



Latino College Preparatory Academy Academy

Course Description

History/Social Science

AP WORLD HISTORY

10 credits, One Year, Grade 10

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

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, to understand better how the world people inhabit today came about. Students will also seek to question accepted facts and 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 beyond. 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 and/or school breaks to prepare for the next week. The level of questions students will attempt to answer and the reading materials for the AP course will be at a college level.

WORLD HISTORY

10 credits, One Year, Grade 10

Prerequisite: None

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

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

US HISTORY

10 credits, One Year, Grade 11

Prerequisite: None

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

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

AP US HISTORY

10 credits, One Year, Grade 12

Prerequisite: None

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

This course provides a general overview of the history of the United States. In chronological order, students will explore America's past, examining the cultural, political, geographical, economic, 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 is 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 based on an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

GOVERNMENT

5 credits, One Semester, Grade 12

Prerequisite: None

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

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

ECONOMICS

5 credits, One Semester, Grade 12

Prerequisite: Senior Standing

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

Students will look at the American economic system and compare it to others around the world. Students will discuss the impact that the U.S. economy has on the rest of the world and global relationships. Students will also learn to make reasoned decisions on economic issues as citizens,

workers, consumers, business owners and managers, and members of civic groups. Students will also examine the stock market, investments, and budgeting for real-life situations.

AP MACROECONOMICS

5 credits, One Semester, Grade 12

Prerequisite: Senior Standing

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

AP Macroeconomics introduces students to the principles of economics that apply to the economy as a whole. Topics include economic growth, inflation, unemployment, monetary and fiscal policy, and international trade. Students learn to analyze data, interpret economic models, and evaluate government policies. The course emphasizes critical thinking and real-world applications of economic theory. It prepares students for the AP Exam and for future study in economics or related fields.

AP GOVERNMENT AND POLITICS

5 credits, One Semester, Grade 12

Prerequisite: Senior Standing

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

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete political science research or applied civics projects. AP U.S. Government and Politics is equivalent to a one-semester introductory college course in U.S. government.

ETHNIC STUDIES

10 credits, One Year, Grades 10, 11, 12

Prerequisite: None

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

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

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

English Language Arts

ENGLISH 9

10 credits, One Year, Grade 9

Prerequisite: None

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

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

ENGLISH 10

10 credits, One Year, Grade 10

Prerequisite: None

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

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

ENGLISH 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 discussions. Projects, writings, and discussions in this course will emphasize critical thinking skills.

AP ENGLISH LANGUAGE AND COMPOSITION

10 credits, One Year, Grade 11

Prerequisite: Eng. 9, Eng. 10

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

As articulated in the AP English Course Description, the purpose of AP English Language and Composition is to “enable students to read complex texts with understanding and to write prose...to communicate effectively with mature readers” (The College Board 2010). This course is

constructed under 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 writing and 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 in 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 ERWC

10 credits, One Year, Grade 12

Prerequisite: Senior Standing

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

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 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 with the seven criteria of the CSU/UC English requirement. Students 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.

AP ENGLISH LITERATURE AND COMPOSITION

10 credits, One Year, Grade 12

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

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

This college-level, full-year course is concerned primarily with understanding, analyzing, writing, and rewriting 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 same sequence from year to year, nor are the same texts taught every year. Texts are added or subtracted according to various criteria including the interests, strengths/weaknesses, and literary background of each class’s members. The thematic organization (“The Tragic Figure in Literature”) is broad enough to allow for substitutions and additions.

English Language Development 1, 2, and 3

Grades: 9, 10, 11, 12

High School Credit

Prerequisite: ELPAC Levels 1, 2, 3, 4 ELD Standards Proficiency Levels Emerging, Expanding, Approaching Bridging

English Language Development courses are year-long courses designed to help students gain English language proficiency, according to the California ELD Standards. Students enrolled in these designated instruction courses will also be enrolled in integrated courses to promote further high levels of English language proficiency in the domains of speaking, listening, reading, and writing, and to foster the development of both academic language skills and social communication. ELD instruction supports students as they progress through the three levels of English language proficiency: emerging, expanding, and bridging. Classwork 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 knowledge and language transfer opportunities.
- Provide exposure to and affirmation of the multicultural nature of the United States.

ELD I: Beginning English Language Development

This introductory course is designed for English Learners who are new to the English language. Through the Get Ready curriculum resources and the CA ELD Framework, students develop foundational skills in listening, speaking, reading, and writing. Instruction focuses on basic vocabulary acquisition, simple sentence structures, and understanding basic grammar. Students will engage in interactive activities that help them communicate in everyday situations and build their confidence as English speakers. This course provides a supportive learning environment to foster a strong language foundation.

ELD II: Intermediate English Language Development

ELD II is tailored for students who have completed ELD I or have achieved a basic understanding of English. Using the Get Ready curriculum resources and the CA ELD Framework, this course emphasizes expanding vocabulary, strengthening grammar, and building more complex sentence structures. Students develop skills for academic contexts, such as summarizing texts, engaging in structured conversations, and writing short paragraphs. The course integrates listening, speaking, reading, and writing activities to prepare students for more advanced language challenges and build their confidence in diverse social and academic settings.

ELD III: Advanced English Language Development

In ELD III, students refine their English proficiency and prepare for mainstream academic courses. The Get Ready curriculum resources and the CA ELD Framework in this course focuses on academic language, critical thinking, and complex writing tasks. Students work on advanced grammar, reading comprehension, and expository writing. Instruction emphasizes participation in scholarly discussions, analyzing texts, and producing well-organized essays. By the end of ELD

III, students will have the language skills necessary to thrive in an English-speaking academic environment.

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, steps, 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")

Students 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 the verification of trigonometric identities using all of the basic trigonometric identities. Students will use graphing calculators in activities that are appropriate to the topics being studied.

AP CALCULUS

10 credits, One Year, Grade 12

Prerequisite: Math III

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

An Advanced Placement (AP) course in calculus consists of a full high school academic year of work that is comparable to a calculus course in colleges and universities. AP Calculus will follow the topics outlined by the College Board, along with additional topics that the instructor deems fit to include. Each student will complete a simulated AP exam at the end of the semester that will be counted as the final exam for the course. During the last weeks of the 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 on their scores on this exam.

AP STATISTICS

10 credits, One Year, Grades 11-12

Prerequisite: Math III

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

Based on the Understanding by Design model, this course framework provides a clear and detailed description of the course requirements necessary for student success. The framework specifies what students must know, be able to do, and understand, with a focus on three big ideas that encompass the principles and processes in the discipline of statistics. The framework also encourages instruction that prepares students for advanced coursework in statistics or other fields using statistical reasoning and for active, informed engagement with a world of data to be interpreted appropriately and applied wisely to make informed decisions.

The AP Statistics framework is organized into nine commonly taught units of study that provide one possible sequence for the course. As always, you have the flexibility to organize the course content as you like.

AP Computer Science Principles

10 credits, One Year, Grades 11-12

Prerequisite: C or better in Integrated Math 3 or approval by the teacher.

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

AP Computer Science Principles introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

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.

ANATOMY & PHYSIOLOGY

10 credits, One Year, Grades 10, 11, 12

Prerequisite: Biology

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

This yearlong college-preparatory Anatomy & Physiology course provides an in-depth exploration of the structures and functions of the human body, emphasizing the interdependence of organ systems in maintaining homeostasis. Beginning with anatomical terminology, levels of biological organization, and feedback mechanisms, students progress through major organ systems including the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, and urinary systems. Through hands-on laboratory investigations, case studies, and research projects, students investigate topics such as the impact of exercise on muscle physiology, neurological disorders, cardiovascular health, and enzymatic roles in digestion. Lab activities include microscopy of tissues, physiological experiments on muscle fatigue and lung capacity, dissections of the heart and brain, and analysis of feedback loops. Students apply their learning through model-building, data analysis, and real-world problem-solving related to human health and disease. Aligned with Next Generation Science Standards (NGSS) and UC's Laboratory Science (D) requirements, the course prepares students for advanced studies in biology, medicine, sports science, and healthcare-related fields.

CHEMISTRY

10 credits, One Year, Grade 10

Prerequisite: None

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

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

PHYSICS

10 credits, One Year, Grade 11

Prerequisite: Math 1

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

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

FORENSICS

10 credits, One Year, Grade 12

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 the administration of justice. Course titles may include Advanced Forensic Science, Crime Scene Investigation, Curriculum for Forensic Science: a Biochemical Approach, and Forensics Illustrated: Step Under the Tape.

AP BIOLOGY

10 credits, One Year, Grades 11, 12

Prerequisite: Biology and Chemistry C- or better both semesters

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

The AP Biology course is designed to immerse students in the scientific principles, concepts, and methods used to explore the living world. Students will investigate topics such as evolution, cellular processes, genetics, information transfer, ecology, and interactions among biological systems. Emphasis is placed on inquiry-based learning, data analysis, and the application of biological concepts to real-world situations. The course integrates concepts from chemistry, biochemistry, and environmental science to deepen understanding of life at multiple levels. This course will also prepare students for the College Board's Advanced Placement Exam in AP Biology.

AP ENVIRONMENTAL SCIENCE

10 credits, One Year, Grades 11, 12

Prerequisite: Biology and Chemistry C- or better both semesters

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

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

Visual & Performing Arts (VPA)

AZTEC DANCING

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

Prerequisite: None

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

This course provides students with 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 an awareness of the historical influences and contributions of the theater by producing and performing the school's theatrical productions. Through reading 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 1

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

Prerequisite: None

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

Digital Media is a course designed to educate students on the ever-changing digital world, as well

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

VISUAL ART 1

10 credits, One Year, Grade 11

Prerequisite: None

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

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

VISUAL ART 2

10 credits, One Year, Grades 10, 11, 12

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

This is an intermediate-level course that reinforces the use of The Elements of Design through the organizational use of the Principles of Design in two and three-dimensional projects within an art studio environment with an emphasis on the self-discovery of voice and careers in the arts. Students will further their study in design, drawing, color theory, painting, the critiquing process, media exploration, as well as art history while preparing for Advanced Placement Art.

AP 2D ART & DESIGN

10 credits, One Year, Grades 11, 12

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

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

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

World Languages

SPANISH 1

10 credits, One Year, Grade 9

Prerequisite: None

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

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

SPANISH 2

10 credits, One Year, Grade 10

Prerequisite: None

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

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

SPANISH 3

10 credits, One Year, Grades 10,11,12

Prerequisite: Successful completion of Spanish 2

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

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

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

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 student's 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 are critical.

SPANISH 2 FOR NATIVE SPEAKERS

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

Prerequisite: Successful Completion of Spanish 1 or Language Assessment

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

Through comparative analysis of selected literary works, the course develops an awareness of cultural and literary contributions from the 21 Spanish-speaking societies. The course is taught in Spanish with an 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 for students to get accustomed to hearing academic language and working toward gaining more understanding of the target language.

SPANISH 3 FOR NATIVE SPEAKERS

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

Prerequisite: Successful Completion of Spanish 2 or Language Assessment

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

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.

AP SPANISH LANGUAGE & CULTURE

10 credits, One Year, Grades 11, 12

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

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

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

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

AP SPANISH LITERATURE & CULTURE

10 credits, One Year, Grades 11, 12

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

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

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

Interdisciplinary Electives

RHETORIC AND THE ART OF ADVOCACY

10 credits. One Year, Grades 9-12th

Prerequisite: None

Reason, evidence, and persuasion are the lifeblood of American democracy and a keystone for civic-minded professionals from the courtroom to the boardroom. Student participation in this living tradition of public advocacy is crucial to the future growth of balanced politics and a healthy civil society. In this class, students will learn to participate in civil deliberation over controversial social questions by researching, writing, and communicating clearly, in dialogue both with their contemporaries and with the intersecting social and political histories that inform their own American experience. In Unit 1, students will learn to identify, describe, and utilize the classical elements of rhetoric – ethos, pathos, and logos. Students will be introduced to the art of rhetoric and will comprehend the way rhetoric is used in public advocacy by analyzing and performing keystone speeches in the American political tradition. In Units 2 and 3, they will examine a series of ethical and policy controversies in American life, analyzing key political, ethical, and literary texts to write an original oratory that stakes out a position on contemporary controversies. As they dissect literary, political, and ethical sources and craft them into their advocacy, they will learn to situate their voice about historical and contemporary arguments about ethical and policy controversies in American democracy. They will also learn to compare and contrast their view to opposing historical and contemporary perspectives. In Unit 4, students analyze the role of media in advocacy and will formulate their extemporaneous speeches to address issues in contemporary American life, applying the historical, ethical, and policy knowledge they have learned in the previous units. In the final unit, students will hone the skills they have developed by participating in a series of policy debates. Students will be taught to reason by analyzing the logic behind opposing arguments in order to identify and correct fallacies and will be challenged to bring their rhetoric, research, and reasoning skills into a public forum, in debates with other students on controversial topics in American life that will be sponsored by the California High School Speech Association. Students will be required to participate in a sponsored speech tournament in the Fall Semester, and a debate tournament in the Spring semester. In learning how to utilize rhetoric in public advocacy, students will develop skills they will continue to use in their collegiate careers as well as in their ongoing participation in social democracy.

Other Courses (High School Graduation Credit Only)

ADVISORY 9, 10, 11, 12

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

Prerequisite: None

This course meets high school graduation requirements

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

PHYSICAL EDUCATION

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

Prerequisite: None

This course meets high school elective graduation requirements

This course provides a core standards-based curriculum. Goals for students include demonstrating a sophisticated knowledge of the many facets of physical fitness, a detailed assessment of fitness levels, and the ability to demonstrate improvement over the 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, self-expression, and/or social interaction.

DUAL COLLEGE CREDIT ELECTIVE

Grades 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.