



CRISTO REY DE LA SALLE

EAST BAY HIGH SCHOOL



**Course Catalogue for  
Academic Year 2020 - 2021**

*Version 09.08.2020*

## **Mission Statement**

Cristo Rey De La Salle East Bay High School at Saint Elizabeth Campus, is a diverse, Lasallian Catholic learning community that educates young people of limited economic means to become men and women of faith, purpose, and service. A rigorous and personalized college preparatory curriculum integrated with a corporate work study experience prepares students to succeed in college and in life.

## **Vision Statement**

We believe that economic status, zip code, gender and ethnicity should not obstruct the pathway to educational and life success.

We accompany students and graduates in their journey to lead lives of wholeness, purpose, and agency.

We unite youth and families with educators, corporations, nonprofits, and philanthropists through education and work.

We believe in the power of these relationships to transform lives.

## **Lasallian Educational Outcomes**

A Cristo Rey De La Salle East Bay High School graduate is a person who ...

... Develops Academic Excellence and Intellectual Agency:

- Masters the cognitive skills, content knowledge, and habits of success needed to pursue a college education.
- Works diligently with our corporate partners, faculty, and classmates to respond positively to constructive criticism.
- Practices self-direction, resiliency, and agency.

... Contributes to the Common Good Through Social Justice:

- Speaks with conviction on socio-political and economic issues through a Lasallian Catholic worldview.
- Exhibits cultural competency, builds socio-political capital, and leverages both for the common good.
- Examines the structural injustices of our world, particularly the needs of Oakland and the San Francisco Bay Area, and takes right action.

... Leads with Integrity and Respect:

- Builds community through the development of authentic relationships.
- Maintains a lifestyle dedicated to wholeness through healthy mindsets and choices.
- Utilizes restorative justice tools to heal interpersonal harm.

... Pursues a Life of Faith, Purpose, and Service:

- Appreciates our Lasallian Catholic heritage and tradition, and respects religious plurality.
- Discerns personal gifts and talents and cultivates a sense of spiritual purpose.
- Advocates for self, our communities, and our environment.

## Course Sequence and Graduation Requirements

Students complete the following courses during their four years at CRDLS. These graduation requirements **exceed** the University of California A - G requirements and focus on preparing students for developing a successful and competitive path for college acceptance. In California, to be eligible to enter a four-year public college (either the California State University or University of California systems), students must meet a series of course requirements called "A through G (A-G)".

Students are required to complete and pass the A-G course requirements with a grade of C or better. At CRDLS, we recognize that our students need to go beyond what is required. To meet this goal, we encourage all of our students to take more academic classes than required and to take the most challenging classes available. Students are encouraged to take honors level or Advanced Placement (AP) classes. AP classes are considered college-level work and if a student passes the AP exam, they can receive college credit for the class.

English	4 Years	Mathematics	4 Years
Catholic Studies	4 Years	Modern Languages	2 Years
Corporate Work Study	4 Years	Social Science	3 Years
Health and Wellness	1 Year	Visual and Performing Arts	1 Year
Laboratory Science	4 Years		

### ***Cristo Rey De La Salle High School Example Course Sequence***

FROSH	SOPHOMORE	JUNIOR	SENIOR
English I	English II	AP English Language and Composition	AP English Literature and Composition
Algebra I	Geometry	Algebra II and Trigonometry	Pre-Calculus <i>or</i> AP Statistics, <i>or</i> AP Calculus AB, <i>or</i> AP Calculus BC
Ethnic Studies + Civics	Modern World History	AP United States History	AP Government and Politics
Biology	Chemistry	Physics	AP Environmental Science, <i>or</i> Engineering, <i>or</i> Human Anatomy
Spanish I	Spanish II	Spanish III	AP Spanish Language
Health and Wellness	Visual and Performing Arts	College and Career Preparation	
The Lasallian Catholic Experience	Hebrew Scriptures Christian Scriptures	Church History Social Justice	World Religions The Lasallian Catholic Synthesis
Corporate Work Study I	Corporate Work Study II	Corporate Work Study III	Corporate Work Study IV

**University of California and California State University System  
Minimum Course Requirements**

COURSE AREA (A - G CATEGORY)	MINIMUM NUMBER OF YEARS REQUIRED and DESCRIPTION
History / Social Science (A)	THREE YEARS: One year of world history, cultures and historical geography and two semesters of United States History, and one semester of American Government or Civics.
English (B)	FOUR YEARS of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.
Mathematics (C)	THREE YEARS of college preparatory mathematics including or integrating topic covered in Elementary Algebra, Advanced Algebra, and Two and Three-Dimensional Geometry. Also acceptable are courses that integrate the above and include Trigonometry or Statistics.
Laboratory Science (D)	TWO YEARS providing fundamental knowledge in two of the following disciplines: Biology, Chemistry, and Physics.
Languages Other Than English (E)	TWO YEARS of the same non-English language.
Visual and Performing Arts (F)	ONE YEAR chosen from dance, drama / theater, music, or visual art.
Electives (G)	ONE YEAR of an additional approved "A-G" course beyond the minimum required from that subject area, or of a course that combines any of the "A-F" subject areas in an interdisciplinary fashion.

All courses are full year in length and college preparatory in nature unless otherwise specified.

## Social Sciences

### ***Ethnic Studies***

Frosh | Full Year | UC/CSU Category G Elective | GES1

This Ethnic Studies course aims to educate students to be politically, socially, and economically conscious about their personal connections to local and global histories. By studying the histories of race, ethnicity, nationality, and culture, students will cultivate respect and empathy for individuals and solidarity with groups of people locally, nationally and globally so as to foster active social engagement and community building.

Honoring the historical legacy of social movements and mass struggles against injustice, including the establishment of ethnic studies programs in public schools and university curricula, this course aims to provide an emancipatory education that will inspire students to critically engage in self-determination and seek social justice for all.

### ***Modern World History***

Sophomore | Full Year | UC/CSU Category A Core | AWH2

As the high school introduction to the study of history, this course mirrors the structures and approaches implemented in the middle school levels for consistency, and expands them to more rigorous questions, applications, and themes. The projects continue to be structured with an historical inquiry that directly brings content that is related to, but different from, the focus areas into the project.

The application of their thinking and work is geared toward Final Products that incorporate interaction with their peers such as Socratic Seminars, Presentations, and Structured Academic Controversies. This allows for students in their first year of high school to build connections with their peers and to practice verbal and written exploration and defense of their thinking and opinions.

### ***AP United States History***

Junior | Full Year | UC/CSU Category A Core Honors Approved | AAPUSH3

In Advanced Placement United States History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change.

The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

## English

### ***English I***

Frosh | Full Year | UC/CSU Category B Core | BENG1

English I is a college preparatory course for ninth grade students. Students read and respond to intellectually challenging novels, plays, short stories, essays, and poetry through original essays, stories, poems, and speeches. The reading, writing, listening, and speaking builds students' evolving understanding of the development of personal character. After examining texts through the perspectives of ethicists, historians, scientists, anthropologists,

sociologists, philosophers, artists, and psychologists, students will develop a focused set of goals for their academic, personal, and professional lives.

Students will study vocabulary within the context of their reading, and they will improve their grammar and mechanics skills through differentiated assignments that provide individual students with the skills for which their writing samples indicate a need. This course is aimed at improving student's skills as readers, writers, speakers, listeners, and thinkers. Students will develop these skills by connecting texts to essential questions about and the world beyond the classroom. The course also includes academic discussions (Socratic Seminars, debates, literature circles) to build student's capacity in communicating their knowledge and analysis. Units of instruction are aligned with the Common Core ELA standards.

### **English II**

Sophomore | Full Year | UC/CSU Category B Core | BENG2

The purpose of English II is to develop the thinking, reading, writing, and discussion skills that will empower students to advocate for themselves and others and succeed in the AP and college courses that follow. Students will learn about how every text - from poetry to world literature - is an argument, and use their own author's voice to make arguments in a variety of genres and styles, from dystopian narratives to op-eds on salient political issues.

Students will strengthen their critical reading skills by reading and annotating texts spanning multiple genres, as well as using a variety of critical lenses - such as reader response, sociological, and formalist - to understand these texts from a variety of perspectives. The course prioritizes textual analysis skills (including *theme/central idea*, *connections/inferences*, and *author's purpose/point of view*) and writing skills (including *thesis*, *selecting evidence*, and *organization*) that students will use to analyze both fiction and non-fiction texts. Students write essays about literature, increasingly building their skills to produce quality writing under timed pressure without content or process scaffolds as a way of preparing for the AP courses they will take in their junior and senior years.

Students will also participate in academic discussions (Socratic Seminar, debate, literature circles) in order to build the ability to communicate their knowledge and analysis and amend their thinking based on peers' perspectives. During these discussions, skills including *norms/active listening* and *discussion/contribution*, and *asking questions* are prioritized.

### **AP English Language + Composition**

Junior | Full Year | UC/CSU Category B Core | BAPEN3

The Advanced Placement English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods.

## **Mathematics**

### **Algebra I**

Frosh | Full Year | UC/CSU Category C Core Honors Approved | CALGX1

Algebra I is a Common Core-aligned math course intended for ninth grade students. It begins with a unit that is accessible and tangible for students that surfaces and extends ideas from middle school that explores patterns and sequences. Next, students study functions and their features as they become more comfortable representing quantitative relationships in multiple representations. These first two units build to Unit 3, where linear and exponential functions are the focus. The focus of Unit 4 is equations and inequalities, where students are extending their existing knowledge of how to manipulate and solve

equations to more complex problems and contexts, including systems of equations and inequalities.

Students draw on their experiences from Units 1-4 as they undergo their first project, *Epic Event*, where they develop, budget, and pitch an event of their choosing. Next, students shift gears to work on geometry; the geometry unit extends ideas from Grade 8 about transformations to have students develop congruence criteria and prove theorems. The final unit of the year is on statistics, where students work with univariate and bivariate data. This unit naturally leads to the course's capstone project, *Booming Populations*. In that project, students research a developing country of their choice and use a variety of mathematical skills to model that country's population in order to predict where it will be 50 years from now.

### **Geometry**

Sophomore | Full Year | UC/CSU Category C Core | CGEOX2

The essential purpose of this Geometry course is to introduce students to formal geometric proofs and the study of plane figures, with an emphasis on plane Euclidean geometry—both synthetically and analytically. Furthermore, transformations of rigid motion are the foundations of proof for congruency and similarity. Concepts included in this course are geometric transformations, proving geometric theorems, congruence and similarity, analytic geometry, right triangle trigonometry, and probability and statistics. Students are expected to model real world situations and make decisions using these ideas.

This course will help students to formalize and deepen their understanding of how transformational geometry, trigonometry, probability and statistics can be used to model and interpret the real world. Students will be able to grasp abstract Euclidean proofs, transformational proofs, and apply them to understand real world, geometric relationships—including relationships between two and three dimensional objects. Students will continue to develop mathematical ways of thinking through the Mathematical Practice Standards and content standards. Students will be expected to make sense of real world situations and apply mathematics to develop solutions.

### **Algebra II**

Junior | Full Year | UC/CSU Category C Core | CALGX3

This full-year course focuses on four critical areas of Algebra II: functions, polynomials, periodic phenomena, and collecting and analyzing data. Students will make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies between the operations and field properties of real numbers and those of complex numbers and algebraic expressions.

## **Laboratory Sciences**

### **Biology**

Frosh | Full Year | UC/CSU Category D Core | DBIO1

The purpose of the course Biology is to develop an understanding of how living things interact with their environment, plus how humans can have both positive and negative impacts on living things around them. Students will learn how organisms respond to their living situation and evolve accordingly. Students will develop social responsibility through exposure to environmental issues. Finally, students will learn about a variety of different scientific advancements related to biology.

Through this course students will develop communication skills through *oral presentation* and designing *multimedia in oral communication*. Students will dive deeply into the inquiry process by designing and conducting scientific investigations. More specifically, students will

develop the skill of *asking questions* and *hypothesizing*, then *creating procedures* and *interpreting data*. Finally, students will *draw conclusions* based on these results. An additional layer of this work throughout the entirety of the course is to justify their claims with *evidence* in order to draw their conclusions and make claims.

### **Chemistry**

Sophomore | Full Year | UC/CSU Category D Core | DCHEM2

The purpose of the course Chemistry is to develop an understanding of the properties of the physical world at a micro scale, and how scientific inquiry and engineering can help solve human problems. Through multiple investigatory projects, anchored in phenomena, students will develop a basic fluency in chemistry. Finally, students explore the role and relevance of chemistry in meeting current human and environmental challenges through applied concepts.

Through this course students will develop strong skills in scientific analysis and inquiry. Students engage in a rigorous scientific inquiry process through asking questions, hypothesizing, and conducting investigations. Students will engage in authentic practices to make sense of data and represent their conclusions by interpreting data/information, modeling, and justifying/constructing an explanation. This course places additional emphasis on scientific argumentation, building students' understanding of the roles of claim, evidence, and reasoning as they apply argumentative claim, explanation of evidence, counterclaims, and selection of evidence to explain real world phenomena.

### **Physics**

Junior | Full Year | UC/CSU Category D Core | DPHYS3

The purpose of the course is to develop an understanding of the properties of the physical world at a macro scale, and how science and engineering can help solve human problems. Students will examine how scientists and engineers study the physical properties of the world and then use these understandings to design new technologies and solutions. Across the projects, students will engage with physics as scientists and engineers, generating novel scientific experiments and engineering designs through course projects. Major goals of the course are for students to develop scientific literacy, understand how scientific knowledge is generated and take part in that process, and to apply scientific knowledge to make predictions and solve problems.

Through this course students will develop strong skills in scientific analysis and inquiry. Students will dive deeply into the scientific inquiry process through *asking questions*, *hypothesizing*, and *designing processes and procedures*. Students will engage in practices scientists use to make sense of data and represent their conclusions by *identifying patterns and relationships*, *modeling*, and *justifying/constructing an explanation*. A strong emphasis is placed on identifying specific mathematical patterns from experimental data sets and applying statistical techniques to assess the validity of data and strength of correlations. Finally, students will use *precision* to communicate scientific information in both written products and *oral presentations*.

## **Languages Other Than English**

### **Spanish I**

Frosh | Full Year | UC/CSU Category E Core | ESPAN1

Spanish I is a year-long course designed for high school students that have little to no prior experience with the Spanish language. The purpose of this course is to familiarize students with basic vocabulary in Spanish, basic structures of the Spanish language, and various cultural characteristics of the Spanish-speaking world.

The content consists of 6 projects, each centered around a specific theme. The activities within these projects are designed to encourage a balanced, continuous practice of reading, writing, speaking, and listening skills in the target language. The culminating assessments



within each project focus on the 3 modes of communication (interpretive, interpersonal, and presentational) and ask students to use the language in meaningful, real-world scenarios.

By the end of this course, students will be able to understand the main idea of short and simple texts/audio clips/videos in Spanish, exchange or present information on familiar topics in Spanish, and write short descriptions related to familiar topics in Spanish.

This course is aligned to the [World Readiness Standards for Learning Languages](#). Most of the standards manifest within the projects themselves, but the "Language Comparisons" standard is covered in the course's associated focus areas.

### **Spanish II**

Sophomore | Full Year | UC/CSU Category E Core | ESPAN2

Spanish II is a year-long course designed for high school students that have completed Spanish I and who have experience with the Spanish language. The purpose of this course is to build on the foundations learned in Spanish I; Spanish II continues the study of Spanish by expanding meaningful expression in both speaking and writing.

The course consists of new vocabulary themes and grammar concepts, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices that reinforce vocabulary and grammar.

This course includes a strong emphasis on providing context and conversational examples for the language concepts presented and various cultural characteristics of the Spanish-speaking world.

The content consists of 6 projects, each centered around a specific theme. The activities within these projects are designed to encourage a balanced, continuous practice of reading, writing, speaking, and listening skills in the target language. The culminating assessments within each project focus on the 3 modes of communication (interpretive, interpersonal, and presentational) and ask students to use the language in meaningful, real-world scenarios.

By the end of this course, students will be able to understand the main idea of longer and more complex texts/audio clips/videos in Spanish, exchange or present information on familiar topics in Spanish, and write descriptions related to familiar topics in Spanish.

This course is aligned to the [World Readiness Standards for Learning Languages](#). Most of the standards manifest within the projects themselves, but the "Language Comparisons" standard is covered in the course's associated focus areas.

### **Spanish III**

Junior | Full Year | UC/CSU Category E Elective | ESPAN3

Spanish III is a year-long course designed for high school students that have completed Spanish I & Spanish II. The course is a continuation and recycling of knowledge acquired in Spanish I and Spanish II, skills are developed through more advanced reading, writing, and listening activities as well as an introduction to new vocabulary, structures and expressions.

Students will be expected to expand their vocabulary range to include more sophisticated terms, use advanced language expressions, verb tenses and grammatical concepts through mastery of the basic grammatical structures, and increased communicative proficiency. The content consists of 6 projects, each centered around a specific theme.

The activities within these projects are designed to encourage a balanced, continuous practice of reading, writing, speaking, and listening skills in the target language. The culminating assessments within each project focus on the 3 modes of communication (interpretive, interpersonal, and presentational) and ask students to use the language in meaningful, real-world scenarios.

By the end of this course, students will be able to move beyond daily life or leisurely activity discussions with its important milestones, professions, history of Spanish speakers, the press, art and literature, food preparation, and the history of food. This course is aligned to the [World Readiness Standards for Learning Languages](#). Most of the standards manifest within the projects themselves, but the "Language Comparisons" standard is covered in the course's associated focus areas.

### **AP Spanish Language and Culture**

Sophomore - Junior - Senior | Full Year | UC/CSU Category E Elective Honors Approved | EAPSL4

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills 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).

## **Catholic Studies**

### **The Lasallian Catholic Experience**

Frosh | Full Year | XLCE1

This course seeks to introduce students to the Lasallian Catholic charism of the school and the beliefs and practices of Catholic tradition, through the Lasallian core principles of *Faith in the Presence of God, Respect for All Persons, Inclusive Community, Quality Education, and Concern for the Poor and Social Justice*. Students from all different faith backgrounds and religious affiliations are required to think critically about the role of religion in society, to examine the story of humanity's search for God, and to reflect on their personal experience of faith and spirituality.

Reflection is a holistic approach, that helps us engage all of who we are, what we know, how we feel, and our sense of God's presence in our journey. Reflecting on our journey is a process that facilitates the examination of an experience or series of experiences to determine how they have led us to who we have become. We will be providing the time and space to meaningfully reflect on the hopes, fears, and challenges one may face through their journey. We will use different mediums to acknowledge, reflect, and express the experiences that have shaped and defined the people we are today.

### **Hebrew Scriptures**

Sophomore | Half Year | UC/CSU Category G Elective | GCSHS2

This half year course introduces the student to the history of God's saving acts as narrated in the Hebrew Scriptures. The Hebrew Scriptures course charts a path in understanding the roots of faith found in the story of the Hebrew people and their covenant relationship with God. The Hebrew Scriptures represent a library of material that reveals the will and action of God throughout human history. From the beginning of its compilation, the Hebrew Scriptures provided revelation of God's salvific plan for humanity.

The course illuminates God's hand in inspiring the characters of faith that are found in the scriptural stories. These stories provide boundaries of moral codes that exist to this day.

The bridge between the divine and human are found in the advent message of hope that manifests in the person of Jesus Christ, the fulfillment of the Hebrew Scriptures.

Knowing the story of the Hebrew people and their relationship with God throughout history is paramount in living a faith filled life. Through this course, the student will gain knowledge and understanding of what the Bible means and how it is understood and interpreted in the Catholic Christian tradition. Particular emphasis is placed on the historical, theological, and cultural roots of Christianity.

### ***Christian Scriptures***

Sophomore | Half Year | UC/CSU Category G Elective | GCSCS2

This half year course offers a critical and in-depth study of the Christian Scriptures. Emphasis is placed on the Gospels [Mark, Matthew, Luke, and John]. Students are led toward a deeper understanding of the New Testament and the Catholic approach to Scripture. In addition, this course addresses the historical setting from which the Gospels were written and a study of critical methods used in Biblical interpretation by Catholic scholars.

The course begins by examining the role of Scripture in the life of the early Christian community and explores the development of the New Testament canon. At the heart of the New Testament is the person of Jesus of Nazareth, therefore the course's design is such as to grow in the student an awareness and appreciation for the historical person of Jesus.

The course will clarify both the Jesus of History and the Christ of Faith to better appreciate Jesus' influence in the past, the present, and the future. This Christological component of the curriculum highlights important Catholic Teachings regarding Jesus of Nazareth. Lastly, this course will encourage the student to utilize the Christian Scriptures to increase their prayer life, as inspiration for their life, and ultimately deepen their relationship with God in Jesus.

### ***Church History***

Junior | Half Year | UC/CSU Category G Elective | GCSCS3

Students undertake a survey of Church History, beginning with the end of Jesus's time on Earth and the foundations of his earthly ministry through the works of Peter and Paul. Students will study the early Church and the spread of Christianity along with the Church Fathers, Church Councils in the First Millennium, the Great Schism, through the Middle Ages, the Reformation and Counter-Reformation, and the Church in an era of change including the Renaissance and Enlightenment periods. Students will become familiar with orthodox and heretical movements, the influence of Augustine, Aquinas and others, and the developments that influenced the Church and assisted in the refining of teachings, doctrines, and morality.

### ***Social Justice***

Junior | Half Year | UC/CSU Category G Elective | GCSSJ3

This half year course encourages students to examine the major social issues of our time: poverty, displacement, immigration, sexism, racism, peace, and environmental ethics. Students will be exposed to a variety of viewpoints regarding these issues, enabling them to analyze systems and structures that foster or inhibit human freedom. Students will explore justice issues of the past as well as contemporary issues and consider their own call to action in response to them.

### ***World Religions***

Senior | Half Year | UC/CSU Category A Elective | ACSWR4

The context of our World Religions course is our increasingly globalized, pluralistic world. The course aims to clarify how religious beliefs and practices shape and influence society, and how culture shapes and influences particular religions. Part of the focus of the course explores the power of story both in the major religions of the world as well as an individual's

personal search for meaning and faith. It is hoped that this new understanding will provide a deeper appreciation of the world's religious traditions.

## **Electives**

### ***Health and Wellness***

Frosh | Full Year | UC/CSU Category G Elective | GHW1

Health and Wellness will examine a range of current health topics through the lens of a healthy decision making paradigm. Students will engage in inquiry and discussion to identify and discuss the most current factual information related to relevant health topics. They will explore real world application of their findings in order to hypothetically explore realities, causes, effects and potential consequences of decisions and how these consequences may or may not be aligned with their values.

Students will explore strategies to proactively take ownership of their physical, mental and emotional health. For all topics covered, students will reflect on, analyze and track their personal health habits. In addition, students will incorporate contemporary physical education as a practical application of all of the theoretical concepts explored in this course.

The following major guiding questions will guide student inquiry:

What are the factors to be considered when making proactive decisions to benefit my health, aligned with my values?

What base knowledge do I need to know and what resources are available to me to facilitate an understanding of health promotion and disease prevention to enhance my health?

How do peers, family, culture, media, and technology influence personal and group health behaviors?

### ***Introduction to Visual and Performing Arts***

Sophomore | Full Year | UC/CSU Category F Core | FVAPA2

The Introduction to Visual and Performing Arts course (VAPA) is a one year program designed to give students the opportunity to fully participate in a rich and well-rounded arts education. An arts education helps students make sense of the world, communicate their unique ideas across boundaries, and discover who they are as individuals and as members of various groups.

The course is organized by the five artistic disciplines of visual arts, theatre, media arts, music and dance. Creating and experiencing in these disciplines is central to the human experience, allowing students to feel and express the range of human emotions that connect people to one another and to their local and global communities. The virtues of arts education extends beyond creativity and artistic literacy to have a beneficial effect in other subjects.

The essential question for the year is: How can understanding the process of art through creating, performing/producing/presenting, responding and connecting, through the different forms of art, engage me in a fulfilling, enjoyable, and personal connection rooted in building artistic literacy, which can be further articulated in fluency of the language, be transferred into knowledge, skills and capacities to other subjects, settings, and contexts?

### ***College and Career Preparation***

Junior | Full Year | UC/CSU Category G Elective | GCCP3

The purpose of this year-long course is to expose students to research-based employability skills for the 21st century. Students will develop self awareness and self advocacy skills,

enhance research techniques and abilities, and develop personal goal setting. Students will gain experience in thoughtful decision making, career preparation, and job readiness.

Students will reflect on values, skills, interests, and goals to begin the process of identifying potential college and career pathways. Students will develop a portfolio that includes copies of their career and learning assessments, labor market research, and an explanatory essay which identifies at least 3 potential suitable and reasonable careers.

Teachers will guided students through the college application process and learn about the programs offered for educational and academic assistance for students with special needs. College and career representatives will give necessary presentation to the students to prepare them for their post graduation goals.