

# Course Catalog



Academic Year 2022 - 2023

## **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)".

Unless noted otherwise, all courses are worth 10 credits. Students are required to complete and pass all of their courses 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.

### Graduation Requirements

Corporate Work Study	40 credits	Science	40 credits
College Counseling	20 credits	Social Science	30 credits
English	40 credits	Theology	40 credits
Health and Wellness	10 credits	Visual and Performing Arts	10 credits
Mathematics	40 credits	Additional Electives	30 credits
Modern Languages	20 credits		

Total number of credits required for graduation is 320 credits

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

FROSH	SOPHOMORE	JUNIOR	SENIOR
English 9	English 10	AP English Language and Composition	AP English Literature and Composition <i>or a combination of two of the following:</i> Journalism, or Speech and Rhetoric, or Protest Music
Algebra I	Geometry	Algebra II and Trigonometry or Algebra II/Pre-Calculus	H Pre-Calculus <i>or</i> AP Statistics, <i>or</i> AP Calculus AB, <i>or</i> AP Calculus BC
Ethnic Studies	Modern World History	United States History or 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 or AP Spanish Language	
Health and Wellness	Visual and Performing Arts	College and Career Preparation I and one of the following: History of Film or Fine Arts	College and Career Preparation II and one of the following: Theater Arts or Athletic PE or Psychology
Theology 9: Introduction to the Lasallian Charism and Catholicism	Theology 10: Hebrew Scriptures & Christian Scriptures	Theology 11: Ethics, Morality & Social Justice	Theology 12: 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 topics 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. *Courses with an \* are not UC approved courses.*

## College and Career Counseling

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

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 guide 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 presentations to the students to prepare them for their post graduation goals.

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

Junior | Full Year | UC/CSU Category G Elective (Pending UC Approval) | GCGC2

As a College Prep High School we need to provide our seniors with protected time to gather documents needed to apply for College and FAFSA.

Students will receive support to finalize their college essays, college applications, scholarships and with understanding and submitting FAFSA. They will know how to calculate their GPA and determine which schools are an undermatch, match and overmatch to maintain a balanced list of college applications.

Students will be supported in comparing award letters and determining which college suits them best academically, socially and financially. Towards the end of this course students will have selected a college to attend in the Fall and research the support services that are available to them at their selected campus.

## English

### **English 9**

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 10**

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 and Composition**

Junior | Full Year | UC/CSU Category B Core | BENG3

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.

### **AP English Literature and Composition**

Senior | Full Year | UC/CSU Category B Core | BAPELC

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

### **English 12: Public Speech**

Senior | Semester | UC/CSU Category B Core (Pending Approval) | BENGPS

In a semester-long course, students will explore the power of the spoken word to elevate, inspire, and reconcile opposing beliefs. In two units, students will be asked to analyze historic examples of commanding rhetoric, and create and perform a real world-inspired public

speech such as a graduation speech, protest speech, or mock-trial. In the final unit of the semester, students will extend their learning by performing a newly created real world-inspired public speech or internalizing and performing a famous monologue or soliloquy from a Shakespearian or American playwright. Alternatively, students will have the option to resolve a scripted conflict between disputing parties.

Ultimately, the goal of the course is for students to recognize and use speaking techniques that convince audience members. By examining rhetorical choices and the rhetorical situation, students will become fluent in interpersonal communication choices (like volume, tempo, and pitch). As a result, they'll be better able to generate and perform the kinds of speeches they'll be expected to give in life, both professionally and personally.

### **English 12: The Universal Language: American Music**

Senior | Semester | UC/CSU Category B Core (Pending Approval) | BENGAM

After completing this course, students will be able to identify the genesis and evolution of protest music in the United States beginning in the late 1930s through the present day. The songs analyzed will be a combination of Civil Rights/ Social songs and Government -addressed songs. Students will understand how music has served to provide a voice to the population, and how the public has used specific songs as rallying cries. In their analysis, students will look for deeper meaning for songs, specifically the historical context behind the lyrics.

Over the course of the class, students will complete three major final products. After completing a "close listening" to a song, students will examine the lyrics and historical context in order to compose an essay analyzing the rhetoric used and the effectiveness of the message. Next, students will have the option to select two songs from the same genre or two songs that share the same message that were released at least a decade apart. Once they select their songs, they will compare and contrast the messages, evaluate the change in society, and break down the musical composition as it relates to conveying the intended message. Finally, having completed the first two final products, students will create a song or mixtape of their own by employing the same concepts that they have studied throughout the course.

### **English 12: Journalism in the 21st Century**

Senior | Semester | UC/CSU Category B Core (Pending Approval) | BENGJ

Journalism in the 21st Century is a college preparatory course for twelfth grade students. Students read, write, and respond to different types of journalism . They will both analyze different articles and types of journalistic writing and create their own newspaper or magazine that contains articles that students write. Dissecting journalism as a non biased means of communication with the intent to inform the public builds students' understanding of the media, news cycles, and exposes them to a different form of writing. After examining journalism techniques through the perspectives of social media and social justice, students will develop a magazine or newspaper that exhibits their knowledge and skills.

Students will practice writing, editing, and covering events in order to exhibit cognitive skills and habits of success. Through differentiated assignments that provide individuals & groups the real-world challenges a journalist and publication faces, students will determine their objectives and what resources they will use to overcome these obstacles. This course is aimed at improving students' skills as readers, writers, consumers of media, and (ultimately) thinkers. Students will exhibit their personal growth in a final magazine or newspaper featuring 3-5 articles written by students. The course also includes the use of social media to build student's capacity in communicating their knowledge and analysis as well as how to effectively use social platforms for engagement.

## **Mathematics**

### ***Algebra I***

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 congruence 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.

### **Algebra II/Pre-Calculus** (Requires teacher approval)

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

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.



## **Pre-Calculus**

Senior | Full Year | UC/CSU Category C Core | CPC

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.

## **Modern Languages**

### **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 thorough 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).

## **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/Senior | 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*.

### **AP Environmental Science**

Junior/Senior | Full Year | UC/CSU Category D Core | GDES

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within

the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

### ***Human Anatomy & Physiology***

Senior | Full Year | UC/CSU Category D Core | DHA

The major focus of the course will be on relating structure of organs to their functions and on understanding the major mechanisms of regulation of bodily functions. The class will provide students with the basic cell biology, histology, embryology and pathology of organs and organ systems of the body. Labs and hands-on activities will cover at least 30% of total class time and will consist of histological and hypothesis driven experiments for physiology. The class will cover basic cell biology, histology, integument, bones, muscle, nerves, cardiovascular, respiratory, immune, and reproductive systems.

## **Social Sciences**

### ***Ethnic Studies***

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

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 World History: Modern***

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

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. AP World History: Modern is designed to be the equivalent of an introductory college or university survey of modern world history.

## **United States History**

Junior | Full Year | UC/CSU Category A | AUSH

The United States History curriculum is a year long course consisting of 6 projects. The purpose of United States History is to build students historical thinking skills by analyzing and contextualizing distinct periods in US history. Throughout the projects, students examine broad themes in American history in order to develop a broad understanding of how our history has shaped our world today. The documents and resources in this course are rigorous, college-level texts and inquiry learning with clear connections drawn to students' own lives.

## **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.

## **AP United States Government and Politics**

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

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

## **Ethnic Studies II**

Senior | Full Year | UC/CSU Category G Elective | GESII

To understand ourselves, we must understand where we come from and the ways that our communities have and continue to shape us and our identities. In this course, we will use the concepts learned in 9th grade Ethnic Studies and take a more extensive, in depth look at how these structures and systems impose themselves on us. We will learn about these concepts through a more personal approach, interacting with personal accounts, memoirs, documentaries, poetry and art that can help to view these larger ideas in a more personal way. This class will be reading, writing, and discussion-based learning so that we can learn from our community members, reflect, and relate better to one another and ourselves. There will be opportunities for personal narrative and creative writings with the end goal of understanding your position within your communities and refining your writer's voice to help you prepare for college-level courses.

## **Theology**

### **Theology 9: Introduction to the Lasallian Charism and Catholicism**

Frosh | Full Year | XLCEI

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.

### **Theology 10: Hebrew & Christian Scriptures**

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

This full year course introduces the student to the history of God's saving acts as narrated in the Hebrew and Christian Scriptures, *The Holy Bible*. 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 second half of the 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. Students will examine the role of Scripture in the life of the early Christian community and explore 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.

### **Theology 11: Ethics, Morality & Social Justice**

Junior | Full Year | UC/CSU Category G Elective | GCSC3

The Fall semester introduces students to what it means to live a happy life, according to our Catholic tradition. Students will be introduced to key concepts in ethics and morality, their scriptural basis, free will and other important concepts from philosophy as they apply. Students will evaluate several important topics including issues such as euthanasia, the death penalty, beginning of life issues, sexuality.

The second half of the 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.

### **Theology 12: World Religions, Vocations & Senior Capstone**

Senior | Full 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.

The second semester Vocations course considers the developmental tasks of young adulthood and Christian Moral Development. Students will examine lifestyle issues and

choices in the light of the Gospel and the Christian tradition. In addition, the Senior Capstone portion addresses the need of seniors to develop a cohesive and articulate statement of their own understanding of God, worldview, and personal mission in the world. The class exposes students to a wide spectrum of spiritual figures and issues of justice facing their world. This informs and challenges the perspectives of the students and encourages their critical thinking skills. Integration of the Lasallian spirituality of service (Enter to Learn, Leave to Serve), consistent respect for all stages of life, and the personal spiritual journey develop.

### ***Service Leadership in Campus Ministry \****

Senior | Full Year | Elective | ACM

Service Leadership in Campus Ministry is a senior elective for students who would like to grow in both leadership and spirituality. Using Jesus as the model, students will learn about Christian leadership and event planning in Campus Ministry. Students will analyze the theories of Christian servant leadership using scripture and other resources. Students will apply the theories of Christian servant leadership to preparing for and implementing Campus Ministry events.

Students will first be able to develop their own spirituality. Students will be able to reflect on their own faith experience as they write their own testimonies. Students will be able to develop their prayer life as they learn different expressions of prayer. Students will be able to apply the teachings of Jesus to their own leadership style and their own gifts.

Students will also be able to develop many practical skills that are used in event planning that can be transferable to many careers. These include: budgeting, advertising/marketing, problem solving, public speaking, and small group leading.

## **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 basic 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, theater, 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?

### ***Fine Arts***

Sophomore/Junior | Full Year | UC/CSU Category F Core | GFVA

The Fine Arts course is designed to enable students to achieve visual arts literacy and develop technical artistic skills. Students will have the opportunity to engage in an authentic creative process through traditional and non-traditional mediums and materials to apply to the elements of art and the principles of design. The class will allow students to build on artistic appreciation, understanding, engagement, and in some cases prepare for a career in the arts. Students will be expected to process the fine arts through creating, presenting, responding and connecting in both written practice and application. Applications of fine arts include, but are not limited to drawing, painting, ceramics, metals, printmaking, fiber arts, sculpture, works in wood, and mixed media.

### ***Music I***

Sophomore/Junior | Full Year | UC/CSU Category F Core | GFMI

The Music Class is designed to enable students to achieve music literacy as means discovering the expressive elements of music, understanding the basic concepts of music, knowing the terminology that is used to comprehend music, developing the skills necessary to produce music, and being able to reflect, critique, and connect personal experience to music. Music study gives voice and makes music come alive, often from a written score, by singing, listening, playing, moving, reading, and composing music individually or together with peers. Students analyze and evaluate what they have done and finally attach meaning not only to a musical concept, but to the experience as it relates to other contexts.

### ***Theatre***

Sophomore/Junior/Senior | Full Year | UC/CSU Category F Core | GFT

Students will have the opportunity to discover the expressive elements of theatre by utilizing terminology, understanding of the physical aspects of theatre, and being able to reflect, critique, and connect personal experiences to theatre. Students will learn both drama process and theatre production through scripted and unscripted activities, fictional and non-fictional issues, and the the crafts of plays, acting performances, and technical theatre elements. Students will be expected to process the theatre through creating, presenting, responding and connecting in both written practice and application. As a result, students will enhance skills, apply it to rehearsals, and can make creative decisions, think critically, and relate their ideas in their involvement in live performances either on or off stage.

### ***History of Film***

Junior | Full Year | UC/CSU Category F Core | GFHF

This course explores a wide variety and range of film types and units of study, including film history, shot composition, scriptwriting basics, story mapping and editing techniques, and



individual genre-based units of study. Additionally, students are introduced to basic script formatting, writing, “pitching,” and rewriting skills. Focus includes the development of techniques for analysis in shot composition, story structure mapping, appreciation of silent and scored films, and character development through the visual medium of film. Students begin to analyze works of cinema, research film history and genres, and create original scripts using techniques studied in class. Students have the opportunity to submit a pilot episode script, first act excerpt from a full-length motion picture screenplay, and/or original short film at the end of semester.

### ***Photography and Digital Design***

Senior | Full Year | UC/CSU Category F Core | GFVA

The first semester of this course is presented as a workshop, allowing students to practice photography skills they learn through direct instruction and demonstration. Photography assessments are designed to develop student knowledge through the individual creation of works of art in a variety of types, including portraits, landscapes, macro, abstract, and more. Students will be evaluated on their technical proficiency, the timely execution of assignments, and their engagement in classroom demonstrations, discussions, and critiques. During the formal teacher-lead class critiques, students will be expected to participate by speaking about their own work and the work of their peers, demonstrating knowledge of the current unit of study as well as previously studied concepts.

The second semester builds off of the first semester and teaches the techniques and concepts in digital design. Using Adobe Creative Suite, primarily Photoshop and Illustrator, students will focus on studying traditional and experimental concepts in digital design. Assignments are centered on design within cultural and historical context and will include a variety of design styles and concepts. Students will gain experience in production and design that has real-world relevance and applications that can include multimedia communication, interdisciplinary integration, design thinking, media and digital literacies.