

CLASSICAL ACADEMY HIGH SCHOOL

Studio Course Description

Master 2021-2022 CATALOG

January 29, 2021

Please note that some courses may not be offered due to budget and numbers.

English Language Arts Curriculum

Curricular Philosophy

CAHS English philosophy is based on the idea that the subject of English language is an area upon which all students build the skill sets needed to succeed in all other subject areas. Based on the rigor and relevance of the Common Core State Standards, mastery of the English language includes the understanding of how language, communication, and written words have changed over time and how they are effectively utilized in today's society. Students develop skills in reading, writing, listening, speaking, and language, while applying these skills through improved thought processes and communication skills. Students enhance positive, authentic learning by relating topics and readings to current events and experiences.

The content of each course follows the recommendations of UC and CSU for academic preparation in language and the most current California Common Core State Standards.

Minimum Graduation Requirement: 40 credits

Course Sequence

- English Foundations (does not count towards 40 credits; placement only)
- English I
- English II **OR** English II Honors
- English III **OR** Advanced Placement English Language and Composition
- English IV **OR** Advanced Placement English Literature and Composition
- Journalism or Advanced Journalism ("g" English Elective)

English Foundations

Prerequisite: (Teacher Recommendation)

Credits: 10

Format: Accelerated; students graduate out of class once ready to enroll in English I; some students may concurrently enroll in English I or English II (based on test scores; recommendation only).

The ELA Foundations Course at CAHS is designed to assist students who score below proficient in reading comprehension, fluency levels, and writing fundamentals. Students are assessed in a previous English course or by a current CAHS English faculty member to determine need. Any student reading or writing at or above an eighth grade level may not enroll in English Foundations unless otherwise determined, based on individual need. Students enrolled in this course will work on improving their reading comprehension; fluency; vocabulary recognition; the process of organizing, writing, and revising essays; and issues related to punctuation, grammar, and syntax. The goal of the course is to build skill sets in order for student success in higher levels of English. For more information, please contact the ELA Foundations Teachers, Chris Holz, cholz@classicalacademy.com or Amanda Walter, awalter@classicalacademy.com

English I:

Prerequisite: English 8; English Foundations (if placed)

Credits: 10

Format: Accelerated (18 week)

In English I, students will study all of the components of language arts: grammar, usage, mechanics, composition, vocabulary, and literature. The reading will follow a developmental pattern beginning with short story, poems and informational texts and extending toward longer excerpts, and major works of literature. This class also provides an early platform for students working on time management, focus, and high school expectations. Students are expected to use each class period as a time of growth – intellectually and ethically.

Students pursue a balanced literacy program with an emphasis on writing. Writing activities are based on literature and non-fiction to provide a highly motivated curriculum. Students receive instruction in the conventions of standard edited English and research techniques. Students demonstrate the writing process, applying the process to composing texts in various genres including (but not limited to) literary analysis, expository, and persuasive. Expository Writing: Effective exposition states a clear purpose and supports it with relevant and accurate information. The writing follows an organizational pattern appropriate to the task. Persuasive Writing: Effective persuasion clearly states the issue and the writer's position using relevant, convincing evidence. The reader's concerns and counter-arguments are addressed. Response to Literature: Writing demonstrates a thoughtful interpretation of a literary work. Successful responses show literary understanding and insight and justify the interpretation through textual references and connections to other texts, to self, and to the world. A variety of activities, including Socratic Seminars and small group activities, will be used to help foster and further student thinking and create a learning environment rich in challenge and growth.

English II:

Prerequisite: English I

Credits: 10

Format: Accelerated (18 week)

In 10th grade, students study literature from around the world. Informational texts are incorporated into each literary unit to help students learn to analyze and critique the language of non-fiction pieces. Writing is scaffolded so that students are given the proper background for argument papers, and are then able to branch out [organizationally wise] as the year progresses. The rigorous curriculum of English 10 equips students for success in both their concurrent and future high school classes. The course broadens and deepens experiences for students in literature, composition and vocabulary development and prepares them for entrance to the University of California and other comparable four-year institutions. The instructor scaffolds curriculum in such a way to prepare for future Advanced Placement courses for students intent on an AP curriculum.

English II Honors:

Prerequisite: B or higher in English I and Teacher Recommendation

Credits: 10

Format: Accelerated (18 week)

Students enrolled in English II Honors course intend on moving on to AP English in their junior and senior years. The course differentiates itself from English II mainly in the amount and complexity of writing assignments and critical thinking skills associated with course material. Students will be expected to write more often and with greater complexity as well as control of language. The standards for written work will be higher, with a focus on preparing students for the AP English Language and Literature courses. Students will gain the tools necessary to complete rhetorical analysis essays of college level texts that appear on the AP English Language and Composition Exam. Grammar will be taught as a way to help students improve their writing and analyze the writing of others, necessary skills for success in advanced English courses such as AP English Language and AP English Literature. Students will read literature with a discerning eye, analyzing rhetorical language used in the texts. Informational texts will also be examined with the goal of synthesizing multiple articles into students' arguments. Students will participate in several in-class, AP based writing prompts, Classroom discussion on Literature and Informational Texts will be language based, and grammar/vocabulary will be built into the course to expand the students' skills. Tenth grade Common Core Standards will still be met, in addition to preparing for the rigor of AP English Language or AP English Literature.

English III:

Prerequisite: English II or English II Honors

Credits: 10

Format: Accelerated (18 week)

Students read and respond to historically and/or culturally significant works of fiction and non-fiction texts. The reading will follow a developmental pattern beginning with short story, poems and informational texts and extending toward longer excerpts, and major works of literature. Students will examine how the literature reflects the economical, religious (spiritual), political, social (cultural), and global issues of the past; the immediate present; and the near future. Students will engage in a variety of academic and creative writing tasks, which connect both literature and nonfiction to their life experiences. Students will conduct a wide variety of writing assignments, including but not limited to, critical analysis, expository and persuasive essays, creative writing, reflective writing, poetry, and timed writings.. A variety of activities, including Socratic Seminars and small group activities, will be used to help foster and further student thinking and create a learning environment rich in challenge and growth.

Advanced Placement English Language and Composition

Prerequisite: B or higher in English II Honors & teacher recommendation; A in English II and teacher recommendation; AP English Literature & Composition (if taken junior year)

Credits: 10

Format: Yearlong (36 week)

From the College Board website: "The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods."

The AP English Language and Composition course will provide motivated and advanced students with the opportunity to study rigorous college freshman curriculum in their junior or senior year of high school. Focusing on non-fiction literature, students will study rhetorical analysis with an emphasis on argument. Students will learn to recognize and analyze rhetorical strategies and literary devices. They will learn how to both recognize and evaluate these strategies in their readings and how to use them effectively in their writing. They will also learn to synthesize information from a variety of sources, and to use the information in the formulation of their own written argument.

This course will also focus on the study of American literature where students will not only become aware of the great, controversial, and beautiful ideas contained in America's literary history, but also examine the interactions between the writers' purpose, subjects, and audience expectations. Assignments will consist of expository, personal, and persuasive writing, oral expression, vocabulary development, and research and analysis. Most writing assignments and projects will involve an exploration and analysis of rhetorical and linguistic choices as well as literary, cultural, and historical topics germane to American literature from the Puritan to the Post-Modern Era. All students will be encouraged to take the AP exam in May. Those who pass with a 3 or better are usually eligible for college credit.

English IV:

Prerequisite: English III or AP English Language or AP English Literature

Credits: 10

Format: Accelerated (18 week)

The English IV course is designed to cover World Literature by exploring a wide variety of texts with varying origins, genres and themes and introducing students to different literary time periods with a focus on the thematic and philosophical background of texts. This course includes an emphasis on poetry analysis and expository writing. Students will develop oral and written analytical skills by comparing themes and synthesizing philosophies across a wide range of texts and media sources. Students will continue to build upon the writing skills from previous courses including: narrative, expository, and research. Mastering a variety of communication skills will be a key component of the class as students will be required to participate in presentations, debates, speeches and Socratic seminar discussions. Assessments will include unit exams, quizzes, in-class writings and group/individual projects.

Advanced Placement English Literature and Composition

Prerequisite: B or higher in English II Honors or AP English Language OR an A in English III and a Teacher Recommendation

Credits: 10

Format: Yearlong (36 week)

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

Reading in an AP course is both wide and deep. This reading necessarily builds upon the reading done in previous English courses. In their AP course, students read works from several genres and periods—from the sixteenth to the twenty-first century—but, more importantly, they get to know a few works well. They read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students reflect on the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.

Writing is an integral part of the AP English Literature and Composition course and exam. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Although critical analysis makes up the bulk of student writing for the course, well-constructed creative writing assignments may help students see from the inside how literature is written. Such experiences sharpen their understanding of what writers have accomplished and deepen their appreciation of literary artistry. The goal of both types of writing assignments is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. All students will be encouraged to take the AP exam in May. Those who pass with a 3 or better are eligible for college credit.

Journalism & Advanced Journalism

Prerequisite: Selected through application and interview Process. Previous experience with photography and design are desirable.

Credits: 10 (may be taken all four years for credit)

Format: Year Long (36 week)

In Journalism, students will learn and interact with the various media skills necessary to produce the school's literary publications, including the yearbook and school news site. Students will learn their rights and responsibilities as high school journalists. Students will develop student leadership skills, cooperative learning skills, and decision-making skills. The course is ideal for students who have a desire to improve their critical thinking and writing skills, advance their understanding of journalistic writing and reporting, and increase their access to quality, complex reading pieces in the world around them.

A course in journalism has two primary objectives: (1) to teach students the skills required to create the book and newsmagazine and (2) to produce a book and news site, which reflects journalistic standards.

Journalism students will devote their time to the following:

- Covering a variety of stories featuring the individuals and community that make up CAHS

- Learning how to uniquely report stories visually and verbally
- Learning their rights and responsibilities as student journalists, the history of journalism in the U.S., and the importance of journalistic integrity in our publications
- Understanding the news gathering and publishing process
- Mastering the skills needed to write copy in accordance with Associated Press style & guidelines
- Gaining proficiency in desktop publishing with Adobe InDesign, Adobe Lightroom/Photoshop, and Adobe Illustrator
- Gaining proficiency in the basics of photojournalism and composition
- Incorporating advanced design principles such as grid and mod design into the yearbook & online site
- Developing student leadership, communication and decision-making skills
- Producing a quality publications for the school and community to enjoy

Mathematics Curriculum

Curricular Philosophy

Mathematics is the study of quantity, structure, space, and change. Mathematicians seek out patterns, formulate new conjectures, and establish truth by rigorous deduction from appropriately chosen axioms and definitions. The math curriculum at CAHS is designed to meet the needs of students at all levels of math ability and interest. We offer math courses from Math Foundations through AP Calculus and AP Statistics. Our math sequence is designed to ensure that students are mastering computational skills, problem-solving skills, conceptual understandings, and the higher mathematical skills required for advanced education and success in the workplace. Please note that students must successfully complete **3 years of math** after entering high school in order to graduate from CAHS.

The content of each course follows the recommendations of UC and CSU for academic preparation in Mathematics, as well as the Common Core State Standards.

*Minimum Graduation Requirement:

At least 30 credits including Math I and Math II

A-G Requirement: 30 credits including Math III (40 recommended)

Course Sequence

- Math Foundations
- Math I
- Math II
- Math III
- Math IV OR
- Statistics (Can be taken after Math III)
- AP Calculus AB or BC

OR

- AP Statistics (Can be taken after Math III)

Math Department Policies and Prerequisites

Students must take and pass 3 years of math after entering high school in order to graduate from CAHS. All current and incoming math students must take and pass the appropriate math readiness assessment to establish readiness before they will be enrolled in any math course for the following academic year. Current CAHS students who earn an A or a B in a math course for *both* semesters will be allowed to move on to the next math course regardless of the results of their math readiness assessment, although we would expect them to pass the readiness assessment with ease. Current CAHS students who earn a C or a D in one or more semesters of their current math course will be recommended to move on *only if* they pass the appropriate math readiness assessment. Even with a passing score, the current math teacher may recommend that the student repeat the current math course if the teacher feels that it is in the student's best interest. Current students who earn an F in a math course must repeat that math course and will not be allowed to move on in math until they repeat the course successfully. If a student passed one semester of a math course and received an F in the other semester of the same math course, he or she may be given permission to move on to the next math course if he or she is also concurrently enrolled in the failed course to replace the F.

Math Foundations may be taken for high school credit only if the student has not already received high school credit for Math I or any other higher-level math course. Math Foundations may not be taken for credit if the student already has high school credit for Math I or any course following Math I.

FRESHMEN MATH POLICY – At the end of Term 1, any freshman (or 8th grader taking Math at CAHS) who has a D or lower in Math I or a C or lower in Math II, Math III, or Math IV will be removed from their Term 1 math course and placed in the next lower math course for Term 2. The student will be given the opportunity to earn credit for semester one of their new semester two math course by passing the semester one final exam of that new math course. The semester one transcript grade will be the semester one final exam grade from the lower math course. This policy will be stated in each CAHS math course syllabus that parents are required to sign and return to their teacher.

Note: this is the only time in which a CAHS student may receive credit for a math course solely based on performance on a math exam. In general, we do not allow students to “test out” of any math course.

Math Foundations

Prerequisite: Pass the Math Foundations Readiness Assessment

Credits: 10

Format: Yearlong (36 week)

This is an introductory course to high school math that emphasizes basic mathematical concepts and skills that are fundamental to success in Math I. Emphasis is placed on topics such as operations with integers and fractions, solving one and two-step equations, solving and graphing inequalities, graphing points and linear equations on a coordinate plane, basic geometry, probability and statistics, and problem solving skills and techniques. Students who complete this course will be better prepared for success in Math I.

Math I

Prerequisite: C or better in Math Foundations or 8th grade Math and/or pass the Math I Readiness Assessment

Credits: 10

Format: Yearlong (36 week)

Math I is the foundation for other high school mathematics courses. Topics covered include; solving and graphing linear equations and inequalities, solving systems of linear equations and inequalities, exponents and exponential functions, radical expressions and functions, rational functions, statistics and

probability, parallel and perpendicular lines, congruent triangles, quadrilaterals and circles. Students will develop procedural fluency as well as the ability to apply and extend each of the previously listed topics to a wide variety of appropriate situations.

Math II

Prerequisite: C or better in Math I and pass the Math II Readiness Assessment

Credits: 10

Format: Year Long (36 week)

In Math II students deepen and extend the skills and understandings developed in Math I. Topics covered include; linear and quadratic functions and equations, triangles, quadrilaterals, right triangles and trigonometry, surface area and volume, probability. Students will develop procedural fluency as well as the ability to apply and extend each of the previously listed topics to a wide variety of appropriate situations.

Math III

Prerequisite: C or better in Math II and pass the Math III Readiness Assessment

Credits: 10

Format: Yearlong (36 week)

Math III emphasizes problem solving, communication, reasoning, and connections. The following topics are explored: analyzing equations and inequalities, graphing linear relations and functions, solving systems of linear equations and inequalities, polynomials and radical expressions, quadratic functions and inequalities, polynomial functions, rational expressions, conic sections, and exponential and logarithmic functions and radian measure and graphs of all trigonometric functions as well as statistics and probability. Students will develop procedural fluency as well as the ability to apply and extend each of the previously listed topics to a wide variety of appropriate situations.

Math IV

Prerequisite: C or better in Math III, and pass the Math IV Readiness Assessment

Credits: 10

Format: Yearlong (36 week)

The following topics constitute the core of the Math IV course: Functions and their Graphs, Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometric Functions, Analytic Trigonometry, Applications of Trigonometric Function, Polar Coordinates, Vectors, Systems of Equations and Inequalities – including solving using matrices, probability and statistics. Each of the previously listed concepts will be addressed graphically, numerically, analytically, and verbally. Students will apply these concepts to model a variety of real world situations. Technology is also used regularly to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

Statistics (offered based on enrollment)

Prerequisite: C or better in Math III

Credits: 10

Format: Yearlong (36 week)

This course focuses on collecting, displaying, and interpreting data from many real-world contexts, such as business, sports, and the sciences. The course emphasizes analysis, communication, and the use of technology for computation, rather than algebraic manipulation.

Advanced Placement Statistics

Prerequisite: C or better in Math III, Teacher Recommendation, Math IV Recommended

Credits: 10

Format: Year Long (36 week)

This course focuses on four overarching topics in statistics: data analysis, sampling and experimentation, probability and simulation, and statistical inference. Students will collect, analyze, display, and draw conclusions from real-world data from a variety of disciplines (medicine, business, and the natural and social sciences). The course emphasizes analysis, communication, and the use of technology for computation, rather than algebraic manipulation.

Advanced Placement Calculus AB

Prerequisite: C or better in Math IV, Teacher Recommendation, and must pass the AP Calculus Readiness Assessment

Credits: 10

Format: Yearlong (36 week)

Advanced Placement Calculus is offered to students who wish to prepare for the College Board Advanced Placement Examination to seek college credit and/or advanced standing in mathematics. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The central concepts of the course are: limits, derivatives and integrals. These concepts are developed, explored and applied to a variety of functions and situations. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Thus, although facility with manipulation and computational competence are important outcomes, they are not the core of the course. Technology is used regularly to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

Note: Students should take either AP Calculus AB or AP Calculus BC, not both. BC covers all of the topics in AB plus several additional topics. Thus, BC is a more advanced class covering more difficult concepts at an increased pace. Please consult your Math IV teacher when deciding between AP Calculus AB or AP Calculus BC.

Advanced Placement Calculus BC

Prerequisite: B or better in Math IV, Teacher Recommendation, and must pass the AP Calculus Readiness Assessment

Credits: 10

Format: Yearlong (36 week)

Advanced Placement Calculus is offered to students who wish to prepare for the College Board Advanced Placement Examination to seek college credit and/or advanced standing in mathematics. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The central concepts of the course are: limits, derivatives, integrals and infinite series. These concepts are developed, explored and applied to a variety of functions and situations including polar, parametric and vector equations. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Thus, although facility with manipulation and computational competence are important outcomes, they are not the core of the course. Technology is used regularly to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

Note: Students should take either AP Calculus AB or AP Calculus BC, not both. BC covers all of the topics in AB plus several additional topics. Thus, BC is a more advanced class covering more difficult concepts at an increased pace. Please consult your Math IV teacher when deciding between AP Calculus AB or AP Calculus BC.

Social Science Curriculum

Curricular Philosophy

The Social Science curriculum at CAHS focuses on the global nature of the modern world. Centered on an essential question, students explore historical trends, patterns, and themes in order to evaluate the long lasting and global effects of major historical events. Each course comprises a survey of major movements and events. Class format includes lectures, class discussion, group study activities, and student presentation of work. Geography, art history, anthropology, and other fields are integrated into the study of Social Science in all time periods. The content of each course follows the recommendations of UC and CSU for academic preparation in Social Science, and the most current California State Content Standards.

Minimum Graduation Requirement: 30 credits

A-G Requirement: 30 credits

Course Sequence

- World History **OR** Advanced Placement World History
- United States History **OR** Advanced Placement United States History
- United States Government (5 credits) **OR** Advanced Placement Government and Politics United States (5 credits)
- Economics (5 credits)
- Psychology (meets "G" elective) **OR** AP Psychology (meets "G" elective)

World History

Prerequisite: None

Credits: 10

Format: Accelerated (18 week)

The world history course examines major turning points that shaped the modern world. Students analyze the principles set forth in ancient Greece and Rome, the impact of revolutions in the eighteenth century, the cause and course of the two world wars, and the lasting effects of the Cold War. Students analyze and interpret primary source documents to broaden their understanding of the cause and effect nature of world history. Students develop an understanding of the historic as well as the contemporary geographic, social, political and economic consequences of the various areas and problems they review. Upon completion of the course, students will have an understanding of the main events, people, and ideologies that have shaped the modern world.

Advanced Placement World History

Prerequisite: B or better in English and Teacher Recommendation

Credits: 10

Format: Yearlong (36 week)

This course is based on a global perspective of the world and human interactions from 8000 BCE to the present day, using the five themes of AP World History outlined below. The following themes will be used throughout the course to explain change and continuity over time.

- 1) Interaction between humans and the environment;
- 2) Development and interaction of cultures;
- 3) State-building, expansion, and conflict;
- 4) Creation, expansion, and interaction of economic systems; and
- 5) Development and transformation of social structures

Students will also develop four historical thinking skills necessary to analyze and evaluate world history

- 1) *Crafting historical arguments from historical evidence*
- 2) *Chronological reasoning*
- 3) *Comparison and contextualization*
- 4) *Historical interpretation and synthesis*

Students will also develop four historical thinking skills necessary to analyze and evaluate world history

- 1) *Contextualization*
- 2) *Causation*
- 3) *Comparison*
- 4) *Continuity and Change over time*

United States History

Prerequisite: 11th grade

Credits: 10

Format: Accelerated (18 week)

The year begins with a discussion of current world events to provide students with connections to their world. Students then examine the major turning points in American History from the birth of the nation through the twentieth century. Emphasis is placed on the expanding role of the United States on the world stage and the continuing struggle between minority rights and majority power. Importance is placed on students developing the ability to cite evidence, utilize primary sources, evaluate the claims of an author, and form their own arguments. Upon completion of the course, students:

- Discuss current issues on the international stage that involve American concerns
- Trace the rise of America as a superpower beginning in the Cold War era
- Analyze the economic, political, and social changes in America from Depression to WWII
- Evaluate the expansion of US international participation on the global stage through the implementation of an Open Door policy
- Identify the persistent problems of fulfilling the “American Dream” in modern day American society
- Discuss the enduring American ideals as seen through the eyes of the framers and modern day American politics

Advanced Placement United States History

Prerequisite: Approval of AP Instructor, B or better in English and Social Science classes

Credits: 10

Format: Yearlong (36 week)

Advanced Placement U.S. History provides an intensive study of American History from pre-colonial to recent times. This course meets the needs of students interested in advanced study and provides preparation for the Advanced Placement test. The course stresses analytical thought, research and study skills, social science concepts in history, political science, geography and economics, as well as major interpretive trends and

basic factual knowledge. Although recall is essential, equally important is the student's ability to employ critical thinking and decision-making as they compose essay responses to the free-response questions (FRQ) and document-based questions (DBQ). Upon completion of the course, students:

§ Read, interpret, and criticize historical works

§ Identify assumptions, underlying various historical interpretations

§ Analyze and discuss in writing significant themes in United States history

United States Government

Prerequisite: 12th grade

Credits: 5

Format: Accelerated (9 week)

In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American Government. Students will analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and

judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments. There will be an emphasis on the media and how information is presented to the American public. Students will identify biases in political commentators and politicians. This course is the culmination of the Social Science sequence that prepares students to solve society's problems, understand and participate in the governmental process, and be a responsible citizen of the United States and the world.

Economics

Prerequisite: 12th grade

Credits: 5

Format: Accelerated (9 week)

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Students will be taught about personal fiscal responsibility in regards to making a budget, credit cards, interest rates, taxes, buying a car, savings, investing, and being a smart consumer. The ultimate goal is for students to be conscious of their economic decisions now so that they can avoid the consequences later in life.

Advanced Placement Government and Politics

Prerequisite: Approval of AP Instructor, B or better in English and Social Science classes, past AP experience recommended

Credits: 5

Format: 3/4 year (27 week) - first quarter would cover economics

A well-designed AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. While there is no single approach that an AP United States Government and Politics course must follow, students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Certain topics are usually covered in all college courses. The following is a discussion of these topics and some questions that should be explored in the course.

Upon completion of the course, students:

- know important facts, concepts, and theories pertaining to U.S. government and politics
- understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles
- used to explain or justify various government structures and procedures, and the political effects of these structures and procedures)
- be able to analyze and interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats)

- be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum

Psychology (Not offered in 2020-21)

Prerequisite: Grade 10-12, Teacher Recommendation

Credits: 10

Format: Accelerated (18 weeks)

This course meets the “G” elective requirement. In this course students will learn the core concepts of psychology. The class will cover the following topics: Psychological research methods and statistics, infancy and childhood, adolescence, adulthood and old age, body and behavior, altered states of consciousness, sensation and perception, learning: principles and applications, memory and thought, thinking and language, motivation and emotion, and stress and health. Student will complete a variety of assignments and activities teaching them critical thinking, document analysis, academic writing, and research methods. Students will have daily assignments, projects, unit tests, midterms and finals.

AP Psychology

Prerequisite: Approval of AP Instructor, B or better in English and Social Science classes

Credits: 10

Format: Yearlong (36 week)

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological studies, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

As we work through the 14 major units in the text, students will be engaged in discussions surrounding intriguing psychological findings. There are also a fair amount of terms that students need to be familiar with, so quizzes and tests come fairly often, though there are always prep days before every test.

U.S. Bill Of Rights

Prerequisite: Grade 11-12

Credits: 10

Format: Accelerated

The course studies the origin, nature and importance of the U.S. Bill of Rights and includes an in-depth look at specific amendments and how they protect citizens and others. The course will trace the development of the specific rights later contained in the Bill of Rights through the centuries before the founding of the U.S., as well as throughout the 225-year history of the nation. The course will begin with an analysis of the specific philosophical and documentary roots of the U.S. Bill of Rights and examine the process by which these specific rights were added to the original U.S. Constitution. Students will also consider the historical and contemporary role of the Supreme Court in interpreting these rights, and

analyze the wide range of contemporary issues subject to constitutional interpretation to better understand the current relationship between law and American society. Throughout the course, students will learn to identify their fundamental liberties protected by the Bill of Rights and the interdependence among those protections. Students will also learn to recognize and analyze the situations in which those rights may be constitutionally violated, as well as the Bill of Rights' limits on government policy-making. By the end of the course students will have exposure to constitutional issues from a variety of different historical and contemporary perspectives. The overall purpose of the course is to provide students with the context to identify and explain their own constitutional rights, and to understand the challenges of balancing government authority and individual rights.

Science Curriculum

Curricular Philosophy

The science curriculum provides students with the opportunity to develop skills in science education that are consistent with state and Next Generation Science Standards. Our courses of study use a variety of instructional methods that strongly emphasize constructivist methods that include instructional modeling, science and engineering practice through laboratories, and Common Core Literacy and Writing practices to become scientifically literate. Through individual effort and small group collaboration, students develop conceptual understanding, science and engineering skills that emphasize inquiry, cross-curricular integration, practical application, and problem solving. The overall emphasis is on development of scientific reasoning and critical thinking through 3D Learning. Cross Cutting Concepts, Disciplinary Core Ideas, and Scientific and Engineering Practices are combined to help students build a cohesive understanding of science over time. Through this mechanism, students acquire content knowledge and analytical skills. The processes of scientific inquiry are strongly emphasized across our curriculum. Practical exploration, analysis, and evaluation of scientific concepts and principles are used to help students understand scientific content and to develop into scientific scholastic citizens.

Minimum Graduation Requirement: 20 credits (30 strongly recommended: Biology, Chemistry, Physics)

University of California A-G Requirement: 20 credits Lab Science, (30 Strongly Recommended: Biology, Chemistry, Physics)

Core Science Course Sequence

The following sequence is strongly recommended:

- Biology (laboratory)

Students may choose either physical science course next in their sequence. Taking all three courses in high school is strongly recommended.

- Chemistry (laboratory) **OR** Honors Chemistry (laboratory) **OR** Physics (laboratory) **OR** Honors Physics (laboratory)

Based on prerequisites, students may elect to take these courses after two years of the sequence listed above have been completed:

- Earth and Space Science (laboratory)
- AP Biology (laboratory)
- Sports Medicine (Satisfies college prep “G” elective)
- Anatomy/Physiology (Satisfies college prep “G” elective)

Based on prerequisites, students may elect to take these **non-A-G elective** courses (will not count toward science credits):

- Advanced Sports Medicine (non A-G elective)
- Health and Fitness (non A-G elective)
- Engineering Technology or Advanced Engineering Technology

Earth and Space Science (Laboratory)

Credits: 10

Format: Accelerated (18 week)

Earth and Space Science students in high school will develop understanding of a wide range of topics that build upon science concepts from middle school through more advanced content, practice, and crosscutting themes. The Earth and Space Science course is a course focusing on the study of space, geologic structures and forces, the waters on our planet, and the atmospheric forces that shape our world. Students will explore the Earth’s spheres including the geosphere, hydrosphere, cryosphere, atmosphere, and the cycles of the Earth such as the water and carbon cycle. Students will learn about scientific inquiry, geologic time, space exploration, the solar system, and the universe.

Upon completion of the course, students will be sensitized to various moral and environmental issues being brought to the fore by research of the universe and other areas of earth and space structure and function.

This course can be taken as an introductory science course or as an elective course after the sequence is completed. All curriculum is NGSS aligned with investigative lab work and performance expectations.

Biology (Laboratory)

Credits: 10

Format: Accelerated (18 week)

Students are introduced to the process of science through scientific inquiry through engineering practice of laboratories, and scientific literacy through scientific journals and current events. Students will engage in Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) to build their understanding of how living earth systems interact and influence living organisms and populations, and how these populations in turn influence earth systems. This course focuses on the process of scientific investigation through the study of living things and the world in which we live. Students will gain mastery in the following content areas: Scientific Investigation, Ecology, Cell Biology, Genetics, Evolution, and Earth and Space Science. Above the content level, students will be efficient in the Next Generation Science Standards along with the Common Core Literacy and Writing Standards. The performance expectations outlined in this course of study and through the Next Generation Science Standards (NGSS) may be addressed in multiple units of study.

Chemistry (Laboratory)

Prerequisite: Biology

Credits: 10

Format: Accelerated (18 week)

Chemistry is a college preparatory class meeting the UC laboratory science requirement. This course is in accordance with Next Generation Science Standards (High School-Physical Science), California Environmental Principles and Concepts, the Science and Engineering Practices and High School Common Core Standards. Chemistry conceptual understanding per the Next Generation Science Standards includes the structure and properties of matter including elements and trends of the periodic table, nuclear chemistry, chemical bonding and interactions, chemical reactions including rates of reactions, stoichiometry, reaching equilibrium and changes, energy conservation and transference in chemical reactions (thermodynamics). California Environmental Principles and Concepts will be studied throughout the course especially with regards to plastics, ocean acidification and carbon dioxide levels. In accordance with the Science and Engineering Practices, the laboratory work will develop scientific reasoning skills, critical thinking skills, laboratory techniques, communication skills, and collaboration skills while applying in-depth demonstration of chemical principles. Students will collect data and analyze using appropriate algebraic skills. Per Common Core Standards, students will be expected to write, research, and communicate their findings and content understanding. In addition, students will develop 21st century skills through cross-curricular understanding and practical application.

Honors Chemistry (Laboratory; Math Requirement)

Prerequisite: B or better in Math 1, B or better in Math 2 (or concurrent enrollment) and Teacher Recommendation from Biology teacher

Credits: 10

Format: Accelerated (18 week)

Honors Chemistry is an accelerated course that may be taken as preparation for AP Chemistry or in place of Chemistry. The course includes content and laboratory work based on the 16 AP Chemistry labs, and will work from the same text that AP Chemistry does, with depth and chapter differentiation. Honors Chemistry is a weighted college preparatory class meeting the UC laboratory science requirement and required AP-level workload. Honors chemistry will also require independent research and supervised laboratory work in the form of extension assignments during each quarter. This course is in accordance with Next Generation Science Standards (High School-Physical Science), California Environmental Principles and Concepts, the Science and Engineering Practices and High School Common Core Standards. Honors Chemistry will include in depth understanding of the Next Generation Science Standards including the structure and properties of matter including elements and trends of the periodic table, nuclear chemistry, chemical bonding and interactions, chemical reactions including rates of reactions, stoichiometry, reaching equilibrium and changes, energy conservation and transference in chemical reactions (thermodynamics). Additional topics addressed will include Gas Laws; Liquid and Solid States; Reaction Kinetics; Acids and Bases, and Equilibria. California Environmental Principles and Concepts will be studied throughout the course especially with regards to plastics, ocean acidification and carbon dioxide levels. In accordance with the Science and Engineering Practices, the laboratory work will develop scientific reasoning skills, critical thinking skills, laboratory techniques, communication skills, and collaboration skills while applying in-depth demonstration of chemical principles. Students will collect data and analyze using appropriate algebraic skills. Per Common Core Standards, students will be expected to write, research, and communicate their findings and content

understanding. In addition, students will develop 21st century skills through cross-curricular understanding and practical application.
Honors Chemistry is recommended for Sophomores and Juniors.

Physics (Laboratory; non-Algebra based)

Prerequisite: Completion of Biology

Credits: 10

Format: Accelerated (18 weeks)

Physics is a non-algebra based college preparatory class meeting the University of California High School Lab Science Requirement, emphasizing scientific inquiry through engineering lab practices. This course explores such physical phenomena as motion, forces, and energy transformations, as well as the essential theories to explain these occurrences. Students explore, through inquiry-based laboratory research coupled with basic mathematical analysis, the principles and laws underpinning physical events. The curriculum aligns with the Next Generation Science Standards for High School Physical Science, together with California Science and Engineering Practices and High School Common Core Standards. In accordance with these standards, the labs completed develop skills and techniques common to scientific reasoning, laboratory work, critical thinking and reading, communication, and collaboration. These proficiencies grow through exploration of physical phenomena and in-depth investigation of physical principles, following a systematic scientific inquiry approach.

Honors Physics (Laboratory; Algebra-based)

Prerequisite: Completion of Biology, A or B in Math III, both semesters, or Concurrent Enrollment in Math III after completion of Math II with A or B both semesters

Credits: 10

Format: Accelerated (18 weeks)

Honors Physics is an algebra-based physics course and a college preparatory class meeting the University of California High School Laboratory Science Requirement, emphasizing scientific inquiry through engineering lab practices. This course explores such physical phenomena as motion, forces, and energy transformations, as well as the essential theories to explain these occurrences. Students investigate, through inquiry-based laboratory research coupled with mathematical analysis, the principles and laws underpinning physical events. The curriculum aligns with the Next Generation Science Standards for High School Physical Science, together with California Science and Engineering Practices and High School Common Core Standards. In accordance with these standards, the labs completed develop skills and techniques common to scientific reasoning, laboratory work, critical thinking and reading, communication, and collaboration. Together with the parallel development of rigorous algebra-based problem-solving skills, the content of this course offers Honor-level training and credit. Interested university-bound students will also be substantially (though not fully) prepared to take the College Board AP Physics 1 and SAT Subject Exams.

Anatomy and Physiology (Laboratory)

Prerequisite: B or better in Biology, Chemistry or Concurrent, and Math 1

Credits: 10

Format: Accelerated (18 week)

This course is preparation for advanced biological studies, premedical studies, biomedical nursing and other health field based careers. This course examines the inner workings of the human body in terms of structure and function along with systemic relationships focusing on the tissues, integumentary, skeletal, muscular, nervous, cardiovascular, immune, respiratory, digestive, urinary, reproductive and endocrine systems. Case studies, including diseases, genetic disorders, and bioethical issues of the human systems will be a supplementary key to integrating knowledge through application. Laboratory work will be *required and heavily emphasized*, including anatomy dissection of a cat, sheep eye, brain, heart and kidney.

Advanced Placement Biology (Laboratory)

Prerequisite: Approval of AP Instructor, B or better in Biology and Chemistry

Credits: 10

Format: Yearlong (36 week)

AP Biology is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. This course will prepare students for the college level Advanced Placement Biology Examination and is based on the curriculum established by the College Board. Students will be given the opportunity to develop a conceptual framework for modern biology, emphasizing applications of biological knowledge and critical thinking to environmental and social concerns. This class requires learning at an accelerated pace due to the amount and complexity of the required material. Material will be covered through online and physical lectures, class activities, laboratories, discussions, and independent projects. AP Biology will require students to devote time and effort to ensure success.

Engineering Technology

Prerequisites: Math 1 or concurrent

Credits: 10

Format: Accelerated

This course is aimed at providing students opportunity to learn the fundamentals of computer-based 3-dimensional modeling of actual machine parts, utilizing industry-standard CAD software. No prior experience with CAD/3D modeling is necessary. Engineering analysis and product development processes are integrated. Basic computer skills are strongly recommended. Access to a personal laptop or desktop computer is not required, but desirable.

Advanced Engineering Technology

Prerequisites: Math 1 or concurrent

Credits: 10

Format: Accelerated

This course is designed to introduce students to basic computer programming skills and concepts with an approachable industry-standard programming language. No prior experience with programming is necessary. Engineering analysis and product development processes are integrated. Basic computer skills are strongly recommended. Access to a personal laptop or desktop computer is not required, but desirable.

Sports Medicine

Credits: 10

Format: Accelerated (18 weeks)

Sports Medicine is a college preparatory class meeting the UC electives requirement. This course provides high school students with a general overview of athletic training, sports medicine, and its history. It includes introductory information about the athletic trainer's scope of practice: injury prevention, treatment, rehabilitation, emergency injury management and administrative functions. This course is intended to help students gain an understanding of sports medicine, various associated disciplines, and the role they play in the physically active community. Students will build on their knowledge of scientific and engineering practices through the use of scientific literacy of scientific journals, current events, and observations to learn about athletic injuries and treatment. Students enrolled in this class will not provide patient care.

Advanced Sports Medicine

Prerequisite: B or better in Sports Medicine

Credits: 10

Format: Accelerated (18 weeks)

This course provides students with a deeper understanding of athletic training, sports medicine, and its history. Students will build on their previous knowledge from Sports Medicine I to have a better understanding of injury prevention, treatment, rehabilitation, emergency injury management, and administrative functions. Students will continue to learn how to apply the scientific and engineering practices, along with using scientific journals, current events, and observations to athletic injuries and treatment.

Health and Fitness

Credits: 10

Format: Accelerated (18 weeks)

Health and Fitness is an elective workout class designed to give students a basic understanding of the human body and all of its functional systems. Students will understand how to make healthy and informed dietary decisions while also learning safety and competence in any gym or weight room environment. Students will practice a broad and general assortment of all key functional movements or "universal motor

recruitment patterns”. These include aspects of strength, balance, coordination, flexibility, mobility, sport, gymnastics, and metabolic conditioning. Students will use inquiry based learning to determine the muscle groups required and affected in varying workout modalities. They will use digital strength tracking technology in order to collect data and show muscle growth over the course of the semester. At semesters end, students will understand basic exercise and nutrition principles involved in achieving optimal energy levels, longevity and disease prevention.

World Language Curriculum

Curricular Philosophy

The World Language Department of Classical Academy High School hopes to inspire in its students a lifelong interest in and appreciation for foreign and domestic cultures. We encourage students to become active participants in their education who accept the challenge and responsibility for their own learning and success during their school years and beyond. Students learn to produce and comprehend their studied language and to compare it with their own native language. In learning and using the language, students also gain insight into the culture and the various communities in which the language is used. Through their course of studies, students have the opportunity to explore the ways of life, customs, practices and attitudes of the target communities.

The World Language Department provides positive learning environments, where students take chances and are not afraid to make mistakes while expressing themselves. Teachers employ resources and technology, combined with various interactive activities, to make classes diverse and dynamic. Both teachers and students actively engage in using the target language on a regular basis in order to provide an authentic learning environment. Active participation is essential to student success and completion of independent work reinforces concepts and skills. As a result of their world language studies, students are able to effectively communicate using the target language in many contexts. Student progress is consistently monitored through various forms of assessment that include written assignments, speaking activities, reading opportunities, cooperative learning experiences, and presentations. World Language classes expand student’s abilities to communicate socially and in formal settings. In addition, it enhances the student’s understanding of their own culture and other cultures and opens doors to travel and professional opportunities.

Minimum Graduation Requirement: 10 credits (20 recommended)

A-G Requirement: 20 credits, (30 recommended) in the same language

Course Sequence

- Spanish 1 or French 1
- Spanish 2 or French 2
- Spanish 3 or French 3
- Spanish 4 or French 4
- AP Spanish Language and Culture

Spanish 1

Prerequisite: Successful completion of Math Foundations

Credits: 10

Format: Accelerated (18 weeks)

This course meets UC/CSU and graduation requirements for world language credit. It is recommended that 9th graders have a 3.0 GPA in order to enroll. This course is designed for students who are taking Spanish as a second language. Students will develop basic communicative and literacy skills in the present tense. Instructions will consist of learning grammatical structures, reading short stories, writing short compositions with simple and compound sentences, and doing verbal presentations.

Spanish 2

Prerequisite: Grade C or better in Spanish 1

Credits: 10

Format: Accelerated (18 weeks)

This course meets UC/CSU requirements for world language credit. This course is designed for students who are taking Spanish as a second language. Students will continue developing their communicative and literacy skills. Instruction will consist of learning compound grammatical structures, using authentic resources from the Spanish-speaking world, writing compositions with simple, compound and complex sentences, and doing oral presentations in the past tense.

Spanish 3

Prerequisite: Grade C or better in Spanish 2

Credits: 10

Format: Accelerated (18 weeks)

This course meets UC/CSU and graduation requirements for World Language credit. This course is designed for students who are taking Spanish as a second language. Spanish 3 is a continuation course for students who have successfully completed Spanish 2 at C level or who have demonstrated equivalent life experience. Students will continue developing their communicative and literacy skills. Instruction will consist of learning compound grammatical structures, reading traditional short stories from Latin America and Spain, writing compositions with compound and complex sentences, and doing oral presentations in a variety of tenses. Emphasis will be placed on oral communication in the target language on a regular basis in order to enhance students' linguistic abilities. Reading and writing is more extensive compared to Spanish 2, and the emphasis is on activities that encourage creative use of the language orally and in writing.

Spanish 4

Prerequisite: Grade C or better in Spanish 3

Credits: 10

Format: Accelerated (18 weeks)

This course meets UC/CSU and graduation requirements for World Language credit. This course is designed for students who are taking Spanish as a second language. Spanish 4 is a continuation course for students who have successfully completed Spanish 3 at C level or who have demonstrated equivalent life experience. Emphasis will be placed on oral communication in the target language on a regular basis in order to enhance students' linguistic abilities. Reading and writing is more extensive compared to Spanish 3, and the emphasis is on activities that encourage creative use of the language orally and in writing. This course is designed to give students an analytical perspective of the cultural, philosophical, and historical influences in the Spanish-Speaking world, while focusing on further refined communication in the target language.

AP Spanish Language and Culture

Prerequisite: Grade B or better in Spanish 4

Credits: 10

Format: Yearlong (36 weeks)

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

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

French 1

Prerequisite: Successful completion of Math Foundations

Credits: 10

Format: Accelerated (18 weeks)

This course meets UC/CSU and graduation requirements for world language credit. It is recommended that 9th graders have a 3.0 GPA in order to enroll. This course is designed for students who are taking French as a second language. Students will develop basic communicative and literacy skills in the present tense. Instructions will consist of learning grammatical structures, reading short stories, writing short compositions with simple and compound sentences, and doing verbal presentations.

French 2

Prerequisite: Grade C or better in French 1

Credits: 10

Format: Accelerated (18 weeks)

This course meets UC/CSU requirements for world language credit. This course is designed for students who are taking French as a second language. Students will continue developing their communicative and literacy skills. Instruction will consist of learning compound grammatical structures, reading traditional

short stories from France, writing compositions with simple, compound and complex sentences, and doing oral presentations in the past tense.

French 3

Prerequisite: Grade C or better in French 2

Credits: 10

Format: Accelerated (18 weeks)

This course meets UC/CSU and graduation requirements for World Language credit. This course is designed for students who are taking French as a second language. French 3 is a continuation course for students who have successfully completed French 2 at C level or who have demonstrated equivalent life experience. Students will continue developing their communicative and literacy skills. Instruction will consist of learning compound grammatical structures, reading traditional short stories from France, writing compositions with compound and complex sentences, and doing oral presentations in a variety of tenses. Emphasis will be placed on oral communication in the target language on a regular basis in order to enhance students' linguistic abilities. Reading and writing is more extensive compared to French 2, and the emphasis is on activities that encourage creative use of the language orally and in writing.

French 4 (Depending on Numbers)

Prerequisite: Grade C or better in French 3

Credits: 10

Format: Accelerated (18 weeks)

This course meets UC/CSU requirements for World Language credit. This course is designed for students who are taking French as a second language. French 4 is a continuation course for students who have successfully completed French 3 at C level or who have demonstrated equivalent life experience. Emphasis will be placed on oral communication in the target language on a regular basis in order to enhance students' linguistic abilities. Reading and writing is more extensive compared to French 3, and the emphasis is on activities that encourage creative use of the language orally and in writing. This course is designed to give students an analytical perspective of the cultural, philosophical, and historical influences in the French-speaking world, while focusing on further refined communication in the target language.

Visual and Performing Arts Curriculum

Curricular Philosophy

CAHS believes the visual and performing arts possess inherent value essential in the creation of well-rounded students with a complete education. We believe students should be given the opportunity to think like artists, just as they should also be given the opportunity to approach the world mathematically, scientifically, historically, and linguistically. Studying the arts enables students to connect to content in new ways and gain a greater understanding of oneself and others. The arts encourage and enable students to reflect on quality, celebrate multiple perspectives, solve a problem with multiple solutions, and 'say' what

cannot be said with words alone. CAHS instruction follows the CA State Standards for artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections/applications, as well as the Common Core Standards for reading, writing, speaking, and listening. CAHS VAPA courses provide students with an academically enriching and rigorous study of the arts.

Minimum Graduation Requirement: 10 credits (Elective or A-G)

A-G Requirement: 10 credits (A-G only)

College Prep (A-G) Approved Courses:

- Art 1
- Art 2
- AP Studio Art (Yearlong)
- Dance 1
- Dance 2
- Performance Dance
- Graphic Design (Formerly known as Digital Art)
- Drama
- Guitar 1 (Offered at CAO)
- Pep Band (Offered at CAO)
- Photography
- Video Production (formerly known as New Media and Video Production)

Other VAPA Elective Courses (non A-G):

- Audio-Visual Production
- Advanced Art (Yearlong)
- Performance/Advanced Choir
- Design Studio
- Advanced Drama
- Advanced Video Production (formerly known as Leadership and Media)
- Play Production (Spring)
- Stagecraft
- Intro to Art History
- Woodshop
- Advanced Woodshop
- Advanced Guitar (Offered at CAO)

Art 1

Prerequisite: None

Credits: 10

Format: Accelerated (18 weeks)

Art 1 is a beginning college prep fine arts course that meets the “F” requirement for UC admission. The course is designed to build on students’ foundational knowledge and skills for the creation of art. Using a variety of drawing, painting, and sculpting media, students will explore techniques for creating expressive artworks. They will expand their arts vocabulary and develop perceptual skills for analyzing and responding to works of art. They will develop an understanding of the visual art’s role throughout history. Students will also develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills.

Art 2

Prerequisite: C or better in Art 1

Credits: 10

Format: Accelerated (18 weeks)

Art 2 is an intermediate to advanced college prep fine arts course that meets the “G” requirement for UC admission. This course is designed to support and strengthen students’ creative expression and artistic intelligence beyond an introductory level. Using numerous drawing, painting, and sculpting media, students will explore techniques for creating expressive artworks. They will generate personal vision and artistic intent for transforming and communicating their ideas into visual forms. Students will use the language of art for articulating informed responses to historic artworks, as well as their peers’ and their own. Furthermore, they will develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills.

Advanced Art

Prerequisite: B or better in Art 2

Credits: 10

Format: Yearlong (36 weeks)

Advanced Art is a college prep, fine arts elective course intended for students who are seriously motivated to produce art, explore art, and wish to better master the skills, techniques, and concepts of artistic expression. The course is designed to engage students in generating personal artistic vision and developing a portfolio. The primary focus of the course is to create several portfolio-quality works demonstrating mastery in concept, composition, and execution.

AP Art & Design

Prerequisite: Art 1, Art 2, and Advanced Art; or permission from AP Art & Design Teacher

Credits: 10

Format: Yearlong (36 weeks)

AP Studio Art is designed for students who are seriously interested in the practical experience of art. The course centers on developing a portfolio of artwork for submission and evaluation at the end of the school year. The instructional goals of the AP Studio Art program are as follows:

- Encourage creative and systematic investigation of formal and conceptual issues.
- Emphasize making art as an ongoing process that involves the student in informed and critical decision making.
- Help students develop technical skills and familiarize them with the functions of the visual elements.
- Encourage students to become independent thinkers who will contribute inventively and critically to their culture through artmaking.

Projects in this course are primarily student driven, with guidance from the teacher.

Pep Band

Prerequisite: None

Credits: 10

Format: Yearlong(36 weeks)

Pep Band is a performance-based course that meets the minimum graduation requirement for VAPA, and meets the UC requirement as an A-G approved fine art. This course will familiarize students with group musical production and performance using music reading and listening skills. The Pep Band performs at CAHS events as well as occasional outside performances. Fall semester is geared toward marching band / concert band music while spring semester is geared more toward contemporary musical styles. Group techniques as well as individual performance and improvisation will be studied.

Performance Choir/ Advanced Choir

Prerequisite: Audition

Credits: 10 (class can also be audited for no credit)

Format: Yearlong (36 week)

Meeting Times: Mondays TBA and Wednesdays after school (additional rehearsals may be necessary)

Performance Choir is Year one and Advanced Choir is year two. This performance-based class meets the minimum graduation requirement for VAPA but does not meet the UC requirement. This course is designed to be a competitive, audition-only choir. The choir performs advanced level choral literature from various selected periods in music history. In addition to vocal pedagogy and group techniques of rehearsal and performance, the students learn the theory and history of the music performed. The choir performs on a quarterly basis and competes at choir festivals. In addition, the course raises students' aesthetic awareness and perception of the choral music art form. In addition to the weekly rehearsals, students taking choir for credit will be required to complete quarterly written assignments. Participation in Advanced Choir is by audition only. Students are not guaranteed a spot.

Dance - (Not offered in 2020-21)

Prerequisite: None

Credit: 10

Format: Accelerated (18 weeks)

Dance 1 (introduction to dance) will focus on body awareness and the mechanics of how the body moves. Students will achieve a basic understanding of ballet, jazz, modern, and other styles. In addition to dance technique, dance history and cultural diversity will be taught. The course will emphasize the historical origin of ballet, modern, and jazz (noting key figures in dance history) and will also introduce anatomical principles: musculoskeletal function that can be observed in the movement presented. Throughout the course students will go through conditioning, injury prevention, and nutrition. These areas will be reinforced throughout the year. Students will learn to feel comfortable as a dancer, learn to be inspired by others, and create movement that represents who they are.

Dance 2 - (Not offered in 2020-21)

Prerequisite: Dance 1

Credit: 10

Format: Accelerated (18 weeks)

Dance 2 (intermediate dance) is designed for the dancer who is ready to build dance technique with a deeper understanding of collaborative work as well as develop the creative horizons of dance through in depth study and exploration of the choreographic process, while continuing to develop dance technical skills. The main focus of the course is to introduce the art of group dance pieces and creating in smaller groups. Dancers will also delve into the creative component of dance, to explore the use of the mind, body, and spirit as they relate to movement expression, expand knowledge and understanding of performance, abstract form, musical components and rhythms. Throughout the course students will review dance skills and terminology learned in Dance 1 (introduction to dance). These skills include an understanding of turning, leaping, leg extension and strength, and increasing flexibility. Students will be able to demonstrate various dance skills and be used in collaborative group dance pieces. Course goals will be accomplished through lecture, reading, and discussion of the historical origin of the movement presented as well as cover a fundamental understanding space, time, energy as it relates to each dance genre.

Performance Dance

Prerequisite: Audition

Credit: 10

Format: Yearlong (36 weeks)

Performance Dance is a college prep course that meets the UC "F" requirement for VPA. The course will focus on expanding movement possibilities, developing movement efficiency, and training dancers to be

artful technicians and inventors of movement. The course will emphasize the historical origin of modern and jazz dance (noting key figures in dance history). This class is designed to build and refine practical skills pertaining to ballet, modern, and jazz dance performance. These skills include a visceral understanding of weight, leaps, leg extension and strength, improvisational skills, increasing flexibility, turning competency and perfecting details while executing large movement sequences. The beginning of class will be used to lecture, read, and discuss the historical origin of the movement presented. Students will be guided with questions such as, "What is the difference between structure and creativity?" and "How does a dancer communicate their own ideas through performance?"

Students will be given the opportunity to engage with challenging material that enables them to understand movement with confidence, and make individual choices about the dynamics, phrasing, and presence/performance. Students will identify choreographers who pioneered and greatly influenced jazz, modern, and ballet dance over the course of dance history. Throughout the course students invest time in conditioning, injury prevention, ballet, jazz, modern, and improvisation. Original composition, performances, journals, portfolios, final examinations, and research papers are submitted for evaluation.

Advanced Graphic Design (formerly known as Design Studio)

Prerequisite: B or better in Art 1 OR Digital Art (formerly known as Design Studio), OR Teacher Recommendation

Credits: 10

Format: Yearlong(36 weeks)

This course will focus on the creation of digital designs that will be transformed into real world products. Students will learn to design original graphics that can be printed in vinyl for large-scale applications such as wall graphics, banners, various forms of signage and even car wraps. Students will also learn to create heat transfer vinyl designs for custom t-shirts, baseball caps, stickers, and coffee mugs to name a few. Students wanting to expand their photography skills in lighting, product shots, and Photoshop may also take this course with teacher recommendation (see Mr. Smith for details). This is a class for self-motivated students with a passion for producing design-oriented products. There is a materials fee for this class of \$25.

Graphic Design (formerly known as Digital Art)

Prerequisite: None

Credits: 10

Format: Accelerated (18 weeks)

Graphic Design is a college prep course that meets the UC "F" requirement for VAPA. This introductory visual arts course explores computer applications (Adobe Illustrator) for preparing students to create expressive two-dimensional digital artworks in graphic design. Students develop creative thinking skills by perceiving, critiquing, and applying design strategies through projects that emphasize solving visual art problems. Students will develop mastery of Adobe Illustrator through a series of directed lessons followed

by numerous design-oriented projects. No prior art experience is required, just a desire to create visually stunning graphic designs. There is a materials fee for this class of \$25.

Drama

Prerequisite: none

Credits: 10

Format: Accelerated (18 weeks)

Drama is a college prep course that meets the UC "F" requirement for VAPA. Students will study principles of dramatic interpretation and performance. They will learn to use non-verbal communication and their voices more effectively in order to bring believable characters to life on stage as well as how to follow stage directions and interpret subtext in a script. They will hone their skills by participating in scene work, improvisation, pantomime, and stage combat. . They will also study the history of theatre with an emphasis Greek, Medieval, Renaissance and Shakespearean theatre. They will gain confidence, creative expression and public speaking skills. Students will take a final exam and complete a final performance at the end of the course.

Advanced Drama

Prerequisite: C or better in Drama

Credits: 10

Format: Accelerated (18 weeks)

Advanced Drama is an elective course in VAPA, but is not UC accredited. Students will use principles of dramatic interpretation and performance in the Fall production of a strait play the first term. They will use non-verbal communication and their voices more effectively in order to bring believable characters to life on stage as well as; how to follow stage directions and interpret subtext in a script. Drama learners will research the period, style, and history of the play they are participating in. This class will push them to develop a higher level of performance discipline and a deeper development of themselves as performers.

Guitar 1 (Offered in the fall period 1 at PLC 8:50 - 10:00am)

Prerequisite: None

Credits: 10

Format: Accelerated (18 weeks)

Guitar 1 is a curriculum-based course that meets the minimum graduation requirement for VAPA, and meets the UC requirement as an A-G approved fine art. This course will familiarize students with the

basic chords, scales, theory, and mechanics of the guitar. Students will learn to play individually as well as part of a performing group. This class will provide an overview of most guitar-based musical genres, and notable guitar players throughout history. Performance opportunities are optional for Guitar 1 students.

Advanced Guitar (Offered in the spring period 1 at CAO 8:50 - 10:00am)

Prerequisite: "C" grade or better in Guitar 1, or instructor approval before registration

Credits: 10

Format: Accelerated (18 weeks)

Advanced Guitar is a curriculum-based course that meets the minimum graduation requirement for VAPA. This course will assume students have a working knowledge of open chords, moveable chords, and pentatonic shapes. Players will learn to put together full performance pieces in a group setting, learn to compose and harmonize music, and be given an overview of bass guitar and contemporary keyboard. This class will provide an overview of most guitar-based musical genres, and notable guitar players throughout history. Performances are mandatory for Advanced Guitar students.

Photography

Prerequisite: None

Credits: 10

Format: Accelerated (18 weeks)

Photography is a college prep course that meets the UC "F" requirement for VAPA. This introductory visual arts course explores the camera, proper photo making skills, and thinking like a photographer. The course builds understanding through projects, presentations, and exercises in critiquing photos. The class emphasizes handling digital SLR cameras, using proper terminology, and developing images for print and web using Adobe Lightroom. Students learn to develop their creativity through photo making, while developing an understanding of art criticism and the history of photography. There is a materials fee for this class of \$25.

Play Production (Musical Theater)

Prerequisite: Audition

Credits: 10 (class can also be audited for no credit)

Format: Accelerated (18 weeks) (Spring)

Meeting Times: Mondays 1:30 – 5:30 & Wednesdays 3:10 - 5:15

Play Production is a performance-based class that meets the minimum graduation requirement for VAPA but does not meet the UC requirement. An Audition is required for the play/musical. Students who are not cast in the play should sign up for a different VAPA class. Students are not guaranteed a spot. In

addition to the weekly rehearsals, students taking play production for credit will be required to complete assignments during Quarter 3 and Quarter 4. There is a materials fee for this class.

Stagecraft

Prerequisite:

Credits: 10

Format: Accelerated (18 weeks)

Stagecraft is a non A-G course that teaches the basic techniques of technical theatre. Students will research individual projects in order to design and produce pieces of work that can be used in the productions produced in the high school theatre program. Projects might include but are not limited to; building character masks, creating leather armor, set design, costume design, building props, special effects make-up, sound design, lighting design, and others aspects technical theatre. Students will be expected to tech the fall classroom production.

Video Production (formerly known as New Media and Video Production)

Prerequisite: None

Credit: 10

Format: Accelerated (18 weeks)

Video Production is a college prep course that meets the UC "A-G" requirement for VAPA. The course will provide instruction for students in communication through media. By using helical learning strategies students will learn industry standards for the television and film market and be able to express concepts and vocabulary necessary to compete with others in the field. By working individually and/or with a group, students will develop ideas expressed through scripts, storyboards, and previsualization in the pre production stage of film and television development. The student will then continue to the production stage by producing a video product based upon their initial idea and by using industry standard equipment and filming techniques. These techniques will be learned through studying the history of film and television. Once production is complete the student will learn postproduction-editing techniques to create their final product. Final films will previewed in the class and the content and impact of the film will be compared and contrasted to other well-known films in the industry. Upon completion of the course students will be able to discuss the impact of media on our culture and the advances in technology, along with understanding of the history of the film and television market.

Advanced Video Production (formerly known as Leadership and Media)

Prerequisite: Video Production (formerly known as New Media and Video Production)

Credit: 10

Format: Accelerated (18 weeks)

The course will provide instruction for students in communication through media. By using helical learning strategies students will learn industry standards for the television, film, news broadcast and sales market and be able to express concepts and vocabulary necessary to compete with others in the field. By working individually and/or with a group, students will develop ideas expressed through scripts, storyboards, and pre-visualization in the pre-production stage of film and television development. The student will then continue to the production stage by producing a video product based upon their initial idea and by using industry standard equipment and filming techniques. These techniques will be learned through studying the history of film and television. Once production is complete the student will learn post-production-editing techniques to create their final product. Final films will be previewed in the class and the content and impact of the film will be compared and contrasted to other well-known films in the industry. Upon completion of the course students will be able to discuss the impact of media on our culture and the advances in technology, along with understanding of the history of the film and television market.

Audio-Visual Production

Prerequisite: None

Credit: 10

Format: Yearlong (36 weeks)

Grading: Pass/Fail

This hands-on course introduces students to the action that goes on "behind the scenes" in a variety of public events including pep rally's, assemblies, choir, dance, musical performances, and community events to name a few. Students will be directly involved in the technical aspects of all Classical Academy school events as they set up lighting, projectors, and provide audio and video support for all Caiman Hall events. Along with lighting design and audio presentation, students will learn the specialized vocabulary and techniques used by professionals. Teams of students will film and document events. Upon completion of the course, students will be skilled in all the various technology roles of running an event from set up to break down. The goal of the program will not only teach techniques and concepts but more importantly teach how to apply them in a real world environment so that our students can take the skills learned from school to a career.

Intro to Art History

Prerequisite: None

Credit: 10

Format: Accelerated (18 weeks)

A survey course meant to introduce students to the world of art from Prehistoric to Contemporary. This is a fun and fast-paced class that will teach students how to analyze paintings, sculptures, and architecture as well as be able to recognize historical periods through a variety of visual clues. Students seeking to take AP Art History in the future or enroll in a college-level Art History course should take this as a primer. If you have a love of art and an interest in history, this is the class for you.

Woodshop

Prerequisite: 11th or 12th grade only

Credits: 10

Format: Accelerated (18 weeks)

In this class, students will learn basic woodworking skills such as wood identification, tool knowledge and use, project planning and drawing, staining, painting, wood finishing, and project construction. Much time will be spent on safety and correct tool use. Students will finish three small projects of their own to keep.

Advanced Woodshop

Prerequisite: Woodshop

Credits: 10

Format: Accelerated (18 weeks)

In this class, students will build on basic woodworking skills such as wood identification, tool knowledge and use, project planning and drawing, staining, painting, wood finishing, and project construction. All work will be done with hand tools only (without use of battery drills). Students will learn wood joinery using dovetail cuts and dowels. Again, much time will be spent on safety and correct tool use. Students will finish two small projects of their own to keep. Advanced Woodshop will be held with Woodshop and students will, at times, help with Woodshop projects.

Other Required Courses

Physical Education

Prerequisite: None

Credits: 10 (2 years required)

Format: Yearlong (36 weeks) – Pass/Fail

The standards for high school physical education articulate the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime. A physically fit adult lifestyle requires individuals to initiate and monitor their own participation in physical activity on a regular basis. High School P.E. Courses 1, 2, and Elective P.E. provide the foundation for high school instruction. Students learn proficiency in physical skills; expand their capacity for independent learning; and examine sound decision making for successful participation in movement activities.

An independent physical education course requires personal accountability and maturity. Students will be responsible for fulfilling the requirements of the I.S.P.E. contract, which includes completion of all paperwork, filling out of all workout logs, and submission of all assignments and reports. Due to the independent nature of the program, a large part of the grade (pass/fail) will be based on proficient

accomplishment of the agreed objectives, and communicating this information to the I.S.P.E. Coordinator (cohort teacher) in a timely manner.

Other Electives

Associated Student Body (ASB) Student Leadership

Prerequisite: Specified in ASB constitution. Application and Election Process

Credits: 10 (may be taken all four years for credit)

Format: Yearlong (36 weeks)

Text: *Student Leadership Guide* by Brendon Burchard

This A-G approved elective course is designed for all students enrolled in the Associated Student Body (ASB) Student Leadership Class who have been elected by a vote of the student body or appointed by the Director of Activities and Executive Officers. The class meets Tuesday-Friday as a studio class. Students are required to complete written leadership assignments and are required to attend ASB-sponsored events. Students demonstrate leadership skills through the planning, organization, and implementation of all student activities, which occur on campus.

Students become familiar with the democratic process and representative government that seeks to reflect the opinions of the student body while upholding the school's mission and policies. Students adopt and oversee annual budgets and management of ASB funds.

Upon completion of this course, students will:

- be familiar with parliamentary procedure and participate in group discussion
- be able to set specific, realistic, measurable goals for specific events and assignments
- understand how committees work and how to function as a responsible committee member
- demonstrate how to plan and organize activities and delegate responsibilities
- gain a deeper understanding of what it means to be a servant leader and seek ways to better serve the student body
- learn valuable time management skills and perform assigned duties in a timely manner

Public Speaking

Prerequisite: None

Credits: 10

Format: Yearlong (36 weeks) Taught zero period (7:35-8:45) Tue-Thu at Classical Academy Online

Public Speaking includes two tracks; Beginning and Advanced (Competitive).

Beginning Public Speaking will help students become familiar with public speaking

for college, career and citizenship. Students will learn methods and techniques pertinent to Rhetoric and will develop applicable writing skills, speaking methods and presentation comprehension.

Advanced (Competitive) Public Speaking is the competing section of Classical Academy High School's Forensics program. The students work closely together to develop speeches and practice techniques for tournaments. We travel to local and regional tournaments to compete against schools from all over the district and the state.

Link Crew

Prerequisite: Students must be in 11th or 12th grade and be selected through the Application Process

Credits: 10

Format: Yearlong (36 weeks)

Grading: Pass/Fail

The purpose of the Link Crew leadership class is to draw out the student's leadership potential and to maximize the benefits of the Link Crew Class Curriculum Program model. The benefits of a Leadership class include an increase in a student's sense of community and an improvement in a school's learning and social climates, in addition to fostering a successful transition of incoming freshmen students into high school. The Leadership class provides time to design and implement connections for current students through both academic and social lessons and to learn valuable leadership skills through a variety of classroom activities. Students learn skills including written, interpersonal and intrapersonal communication, team building, agenda setting, presentation/facilitation, time management, project management, evaluation, reflection, role modeling, resource management, health and balance, and the closure method. Through the curriculum, students are trained to act as team leaders, motivators, role models, and peer facilitators who provide support to the school throughout the year.

Survey of Classical Literature (G elective approved)

Prerequisite: None

Credits: 10

Format: Yearlong (36 weeks) Mondays 8-10 am

Survey of Classical Literature is a year-long course aimed at an in-depth study of a broad range of classical literature and classical non-fiction. The course is divided up into four units, with each unit covering short story and/or short essay readings and classical novel study. Students will read, discuss, and write about works from authors such as Thucydides, Homer, Tennyson, More, Shakespeare, Hawthorne, Dickens, Homer, Herodotus, Plutarch, Virgil, Dante, Cervantes, Chaucer, Machiavelli, Bacon, Milton, Locke, Swift, Tolstoy, Bronte, Conrad, etc. Additionally, students will read, discuss and write about several key novels, chosen from a provided Great Books list. Writings will consist of annotations, discussion notes, and formal essays. Key assignments will develop reading comprehension, fluency,

literary response and analysis, writing strategies and applications, written and oral English language conventions, and listening and speaking strategies and applications. Survey of Classical Literature will focus on the basic elements of listening, speaking, reading and writing in order to cultivate the thinking mind in students. This course will meet weekly on Mondays from 8-10am and center around Socratic dialogue sessions and writing pieces. Students can expect a rigorous amount of independent reading and writing assignments in addition to memorization and recitation of classic poetry. It is recommended that the enrolled student be a confident and proficient reader with a desire for challenge in literature and thinking. Students may take this course multiple times as each year's reading list will differ, covering much of the classical literature of the western world.

Leadership & Life Skills

Prerequisite: None

Credits: 10

Format: Excelerated (18 weeks)

This course, designed to provide a fundamental understanding of business management, will cover managing, marketing, financing and communicating within a business environment. Skills taught will include communication, problem solving and decision-making, economics, ethics, financials, and basic marketing principles. Students will experience applications supporting the California Math Standards. Foundations of Business Elective Course Assignments are individual and group project based and will provide a solid foundation for future coursework.

Expectations of the course: Running a small business may include working before school, during lunch, and/or after school.