, and/or national identity. This course is grounded in the concrete situations of people of color, and will use a methodological framing that emphasizes both the structural dimensions of race and racism and the associated cultural dimensions. Students will examine how race and ethnicity, class and gender impact social institutions, policies and individual experiences. Students will be encouraged to connect their own lives with the broader questions facing our society – and to bring their own thoughts and experiences into the classroom as they gain multiple perspectives and new understandings.

The major purpose of this course is to educate students to be politically, socially, and economically conscious about their personal connections to local and national history. Students will focus on themes of social justice, social responsibility, and social change and will critically examine past and current issues facing U.S. society. The course spans from past to present, from politics to social reform, allowing students to identify similar social patterns and universal qualities present in other societies, including their own.

**Prerequisite:** *None.*

Meets University Entrance Requirements: CSU, UC (“g” )

#### ❖ Dual College Credit Elective

Grade: 11th, 12th

Prerequisites: Academic Counselor approval

Dual College Credit Elective is an acceleration program that allows students to take postsecondary coursework offered by San Jose City College and simultaneously earn credit

toward a high school diploma. This is a great opportunity for students to get ahead on completing college requirements in high school.

## Other Elective Courses (HS grad credit)

### ❖ **Advisory**

Grades: 9th -12th

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.

#### **Prerequisite: None**

Meets LCPA High School Graduation Requirements

### ❖ **Physical Education**

Grades: 9th

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.

#### **Prerequisite: None**

Not eligible to Meet University Entrance Requirements: CSU, UC



