

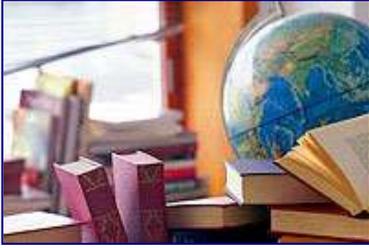
Arroyo Pacific Academy Academic Bulletin & Curriculum Guide

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Introduction

The Academic Bulletin contains a brief description of current courses, future courses, and courses available in The After School Program. The curriculum may be custom-designed to meet each student's individual ability and educational needs. The course of studies at Arroyo Pacific Academy instill good study habits and builds confident determination to ensure academic success for each student who works to his/her potential.

Arroyo Pacific Academy follows the guidelines of the California State Frameworks and the Content Standards adopted by the California State Board of Education to ensure a rigorous and meaningful educational program aligned with our Schoolwide Learner Outcomes for all students. Arroyo Pacific Academy is fully accredited by the Schools Commission of the Western Association of Schools and Colleges (W.A.S.C.).

Our academic program offers the depth and breadth of courses as well as the support to meet the needs of all accepted students. The curriculum provides a variety of course offerings to help all students reach their goals and achieve our Schoolwide Learner Outcomes. We design and implement a challenging curriculum to engage the whole student. From thoughtful preparatory classes to rigorous Advanced Placement courses, and integrated cocurricular activities, our academic program supports curiosity, educational excellence, and individualized learning.

Schoolwide Learner Outcomes

Arroyo Pacific Academy provides a distinctive educational program and a special place for students to learn, grow, and prepare for life. We address our students' unique needs including English Language Learning, as well as individual learning styles. Students demonstrate the intellectual curiosity and academic skills needed for success in college, university, and adult life as we expect the graduate of Arroyo Pacific Academy to be:

1. Collaborative Workers who

- Demonstrate respect and sensitivity to a diversity of ideas, interests and skills of others.
- Employ effective leadership and group skills.
- Work effectively with others.

2. Critical Thinkers who

- Complete an academic program that complements an individual's learning needs.
- Demonstrate critical thinking, analysis, and evaluation skills to solve problems.
- Demonstrate competency in reading, writing, and mathematics demonstrated by achievement that meets relevant standards.

3. Lifelong Learners who

- Adapt to a changing world by understanding individual learning styles.
- Communicate effectively, orally and in writing, across various media, by meeting school standards.
- Set goals, establish priorities, and hone decision-making skills.
- Respect diversity, learn and work effectively in a multi-cultural setting.

4. Responsible Citizens who

- Demonstrate civic responsibility and participate academically and cocurricularly, and in community service learning projects.
- Respect and appreciate the uniqueness of self and others.
- Understand connections between choices and consequences by taking responsibility for his/her actions.

Our emphasis on learning is based in strong relationships - with fellow students, with knowledgeable teachers, and with the world. Our dynamic blend of liberal arts, scientific inquiry, and research-based pedagogy nurtures resourceful, independent, and critical thinkers. Our schedule facilitates project-based, collaborative learning while developing college and career habits of mind. Our faculty and staff nurture a life-long commitment to learning through lively academics and compassionate service to others. Our service-learning program integrates curriculum-based community outreach and direct service throughout all grade levels. Community service develops academically prepared students who understand how to be effective agents of change in a complicated world.

As students with parents/host parents review our Academic Bulletin, please note students may elect a strong to a very rigorous academic program. Each student's college plans will determine which program should be pursued. In order to plan your yearly classes, students with parents/host parents need to become familiar with course prerequisites. It is the

responsibility of the parent/host parent and student to plan a program which will meet Graduation Requirements and the requirements of the post-graduation program of the student's choice.

The course of studies provides students an opportunity to explore, excel, experience, and to expand their horizons. Through the courses offered at Arroyo Pacific Academy, students will be challenged to read with understanding, write with clarity, and listen and speak effectively. The school is committed to providing a comprehensive academic program with many courses offered on multiple levels which includes: **Advanced Placement, College Preparatory, English Language Development,** and the **General High School** curriculum.

Placement in a particular level is based on the student's aptitude and performance in the various disciplines. While the curriculum is parallel, in that each level of the course has similar goals and objectives, the level of instruction varies by methodology, degree of difficulty, and volume of information presented.

Advanced Placement

Advanced Placement Program (AP) courses developed by The College Board provide high school students the opportunity to explore and engage in a college-level curriculum and materials. Advanced Placement courses are rigorous and require students to demonstrate the skills and knowledge necessary for success in post-secondary education. Arroyo Pacific Academy provides Advanced Placement courses in the Premiere Scholar Program.

An Advanced Placement course will assess students by college/university level standards. It will be expected that college/university level projects and activities that span a wide range of intellectual tasks will be assigned to the students. It is expected that students who sign up for AP courses will be highly motivated and will make the AP course and exam a priority. To that end, students are expected to take the exam in each AP course. Students should carefully consider the level of difficulty that an advanced placement course or courses present and plan their schedule wisely. Seniors planning to pursue a strong college or university program will want to consider the advantages of enrolling concurrently during their senior year in one or two college courses.

Assisted Learning Program

Recognizing that some students have mild learning difficulties that impact their ability to benefit from traditional methods of instruction, Arroyo Pacific Academy established the Assisted Learning Program. The program is a comprehensive program designed to assist and respond to the needs of students who learn differently. It features ongoing educational support, training in self-advocacy, parent education, and requires approved comprehensive assessment and diagnostic procedures.

English Language Development Program

Arroyo Pacific Academy provides the English Language Development Program designed for students at differing levels of English proficiency as determined by testing. Organization of the English Language Development curriculum is leveled.

Premiere Scholar Program

Arroyo Pacific Academy provides an advanced academic program for gifted students who enroll in Advanced Placement courses to boost their chances of admission to the best universities and colleges in the United States.

The National Honor Society

Each fall, Arroyo Pacific Academy offers membership in The National Honor Society to students who meet NHS's rigorous qualifications. This society is the nation's premier organization established to recognize outstanding high school students who have demonstrated excellence in the areas of leadership, community service, character, and scholarship.

Arroyo Pacific Academy Graduation Requirements



High school students must complete a minimum of 220/240 units for graduation in a college preparatory or general high school program of studies. Each subject completed with a passing mark is equivalent to 5 units per semester. Students are invited and encouraged to attain the highest grades possible in each class.

The principal may waive or modify certain requirements when deemed necessary to meet specific needs or circumstances.

The following are the required subjects at Arroyo Pacific Academy:

College & Career Education:	10 units	One Year
English:	40 units	Four years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature.
Mathematics:	30 units	Three years: Algebra I, II, Geometry I and Pre Calculus or its equivalent required. Four years strongly recommended.
Modern Language:	20 units	Two years, three years strongly recommended.
Physical Education/ Health:	10 units	One Year
Science:	40 units	Four years of laboratory science providing fundamental knowledge in two of these three core disciplines: Biology, Chemistry, and Physics. Three years strongly recommended.
Social Studies:	40 units	Four years of history/social science, including two years of World History, Cultures and Geography; and one year of U.S. History. One semester each of American Government and Economics.
Technology:	10 units	One Year
Visual & Performing Arts:	40 units	Four years
Electives:	10 units	

Academic Advising

Academic advising is recognized as important to the educational development of our students as a natural extension of teaching while offering supplemental classroom support to all. Sound academic advice can make the crucial difference between a coherent and exciting education that satisfies personal and educational goals and one that is fragmented and frustrating. Students are required to meet with their Academic Advisors during Study Hall to discuss academic goals; to review the academic regulations and requirements of the Academy; and to receive help in planning a specific program of study or intervention. Students are assigned an Academic Advisor to them by the administration. Students also receive planning for the future of their education through the College and Career Counseling Center and the School Counselor.

College Admissions

Capable students who do not have a particular college preference are urged to meet the admissions standards of the University of California system. In order to satisfy entrance requirements for colleges and universities, students with parents should consult the websites of perspective colleges and universities. College and career information is available on all computers at www.arroyopacific.org under "Academics" through our online and interactive **College and Career Planning Guide**. This document outlines the steps students need to take to start planning for college beginning your freshman year through your senior year.

College Preparatory Courses

In general, preparation for college includes study in subjects beyond basic requirements for entrance. College curricula build upon previous study in the Natural Sciences, Math, Social Sciences, Visual and Performing Arts, Modern Languages, and the Humanities. Students should aim to complete 3 to 4 years of Modern Languages, 4 years of Math and 3 years of Laboratory Science to be competitive for admission to selective colleges. Students planning to attend college must pay close attention to the college entrance requirements presented on each college and university website.

Schedule of Courses

In general, a student at each grade level will enroll in the following sequence of courses.

9th Grade: FRESHMEN

English: English I
Social Studies: World History I
Science: Environmental Science
Math: Based on Placement Test
Language: *Language I
PE/Health: Health & Fitness
Arts: World Arts
Technology: *Information Technology

10th Grade: SOPHOMORES

English: English II
Social Studies: World History II
Science: Biology
Math: Based on Placement Test
Language: *Language II
Arts: Band I & Media Production I
Elective: *Speech

* Students in the English Language Development Program are not enrolled in Language, Speech or Technology courses. English and ELD courses are based on placement tests.

11th Grade: JUNIORS

English: English III

Social Studies: U.S. History

Science: Chemistry or Earth Science

Math: Based on Placement Test

Arts: Performing Arts I & *Digital Audio

College & Careers: SAT/College & Careers

Elective:

12th Grade: SENIORS

English: English IV

Social Studies: Government & Economics

Science: Physics or Conceptual Physics

Math: Based on Placement Test

Arts: Visual Arts I & Media Graphics

Social Science: Psychology

Elective:

* Students in the English Language Development Program are not enrolled in Digital Audio or Electives. English and ELD courses are based on placement tests.

Arroyo Pacific Academy UC/CSU Approved Course List

Arroyo Pacific Academy's a-g courses that meet requirements for admission to the University of California System and the California State University Systems are listed below. For specific details, please visit:

<https://hs-articulation.ucop.edu/agcourselist/#/list/details/3773/>

(a) HISTORY / SOCIAL SCIENCE - 2 years required

AP Government & Politics United States

AP United States History

Government

U.S. History

World History I

World History II

Chemistry

Conceptual Physics

Physics

(e) LANGUAGE OTHER THAN ENGLISH - 2 years required, 3 years recommended

AP Chinese Language & Culture

American Sign Language I

American Sign Language II

American Sign Language III

Chinese I

Chinese II

Chinese III

Spanish I

Spanish II

Spanish III

(b) ENGLISH - 4 years required

AP English Language & Composition

AP English Literature & Composition

English I

English II

English III

English IV

English Language Development III

(f) VISUAL & PERFORMING ARTS - 1 year required

Applied Music Theory

Band I

Band II

Band IV

Dance I

Digital Audio

Digital Photography

Graphic Design

Media Production I

Music History

Music Theory I

Performing Arts I

Performing Arts II

Visual Arts I

Visual Arts II

Visual Arts III

(c) MATHEMATICS – 3 years required, 4 years recommended

AP Calculus AB

AP Calculus BC

AP Statistics

Algebra I

Algebra II

Geometry

Pre-Calculus

Calculus

Statistics

(d) LABORATORY SCIENCE - 2 years required, 3 years recommended

AP Biology

AP Chemistry

AP Environmental Science

Biology

(g) COLLEGE PREPARATORY ELECTIVES - 1 year required

AP Macroeconomics

AP Microeconomics

AP Psychology

Earth Science

Economics

Physical Science

Psychology

Speech

College Courses Off Campus

Concurrent enrollment is intended for educational enrichment, short-term study, and allows students to concentrate on a specific subject area not offered in our curriculum. Students at Arroyo Pacific Academy have the opportunity to take courses at local community colleges. Students must submit a proposal to take college classes to the Dean of Studies.

College Admissions Testing

Most 4 year colleges and universities in the United States require students to complete a college admissions test as part of the application procedure. These tests are either the American College Test (ACT) with information and registration available at www.act.org or the Scholastic Assessment Test (SAT) with information and registration at www.collegeboard.com.

International students are recommended to take the TOEFL. The TOEFL test is the most widely respected English-language test in the world, recognized by more than 9,000 colleges, universities and agencies in more than 130 countries. Information and registration is available at <http://www.ets.org/toefl/>. Colleges have many methods of measuring English fluency so confirm with the institution to make sure you meet their requirements.

The admissions testing requirements for specific colleges and universities should be checked with each institution.

College Counseling

The School Counselor assists all students with their academic journey. The School Counselor provides parents and students the academic guidance they need to navigate a challenging college prep curriculum commensurate with the individual student's gifts, talents, and aspirations in order to make the transition from secondary school to college or university as seamless as possible by

- Empowering students to make informed decisions about the future,
- Providing accessible information to students and parents,
- Increasing knowledge and awareness of college options, and
- Building and keeping strong relationships with colleges and their representatives throughout the country.

Naviance

The Family Connection by Naviance is used at Arroyo Pacific Academy. This comprehensive resource is a requirement for submitting important documents like transcripts, school reports, and recommendations to colleges and universities. It is also a valuable planning and organizational tool for students. The School Counselor will provide students and parents with a specialized account so they can access specific information. Any student and parent can use the research tools by logging in as a guest at <http://connection.naviance.com/arroyoa>

College Entrance Requirements

Generally, the most important factor in applying to college is the four-year grade point average (GPA) with emphasis placed on a demanding schedule of study. Also considered are the testing scores on the Scholastic Assessment Test (SAT) or the American College Test (ACT). Each college has a website which provides more specific information about its entrance requirements and course placement-testing program. Students should regularly meet with the College Counselor at Arroyo Pacific Academy. Students should also consult specific college admissions advisors directly.

COLLEGE and UNIVERSITY INFORMATION

The minimum entrance requirements for the three tax-supported California post-high school institutions are as follows. Private schools and programs or conditions within the institutions listed may require more specific criteria. Admission to most colleges and universities is partly dependent on entrance examinations taken in the junior year or during the senior year.

Many schools and programs do not fit into the following categories. As higher education changes and grows many programs will overlap or cover new ground. Education can be very competitive both for the student and for the institution. Be prepared for a vast and constantly changing field of educational options.

CALIFORNIA COMMUNITY COLLEGES ENTRANCE REQUIREMENTS



All graduates of Arroyo Pacific Academy are eligible for admission to a public community college. Students 18 years of age may enroll without a diploma. The California Community Colleges is the largest higher educational system in the nation comprised of 72 districts and 110 colleges. Community colleges supply workforce training and basic skills education, prepare students for transfer to four-year institutions and offer opportunities for personal enrichment and lifelong learning. Students should consult the websites of the specific community college to find out specific details about entry requirements, transfer information, and available programs. For specific details, please visit: <http://www.cccco.edu/>

CALIFORNIA STATE UNIVERSITY ENTRANCE REQUIREMENTS



The California State University (CSU) offers high-quality, accessible, student-focused higher education. With 23 campuses, they are the largest, the most diverse, and one of the most affordable university systems in the country. They offer unlimited opportunities to help students achieve their goals. They prepare graduates who go on to make a difference in the workforce. They engage in research and creative activities leading to scientific, technical, artistic and social advances.

Students should consult the websites of the specific California State University to find out specific details about entry requirements and available programs. For another resource that includes the online application for all California State Universities, please visit: www.csumentor.edu

UNIVERSITY OF CALIFORNIA ENTRANCE REQUIREMENTS



Mindful of its mission as a public institution, the University of California (UC) has had a historic commitment to providing a place within the University for all eligible applicants who are residents of California, and to achieving, on each campus, a student body that both meets the University's high academic standards and encompasses the cultural, racial, geographic, economic and social diversity of California itself. Students should consult the websites of the specific University of California to find out specific details about entry requirements and available programs. For another resource that includes the online application for all California State Universities, please visit: www.ucop.edu

To assess eligibility, please visit: www.universityofcalifornia.edu/admissions/scholarshipreq

INDEPENDENT COLLEGES and UNIVERSITIES ENTRANCE REQUIREMENTS



The hundreds of independent (privately supported) institutions in the United States have a wide range of characteristics. Since tuition is paid by the student rather than public tax dollars, the cost to the family may be greater than the cost in a public university. Financial aid may be more available than at a public university.

There is a wide range of independent colleges that can fit any student. In addition to the typical admission requirements of subjects, grades, and test scores, independent colleges often look more closely at individual students. Most college-prep students will meet the admission criteria of one or more campuses.

There are great differences in size, educational purpose, and emphasis among these institutions. Some are large and offer both undergraduate and graduate programs; most are relatively small and offer students a personalized campus community life. Some campuses may stress a particular vocation or religious emphasis. For specific information about the requirements and educational opportunities available at any independent college, visit the college's website.

VOCATIONAL, TECHNICAL and LANGUAGE SCHOOLS ENTRANCE REQUIREMENTS

There are many schools and programs that do not offer traditional degrees. These can be associated with larger

colleges and universities or be independent programs. These options can provide specific and targeted education but students may not receive an associate's degree or bachelor's degree. Please contact the school representatives directly.

National Collegiate Athletic Association (NCAA) Information

At the end of the Junior year, a student who has aspirations of competing in Division I or Division II NCAA athletics as a Freshman should register online at www.ncaaclearinghouse.net. Click on "Prospective Student Athletes" and this will link you to the necessary information. It is extremely important that prospective student-athletes read, "Guide for the College-Bound Student Athlete" available at www.ncaa.org. The list of the Arroyo Pacific Academy "Approved Core Courses" is available on <http://www.ncaa.org/student-athletes/future/core-courses>

Arroyo Pacific Academy Course of Studies



The following courses are opportunities to broaden the acquisition and accumulation of skills and enhance academic performance through the College Preparatory Curriculum, the General High School Curriculum, the English Language Development Curriculum, and the Assisted Learning Curriculum which are aligned with the Schoolwide Learner Outcomes. The school curriculum, by discipline and department, is fully aligned with the requirements established by the Content Standards for California Public Schools. These standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. Placement in courses that have grade prerequisites may be rescinded if the student

fails to maintain the required level of performance in the required course.

Advanced Placement courses provide opportunities for rigorous, in-depth study to highly-skilled and academically-motivated students. Students who achieve success in these demanding courses possess a great aptitude in the subject area, as well as exceptional motivation, work habits, and study skills. We provide Advanced Placement opportunities to students who have demonstrated the ability to achieve success, and the course prerequisites are designed to assess the knowledge and skills necessary for this success.

The Course of Studies includes elective classes to enhance and broaden a student's experience by allowing them to choose classes that most interest them. Some electives allow students to explore a new subject and others have prerequisites. A student's choice of electives may be limited by schedule and program space. Students who are considering continuing their education through college or professional schools should pay special attention to what types of courses they select. If you have a specific university, college or school in mind, you should look over their admission requirements.

COLLEGE and CAREER EDUCATION DEPARTMENT



The curriculum inspires and prepares our students to succeed in college and potential careers as part of a global economy. The courses offer students a comprehensive view of college and career opportunities, and provide the necessary steps students should follow for success in high school to prepare for a smooth transition to college, university, and/or the job market. Students with parents/host parents are encouraged to make use of our online and interactive ***College and Career Planning Guide***. This document outlines the steps students need to take to start planning for college beginning your freshman year through your senior year.

SAT PREP/COLLEGE AND CAREERS: Grade 11

College & Careers is a two semester course that delivers enriching project-based activities through a college access and career development curriculum to promote academic, social, emotional, and professional development of the students. The course helps students become more confident, more responsible, and more interested in the world around them while building pathways to the fulfillment of their future college, university, and career goals. The course begins with a six-week intensive preparation for the PSAT/NMSQT Exam given in the fall semester to prepare the student to confidently take the exam.

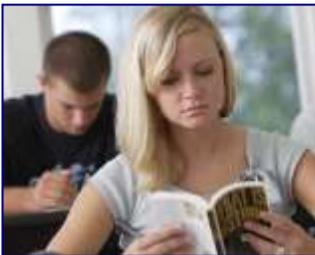
Next, the course affords students an opportunity to read about careers and colleges, write their college essays, also explore and research college applications. The course facilitates individualized college and career advising as students' research and creates their own required College/Career Portfolio. Through study and active learning, the course focuses on developing students' interpersonal effectiveness, problem-solving skills, and specific strategies to address future college or university plans. The course emphasizes research and study skills necessary for academic and workplace success, understanding academic and career technology, and working with cultural differences. Students will analyze real world situations, applying information learned to future academic and career plans, and think critically while planning their future academic and career pursuits.

ELECTIVES:

BUSINESS ENTREPRENEURSHIP: Grade 12

Business Entrepreneurship is a two semester introductory course intended to provide students with a solid foundation in terms of the vital role played by entrepreneurs and entrepreneurship in the 21st century global economy. Students are engaged in project-based learning to create knowledge and understanding through learning activities built around intellectual inquiry and a high degree of engagement with meaningful tasks. During this course students will assess, explore, investigate, and critique business entrepreneurship.

ENGLISH DEPARTMENT



The English language is the primary medium through which we come to know and to express ourselves. Competency in this language is essential for our young people to function in today's society; therefore, the English curriculum must address the skills in reading, writing, speaking, and listening. Literature and the California State Content Standards are the core of the curriculum for all students.

The English curriculum is a literature-based program that encourages reading and exposes all students to significant literary works. Attention will be given to literary selections that reflect real challenges faced by human beings. Strategies and instructions will guide students through a range of critical thinking processes as they study content and focus on aesthetic, ethical, and cultural issues.

Each student is encouraged to use analytical skills to reach an understanding of the texts and to establish connections between literature and his or her own life. The integration of listening, speaking, reading, and writing will be encouraged and the teaching of language skills in meaningful contexts will be emphasized. The writing component to the English curriculum will focus on the writing process, moving through the writing stages with attention to fluency and content as well as form and usage. Writing and research assignments will complement the literature that is read and encourage the students' in-depth exploration of universal themes. Through reading, research, class discussion, and writing experiences, students will develop in vocabulary, comprehension, and critical thinking. All students are expected to achieve proficiency in language skills and to develop an appreciation for good literature.

PRE-HIGH ENGLISH Grades 7 & 8

Incoming freshmen are required to enroll in this course. This Summer Term course for 7th or 8th grade students reviews the basic elements of literature. The course focuses in the skills necessary for success in high school: evaluating structural elements of plot, subplots, parallel episodes, climax, plot development and the various ways conflict is addressed and resolved. Students will compare and contrast different characters, analyze relevance of setting and identify voice, mood and tone. Writing about literature, essay writing with grammatical accuracy, vocabulary taught through context and creative writing assignments will assist the student in preparation for the high school entrance examination. Through this course students will be challenged to write and speak with a command of standard English conventions appropriate to their grade level.

ENGLISH I Grade 9 *(b) UC Approved*

English I is a two semester course that introduces students to the fundamentals of reading and writing about literature that share thematic elements. Students continue their development of the skills necessary for success in high school: reading comprehension, critical thinking, literary analysis, writing about literature, essay writing, creative writing, grammatical accuracy in writing, vocabulary development, research skills, and communication

skills. Students will learn how to effectively evaluate a piece of literature with both a critical and appreciative eye through the diverse lenses of varying structure, language, style, meaning, and context, leading to a greater understanding of literature. Students continue to study grammar and vocabulary in conjunction with literature to increase reading and writing skills, especially in preparation for the PSAT. Through this course students will be challenged to listen with acuity, read with understanding, write with clarity, and speak with composure.

ENGLISH II Grade 10 *(b) UC Approved*

English II is a two semester course that introduces students to the fundamentals of reading and writing about literature that share thematic elements. Students continue their development of the skills necessary for success in high school and college: reading comprehension, critical thinking, literary analysis, writing about literature, essay writing, creative writing, grammatical accuracy in writing, vocabulary development, research skills, and communication skills. Students will learn how to effectively evaluate a piece of literature with both a critical and appreciative eye through the diverse lenses of varying structure, language, style, meaning, and context, leading to a greater understanding of literature. Students continue to study grammar and vocabulary in conjunction with literature to increase reading and writing skills, especially in preparation for the PSAT. Through this course students will be challenged to listen with acuity, read with understanding, write with clarity, and speak with composure.

SPEECH I Grades 10 and 11 *(g) UC Approved*

Speech I is a one semester course that deals with the understanding of the concepts and elements of the communication process and the development of practical skills that relate to all areas of life. This course offers opportunities for practical application of interpersonal communication skills: verbal, non-verbal, listening and response in addition to problem-solving, brainstorming, goal setting, decision making, leadership techniques, debate, research and information gathering, and persuasion. A variety of speeches will be used to build these skills, as well as improvisational skills, to further improve student confidence in speech-giving.

ENGLISH III: American Literature Grade 11 *(b) UC Approved*

English III is a two semester course that focuses on American literature from the colonial period to the present. Students continue their development of the skills necessary for success in college: reading comprehension, critical thinking, literary analysis, writing about literature, essay writing, creative writing, grammatical accuracy in writing, vocabulary development, research skills, and communication skills. Students will learn how to effectively evaluate a piece of literature with both a critical and appreciative eye through the diverse lenses of varying structure, language, style, meaning, and context, leading to a greater understanding of literature. Students continue to study grammar and vocabulary in conjunction with literature to increase reading and writing skills, especially in preparation for the SAT and college. Through this course students will be challenged to listen with acuity, read with understanding, write with clarity, and speak with composure.

ENGLISH IV: British Literature Grade 12 *(b) UC Approved*

English IV is a two semester course that focuses on British literature from the early Angle-Saxon period to the present. Students continue their development of the skills necessary for success in college: reading comprehension, critical thinking, literary analysis, writing about literature, essay writing, creative writing, grammatical accuracy in writing, vocabulary development, research skills, and communication skills. Students will learn how to effectively evaluate a piece of literature with both a critical and appreciative eye through the diverse lenses of varying structure, language, style, meaning, and context, leading to a greater understanding of literature. Students continue to study grammar and vocabulary in conjunction with literature to increase reading and writing skills, especially in preparation for the SAT and college. Through this course students will be challenged to listen with acuity, read with understanding, write with clarity, and speak with composure.

ELD III Grades 9 - 12 *(b) UC Approved*

English Language Development III will develop reading comprehension and critical thinking skills through various books, short stories, and media. This course also focuses on increasing vocabulary and developing word comprehension in texts. Active participation, listening, and speaking are required in order to develop all areas of language proficiency. This will be implemented through class discussions, participation, and a debate at the end of the semester. Prerequisite: A passing grade in English Language Development II and/or a 750 Lexical Score on the English Language Development Placement Test.

ELECTIVES:

AP ENGLISH LANGUAGE AND COMPOSITION Grades 11-12 *(b) UC Approved*

AP English Language and Composition is a two semester Advanced Placement course which is generally equivalent to a first year college course. In this course students explore the relationship between what authors say and how they are trying to say it. The literary component of the course incorporates a range of genres, including nonfiction, fiction, drama, and poetry, as well as the study and analysis of both style and rhetoric. In terms of style, students will explore how elements of language such as tone, diction, and syntax influence overall meaning. In terms of rhetoric, students will examine various aspects of writers' credibility, irony, and the overall use of logic to explore how effectively an author presents his or her position. Dependent upon the policies of the college attended, students who successfully complete the Advanced Placement Exam for this course may receive credit and/or advanced placement within the college's curriculum.

AP ENGLISH LITERATURE AND COMPOSITION Grades 11-12 *(b) UC Approved*

AP English Literature and Composition is a two semester Advanced Placement course which is generally equivalent to a first year college course. In this course students will acquire the reading and critical thinking skills necessary for understanding challenging new material, analyzing that material to deduce meaning, and applying what has been learned to the outside world. Students will read and analyze classic works of literature, look at modern and contemporary works, and examine all genres: plays, short stories, poetry, essays, and novels. Dependent upon the policies of the college attended, students who successfully complete the Advanced Placement Exam for this course may receive credit and/or advanced placement within the college's curriculum.

CREATIVE WRITING Grades 11-12

Creative Writing is a one semester course with an emphasis on fiction and poetry. Students will draw upon their own life experiences in free writing journal assignments as a starting point for original fiction and poetry that will be examined in a workshop setting. Students will read contemporary published poetry and prose to discover the elements of fiction and effective literary techniques. Through this course students will be challenged to learn to read with understanding, write with clarity, and listen and speak effectively. Prerequisites: Teacher recommendation and a **B** or better in all previous English course work with sample of creative work(s).

DRAMATIC LITERATURE Grades 10-12

Dramatic Literature is a one semester course of introduction to dramatic literature. This course provides an opportunity for more in-depth study of this genre of literature as well as more complex levels of comprehension, response, grammar, vocabulary, composition, and research. Studies of drama and forms of plays such as tragedy, comedy, melodrama, farce, and tragic comedy will be explored. Emphasis on reading plays of the classical theatre designed to give basic knowledge of masterpieces of the world drama. Through this course students will be challenged to learn to read with understanding, write with clarity, and listen and speak effectively. Prerequisites: Teacher recommendation and a **C** or better in all previous English course work.

JOURNALISM I Grades 11-12

Journalism I is a one semester course designed to offer students an opportunity to develop language arts skills and make practical application of these skills through an overview of journalism and training for school publications. This course emphasizes writing accurately and concisely, thinking logically, and developing a respect for facts as well as a sense of responsibility to others. The course develops advanced logic and composition skills necessary for success in college. Through this course students will be challenged to read with understanding, write with clarity, and listen and speak effectively. Prerequisites: Teacher recommendation and a **B** or better in all previous English course work. This course may be repeated.

JOURNALISM II - IV Grades 11-12

Journalism II is a two semester course for students who have successfully completed Journalism I. Students may apply and will be interviewed for the positions of editor-in-chief, assistant editor, page editor, advertising manager or photography editor. The course develops advanced logic and composition skills necessary for success in college. Through this course students will be challenged to read with understanding, write with clarity, and listen and speak effectively. Prerequisites: Teacher recommendation and a **B** or better in Journalism I.

SPEECH II Grade 11 - 12

Speech II is a two semester course which deals with the understanding of the concepts and elements of the communication process and the development of practical skills that relate to all areas of life. This course offers

opportunities for practical application of interpersonal communication skills: verbal, non-verbal, listening and response in addition to problem-solving, brainstorming, goal setting, decision making, leadership techniques, research and information gathering while performing a variety of speeches. Through this course students will be challenged to learn to read with understanding, write with clarity, and listen and speak effectively. Prerequisites: Teacher recommendation and a **B** or better in Speech I.

THEMATIC LITERATURE Grades 11-12

Thematic Literature is a one semester course which explores human experience through the study of poetry, the novel, the essay, the short story, and nonfiction with emphasis on critical analysis. Topics include relationships, conflict, survival, freedom and equality, dealing with today and facing tomorrow. This course is designed to give students reading and writing skills which will help them to function well on the college level. Extensive work will be devoted to reading comprehension, critical thinking skills and writing a variety of essays which include the personal statement and the educational résumé. This course includes grammar, vocabulary and composition. Through this course students will be challenged to learn to read with understanding, write with clarity, and listen and speak effectively. Prerequisites: Teacher Recommendation and a **C** or better in all previous English course work.

YEARBOOK I Grades 9-12

Yearbook I is a one semester course designed to develop the skills necessary for the production of a yearbook. Students will learn various responsibilities of organizational cooperation in the areas of copy, design, finance, layout, photography, publicity and advertisement sales. Students will acquire an understanding of yearbook layout by the hands-on process of designing pages on the computer using appropriate software. Through this course students will be challenged to read with understanding, write with clarity, and listen and speak effectively. Prerequisite: Teacher recommendation. This course may be repeated.

DIRECTED STUDY

This course provides students an opportunity to utilize critical thinking skills to gather, analyze, and interpret English authors, literary genres, concepts, ideas and/or themes and demonstrate understanding through clear and concise communication.

ENGLISH LANGUAGE DEVELOPMENT PROGRAM



An English Language Learner is a limited English proficient student whose native language is a language other than English, and whose English language level limits their ability to perform classroom work in English. Arroyo Pacific Academy offers English Language Learners in grades nine through twelve a comprehensive academic program, aligned with the California Common Core State Standards, to build English Language proficiency and academic content knowledge. English Language Learners develop English proficiency while learning the general curriculum. Instruction also recognizes that language modalities of speaking, listening, reading, and writing develop interdependently

and, therefore, should be integrated to promote skill development.

The following English Language Development courses strive to offer opportunities for international students to excel in academic, cultural, and social development in order to become successful, productive members of the school and community. It recognizes the linguistic, academic, and cultural diversity of its students and strives to support all English Language Learners so they attain their personal goals during and after high school.

ENGLISH LANGUAGE DEVELOPMENT PREP

This is a special and intensive communication-based course designed to provide instruction in foundational skills for English Language Learners in August. The courses are designed for students who have been accepted and registered for the International Student Program. The curriculum improves the student's communication skills in listening, speaking, reading and writing with topics, situations, and functions designed to reinforce everyday academic skills. The student will be administered an English Proficiency Examination in addition to an evaluation of English proficiency through standardized testing, writing samples and conversation.

The experiential learning component in the Intensive English Language Development Program is essential and is required for the students' language acquisition. Using English outside of the school and outside of a classroom setting is critical to students' growth as English Language Learners. Students will be able to interact with other English speakers in practical ways. For example, students will engage with tour guides, order lunch, interact with cashiers, and listen to English being spoken from a variety of people.

ELD READING & VOCABULARY Grades 9 – 12

Reading and Vocabulary is a communication based course designed to familiarize students with English sounds and basic vocabulary. Students will be introduced to basic vocabulary and language use necessary for survival in an English-speaking environment. Through a variety of real life topics, students will be taught to identify, describe, express, compare, classify, and understand appropriate vocabulary. This course may be offered concurrently with English I-IV. Prerequisite: Placement Test Lexile Score 0 – 299.

ELD I Grades 9 - 12

ELD I is a communication-based course designed to provide instruction in foundation skills for reading, vocabulary, comprehension, language, and writing. Students will be introduced to key ideas and details of a text as well as analyzing structure, themes, and point of view in a text. By the end of the course, students should have the ability to read and comprehend complex literary and informational texts independently and proficiently, based in their language level. This course introduces students to writing arguments to support claims, produce clear and coherent writing, conduct short research projects, and use technology in order to collaborate with others. By the end of the course, students will have improved in all areas of writing. Speaking and listening skills will also be developed upon. Students will participate in a range of conversations and collaboration with others; evaluate a speaker's point of view, present knowledge and ideas.

In regards to language acquisition, students will develop and demonstrate command of the conventions of standard English in grammar and usage, capitalization, and spelling. Students will also apply knowledge of language to understand how language functions in different contexts, determine the meaning of unknown or multiple-meaning words, and demonstrate understanding of figurative language. By the end of the course, students will have acquired a range of general, academic, and domain-specific words. This course may be offered concurrently with English I – IV. Prerequisites: Completion of ELD Reading & Vocabulary or Placement Test Lexile Score 300 – 500.

ELD II Grades 9 - 12

The general goal of ELD II is for the student to continue development of language skills needed to function effectively using oral and written English. Students will develop the skills to cite textual evidence to support analysis. Students will also learn to determine theme or central ideas of a text, make an analysis in detail, and provide an objective summary of text. Reading skills are further developed at this level. Students will have gained knowledge in determining the figurative and connotative meanings of words, analyze author's word choices and choices concerning how to structure a text, order events within it, and manipulate time. Students will also learn to analyze cause and effect, compare and contrast, give descriptions, point of view and purpose in a text. The integration of knowledge and ideas is worked on through analyzing text features and media, as well as, contrasting text and media. The students develop their ability to analyze arguments and compare genres of texts. By the end of the class, students should comprehend literature, including stories, dramas, with scaffolding as needed.

Writing is strengthened through learning to produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. Students learn to use words, phrases, and clauses to link major sections of the text, create cohesion, and establish a formal style and objective tone. The use of technology for research and production is also taken advantage of, at this stage of writing development. Speaking and listening skills are developed through comprehension and collaboration. Comprehension and collaboration are further developed through learning to prepare for discussions, initiate and participate effectively in a group, set goals and deadlines, respond to questions elaborately and acknowledge multiple perspectives. By the end of this course, students learn to present information, findings, and support evidence.

In regards to language acquisition, students will develop and demonstrate command of the conventions of standard English in grammar and usage when writing or speaking, the use of various types of phrases and clauses, and the use of semicolons and colons. This course may be offered concurrently with English I - IV. Prerequisites: Completion of ELD I or Placement Test Lexile Score 500 – 750.

ELD III Grades 9 - 12 (b) UC Approved

ELD III is for the student to continue development of language skills needed with the specifics of grammar and composition as it relates to the contents of mainstream English courses. Students will further develop their reading skills in literature and informational texts. Students will learn how to analyze a particular point of view or cultural experience, analyze the representation of a subject in two different artistic mediums, and cite strong textual evidence to support analysis. By the end of this class, students will be able to read and comprehend literary nonfiction, with scaffolding as needed, independently and proficiently. Writing skills are advanced at this level, by introducing precise claims and counterclaims and supplying sufficient and relevant evidence. Students are expected to write informative/explanatory texts to examine and convey complex ideas. Students are also expected to write narratives to develop real or imagined experiences or events using effective techniques, such as: dialogue, pacing, description, reflection, and well-structured event sequences.

Students will further advance in their speaking and listening abilities. Students will learn to propel conversations by posing and responding to questions, respond thoughtfully to diverse perspectives, and summarize points of agreement and disagreement. Students will learn to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. By the end of the course, students will be able to present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, and style.

In regards to standard of language, student will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will learn to apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and comprehend more fully when reading or listening. By the end of the course, students will be able to write and edit so that it conforms to the MLA Formatting and Style Guidelines.

Vocabulary acquisition is advanced through further development of the use of context and understanding clues to the meanings of words or phrases. Students will have the ability to demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Students will interpret figures of speech in context and analyze their role in the text. By the end of the course, students will have acquired general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and careers readiness level. Students will also demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. This course may be offered concurrently with English III. Prerequisites: Successful completion of ELD II or Placement Test Lexile Score 750 – 1000.

ENGLISH LITERATURE FOR ENGLISH LANGUAGE LEARNERS

English learners read, analyze, interpret, and create a variety of literary and informational text types. Students develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types using text structure, language features, and vocabulary depending on purpose and audience.

ENGLISH 1 Grades 9 - 12

English 1 is an English course for students who have tested into ELD: Reading and Vocabulary. Students will be introduced to basic grammar skills and will be given an opportunity to augment their vocabulary. In addition students will read, analyze, discuss, and write about English literature that challenges and engages them. Prerequisite: Concurrent enrollment in ELD: Reading and Vocabulary.

ENGLISH 2 Grades 9 - 12

English 2 is an English course for students who have tested into English Language Development I. Students will be introduced to grammar skills and will be given an opportunity to further augment their vocabulary. In addition students will read, analyze, discuss, and write about English literature that challenges and engages them. Prerequisite: Concurrent enrollment in English Language Development I.

ENGLISH 3 Grades 9 - 12

English 3 is an English course for students who have tested into English Language Development II. Students work on their grammar skills and will be given an opportunity to continue to augment their vocabulary. In addition students will read, analyze, discuss, and write about English literature that challenges and engages them. Prerequisite: Concurrent Enrollment in English Language Development II.

ENGLISH 4 Grades 9 - 12

English 4 is an English course for students who have tested into English Language Development III. Students will hone their English grammar skills and will be given an opportunity to further expand their burgeoning vocabulary. In addition students will read, analyze, discuss, and write about English literature that challenges and engages them. Prerequisite: Concurrent enrollment in English Language Development III.

EXPERIENTIAL LEARNING PROGRAM



The goals of this curriculum are to create learning opportunities for increased sense of self, to improve students' ability to communicate, and to ask students to take responsibility for their actions.

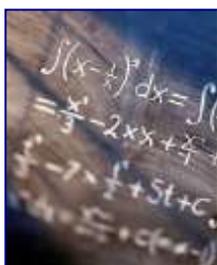
ASB LEADERSHIP I Grades 9 - 12

This course is designed to give elected and appointed student body and class officers the opportunity to learn and apply leadership skills such as collaborative working, critical thinking, decision making, time management, communication, goal setting, and conflict resolution. Students will be expected to practice these skills as lifelong learners and responsible citizens in planning class and/or school wide events, in improving self-discipline, and in running their own student government. This class meets during lunch and is required for all elected and appointed student leaders. This course requires the approval of the Associated Study Body Moderator for admission. Prerequisite: Student must hold a student body or class office.

ASB LEADERSHIP II Grades 11 - 12

This course continues to teach and utilize those skills gained in Leadership I. The course affords the student the opportunity for personal development in self-esteem, stress management, and a sense of humor. A Leadership II student will learn to model and promote the Expected Schoolwide Learning Results as a collaborative worker, critical thinker, lifelong learner, and as a responsible citizen. This class meets during lunch and is required for all elected and appointed student leaders. The course requires the approval of the Associated Study Body Moderator for admission. Prerequisite: Student must hold a student body or class office.

MATHEMATICS DEPARTMENT



Mathematics is the study of quantities and relationships through the use of numbers and symbols. In today's competitive environment, it is necessary for students to develop their skills in computation, reasoning, and problem solving. These skills, in addition to learning algebraic and geometric concepts will have a wide range of applications to each student's vocational or professional occupation. Therefore, the mathematics curriculum is designed to offer a variety of learning experiences commensurate with the student's abilities, needs and academic pursuits.

In our effective and well-designed mathematics program, students move steadily from what they already know to a mastery of skills, knowledge, and understanding. Their thinking progresses from an ability to explain what they are doing, to an ability to justify how and why they are doing it, to a stage at which they can derive formal proofs. The quality of instruction is a key factor in developing student proficiency in mathematics. In addition, several other factors or program components play an important role.

Students who do not meet the prerequisites in math will not be allowed to enroll in a more advanced course. Students planning to attend the University of California or California State University must complete the Algebra I, Geometry, and Algebra II sequence with grade of **C** or higher. The State of California requires completion of Algebra and Geometry content for a high school diploma.

PRE-HIGH MATH Grades 7 & 8

Incoming freshmen are required to enroll in this course. This Summer Term course is a review of arithmetic skills and a fundamental introduction to Algebra. The course focuses in the skills necessary for success in high school. This course stresses computational, analytical and logical skills.

ALGEBRA I Grade 9 *(c) UC Approved*

Algebra I is a two semester course designed to promote better understanding of the concepts necessary for success in future math classes. In addition, many of the basic skills taught will be connected to select Geometry topics and advanced Algebra topics to minimize the transition. This course is an extension of arithmetic that expands operational skills, moving towards problem solving skills. Both systematic and graphic solutions are introduced. This course covers the following topics: variables and functions; rational numbers; solving equations and inequalities; linear equations and graphs; exponents and exponential equations; polynomials; factoring; quadratic equations; and radical expressions. Mastery of the mathematical concepts and skills presented in this course is essential for success in higher-level mathematics and science courses.

GEOMETRY Grade 10 *(c) UC Approved*

Geometry is a two semester course designed to promote better understanding of geometric properties and concepts. In addition, the course will develop skills that can be applied to real world situations and develop the mastery necessary for success in future math classes. This course presents geometric concepts from an intuitive approach and introduces the student to the principles of logical reasoning and arguments. The topics studied include: geometric proofs; properties of lines, angles, planes, triangles, special triangles, polygons, and circles; Pythagorean Theorem; parallels; congruence; similarity; perimeter, area, and volume; transformations; coordinate geometry, and trigonometry. Prerequisite: Completion of Algebra I with a **C** or better.

ALGEBRA II Grade 11 *(c) UC Approved*

Algebra II is a two semester course designed to promote better understanding of the concepts necessary for success in future advanced math classes. Many of the skills taught will be connected to select Geometry and advanced Algebra topics to minimize the transition into Pre-calculus. This course is an extension of basic algebraic techniques that expands on the operational and problem solving skills and on the concepts covered in Algebra I and Geometry. Both systematic and graphic solutions are emphasized. This course will further the skills of equation manipulation and solutions to word problems. Students will work with linear equations, polynomials, factoring, multi-variable equations, radicals, exponents, complex numbers, functions, logarithms, conic sections, sequences and series, probability, and trigonometric functions. Mastery of the mathematical concepts and skills presented in this course is essential for success in higher-level mathematics and science courses. Prerequisite: Completion of Algebra I with a **C** or better.

BUSINESS MATHEMATICS Grade 11

Business Mathematics is a two semester course designed to introduce the student to the application of math to the world of business, and to the world of the consumer. Topics include employment payroll and records, automobile expenses, banking records, credit purchasing, consumable goods, basic investments, housing, earnings, and taxes. After students have completed this course, they will be able to apply mathematical concepts in various personal and business situations.

PRE-CALCULUS Grade 12 *(c) UC Approved*

Pre-Calculus is a two semester course which expands on the concepts covered in Algebra II and is designed for students who plan on advancing into Calculus. This course focuses primarily on developing major concepts in trigonometry, linear algebra, and mathematical analysis. Key areas of study include: algebraic equation manipulation and techniques; mathematical reasoning; problem solving; graphing; complex numbers; rational functions; exponents; radicals; arithmetic and geometric sequences; advanced polynomial factorization; logarithms; matrices; probability and statistics; advanced trigonometry and trigonometric identities; and analytical geometry. Mastery of the mathematical concepts and skills presented in this course is essential for success in advanced mathematics and Calculus, Physics, and other math-based science courses. Prerequisites: Teacher recommendation and completion of Geometry with an **A**, Algebra II with a **B** or better or Trigonometry with a **B** or better.

CALCULUS Grade 12 *(c) UC Approved*

In this two semester course, Functions and the Cartesian plane are reviewed, allowing the early introduction of limits. Continuity is introduced followed by infinite limits. Velocity and acceleration, high order derivatives, and the relationship between differentiability and continuity are presented. An in-depth coverage of applications of the derivative is followed by the brief introduction of integration. The use of a graphing calculator is highly recommended. Prerequisites: Teacher recommendation and a minimum grade average of **B** for one year in Pre-Calculus or an **A** in Trigonometry.

ELECTIVES:

AP CALCULUS AB Grades 11 – 12 *(c) UC Approved*

AP Calculus AB is a two semester Advanced Placement course which is generally equivalent to a first year college course. In this course, students will learn to represent functions in a variety of formats: graphical, numerical, analytical and verbal. Students will learn the meaning of the derivative (in terms of a rate of change and local approximation) and of the integral (both as a limit of Riemann sums and as the net accumulation of change). Students will understand the Fundamental Theorem of Calculus as the relationship between the derivative and the definite integral and will solve a variety of problems that apply the core concepts of calculus. Dependent upon the policies of the college attended, students who successfully complete the Advanced Placement Exam for this course may receive credit and/or advanced placement within the college's curriculum. Prerequisites: Teacher recommendation, Trigonometry and Math Analysis or Pre-calculus.

AP CALCULUS BC Grades 11 – 12 *(c) UC Approved*

AP Calculus BC is a two semester Advanced Placement course. The primary objectives of this course are to develop the students' understanding of the concepts of calculus and to provide experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Calculus pulls together many of the concepts students have studied in previous mathematics courses, and it also helps them to see the relevance of the material they were taught prior to calculus. This course will give the students a strong foundation and tools needed for future math and science courses. Dependent upon the policies of the college attended, students who successfully complete the Advanced Placement Exam for this course may receive credit and/or advanced placement within the college's curriculum. Prerequisites: Teacher recommendation, Trigonometry and Math Analysis or Pre-calculus.

AP STATISTICS Grades 11 – 12 *(c) UC Approved*

AP Statistics is a two semester Advanced Placement course which is generally equivalent to a first year college course. Students are introduced to the major concepts of collecting, organizing, and drawing conclusions from data. Students will study four broad areas of introductory statistics: organizing data (observing patterns and departures from patterns), producing data (deciding what and how to measure), probability (anticipating patterns in advance and simulating them), and inference (confirming models). Dependent upon the policies of the college attended, students who successfully complete the Advanced Placement Exam for this course may receive credit and/or advanced placement within the college's curriculum. Prerequisite: Algebra II.

MATH FUNDAMENTALS II (AL) Grades 9 - 12

Math Fundamentals II (AL) is a two semester computer driven course with assistance and support from the supervising teacher. The course centers on the upper elementary school fundamentals of addition, subtraction, basic multiplication, basic division, number sense, measurement, fractions, and decimals. The student will follow the course path designed and implemented by the school approved computer course website. The teacher will interact with the student as needed and provide critique and guidance on new challenges. In discussions with the student, the teacher will gauge improvement or mastery of the current topic and then advise the student when it is prudent to proceed to the next topic. This course is designed to meet the needs of students in The Assisted Learning Program.

STATISTICS Grade 12 *(c) UC Approved*

Statistics is a two semester introductory course. It is designed to expose students to the major concepts of collecting, organizing, and drawing conclusions from data. Students will study four broad areas of introductory statistics: organizing data (observing patterns and departures from patterns), producing data (deciding what and how to measure), probability (anticipating patterns in advance and simulating them), and inference (confirming appropriate selection of models). By the end of this course, students will understand how to use statistical tests to determine the relationship between given variables. In addition, students will learn methods to collect data in an unbiased fashion. Prerequisite: Completion of Algebra II with a **B** or better.

STEM at Arroyo Pacific Academy



STEM education encompasses the processes of critical thinking, analysis, and collaboration in which students integrate the processes and concepts in real world contexts of science, technology, engineering, and mathematics, fostering the development of STEM skills and competencies for college, career, and life.

PRECALCULUS STEM Grades 11 – 12 *Pending (c) UC Approval*

This two semester course looks at Precalculus from a STEM approach – using technology, physics and engineering applications. The topics covered include functions, trigonometry, linear systems, and conic sections. The course works with the Physics STEM course and their laboratory experiments to show problem solving and applications of the math learned. Real world, problem based engineering problems are also emphasized. TiNspire is used to enhance problem solving through technology. At the end of the course, students will have the skills necessary to enter a college level Calculus course. Prerequisites: Completion of Algebra II and Geometry with a **B** or better both semesters, or Algebra II Honors and Geometry Honors with a **C** or better both semesters. This course also requires concurrent enrollment in Physics STEM.

DIRECTED STUDY

This course provides students an opportunity to utilize critical thinking skills to gather, analyze, and interpret mathematical concepts, data; and/or themes and demonstrate understanding through clear and concise communication.

WORLD LANGUAGES DEPARTMENT



Knowledge of and proficiency in a language other than English are important tools in today's world. They lead us to a better understanding of, as well as communication with, other people and nations. In all programs, reading, writing, speaking and listening skills are stressed as well as cultural studies. Our students make use of multimedia and technology on a regular basis. We believe that all of these components together are necessary to achieve language proficiency and understanding.

The primary goal of the World Languages Department is communication. It is hoped that through the study of a language other than English, students will develop a practical skill that will improve their personal and professional effectiveness by increasing the range of people with whom they can communicate. It is also hoped that by studying other cultures the students will develop a respect for people whose way of life may be different from their own.

AMERICAN SIGN LANGUAGE I Grade 9 *(e) UC Approved*

American Sign Language I is a two semester course which provides an introduction to the language used by Deaf people in the United States and most of Canada. Students will be introduced to the U.S. Deaf Culture and History. Students will learn ASL grammar and syntax, vocabulary, fingerspelling, numbers, and visual-manual communication. Projects, presentations, skill-building activities and games as well as interactive communication will be used to enhance and enrich developing expressive and receptive skills in the target language.

AMERICAN SIGN LANGUAGE II Grade 10 *(e) UC Approved*

American Sign Language II is a two semester course which continues to build mastery of the communication in the target language through vocabulary, structure, syntax, and grammar. Students will continue to focus on fingerspelling, numbers, facial grammar and sentence structure. Students will also further develop the conversational/cultural behaviors necessary to hold a beginning-level conversation. More challenging examples of Deaf humor will be presented as well as additional cultural information to aid student development of awareness of and appreciation for the unique linguistic relationship between language and culture among those deaf/hard-of-hearing individuals who use American Sign Language to communicate. Prerequisite: American Sign Language I with a **C** or above.

AMERICAN SIGN LANGUAGE III Grade 11 *(e) UC Approved*

American Sign Language III is a two semester course designed to provide a greater understanding of American Sign Language at a conversational and grammatical level. The course integrates and refines expressive and receptive skills, including recognition and sociolinguistic variation. A practice oriented approach to language acquisition with demonstration of more sophisticated grammatical features of American Sign Language is expected. Prerequisites: American Sign Language II with a **B** or above and Instructor approval.

SPANISH I Grade 9 *(e) UC Approved*

Spanish I is a two semester course which provides an introduction to the Spanish language and the development of an appreciation and understanding of Hispanic societies through listening, speaking, reading, and writing. This course encourages communication with and understanding of the Spanish-speaking world to

appreciate its music, food, art, literature, history, and everyday traditions, which play a role in our multi-cultural society. Spanish culture is explored to develop an understanding of Spanish-speaking people's perspectives, patterns of behavior, and contributions to the world at large. Language skills will be developed through individual and group dialogue, reading, questioning, oral and written exercises, and cultural interaction.

SPANISH II Grade 10 (e) UC Approved

Spanish II is a two semester course which continues to build mastery of the communication, listening, speaking, reading, and writing skills begun in Spanish I. A greater level of proficiency is expected for guided conversations, reading, questioning, and oral and written exercises. The course also continues the development of awareness and understanding of Spanish-speaking societies around the world and in our own multicultural society in an effort to foster cultural sensitivity. Prerequisite: Spanish I with a **C** or above.

SPANISH III Grade 11 (e) UC Approved

Spanish III is a two semester course designed to provide a greater understanding of Spanish at a conversational and grammatical level. This is achieved through oral communication, listening, speaking, reading, and writing skills. This advanced course includes instruction in conversation, grammar review, culture, as well as classical and contemporary selections from literature written by Spanish authors. Listening and speaking practice occurs more frequently and at a higher level of proficiency. Reading and writing becomes more detailed, covering a greater variety of topics in greater depth. Students will be exposed to conversational techniques, listening for comprehension, and cultural experiences. A greater proficiency in the Spanish language is expected. Prerequisites: Spanish II with a **B** or above and Instructor approval.

ELECTIVES:

AP CHINESE LANGUAGE AND CULTURE (e) UC Approved

AP Chinese Language and Culture is a two semester Advanced Placement course which is generally equivalent to a second year college course. In this course students develop interpersonal communication skills, including the ability to present and interpret Chinese language in spoken and written forms. In addition students will develop a functional familiarity with Chinese culture. The dialect used in this course is based on Mandarin/Putonghua Chinese. Dependent upon the policies of the college attended, students who successfully complete the Advanced Placement Exam for this course may receive credit and/or advanced placement within the college's curriculum. Prerequisite: Three years of Chinese language or equivalent fluency.

CHINESE I (e) UC Approved

This Directed Study course introduces the student to the Chinese language and culture. The emphasis is on language production and reception. This course is for students who wish to obtain credit through examination.

CHINESE II (e) UC Approved

This Directed Study course strengthens and expands the student's knowledge of the Chinese language and culture. The emphasis is on language production and reception. This course is for students who wish to obtain credit through examination.

CHINESE III (e) UC Approved

This Directed Study course strengthens and expands the student's knowledge of the Chinese language and culture. The emphasis is on language production and reception in preparation for the AP Chinese Language and Culture course. This course is for students who wish to obtain credit through examination.

DIRECTED STUDY

This course provides students an opportunity to utilize critical thinking skills to gather, analyze, and interpret International Language concepts, ideas; authors, genres and/or themes and demonstrate understanding through clear and concise communication.

PHYSICAL EDUCATION / HEALTH DEPARTMENT



The high correlation between positive body image and positive self-image and between physical health and mental well being is well documented. Physical Education, Personal Fitness and Health offers each student an opportunity to experience success, to demonstrate measurable progress at his/her own speed, to understand the function of body systems, and learn sound

health practices. We seek a balance between the development of motor skills, and the development of skills in lifetime sport and fitness activities.

HEALTH & FITNESS Grade 10

Health and Fitness is a one semester course which follows the Health Framework for California Public Schools and the National Health Education Standards to enable students to gain the awareness, knowledge, and skills essential for health literacy. This course offers each student the opportunity to gather, understand, and use health information to enhance his or her health. Health and Fitness supports and promotes students' health and provide students with opportunities to practice healthy behaviors.

ELECTIVES:

FITNESS & TEAM SPORTS Grade 12

Fitness and Team Sports is a one semester course that helps students take control of their personal, physical, and emotional well-being through fitness education and team sports. Students study the biomechanics and the scientific principles of overload, specificity, and progression. Students learn the connections between physical activity and self-esteem, stress management, and social skills, including conflict resolution and teamwork. This course focuses on personal fitness information, practical skills, and real-world applications that encourage students to become responsible for their own fitness and well-being throughout life.

PHYSICAL EDUCATION Grades 9 – 12

Physical Education is a one semester course which emphasizes lifetime activities through outdoor adventures and learning pursuits. The student will have the opportunity to become a well-rounded person; to be skilled in activities; and to be capable of performing well using agility and coordination. Through adventures and educational pursuits the student will learn the value and function of activity in relation to health and fitness.

WEIGHT TRAINING Grades 9 – 12

The purpose of this one semester course is to enable students to acquire basic knowledge and skills in weight training, improve muscular strength and endurance, and begin to enhance self- image. The class provides each student with the knowledge needed to understand the importance of strength and fitness training. Students will learn safety practices, terminology pertaining to the musculoskeletal system, performing and knowing the difference in muscular strength and endurance exercises, correct techniques in performing basic weight training exercises, muscular strength and endurance assessments, weight training activities for fitness, nutrition, consumer issues, and benefits of participation. Students will understand the importance of setting goals for personal improvement and achievement, and will leave the class with a lifelong understanding of to maintain adequate physical fitness for a healthy lifestyle.

RELIGIOUS STUDIES DEPARTMENT

DIRECTED STUDY

Course available are Christian Lifestyles, Church History, Morality/Ethics, Peace and Justice, Sacraments, Scripture: Old Testament, New Testament, and World Religions. Please contact the Dean of Studies for additional course offerings.

SCIENCE DEPARTMENT



The importance of science in modern living and the need for scientific literacy on the part of all citizens are widely accepted beliefs. The curriculum, therefore, is designed around multiple course offerings for students throughout the range of interests and abilities. Moreover, the curriculum reflects the educational demands for living in our scientific-technological-industrialized society as well as the human values of this age.

We seek a balance among the traditional science disciplines, the personal use, the application of science and science as a means of solving current problems and shaping the future.

ENVIRONMENTAL SCIENCE Grade 9

Environmental Science is a two semester science course which will explore the interactions between humans and the natural world. Students will use scientific principles and concepts to understand, identify and analyze environmental problems; to evaluate the relative risks associated with these problems; and to examine possible solutions. Students will be encouraged to apply these problem solving skills to environmental issues in their own homes and communities. Throughout this course students will be challenged to read with understanding, write with clarity, and listen and speak effectively.

BIOLOGY Grade 10 *(d) UC Approved*

Biology is a two semester laboratory oriented course which provides an in-depth study of the life sciences. Key areas of study include organic chemistry, microbiology, cytology, genetics, biogenetics, evolution, comparative anatomy in zoology, botany, and human biology, and ecology and its effect on biodiversity. Fundamental concepts are integrated through investigation, analysis, and critical thinking skills, with an emphasis on labs, research, and media. Prerequisite: successful completion of Physical Science.

EARTH SCIENCE Grade 11 *(g) UC Approved*

Earth Science is a two semester comprehensive science elective designed to meet the following criteria: (1) Prepare the student for introductory courses in geology, mineralogy, meteorology, and/or botany, (2) Provide extensive preparation and comprehensive coordination between botany, mineralogy, meteorology, astronomy, physics, and the earth sciences, (3) Provide quantitative analysis and experimental tools to develop the student's scientific and critical thinking skills, and (4) Provide the student with a broad-based background and appreciation of their ever-changing planet and its place in the universe. Topics covered in this course are organized around the following general headings: investigation and experimentation; mathematical and statistical analysis of data; matter and chemical composition of the Earth; dynamic Earth processes; forms of energy in the Earth's system; bio and geochemical cycles; applications and solutions to problems; astronomy; principle of conservation as it applies to the physical and environmental world in which we live; and, challenges that are inherent to maintaining our planet's order. Prerequisite: Completion of Biology with no semester grade lower than a **C**.

CHEMISTRY Grade 11 *(d) UC Approved*

Chemistry is a two semester laboratory oriented course designed for students to develop a better understanding of the chemical properties of matter and explore the basic concepts of chemistry. Topics of study include: the activities of science; physical and chemical properties of matter; types of chemical reactions; empirical and molecular formulas; molar relationships; stoichiometry; gas laws; atomic theory and structure; nuclear chemistry; electron configuration; periodic trends; chemical bonding; geometry of molecules; types and properties of solutions; thermodynamics; reaction rates; acid-base reactions; and, electrochemistry. This course is both mathematical and conceptual in its approach. Upon completion, the student will possess a mastery of basic chemistry concepts and will be familiar with laboratory procedures. Prerequisites: Completion of Biology and Algebra 2 with no semester grade lower than a **C**.

CONCEPTUAL PHYSICS Grade 12 *(d) UC Approved*

Conceptual Physics is a two semester laboratory oriented course which will present the fundamental concepts of physics by exploring the mechanics of the world in which we live. As a fundamental treatment of classical physics, areas of study will emphasize classical mechanics, properties of matter, heat, sound, light, electricity, and magnetism. It is the aim of this course to guide students' understanding of the rules of nature by learning their foundations without mathematical derivations. Prerequisites: Completion of Biology and Algebra II with no semester grades lower than a **C**.

PHYSICS Grade 12 *(d) UC Approved*

Physics is a two semester laboratory oriented course designed to promote a solid understanding of the laws and properties of matter and energy and the forces that act upon them. This course emphasizes both conceptual and mathematical approaches to understanding physics. Major topics include motion, work, energy, sound, light, electricity, magnetism, quantum mechanics, atomic theory, and their applications. Projects will emphasize problem solving and critical thinking skills. This course is designed to assist the student in understanding universal physical phenomena while preparing the student for further course work in physics, math, and related subjects. Prerequisites: Completion of Geometry, Algebra II, and Chemistry with no semester grades lower than a **C**.

ELECTIVES:

AP BIOLOGY Grades 11 – 12 (d) UC Approved

AP Biology is a two semester Advanced Placement course which is generally equivalent to a first year college course. In this course students will develop an understanding of the general concepts of life, including reproduction, balance in nature, and the nature of living things. This course focuses on three broad sections: Molecules and Cells, Heredity and Evolution, and Organisms and Populations. Sixteen hands-on labs are completed throughout the year, all designed to give the student practical experience in the scientific method of inquiry. Dependent upon the policies of the college attended, students who successfully complete the Advanced Placement Exam for this course may receive credit and/or advanced placement within the college's curriculum. Prerequisites: Biology and Chemistry.

AP CHEMISTRY Grades 11 – 12 (d) UC Approved

AP Chemistry is a two semester laboratory-oriented course which is designed for students to develop a college-level understanding of the underlying chemical phenomena that drive the natural world. Topics of study include: atomic theory; chemical quantities and their relations; atomic structure and supporting historical experiments; periodicity and electronic structure; the shell and quantum mechanical models; light-matter interaction; spectroscopy (mass, uv-vis, and infrared); types of bonding and intermolecular forces; the relationship between microscopic and macroscopic properties; mathematical models for gases; concentration; chromatography; solubility; chemical equations; stoichiometry; thermodynamics; electrochemical cells; kinetics; and equilibria. This course is both mathematical and conceptual in its approach. The student will master science practices such as: the use of models to explain chemical phenomena; mathematical reasoning; formulating hypotheses and designing experiments; data analysis and evaluation of evidence; building on the cognitive framework of existing theories; and connecting information across scales and domains. Upon completion, the student will possess a mastery of six fundamental chemistry concepts, named "big concepts" by the College Board. Dependent upon the policies of the college attended, students who successfully complete the Advanced Placement Exam for this course may receive credit and/or advanced placement within the college's curriculum. Prerequisite: Algebra II or Pre-calculus

AP ENVIRONMENTAL SCIENCE Grades 11 – 12 (d) UC Approved

AP Environmental Science is a two semester Advanced Placement course which is generally equivalent to a first year college course. In this course students explore the physical, ecological, social, and political principles of environmental science. Students will analyze and understand the interrelationships between humans and the natural environment, specifically how ecological realities and the material desires of humans often clash, leading to environmental degradation and pollution. Eight hands-on labs are completed throughout the year, all designed to give the student practical experience in the scientific method of inquiry. Dependent upon the policies of the college attended, students who successfully complete the Advanced Placement Exam for this course may receive credit and/or advanced placement within the college's curriculum. Prerequisites: One year of life science, one year of physical science, and Algebra II.

AP PHYSICS 1 Grades 11 – 12 (d) UC Approved

AP Physics 1 is an algebra-based two semester, introductory college-level physics course that explores topics of classical physics. Topics include kinematics, dynamics, Newton's Laws, circular motion, Universal Law of Gravitation, simple harmonic motion, linear momentum, work energy, conservation of energy, rotational motion, electric charge, electric force, circuits and mechanical waves. Through science practices and inquiry based learning, students will develop scientific critical thinking and reasoning skills. Dependent upon the policies of the college attended, students who successfully complete the Advanced Placement Exam for this course may receive credit and/or advanced placement within the college's curriculum. Prerequisites: 1. Concurrent enrollment in Precalculus, AP Calculus AB or BC 2. Completion of Chemistry with no semester grade lower than an **A**. 3. Completion of Geometry and Precalculus with no semester grade lower than **B**.

AP PHYSICS 2 Grades 11 – 12 (d) UC Approved

AP Physics 2 is designed to prepare students to pursue college-level studies and possibly earn college credit. This two semester algebra-based course is equivalent to a second semester Introductory Physics class with an emphasis on deeper conceptual understanding through inquiry. Topics include topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits and capacitors; magnetic fields; electromagnetism; physical and geometric optics, and quantum, atomic and nuclear physics. An emphasis is placed on the six Big Ideas and encompasses core scientific principles. Science practices are emphasized and instructional time will focus on inquiry-based investigations. Dependent upon the

policies of the college attended, students who successfully complete the Advanced Placement Exam for this course may receive credit and/or advanced placement within the college's curriculum. Prerequisites: 1. Successful completion of AP Physics 1 with no semester grade lower than a **B**, 2. Concurrent enrollment in Precalculus or AP Calculus AB or BC. 3. Completion of Chemistry with no semester grade lower than an **A**. 4. Completion of Geometry and Precalculus with no semester grade lower than **B**.

ASTRONOMY Grades 11 - 12

This one semester course helps students use astronomy to understand science and use science to understand what we are. Students will answer two fundamental questions: What are we? How do we know? This course will introduce the newest developments and latest discoveries including new data on Jupiter's ring system; new observations of the shapes of stars; new evidence of dark energy, quasars, and galaxy collisions; and a look inside supernova explosions. Throughout this course students will be challenged to read with understanding, write with clarity, and listen and speak effectively.

PHYSICAL SCIENCE (g) UC Approved

This course exposes the student to a fundamental understanding of major elementary concepts in physics and chemistry. The major topics explored include metric system, motion and kinetics, energy, elementary thermodynamics, machines, phases and classification of matter, periodic table, atomic structure and bonding, solutions, reactions, wave mechanics, optics, electromagnetism, and electricity. This course is intended to prepare the student for further coursework in high school physics and chemistry.

STEM at Arroyo Pacific Academy



STEM education encompasses the processes of critical thinking, analysis, and collaboration in which students integrate the processes and concepts in real world contexts of science, technology, engineering, and mathematics, fostering the development of STEM skills and competencies for college, career, and life.

PHYSICS STEM Grades 11 – 12 Pending (d) UC Approval

This two semester course looks at Physics from a STEM approach – using technology, mathematics, and engineering applications. Major topics include motion, work, energy, sound, light, electricity, magnetism, atomic theory and their applications. Laboratory experiments emphasize problem solving; critical thinking skills are fundamental to the course. This course works with Precalculus STEM to emphasize the use of mathematics as it applies problem solving in a variety of areas including engineering concepts. TiNspire is used to enhance problem solving through technology. Prerequisites: 1. Completion of Chemistry with no semester grade lower than a **B** or completion of Chemistry Honors with no semester grade lower than a **C**. 2. Completion of Algebra II or Algebra II Honors with no semester grade lower than a **B**. 3. Completion of Geometry or Geometry Honors with no semester grade lower than a **B**. Concurrent enrollment in Precalculus STEM is required.

DIRECTED STUDY

This course provides students an opportunity to utilize critical thinking skills to gather, analyze, and interpret Science concepts, ideas, topics, and/or themes and demonstrate understanding through clear and concise communication.

SOCIAL STUDIES DEPARTMENT



The Social Studies Department prepares students to be humane, rational, understanding, and participating citizens in a diverse society and an increasingly interdependent world. The curriculum reflects a balance of personal, local, national, and international issues. Learning experiences are designed to make extensive use of critical thinking skills and research.

The world of the future will be characterized by persistent patterns in human behavior and human relationships, and by economic, technological, political, social and cultural change. The study of continuity and change is the main focus of our social studies curriculum.

The knowledge and activities offered to the students in our core and elective courses will enable them to appreciate how ideas, events, and individuals have interacted to produce change over time, as well as to recognize the conditions and forces that maintain continuity within human societies. These understandings will

assist young people in becoming both productive and effective contributors to our society and the world of the twenty-first century.

WORLD HISTORY I Grade 9 (a) UC Approved

World History I is a two semester course which makes up the first half of the survey of the history of the world which will continue in World History II. This course begins with early river valley civilizations approximately 3500 B.C. and continues through the first age of empires, ancient Greece and Rome, African civilizations, the Americas, the Muslim world, East Asian empires, and the European Middle Ages, Renaissance, and Reformation. The approach is thematic in nature, focusing on power and authority, religious and ethical systems, revolution, interaction with the environment, economics, cultural interaction, empire building, and science and technology. Each historical era is analyzed in the context of major geographical regions and cultural centers developed across the globe. Through this course students will be challenged to listen with acuity, read with understanding, write with clarity, and speak with composure.

WORLD HISTORY II Grade 10 (a) UC Approved

World History II is a two semester course which concludes the survey of the history of the world begun in World History I. This course begins with the age of European exploration in the fifteenth century and continues through the Enlightenment, national revolutions, industrial movement, imperialist era, world wars, and postwar globalization to the present. The approach is thematic in nature, focusing on power and authority, religious and ethical systems, revolution, interaction with the environment, economics, cultural interaction, empire building, and science and technology. Each historical era is analyzed in the context of major geographical regions and cultural centers developed across the globe. Through this course students will be challenged to listen with acuity, read with understanding, write with clarity, and speak with composure.

UNITED STATES HISTORY Grade 11 (a) UC Approved

U.S. History is a two semester course designed to study the American past from colonization to the present, with an emphasis on the twentieth century. The major course objective is to develop the student's intellectual abilities and to help him or her acquire the skill of analysis and the ability to draw conclusions from individual research. The approach is thematic in nature. Following review units on the nation's beginnings and on the Civil War period, the course leads the student to interpret twentieth century America. Both external and internal relationships are studied in depth, from early efforts to become a world power, to the two World Wars, the Cold War and more recent conflicts on the one hand, and to the Progressive Movement, the Great Depression, economic growth, and the Civil Rights Movement on the other. Each unit will be studied in depth, utilizing a variety of sources and with a special emphasis on geographic relationships.

GOVERNMENT Grade 12 (a) UC Approved

Government is a one semester course which offers an overall view of the workings of the American form of government. Students will examine the principles on which this nation's government is based, the structures, powers, and limitations of that government, and the policy issues relevant to our country today. Units of study include historical foundations of American government, institutions of government at the federal, state, and local level, linkage institutions and their influence, political beliefs and behaviors, civil liberties and civil rights, and public policy. The rights and responsibilities of American citizens, including informed debate of contemporary domestic and foreign policy challenges, will be emphasized in the context of the success of the American democratic tradition compared to other forms of governance. Through this course students will be challenged to listen with acuity, read with understanding, write with clarity, and speak with composure.

ECONOMICS Grade 12 (g) UC Approved

Economics is a one semester course designed to equip the high school senior with a set of analytical tools that will assist in independent and objective reasoning concerning economic issues. Areas of study will include economic principles, microeconomics, macroeconomics, and international economics, all focused primarily on the past, present, and future economy of the United States. A clear distinction will be made between economic theory and economic practice. The major course objective is to develop the student's intellectual abilities and to help him or her acquire the skill of analysis and the ability to draw conclusions from individual research, with a special emphasis on economic models. Through this course students will be challenged to listen with acuity, read with understanding, write with clarity, and speak with composure.

ELECTIVES:

AP EUROPEAN HISTORY Grades 11 - 12

AP European History is a two semester Advanced Placement course which is generally equivalent to a first year college course. In this course students will explore the cultural, economic, political, and social developments in Europe since 1450 which have played a fundamental role in the development of contemporary institutions, intellectual discourse, science and technology, and artistic expression. In addition to providing a basic narrative of events and movements, the student will develop an understanding of the major themes in modern European history, and the ability to analyze and interpret historical evidence. Dependent upon the policies of the college attended, students who successfully complete the Advanced Placement Exam for this course may receive credit and/or advanced placement within the college's curriculum.

AP UNITED STATES GOVERNMENT AND POLITICS Grade 12 (a) UC Approved

AP U.S. Government and Politics is a one semester Advanced Placement course which is generally equivalent to a first year college course. In this course students will explore a thematic survey of United States government and politics covering the constitution, political beliefs, political parties, interest groups, institutions of government, public policy, and civil rights. Emphasis is placed on critical and evaluative thinking skills, essay writing and interpretation of original documents. Dependent upon the policies of the college attended, students who successfully complete the Advanced Placement Exam for this course may receive credit and/or advanced placement within the college's curriculum. Prerequisite: U.S. History.

AP UNITED STATES HISTORY Grades 11 – 12 (a) UC Approved

AP U.S. History is a two semester Advanced Placement course which is generally equivalent to a first year college course. In this course students will explore a thematic survey of United States History from the age of exploration and discovery to the present. Areas of study include the nation's beginnings (colonization, democratic political tradition, American Revolution, and the writing of the Constitution), the United States to 1900 (constitutional interpretation and conflict, Civil War, Reconstruction, industrial growth, demographic shifts, and global influence), the Progressive Era, Jazz Age, Great Depression, World War II, Cold War and international relations, Civil Rights Movement, and American society in the postwar era. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography. Dependent upon the policies of the college attended, students who successfully complete the Advanced Placement Exam for this course may receive credit and/or advanced placement within the college's curriculum.

AP MACROECONOMICS Grades 11 – 12 (g) UC Approved

AP Macroeconomics is a one semester Advanced Placement course which is generally equivalent to a first year college course. In this course students explore how the United States economic system works as a whole. Students learn how the economy is measured by using concepts such as gross domestic product (GDP) and other indicators. Concepts such as inflation, unemployment, world trade patterns, and the role of the Federal Reserve Bank will be examined. Students will engage in decision-making processes to create an environment where high employment and a higher standard of living are achievable by using the economic tools of fiscal and monetary policy. Dependent upon the policies of the college attended, students who successfully complete the Advanced Placement Exam for this course may receive credit and/or advanced placement within the college's curriculum.

AP MICROECONOMICS Grades 11 – 12 (g) UC Approved

AP Microeconomics is a one semester Advanced Placement course which is generally equivalent to a first year college course. In this course students explore how individuals make choices with limited resources. Students will examine concepts such as supply and demand, factors of production, roles of labor and management, the relationship between the environment and the economy, and the impact of the government on individual decision making processes. Dependent upon the policies of the college attended, students who successfully complete the Advanced Placement Exam for this course may receive credit and/or advanced placement within the college's curriculum.

AP PSYCHOLOGY Grades 11 – 12 (g) UC Approved

AP Psychology is a one semester Advanced Placement course which is generally equivalent to a first year college course. In this course student explore selected principle areas and concepts within modern psychology. Topics include research methodology, ethics, learning, perception, social interaction, personality, intelligence, social development, and psychopathology. Dependent upon the policies of the college attended, students who

successfully complete the Advanced Placement Exam for this course may receive credit and/or advanced placement within the college's curriculum.

AP WORLD HISTORY Grades 11 - 12

AP World History is a two semester Advanced Placement course which is generally equivalent to a first year college course. In this course the student will explore major societies and the cultural, institutional, and technical precedents (within their geographical context), which define development and change over time. Themes that form the patterns of civilization from ancient times through exploration, enlightenment, and industrial revolution, through imperialism, world war, and the present, are examined in political, economic, cultural, and social contexts, providing relevance to the present and future. Dependent upon the policies of the college attended, students who successfully complete the Advanced Placement Exam for this course may receive credit and/or advanced placement within the college's curriculum.

CALIFORNIA HISTORY Grades 11 - 12

This one semester course examines the past and present state of affairs in California. Students will examine the immigrant and native-born peoples, decision makers and major events through an in-depth study of California's development. In keeping with California's History-Social Science Framework, the emphasis is on California in the 20th century. Students will look at events critically and draw conclusions based on a careful examination of the facts. Knowing about the Golden State's past is crucial preparation for participating in the state's future.

PSYCHOLOGY Grade 12 (g) UC Approved

This two semester course is an introductory course of the general principles of human behavior and mental processes. Students will study the historical development of the discipline; theories of personality developmental psychology; social psychology, and psycho-pathology. Both practical and philosophical evidence will be examined during the study of various schools of thought that include: Freud, Adler, Jung, Skinner, Piaget, Lang, and Kohlberg. Topics include: research methods, statistical analysis, biopsychology, sensation and perception, states of consciousness, learning processes, culture and gender, motivation and emotion, cognition, development, personality, psychological disorders, therapies, social psychology, and careers in psychology.

THEMATIC HISTORY (AL) Grades 11 - 12

Students will study selected themes and see a common relationship with other disciplines. The themes will focus on the understanding of how we interact with one another makes a whole, our responsibilities to one another and how our personal involvement affects the world. This one semester course is for students who have special needs with learning style differences the curriculum will emphasize basic skills and concepts to address the student's learning styles. This course is for students in The Assisted Learning Program.

DIRECTED STUDY

This course provides students an opportunity to utilize critical thinking skills to gather, analyze, and interpret Social Studies concepts, ideas, topics, and/or themes and demonstrate understanding through clear and concise communication.

TECHNOLOGY DEPARTMENT



Technology courses assist students in gaining employment skills and/or obtaining a basic skill background for high school, college or university studies.

COMPUTER PROGRAMING I Grade 9 Pending (g) UC Approval

In this two semester course, middle students are entering the world of computer science by learning how to create animations, computer games, and interactive projects. The programming platform is Scratch, a graphical programming language developed at MIT. Students will be learning the fundamental programming concepts such as variables, loops, conditional statements, and event handling. As the students are working on the progressive projects, they learn how to use math and computer code to think creatively, and solve problems. The course will show students how to make and import objects, create audio recordings, and use them to develop interactive projects. At the end of the course, students create their own computer animation and share it with instructor and classmates. Students who successfully complete the course will be prepared to study more advanced concepts in the next level course, Scratch Programming II.

ELECTIVES:

INFORMATION TECHNOLOGY Grade 9

This two semester course will provide students with an array of computer knowledge and the necessary word-processing skills. Designed to give students working knowledge in keyboarding skills in Word and computer applications using Microsoft Word. Students will understand the fundamentals of computer nomenclature, particularly with respect to personal computer hardware and software and the World Wide Web; make use of the World Wide Web as a repository of the latest information and an integrated learning tool; develop an in-depth understanding of why computers are essential components in the business world and society in general; focus on the computer as a valuable productivity tool; recognize the personal computer's position as the backbone of the computer industry and emphasize its use as a stand-alone and networked device; present strategies for purchasing, installing, and maintaining a personal computer system; and, assist students in planning a career in the computer field. This course will provide students the necessary skills to be a successful student at Arroyo Pacific Academy.

INTRODUCTION TO COMPUTER PROGRAMMING Grades 10 – 12 *Pending (g) UC Approval*

This two semester programming course is designed for students with little or no programming experience. It aims to provide students with an understanding of the role computation can play in solving problems. It also aims to help students, regardless of their background, to feel justifiably confident of their ability to write small programs that allow them to accomplish useful goals. It is mainly designed for the attainment of the 21st century skills that is vital to student's success. This class will use Python/Java as a programming language. Through this course students will be challenged to listen with acuity, read with understanding, write code with clarity, and be a better critical thinker. Prerequisite: **B** average in Information Technology and instructor's discretion.

INTRODUCTION TO ROBOTICS Grades 11 - 12

This one semester course is designed to provide students practical "hands-on" experience in programming and robotics. This course builds on the material learned in Introduction to Computer Science Programming. Topics covered are object-oriented design, decomposition, encapsulation, abstraction and testing. Also, we cover widely-used Java/Python programming language along with good software engineering principles. It also attempts, to work on the computer engineering topics with emphasis on virtual robotics and Artificial Intelligence. This is a very useful course for students interested in taking AP Computer Science. Prerequisites: **B** average in Introduction to Computer Science Programming and instructor's discretion.

ADVANCED ROBOTICS Grades 11 - 12

Advanced Robotics is a two semester course that will explore the relations between science and technology. It is mainly to introduce complex concepts in robotics. The course is designed to help students build and test complex Vex-based mobile robots. We will cover autonomous programming of robots, sensor integration, basic control, and multi-tasking. Students will work in teams to research, design, program, and construct robotic devices in competition amongst each other and other schools in the area. Prerequisites: **B** average in Introduction to Robotics and instructor's discretion.

DIRECTED STUDY

This course provides students an opportunity to utilize critical thinking skills to gather, analyze, and interpret technology, applications, programming concepts, data; and software and demonstrate understanding through clear and concise communication.

VISUAL & PERFORMING ARTS DEPARTMENT



The curriculum of the Visual and Performing Arts Department reflects our philosophy of developing the whole person. Our purpose is to direct each student in recognizing and developing his or her creativity through the Arts.

We provide a balanced, comprehensive Arts program in which the Arts are studied as discrete disciplines related to each other and, when appropriate, to other subject areas in the curriculum. Students in this comprehensive program are expected to master the content of an Arts discipline. Arts disciplines include Dance, Music, Theater, and Visual Arts. For each of these disciplines, students experience the following strands:

- ✦ **Artistic Perception:** Processing, analyzing, and responding to sensory information through language and skills unique to the discipline.
- ✦ **Creative Expression:** Creation, performance and participation in the discipline.
- ✦ **Historical and Cultural Context:** Understanding historical contributions and cultural dimensions of the discipline.
- ✦ **Aesthetic Valuing:** Responding to, analyzing, and making judgments about works of art.
- ✦ **Connections, Relationships, Applications:** Connecting and applying what is learned in the discipline to other art forms and subject areas and to careers.

WORLD ARTS Grade 9

World Arts is a two semester Humanities course that introduces students to the significant forms of artistic and performance expression from the prehistoric era through the present. Through the use of multi-media, performance, hands-on art work, and technology, this course investigates general trends in the major arts of painting, sculpture, architecture, music, and theatrical performance as found in both Western and Eastern civilizations. Students will explore the nature of visual representation, performance, and communication. Through this course students will learn to read with understanding, write with clarity, and listen and speak effectively.

BAND I Grade 10 *(f) UC Approved*

Band I is a two semester instrumental music course designed for students to develop performance and analytical skills that will enable them to become creative, expressive, productive, and collaborative musicians. Mastery of these skills will be demonstrated in a variety of rehearsal settings and in performance. Students will also develop musical literacy as they add to their repertoire by studying and discussing music from a wide variety of eras and cultures. Concert performances are required. Through this course student will be challenged to listen with acuity, read with understanding, write with clarity, and speak with composure.

MEDIA PRODUCTION I Grade 10 *(f) UC Approved*

Media Production I is a two semester course designed to introduce and familiarize students with video production that includes the following: camera work, lighting; script writing; audio; editing; directing and producing for ENET weekly broadcast. This course educates students in a form of communication through media technology. By analyzing television production techniques, formats, and genres, students will compare and contrast each method for aptness and effectiveness of message conveyance. Students will gather information, develop ideas to effectively communicate it, use the ideas to create a television news program, as a way to share information electronically. Students' collaborations will produce a weekly news program that highlights our school's events and character. The class will provide a creative environment for students to develop technical and critical skills for media productions. The course utilizes computer aided graphic programs for editing productions, including, but not limited to animations, digital graphics, visual effects, and special effects. Student experience will include script writing, story-boarding, production scheduling. The overall course goal is for students to produce quality video productions. No prior experience is required for this course. Students are sometimes required to attend certain activities outside of the regular school day.

PERFORMING ARTS I Grade 11 *(f) UC Approved*

Performing Arts I is a two semester course designed for the student to experience the craft of acting by way of improvisation, theatre games, and exercises to develop flexibility, imagination, agility and expressiveness. This course focuses on the roles of the actor and the director. Students learn how to analyze a play and/or monologues from the actor and director's point of view. Students make analyses and evaluations of others work as well as of the plays and scenes they are studying during in-class performances. Students may attend and evaluate high school, equity waiver and/or professional productions. Students have an opportunity to explore, excel, experience, and to expand their horizons. Through this course students will learn to read with understanding, write with clarity, and listen and speak effectively.

DIGITAL AUDIO Grades 9 – 12 *(f) UC Approved*

Digital Audio is a two semester course designed to introduce students to several of the most important concepts and basic principles of digital audio. Over the last ten years, digital audio recording has become both incredibly dynamic and affordable. Industry standard programs like Pro Tools, Digital Performer, and Logic have developed to the point where anyone with an interest in making a recording can do so. This course will make

sure students take full advantage of the resources available and turn a stream of 1s and 0s into art. Students will learn about the newest software and hardware which are a vital part of the course. Students will learn about psychoacoustics and the properties of sound, musical and less musical. The course begins with simple samples as students develop their own musique concrete, assemble a tribute to Stan Freberg and Firesign Theater, take a trip into MIDI land, and record live music as well as multi-track projects. While it is essential to learn how to use the tools of recording, the final arbiter of the success of any project is the artistry displayed by the student. Every project will conclude with a jury where each student is expected to respond in a manner that reflects a familiarity with our listening examples and an ear for the musicality of all sound.

VISUAL ARTS I Grades 11 – 12 (f) UC Approved

Visual Arts I is a two semester course which provides comprehensive study in the Visual Arts at the introductory level. Students are introduced to various forms of visual media and the stages of project development based on drawing, conceptual design, painting, and color theory in order to develop an understanding of the visual and design elements utilized when creating art. Aesthetic analysis, interpretation, and evaluation skills, including determination of historical context, cultural relationships, and their application to the visual arts, will be developed through the exploration of various historical and contemporary works. Class presentation will be combined with individual research and visits to local museums to enhance analytical and creative skills. In addition, students will complete a portfolio of individual works that can be used for future advancement in Visual Arts.

MEDIA GRAPHICS Grade 12

Media Graphics is a two semester course designed to introduce students to contemporary media. This course builds on knowledge gained in Information Technology as well as emphasizing the elements of art, principles of design, and visual expression. Students will develop the skills and the concepts necessary to produce art works for use in the various media. Students will study and apply the basic materials, techniques, and vocabulary of the graphic and digital art field. Students will complete graphic design and illustration projects and be introduced to animation. Students will perform a variety of real world graphic applications making use of Photoshop, LightWave 3D, and Flash.

VISUAL ARTS DIVISION

Arroyo Pacific Academy Portfolio Review Requirements



Beginning with the 2004 academic year, a portfolio is required of all students enrolled in each course of the Visual Arts Division. A portfolio should show a student's strengths, individual growth, and personal interests. The portfolio should contain the major key assignments of the best, most recent work. In selecting work from Visual Arts I or II for a Portfolio Review, students should keep in mind that portfolio work will reflect their highest level of achievement in visual art skills and techniques, and demonstrate their understanding of the Visual Elements and Principles of Design through studio projects, research, and notes.

The portfolio should contain notes, and self-motivated projects as well as class assignments. The work should demonstrate a student's interest, skill level, personal initiative and creative imagination in the Visual Arts. A portfolio will demonstrate a student's ability to aesthetically critique artwork and solve Visual Arts problems. A portfolio will also reveal a student's research of historical and cultural context as well as demonstrate their understanding of connections, relations, and applications of Visual Arts across the curriculum and society.

The Arroyo Pacific Academy Portfolio Review will consist of five categories.

1. Fulfills all the required assignments, notes, and studio work listed in the Key Assignments of the Instructor's Syllabus or Course Outline.
2. Demonstrates **Quality**: work in which quality is recognizable through the student's intent in concept and execution.
3. Reveals a student's **Concentration**: works based on the student's interests in a particular vision concern. It focuses on a process of investigation, growth and discovery. The concentration grows out of a plan of action showing the evolution of an idea with one underlying theme.

4. Shows **Breadth**: Students will complete works that demonstrate a range of problems, ideas, media and approaches in the areas of color/design, drawing and sculpture.
5. Represents a collection of work that demonstrates:
 - Artistic Perception**: Processing, analyzing, and responding to sensory information through the language and skills unique to a given art.
 - Creative Expression**: Creating, performing, and participating in a given art.
 - Historical and Cultural Context**: Understanding historical contributions and cultural dimensions of a given art.
 - Aesthetic Valuing**: Responding to, analyzing, and making critical assessments about works of a given art form.
 - Connections, Relationships, and Applications**: connections, relationships and applications between the arts disciplines, between the arts and other subject areas, *and* careers in the arts.

College/University Portfolio Review Requirements

The Art major is a very popular major. This means that there are too few spaces to accommodate all the students who wish to study art at the University of California and private colleges. Most college/university review committees require digital submission of student work either uploaded onto a designated website or submitted via CD. Digital files should meet the file size/time requirements as designated by each college/university. Color should be faithful to the original artwork. Definition, detail, clarity and color fidelity are all essential. Students who submit substandard digital files should not be surprised if this substandard presentation disadvantages their work.

In order to select its students, the Art Department appoints a Portfolio Review Committee. The objective of the committee is to admit students who demonstrate, as evidenced in their portfolio, statement and pre-art academic performance, that their intentions and achievements are most compatible with the mission, standards, goals, and specializations of the Art Department.

In general, the presented visual materials (still images or multimedia) are of primary interest to the committee. The Portfolio Review Committee expects these materials to be adequately documented and to be carefully and clearly presented. The committee consists of a group of experts in their fields, and their expertise includes an understanding of how to interpret visual materials. They are skilled at "reading" the visual evidence presented in the portfolio and in detecting, by looking at the digital files, the commitment and accomplishment of the applicant. They have an expertise in understanding how works of art come about both conceptually and in terms of skill, and they have an expertise in understanding where beginning artworks lead in terms of future developments. Students are to contact the college/university of their choice to get more detailed portfolio requirements.

Portfolios Should

- ✓ Show a range of work produced in your art classes and self-initiated projects
- ✓ Focus on quality as opposed to quantity
- ✓ Indicate time spent to achieve a strong resolution
- ✓ Show thought given to the generation and execution of the work
- ✓ Show attention to use of materials and processes
- ✓ Provide evidence of exploration in form and technique
- ✓ Show your individual interest

Portfolios Should Not

- Show work of low quality along with work of high quality

Written Statement

Your written statement is considered an important part of the portfolio; this can be an Artist Statement or Letter of Intent/Personal Statement depending on the requirements of the college/university. Evaluation is based upon signs of a student's potential for joining theory and practice in his or her creative activity.

Letter of Intent/Personal Statement Should

- ✓ Include comments on your reasons for choosing to concentrate in art, some of the ideas in which you are currently interested, and indications of future areas you would like to explore
- ✓ Discuss the work you've submitted in the written statement

- ✓ Address your recent (college) art background (as opposed to your childhood experiences in art)

Artist Statement Should

- ✓ briefly describes your art practice
- ✓ how your selected Visual Arts program will help to cultivate your practice

The Visual Arts Program offers courses which include painting, drawing, sculpture, performance, computing in the arts, film, video, photography, and art history/criticism, including that of film and video. Courses provide students with a solid arts background and are preparatory training for college studies and careers as artists, filmmakers, video artists, photographers, digital media artists, and art critics.

ELECTIVES:

DIGITAL PHOTOGRAPHY Grades 9 – 12 *(f) UC Approved*

Digital Photography is a two semester course for students to learn the basic elements and principles of art as they are applied to digital photography. Students learn the basic concepts of taking photographs, how to use a digital camera, and digital imagery manipulation through the use of Adobe Photoshop. Students learn and explore observational skills, photographic techniques, and photography as art concepts relating to art history and art philosophy. Students explore photography within different genres: portraits, landscape, interior and exterior space, sport, etc. Students participate in art critiques, read art journals and photographic articles, and write and speak about art history and photographic issues. The student will attend art exhibits. Through this course students will be challenged to listen with acuity, read with understanding, write with clarity, and speak with composure. Prerequisite: Successful completion of Information Technology.

GRAPHIC DESIGN Grades 9 – 12 *(f) UC Approved*

Graphic Design is a two semester course for students to learn and apply the basic elements and principles of design as they are applied to graphic design, advertising and print media, and includes an introduction to the role of art movements in design. This course is designed for students who are interested in the art, language, and business concepts through the use of 2-Dimensional applications of design concepts, critical thinking and problem-solving skills. The class will start with print graphics and advancing to multimedia designs in the second semester. During the first half of the term students will concentrate on desk-top publishing, working with Adobe Photoshop, Adobe InDesign and Adobe Illustrator, to create letterhead, cards, posters, newsletters and manipulation of various photos. Building on the skills acquired in the first part of the course, the second half of the term will focus on how to use graphics to create various presentations using Photoshop, Adobe Illustrator, as well as Microsoft PowerPoint, and Word. Prerequisite: Successful completion of Information Technology.

GRAPHIC DESIGN II Grades 11 – 12

Graphic Design II is a two semester advanced course designed to give students a second year to dive deeper into the world of computer graphics. Students will further their understanding of the art, language, business and career concepts of and about 2-Dimensional and interactive design utilizing the computer and the software Adobe Photoshop, Adobe Illustrator and Adobe InDesign. Students will learn, build upon and apply the principles of design to manipulate images and create original artwork in a digital format and produce project based graphic art under production deadlines. Some of the design techniques include: Digital Illustration, Typography, Layout, and Interactive Media. Students must be highly motivated and able to work independently. Prerequisites: Portfolio review, teacher approval and at least a **B** in Graphic Design.

VISUAL ARTS II Grade 12 *(f) UC Approved*

Visual Arts II is a two semester course which builds on the comprehensive study begun in Visual Arts I. This course allows students to explore visual elements and principles of design in depth, and requires intensive study through studio projects that are more conceptually based. An advanced understanding of aesthetic judgment, critical thinking regarding visual arts problems, and creative expression demonstrated through research and student portfolio projects, is expected. This course will include analytical reading, two comprehensive tests that cover concepts and vocabulary, and two term papers. College preparatory level studio experiences and commitment in the discipline are expected of all students. Prerequisites: Portfolio review, teacher approval and at least a **B** in Visual Arts I.

VISUAL ARTS III Grade 12 *(f) UC Approved*

Visual Arts III is a two semester course which provides for intensive study with projects on an individual, advanced level. Critical direction by an Instructor on a one-to-one basis is intended to develop a student's individual vision and capabilities as a young artist. This course allows students to explore visual elements and

principles of design in depth, and requires intensive study through studio projects that are more conceptually and research based. Students will use the Art History that was covered in Visual Arts I and II to develop an advanced understanding of aesthetic judgment; critical thinking regarding Visual Arts problems, and creative expression demonstrated through research and student portfolio projects. This course will include analytical reading, two comprehensive tests that cover concepts and vocabulary, independent museum visits, and two term papers. Prerequisites: Portfolio review, teacher approval and at least a **B** in Visual Arts II.

PERFORMING ARTS DIVISION



The Performing Arts Program offers courses that provide students the opportunity to excel in project based learning. This allows students to experience the nature of performance creation as it is found in the professional world. This type of learning experience then forms the basis of discussion and analysis. In this way the student practitioner is able to develop a sophisticated ability in both practical and intellectual skills.

ELECTIVES:

CREATIVE DRAMATICS: Performing Arts Summer Camp Grades 6 - 12

This Summer Term course for middle school and high students introduces the student to the craft of acting by way of improvisation, theatre games and exercises to develop flexibility, imagination, agility and self-confidence in the beginning actor. Students have an opportunity to explore, excel, experience, and to expand their horizons. Through this course students will learn to read with understanding, write with clarity, and listen and speak effectively.

DRAMA PRODUCTION I - IV Grades 9 - 12

Drama Production is a one semester course which serves as a practical tool for producing a finished theatre performance. Emphasis is placed on the stage production especially in character study and scene study. Students gain an understanding of the relationship between the physical environment and the way people live, think, behave, and work within the realm of performance. Students will participate in the technical aspects of a production. Students are required to participate in one production per semester and encouraged to participate in numerous competitions. Based on the decision of the instructor, students may be given the opportunity to direct a scene. Through this course students will learn to read with understanding, write with clarity, and listen and speak effectively. This course may be repeated. Extra fee required. Prerequisites: Successful audition and interview.

FILM HISTORY I Grades 10 - 12

Film History I is a one semester course providing students with the basic tools and methods for film appreciation and study. Students will develop their critical, visual and compositional skills through in class viewing of some of the greatest films ever made. Films representing the following themes are presented: The Western, The Musical Comedy, Biographies, The Love Story, The Epic and Suspense-Thrillers. The course will offer an in-depth analysis of classic films. Students will take notes on each film's artistic direction, characterizations and production values and write an analysis of each film. Through this course students will view films critically, read with understanding, write with clarity and listen and speak effectively.

LOS ANGELES THEATRE Grades 10 - 12

Los Angeles Theatre is a one semester course to introduce students to the craft of acting by way of Los Angeles Equity waiver and professional productions. Students will discover the contributions made by the playwright, director, actors, and designers to the productions. Students have an opportunity to explore, excel, experience, and to expand their horizons. Through this course students will learn to read with understanding, write with clarity, and listen and speak effectively. Extra fee required.

PERFORMING ARTS II Grades 11 – 12 *(f) UC Approved*

Performing Arts II is a two semester course designed for the student to experience the craft of acting by way of improvisation, theatre games, and exercises to develop flexibility, imagination, agility and expressiveness. This course focuses on the roles of the actor and the director. Students analyze a play from the actor and director's point of view. The format of the course is one in which each student alternately acts and directs and also helps other students in their acting workshop projects. Students make analyses and evaluations of others work as well as of the plays or scenes they are studying during in-class performances. Students attend and evaluate high

school, Equity waiver and/or professional productions. The successful completion of this course allows talented students to qualify for Advanced Performing Arts. Through this course students will learn to read with understanding, write with clarity, and listen and speak effectively. Prerequisites: Successful audition, teacher approval and at least a **B** in Performing Arts I.

PERFORMING ARTS III Grades 11 - 12

Performing Arts III is a two semester Advanced Performing Arts course which builds on the acting skills acquired through previous department courses and expands the actor's training to include motivation/objectives, subtext, text analysis, sense memory, and emotional recall. Students will achieve increased range and control of the actor's primary tools: intellect, senses, emotions, voice and body. Students will select a style and playwright to research, to share with students to perform. Students will direct a scene and/or one act play while developing a director's prompt book. Students attend and evaluate two Equity wavier and/or professional productions. This course is designed for students to demonstrate their commitment to academic and performance excellence. Prerequisites: Successful audition, teacher approval and at least a **B** in Performing Arts I and/or II.

TECHNICAL THEATRE I - IV Grades 9 - 12

Technical Theatre is a one semester course that includes instruction in stagecraft, public relations, and a variety of theatrical responsibilities. Students will work on a stage crew and/or house crew for school productions, school assemblies and development office events including stage management, properties, lighting, sound, and set construction. The course will include interpretation of scripts and characters, production style, and career education, after school hours for production or event set-up, clean-up, and tech assistance for performances are required. Prerequisite: Approval of Instructor Required.

THEATRE STAGECRAFT I - IV Grades 9 - 12

This Stagecraft class is a one semester course that provides students with hands-on instruction in various aspects of theatrical production including artistic design, technical theatre, set and prop construction, costumes, makeup, lighting, sound, and theatre management. Students must work on the technical crew for each public performance of the Performing Arts Department including the Fall Production, Fall Concert, Holiday Concert, Spring Production, Spring Concert, and The Festival of the Arts, as a requirement of the course. After school hours, evening and weekend rehearsals, technical rehearsals and performance dates are mandatory. Students must fulfill a minimum of 20 technical crew hours per semester. This course may be repeated. Prerequisite: Approval of Instructor Required.

DANCE DIVISION



The Dance Program is designed to educate and accommodate students of all levels, whether it is in the basic elements of training or at the pre-professional level. Students learn discipline, physical control, class etiquette, properly executed alignment and technique through rigorous classes. In addition, students will be able to identify, write, perform and understand dance vocabulary. As students' dance abilities mature, they will demonstrate increased individual artistic expression through musicality and quality of movement. Focus will be on the refinement and mastery of classical and contemporary techniques.

ELECTIVES:

DANCE I Grades 11 – 12 *(f) UC Approved*

Beginning Dance is a two semester course designed to teach students the basic principles of jazz dance, while incorporating ballet and modern techniques. Students will learn proper techniques for warm-ups, exercises, stretches on the floor, and movement phrases executed across the floor. In addition students are taught compositional elements, dance terminology, dance history, and injury prevention. Performance is a component of this class; therefore, students are required to perform in the Spring Arts Festival. The level of difficulty increases during the Spring Semester, thus preparing the student for Intermediate Dance. Dance performances are required. Dance attire is required.

DANCE II Grades 11 - 12

Dance II is a two semester intermediate course designed to further student training in dance. Students will learn warm-ups, floor work, center work, and movement phrases executed across the floor. Students will learn more

dance terminology and increase their dance skills. Members of the class will be introduced to group choreography and Kinesiology. Performance is a component of this class; students are required to perform in Dance performances and in the Spring Arts Festival. This course may be taken for P.E. or Arts credit. This class may be repeated. Prerequisites: Successful audition and teacher approval. Dance attire is required.

MEDIA and VIDEO ARTS DIVISION



The Media and Video Arts Program provides a dynamic education in video, audio and television production. The program prepares students for positions in the entertainment industry, electronic journalism, audiovisual production companies, broadcast and cable networks, and corporate communications departments. It combines extensive hands-on

experience with theoretical coursework in a comprehensive academic program.

ELECTIVES:

ADVANCED MEDIA PRODUCTION LAB Grades 10 - 12

Advanced Media Production Lab is a two semester course designed to continue to teach students advanced video production and editing techniques through project-based learning to realize the editing, directing, and producing for ENET weekly broadcast for students enrolled in Media Production II Techniques.

LIGHTWAVE 3D Grades 10 - 12

LightWave 3D is a one semester course for students to learn a highly advanced imaging software that has been used on many television and movie productions. Designers and artists are producing award-winning work and making a living with LightWave 3D. Whether you are watching television, browsing the Web, reading a magazine, taking in a new movie at the theater, or watching billboards and buildings on your way to school, you are encountering work produced or visualized using LightWave 3D. Students will learn how to utilize this program to their own advantage to create stunning pictures, movies, and even design a video game. Prerequisite: **B** average in Information Technology.

MEDIA PRODUCTION II TECHNIQUES Grades 10 - 12

Media Production II is a two semester course designed to teach students advanced video production and editing techniques. Daily taping and weekly broadcast will be staffed by students in this course. Students will tape on-campus and off campus events. Students will also tape and produce other videos that will be shown on campus. In addition, this course provides the student with an opportunity to learn and participate in the operation of a television station. Students are required to attend certain activities outside of the regular school day. Prerequisites: Successful completion of Video Production I, interview and teacher approval. This course may be repeated.

MEDIA PRODUCTION III Grades 11 - 12

Media production III is an advanced two semester course for students to learn more advanced techniques of television production including: directing, producing, advanced camera operation, acting for television, studio and remote shoot management, advanced scriptwriting, advanced editing, creativity in audio and lighting, graphics and technical engineering. Students will be required to work in a variety of crew roles to gain additional experience. Students will become regular crew members for remote shoots, such as athletic games, dances and service learning projects. Advanced crew positions require leadership skills and carry heavy responsibility. Because assignments require outside of class and school time participation, this course is not recommended for those students involved in sports or other activities. This class will be invaluable portfolio building for those students who plan to major in communication and pursue careers in television, radio, and multimedia. Prerequisites: **B** or higher in Media Production II and approval of Instructor Required. This course may be repeated.

VIDEO GRAPHICS Grades 10 - 12

Video Graphics is a two semester course designed to teach students about the integration of computer graphics and computer generated animation into television and film. Students will learn to design and manipulate various images in a digital format using Adobe After Effects 6.5. Design techniques include: creating, editing, enhancing, and transforming original images; scanned images and captured video scenes into complete presentations and

promotional scenes. Students must be highly motivated and able to work independently and in groups. Prerequisite: **B** average in Information Technology, Media Production I or Media Production II.

MUSIC DIVISION



The Music Program emphasizes the development of the student as a musician for the 21st century, updating the traditional model of classical music education in order to prepare students for the multifaceted and diverse opportunities available to today's musicians. In addition to helping students build extremely strong core skills as music makers, we prepare students to improvise and compose as well as perform, understand music technology, and collaborate with other musicians.

ELECTIVES:

AP MUSIC THEORY Grades 11 - 12

AP Music Theory is a two semester Advanced Placement course which is generally equivalent to a first year college course. In this course students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Fundamental aural, analytical, and compositional skills using both listening and written exercises will be emphasized. Building on this foundation, students will progress to more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation. The student's ability to read and write musical notation is fundamental to this course. As such, students entering this course should have already acquired at least basic performance skills in voice or on an instrument. Dependent upon the policies of the college attended, students who successfully complete the Advanced Placement Exam for this course may receive credit and/or advanced placement within the college's curriculum. Prerequisite: Basic performance skills in voice or on an instrument.

APPLIED MUSIC THEORY Grades 11 – 12 *(f) UC Approved*

Applied Music Theory is a two semester, upper division course where students develop aural and analytical skills that will enable them to become creative, expressive and productive musicians. Mastery of these skills will be demonstrated thru transcribing, arranging, orchestrating and composing, as well as sequencing and recording. We will draw our inspiration from the music of a wide variety of eras and cultures, but the application will be determined by each student's interest, inclination and experience. Prerequisites: Musicianship Exam and Teacher Interview, Successful completion of Music Theory, Successful completion of Music History, recommended.

BAND II Grades 10 – 12 *(f) UC Approved*

Band II is a two semester instrumental music course designed for intermediate level musicians (Levels 2 and 3). Students will build on their fundamental knowledge and skills while increasing their musical and cultural literacy. As they experience music from various periods and cultures they will understand the relevance of music to history, society, and the world. By working together on a varied repertoire, by practicing musical exercises that have a direct relation to the repertoire, by studying the historical derivation of musical styles, and by discussing the perception of music, students will improve their musical skills while improving cognitive function, high order thinking, communication and collaborative skills. Concert performances are required. Through this course student will be challenged to listen with acuity, read with understanding, write with clarity, and speak with composure. Prerequisites: Successful completion of Band I or the equivalent as determined by the Instructor.

BAND III Grades 10 – 12 *Pending (f) UC Approval*

Band III is a two semester instrumental music course designed for advanced level musicians (Levels 4). The purpose of the course is to provide students with instruction in the development of musicianship and technical skills through study of varied band literature. Students will learn to perform a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles. The course includes music fundamentals, theory, songs, performance, listening, composing, improvising, analyzing, and learning how to read standard music notation, and tablature. After school rehearsals are a part of this course and concert performances are required. Through this course student will be challenged to listen with acuity, read with understanding, write with clarity, and speak with composure. Prerequisites: Band I, II, Music Theory, or the equivalent determined by the Instructor, successful audition.

BAND IV Grades 11 – 12 (f) UC Approved

Band IV is a two semester instrumental music course designed for advanced level musicians (Levels 4 and 5). The purpose of the course is to provide students with instruction in the development of musicianship and technical skills through study of varied band literature. Students will learn to perform a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles. The course includes music fundamentals, theory, songs, performance, listening, composing, improvising, analyzing, and learning how to read standard music notation. After school rehearsals are a part of this course and concert performances are required. Through this course student will be challenged to listen with acuity, read with understanding, write with clarity, speak with composure and think critically. Concert performances are required. Prerequisites: Band I, II, III, Music Theory, or the equivalent determined by the Instructor, successful audition.

CHORUS I- IV Grades 10 - 12

Chorus I - IV is a one semester course that explores choral music of the past, the present, and from around the world. Students discuss choral philosophy, practice, and pedagogy. As students experience music from various periods and cultures, they will understand the relevance of choral music to history, society, and to the world. By working together on a varied repertoire, by developing their sight-reading, and vocal technique, by studying a variety of musical styles, and by studying choral practice across time and culture, students will improve their musical skills while improving cognitive function, high order thinking, communication, and collaborative skills. Prerequisite: successful audition and interview. Concert performances are required. This course may be repeated.

DIGITAL AUDIO Grades 9 – 12 (f) UC Approved

Over the last ten years digital audio recording has become both incredibly dynamic and affordable. Industry standard programs like Pro Tools, Digital Performer, and Logic have developed to the point where anyone with an interest in making a recording can do so. This two semester course will make sure students take full advantage of the resources available and turn a stream of 1s and 0s into art. Students will learn about the newest software and hardware which are a vital part of the course. Students will learn about psychoacoustics and the properties of sound, musical and less musical. The course begins with simple samples as students develop their own musique concrete, assemble a tribute to Stan Freberg and Firesign Theater, take a trip into MIDI land, and record live music as well as multi-track projects. While it is essential to learn how to use the tools of recording, the final arbiter of the success of any project is the artistry displayed by the student. Every project will conclude with a jury where each student is expected to respond in a manner that reflects a familiarity with our listening examples and an ear for the musicality of all sound.

MUSIC HISTORY Grades 9 – 11 (f) UC Approved

Music History is a two semester course which covers the history of music from early ages up to the present time. The course will develop students' appreciation for and understanding of the music of various cultures and eras in world history. Audio and video materials will be utilized throughout the course. Coursework will include attending concerts and hosting student's own music performances. Students will explore the music of the world to discover how music develops, what the most influential musical styles of various periods are, and how music changes our life.

MUSIC THEORY I Grade 10 – 12 (f) UC Approved

Music Theory I is a two semester course which enables the student to recognize, understand and describe basic musical materials and processes. Fundamental aural and analytical skills are developed thru listening and written exercises. Students learn how music is constructed and become familiar with the idioms and musical traditions past and present, across cultures, through folk, popular and art music. Prerequisites: Musicianship Exam and Teacher Interview.

