CURRICULUM CATALOG

- Course Descriptions -

2025 - 2026

Cal Coast Academy's college preparatory academic program is ambitious, and we regard consistent hard work by all students as a fundamental habit leading to growth and success. Our goal is to prepare our students to become confident, independent individuals who have a curiosity for knowledge and a passion for learning.

Academic Requirements

All courses required for graduation must be taken at Cal Coast Academy unless previously approved by the Head of School. Full-time students are required to take a minimum of six courses each semester. Five credits are awarded for the successful completion of each semester course. The University of California and California State University do NOT accept a "D" grade for any of the required courses. A student who earns a "D" in a course needed for advancement to the next level, or receives an "F" for a semester grade MUST remediate that course either before or after regular school hours or during summer in order to earn credits for graduation. In some cases, the course may be repeated during the next semester if it is being offered and if it fits into the schedule for the student to remain on track for graduation credits. Students must earn a minimum of 230 credits to graduate.

Graduation Requirements

Graduation requirements will not be waived. Cal Coast Academy offers for-credit classes before and after-school hours as well as during the summer months for any student needing to fulfill requirements or make-up missing credits.

All Cal Coast Academy graduates must fulfill the following school and UC/CSU graduation requirements:

Complete a minimum of 230 credits.
Complete all course requirements.
Pass Algebra 1, Geometry, Algebra 2.
Complete 3 years of the same World Language.
Complete 100 hours of documented Community Service.
The following is a breakdown of the credits that are required for graduation:
English: 40 credits - 4 years (English 9, 10, 11, 12)
Science: 20 credits – 2 years (1 Biological and 1 Physical)
Mathematics: 30 credits - 3 years (Algebra 1, Geometry, Algebra 2)
Social Studies: 30 credits - 3 years (World or European History, U.S. History, Government & Economics)
PE: 20 credits - 2 years
Health: 5 credits - 1 semester
Practical Arts: 10 credits - 2 semesters
Visual & Performing Arts: 10 credits - 2 semesters
Electives: 65 credits (30 credits must be from the same World Language)

Students must meet all of the graduation requirements in order to participate in the graduation ceremony. Students with ten or fewer outstanding credits will be allowed to participate in the graduation ceremonies. All school and student-related fees including tuition and annual contribution must be paid before a student is allowed to receive his or her diploma, semester grades, and official and/or un-official final transcript.

ENGLISH

"In the English language, it all comes down to this:
Twenty-six letters, when combined correctly, can create magic." – John Grogan

Each English Language course is designed to encourage and challenge students to read critically and imaginatively, to write convincingly and cogently in their own voice, and to participate fully and respectfully in classroom discussions – both by articulating their own thoughts and feelings and by listening to those of their classmates. The principal method of instruction is one of active engagement of the students in the learning process who are able to effectively communicate their ideas and appropriately respond to the ideas of others in a variety of contexts.

ENGLISH 6

(academic – year; prerequisite – none)

This course is designed to lay the foundation of intellectual habits and academic skills that students will need in order to read a variety of texts with confidence, appreciation, comprehension, and critical insight and to write and speak in a variety of modes. Grammar studies will also be covered and will act as an aid to composition. Students learn and practice the writing process by generating formal and informal compositions that include critical, personal, creative, and historical writing, and visual and oral presentations. In this course, students read both fiction and non-fiction books and complete one outside reading project per semester.

ENGLISH 7

(academic – year; prerequisite – none)

This course focuses on developing the fundamental skills of critical reading, creative and expository writing, and vocabulary. Grammar studies continue as an aid to composition. Students learn the basic elements of fiction and poetry by reading a variety of plays, short stories, novels, and poems. One outside reading project per semester is also required in this course.

ENGLISH 7 - HONORS

(academic – year; prerequisite – teacher recommendation)

This course is designed for the student who loves the challenge of complex, critical-thinking opportunities. Students are expected to achieve course goals without assistance, take their ideas to a higher level, and master concepts quickly. This course covers the English 7 core curriculum at a much faster pace. Additional higher-level literature selections are read and analyzed, and the writing assignments reflect greater depth, complexity, and independence.

ENGLISH 8

(academic – year; prerequisite – none)

This course continues to develop students' skills in reading, writing, speaking, and listening. Grammar studies continue as an aid to composition. Students will use the process approach to further develop their writing skills. Students will write descriptive, expository, persuasive, and reflective pieces in response to the texts read. In this course, students read short stories, poems, novels, and plays and complete one outside reading project per semester.

ENGLISH 8 - HONORS

(academic – year; prerequisite – teacher recommendation)

This course requires a more in-depth study of the selected texts, moves at a faster pace, requires additional reading and writing assignments, has more rigorous expectations and builds on the student's acknowledged interest in the language arts. Students will read and analyze a variety of

literary genres and write descriptive, expository, persuasive, and reflective pieces in response to the texts read. Students are expected to complete three outside reading projects in this advanced level course.

ENGLISH 9
(academic – year; prerequisite – none; course #8874)

This course includes an integrated program of grammar instruction and review of the basic skills involved in writing sentences and paragraphs. The course includes vocabulary study, and beginning literature appreciation of myths, legends, poetry, short stories and drama. The grammar and writing units encompass a review of the parts of speech and sentence structure, leading to skills in writing a five-paragraph essay. Supplemental outside reading from an approved book list is also required.

ENGLISH 9 - HONORS
(academic – year; prerequisite – teacher recommendation; course #8875)

This intellectually challenging course is organized around the study of literature that explores "The Individual in Society." Selections from different genres are incorporated into this course including short stories, novels, autobiography, drama, poetry, and expository works. Students will be expected to exercise their critical thinking skills and to function at a faster pace, as more works of literature will be covered at a deeper analytical level. With an understanding of the fundamentals of literacy analysis, students will construct multi-paragraph essays as well as experiment with various essay forms. Meaningful class discussions, journal prompts, creative projects, and speeches are also integrated into this honors English 9 course.

ENGLISH 10
(academic – year; prerequisite – English 9 with a "C" or better; course #7510)

This course is organized around the study of a central core of literature and an emphasis is placed on interpretive reading and critical thinking. Students will read short stories, non-fiction, poetry, drama, and novels, and will analyze recurrent patterns and themes in culturally and historically significant works. Students will read literature to discover meaning, and will gain the skills necessary for competent writing and reading by learning the mechanics of language and vocabulary development. Grammar and writing include advanced punctuation and clauses, editing skills, increased vocabulary, and research techniques. The writing component of this course is designed to strengthen interpretation, speculation, analysis, cause and effect, compare and contrast, and editing skills, and includes narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies. Effective speaking and listening skills are also incorporated into this course through the use of oral and dramatic presentations.

ENGLISH 10 - HONORS
(academic – year; prerequisite – English 9 Honors with a "B" or better; course #7511)

This advanced course covers the English 10 core curriculum at an accelerated pace and examines the textual ideas with more depth. Students are required to read texts more closely, to develop their ability to deal with abstractions and symbols and to derive from them a specific understanding of the thematic concepts they represent, which are then shared in both written and oral forms. This honors course focuses more intensively on the skills required for the critical essay: the invention of an original thesis, the logical presentation of argument, and the convincing employment of textual evidence. Students also explore their own writing, especially focusing on audience, purpose, logic, argumentation, and style.

ENGLISH 11

(academic – year; prerequisite – English 10 with a "C" or better; course #7578)

This course is a survey of American literature from the early 17th century to the present that covers various literary genres. Historical and cultural contexts of the works read are explored in relation to today's culture. Students will research the life of an American author, write a short biography on the author they chose, read a novel written by their chosen author, and respond in writing to the novel they read. A variety of writing activities will be completed to further strengthen and improve students writing skills. Writing assignments will include narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies. Writing styles will also be developed further with an emphasis on interpretation, comparison, analysis, and improved focus.

ENGLISH 11 - HONORS

(academic – year; prerequisite – English 10 Honors with a "B" or better; course #7512)

This advanced course focuses on literature as the record of an evolving American consciousness, and studies the sophisticated connections, reactions, and seminal interchanges that have occurred within the world of American letters in addition to the historical approach to American literature which is the focus of the English 11 core curriculum. Students will investigate in detail how writers marshal the devices of dictation, syntax, tone, and figurative language in the service of their fiction and nonfiction. This honors course focuses more heavily on advanced composition and rhetoric. Students will read all of the texts read in the English 11 course as well as a classic American novel of their choice and a novel by Hemingway.

ENGLISH 12

(academic – year; prerequisite – English 11 with a "C" or better; course #7567)

This course combines a strong emphasis on the study of British literature beginning with the Anglo-Saxon period and concluding in the twentieth century, with a comprehensive study of various literary types. Students will trace the historical development of English literature and the growth of English language through intellectual, historical, and social developments. Poetic forms, drama, the essay, and the beginnings of the novel are also studied in this course. Speaking and listening skills are enhanced through literature discussions and writing skills are strengthened through standard writing domains. Reading and writing assignments show appropriate maturity levels of skill and reasoning for the college bound student, with a considerable emphasis on analysis and reasoning skills, and research techniques.

AP ENGLISH LITERATURE AND COMPOSITION

(academic – year; prerequisite – approval from Head of School; course #7566)

This is an accelerated, college-level course in which students learn to analyze and interpret imaginative literature through the careful reading and critical analysis of representative works from the sixteenth century to the twentieth century. Students will evaluate not only the literary nuances of each work read, but also the historical and cultural context of which it was written. The units studied will include the genres of short fiction, novel, poetry, drama, and expository pose. Each unit will require students to acquire and use rich vocabulary, to use Standard English grammar, and to understand the importance of rhetoric in their *own* writing, while analyzing and discussing that of the selected authors and their works. Writing assignments focus on the critical analysis of literature and include compare and contrast, expository, analytical, and argumentative essays. Students will write exposition that is effective, thoughtful, compact, well organized, and critical. Formal and informal writing assignments will not only allow students the opportunity to build and sharpen literary analysis, but will also (through editing and revising) help students improve their rhetorical skills when composing the aforementioned expositions.

AP ENGLISH LANGUAGE AND COMPOSITION
(academic – year; prerequisite – approval from Head of School; course #2817)

The central purpose of this accelerated, college-level course is to enhance students ability to read complex texts with understanding and to communicate effectively using forms of writing that they are likely to use throughout their academic, professional, and personal lives. Students will read a diverse selection of prose that are selected from a variety of periods, disciplines, and rhetorical contexts as well as write on a wide range of subjects, in a variety of forms including narrative, exploratory, expository, and argumentative.

JOURNALISM 1
(academic – semester; prerequisite – none; course #1414)

This course is designed as a first step in furthering a student's career in journalism through direct contact with the active world that the student knows and understands. Through reading and publication activities students will learn to observe critically, to inquire, and to narrate. Students will also learn habits of industry and tact. They will work as a cooperative member of a team to meet obstacles and to overcome them. Journalism teaches habits, attitudes and skills by learning to write accurately and concisely and to think logically.

JOURNALISM 2
(academic – semester; prerequisite – Journalism 1 with a "C" or better; course #1415)

This Journalism 2 course is an advanced study and practice of journalistic writing and its techniques, resulting in the production of the school newspaper. This class will help further develop and polish the analysis, writing, editing and production skills of the journalism student. Students will sharpen cognitive skills, recognizing slanted and biased material and will make decisions relating to the value of various news materials. Students will write extensive structured papers, either expressive or analytical, based on their reading and then modify or adapt these papers for newspaper publication. Students will also be required to think about and discuss critically the ideas in the literature and relate these ideas to current community and campus concerns.

CREATIVE WRITING 1
(academic – semester; prerequisite – none; course #7507)

This is a course in which the students will learn to use the various stylistic devices, which have been employed successfully by creative writers through the ages. While sampling a wide variety of genres, students produce a significant amount of poetry and fiction by the end of the semester. The course emphasis is on the development of writing as an artistic form. Through group evaluation of student writing and analysis of published literature, the course will aid students in their development of style. Students will participate in field trips in search of inspiration and interesting perspectives to stimulate original, imaginative work.

CREATIVE WRITING 2
(academic – semester; prerequisite – Creative Writing 1 with a "C" or better; course #7508)

This Creative Writing 2 course is designed to aid students in their creative expression, as well as delivery of one's writing. Students will read and discuss articles on the craft of writing. The first half of the semester students will focus on fiction. They will read and evaluate the effectiveness of fiction of varying styles. They will write and workshop short stories to add to their portfolios. The second half of the semester students will focus on poetry. They will learn poetic vocabulary and read interpret poems of varying styles. Students will write and workshop each other's poetry to complete a final portfolio. Students will be expected to deliver their writing to an audience.

ACADEMIC WRITING

(academic – semester; prerequisite – none; course #4256)

This Academic Writing course provides students the opportunity to develop academic writing skills in preparation for a variety of higher education courses. The focus of the class is a multi-draft practicum concentrating on the essential components of each specific genre of writing to cultivate a mastery of fundamental knowledge. The course includes crucial writing mechanisms such as purpose, audience engagement, point of view, organization, using observations and consequences as support, effective use of research, and personal writing style for essay writing success while utilizing modern word processing software and technology and appropriate APA and MLA writing standards.

PUBLIC SPEAKING

(academic – semester; prerequisite – none; course #3523)

This course provides every student with the necessary tools to become a better public speaker. The course commences with the fundamentals of speaking and listening and then proceeds to instruct on speech preparation and delivery. Students are expected to exercise these preparatory skills as they prepare and deliver several speeches themselves. Lastly students will learn the components of speeches that inform, persuade and that are offered on special occasions.

SPEECH AND DEBATE

(academic – semester; prerequisite – none; course #1583)

In this course students build critical communication skills through research, preparation and delivery of persuasive speeches. To prepare students for a wide range of speaking opportunities in their academic and professional careers, the course covers the basic principles of oratory, various styles of debate and tools for extemporaneous speaking. Students are encouraged to participate in local speech and debate competitions where they have the chance to hone their newly developed skills.

CURRENT EVENTS

(academic; semester; prerequisite – Public Speaking with a "C" or better, course #8182)

This Current Events course is built upon the foundations acquired in Public Speaking and will include elements of Speech and Debate. Using current events, this elective course focuses on world and local issues that affect students' everyday lives, such as economics, government and conflict. This course uses newspapers, online media, cartoons, and newscasts to support class discussion. Additionally students participate in group projects, presentations and work with primary source materials and opinion pieces in order to better understand the world around them. This course is designed to also introduce students to social justice issues and assist them in discovering their ability to create positive change in their own world. Students will critically analyze various social movements related to race, ethnicity, gender, sexual orientation, and class. Students will also explore and discuss how these concepts influence human understanding, relationships, and behavior for centuries. Students will understand how individuals operate within community contexts created through interactions and relationships structured by sociability, belonging, and responsibility. This course will encourage students to think critically and expansively about the social world and the conditions of humanity. Social justice will provide a foundation for students to explore social justice concepts, issues, and remedies, thereby developing the necessary analytical tools and information to see inequality and injustice and address historical and contemporary issues relevant to students' present day lives.

FOREIGN LANGUAGE

"One language sets you in a corridor for life.
Two languages opens every door along the way." – Frank Smith

All of the Foreign Language courses taught at Cal Coast Academy reflect the belief that through the study of other languages and cultures students learn how to meet the challenges of living in a globally conscious and globally connected society, with its diverse social settings and interactions. The purposeful study of another language requires students to look more carefully at their own, resulting in vocabulary growth and a better understanding of grammar and syntax in both the original and new languages. Multi-modal experience with a new language results in greater facility with it, so each Foreign Language course employs a variety of teaching, practice, and assessment formats and techniques that create and promote student engagement with and mastery of the language. Our Foreign Language Department follows the Standards for Foreign Language Learning as defined by the American Council on the Teaching of Foreign Languages: communication, culture, connections, comparisons, and communities.

AMERICAN SIGN LANGUAGE I

(academic; year; prerequisite – none, course #1900)

This course introduces students to a basic knowledge and understanding of American Sign Language (ASL) and the Deaf culture. To meet communicative competency students will recognize and produce appropriate manual and non-manual grammatical features, develop basic skills in writing and reading in coded form (gloss), and acquire a functional vocabulary including the appropriate use of hand shapes, finger spelled alphabet, and finger spelled numbering systems. A strong emphasis is placed on acquisition of both comprehension and expressive skills via signing in front of the class, with a partner, in small groups, and in a large end of the year class presentation. Additionally, students will be required to attend one Deaf culture event and write a description detailing their observations and experience.

AMERICAN SIGN LANGUAGE II

(academic; year; prerequisite – ASL I with a "C" or better, course #1901)

This course is a more advanced study of the fundamental principles, structure, and vocabulary of American Sign Language (ASL). It incorporates an in-depth study of fingerspelling, numbers, English idioms, classifiers, and the various Sign Language Systems. To communicate daily conversations, complex narratives, and in-depth conversations, students will employ fingerspelling techniques, number signs, grammar, and classifiers. Students will demonstrate their understanding of the complexity of interpreting English idiomatic expressions into ASL through a two page compare and contrast paper that examines both English and ASL idioms. Critical class discussions of the Deaf culture and community will also be woven throughout this course. Additionally, students will be required to attend one Deaf culture event per semester and write a one-page description detailing their observations and experience.

AMERICAN SIGN LANGUAGE III

(academic; year; prerequisite – ASL II with a "C" or better, course #1902)

This American Sign Language III course strengthens receptive and expressive ASL skills by embracing a no-voice policy. Students will express abstract and non-abstract ideas and concepts using appropriate grammatical structure, sign vocabulary, finger spelling, and conversational regulators. Language functions and increasingly difficult grammatical structures will be covered in the contexts of everyday interactions and social relationships. Students will add vocabulary and idiomatic expressions to their preexisting vocabulary base. Cultural awareness and cross-cultural adjustment skills will be developed through role-play scenarios that consist of everyday Deaf-

hearing encounters. Additionally, students will be required to attend one Deaf culture event per semester and write a 500 - 750 word essay detailing their observations and experience.

CHINESE I

(academic; year; prerequisite – none, course #8041)

This course covers the fundamentals of listening, speaking, reading, and writing the Chinese language, using the Pinyin Romanization system and the 40 basic radicals for Chinese characters. Students will discuss survival topics such as greeting, family, time, hobbies, and visiting friends and explore themes such as making appointments, school life, studying Chinese, shopping, and transportation. Basic grammar including forming questions, measure words, sentence patterns, tones, comparative statements, and stroke order will also be covered in this first year Chinese language course. Through in class lessons and activities students will understand the relationship between language and culture as well as acquire an appreciation for the cultures of Chinese-speaking countries.

CHINESE II

(academic; year; prerequisite – Chinese I with a "C" or better, course #8042)

This course is designed to help students improve their basic conversational skills in Mandarin, complete their study of basic grammar, increase their Chinese character vocabulary, and further develop their reading skills. Students will learn the vocabulary of food preparation and restaurant orders, asking directions, seeing doctors, sports, and travel. Students will continue to work on new vocabulary and grammar and begin to tackle simple newspaper articles, poems, and stories. Students who successfully complete this course will be able to carry on basic conversations with native Mandarin speakers on everyday topics, and read simple texts.

CHINESE III

(academic; year; prerequisite – Chinese II with a "C" or better, course #8043)

This course builds practical skills in communicating in Chinese in all of the four language areas: listening, speaking, reading, and writing. Students will be able to communicate and absorb information within each theme area such as dining, shopping, school life, academic course selection, and other basic survival topics. Students will be required to participate in group dialogues and class conversations, sing Chinese songs, complete art projects, write notes, and create and perform skits in Chinese. Students will also gain Chinese cultural knowledge and acquired preliminary cross-cultural awareness and international perspective.

CHINESE IV

(academic; year; prerequisite – Chinese III with a "C" or better, course #8044)

This advanced Chinese course brings students an opportunity to further develop their four language proficiency skills. Students will be able to concentrate on expressing themselves in greater depth in a wider range of daily life topics. Students will read various texts in Chinese and will be able to write coherent essays in Chinese. They will communicate and absorb information within each theme area such as friends and friendship, computer and network, internship and part time jobs, education, and Chinese geography. Students will be required to speak exclusively in Chinese in the classroom and prepare and give oral presentations in Chinese. This course also exposes students to Chinese traditional culture such as calligraphy, paper cutting, classical music, poetry, art, and literature.

AP CHINESE LANGUAGE AND CULTURE
(academic; year; prerequisite – Chinese IV with a "B" or better, course #8045)

This course is designed to be comparable to the fourth semester (or the equivalent) college/university course in Mandarin Chinese and deepens students' immersion into the language and culture of the Chinese-speaking world. This advanced placement course prepares students to demonstrate their level of Chinese proficiency across the three communicative methods (interpersonal, interpretive, and presentational) and the five goal areas (communications, cultures, connections, comparison, and communities). The course prepares students for the AP Chinese Language and Culture Examination. Students will be expected to express themselves in Chinese throughout the class; to read and write extensively; to become proficient in the four major skills of the language; and to understand conversations, lectures, oral presentations, newspapers, letters, instructions, and cultural stories. Students should be able to turn the skills and knowledge they acquired in the classroom into a functional experience in the real world.

FRENCH I
(academic; year; prerequisite – none, course #4071)

This French I course provides an introduction to the French language, the cultures of France, and to the French-speaking countries. It is intended to develop limited facility in each of the major communication skills: listening, speaking, reading, and writing. It covers basic daily vocabulary and simple grammatical concepts including present, past, and future tenses. Students learn how to communicate about self, family, and daily life, as well as basic survival needs. Major emphasis is placed upon the development of the ability to speak fluently with accurate pronunciation and intonation. Students foster an appreciation of the French culture while exploring connections and cultural aspects of the French-speaking world with their own culture.

FRENCH II
(academic; year; prerequisite – French I with a "C" or better, course #4085)

This course is a continuation of French I with an additional emphasis on cultural study and reading comprehension through the reading of short stories. Students continue to develop listening, speaking, reading, and writing skills necessary to communicate about abstract concepts such as feelings and emotions. This course integrates more idiomatic and thematic vocabulary, introduces complex grammatical structures, and reinforces proper uses of tenses including imperfect, conditional, and subjunctive. Oral and written expression is also emphasized.

FRENCH III
(academic; year; prerequisite – French II with a "C" or better, course #4099)

The French III course introduces more extensive in-class discussion and compositional writing in order to develop proficiency in practical situations and to deepen students' appreciation of Francophone culture and history through television news, documentaries, films, paintings, and short literary texts. Students are provided opportunities to use French appropriately in a range of settings and situations and for a variety of purposes. This course also includes a complete and thorough review of grammar.

FRENCH IV
(academic; year; prerequisite – French III with a "C" or better, course #4113)

The French IV course is organized around the study of French and Francophone literary texts and films. This course is designed to improve students' motivation, language fluency, and cultural competency by immersing them in a wide range of authentic contexts. Students are introduced to major works of literature in their historical context from the Middle Ages to the present. Students also complete a full and thorough review of French grammar.

AP FRENCH LANGUAGE AND CULTURE
(academic; year; prerequisite – French IV with a "B" or better, course #7412)

This course is designed to deepen students' awareness of and participation in the language and culture of the Francophone world. To promote fluency and accuracy in language use, this course is taught entirely in the French language. Students are expected to express themselves fluently in written and spoken French throughout the class; to read and write extensively; to understand authentic French conversations, oral presentations, newspapers, letters, instructions, songs, films, and novels. This course prepares students to demonstrate their level of French proficiency across the three communicative modes of interpersonal, interpretive, and presentational, and the six general themes of global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics. While preparing students for the Advanced Placement French Language and Culture Examination, this course also helps students apply the skills and knowledge they have acquired in the classroom to functional experiences in the real world.

GERMAN I
(academic; year; prerequisite – none, course #4867)

This German I course focuses on basic grammar, pronunciation, and vocabulary of the German language including the study of culture and current events, and the development of listening, speaking, reading, and writing skills. The primary goal of this course is to help students develop linguistic proficiency and cultural sensitivity. By linking language and culture, this course seeks to broaden students' communication skills while at the same time deepening their appreciation of the German culture. This course incorporates a variety of language learning activities including visuals, charts, television and videos, role-play, collaborative learning projects and assignments, oral presentations, music, and games.

GERMAN II
(academic; year; prerequisite – German I with a "C" or better, course #2772)

The German II course provides a continuation of the German language skills developed in German I and is designed to reinforce the basics of the language while simultaneously introducing students to more complex grammar structures. To further emphasize proficiency and increased competency in the German language, students will be required to participate in weekly class discussions regarding German current events in the German language, complete an end of the year research project on a specific German speaking country and orally present their findings to the rest of the class, read two German level II chapter books and produce a one-page book report on each, and translate several complex texts from English into German and vice versa. New topics covered in this course include Einkaufen, Freizeit und Arbeit, Gemeinde und Nachbarschaft, and Reisen/Urlaub to name a few. Students will also explore the cultural differences of various German-speaking countries.

GERMAN III
(academic; year; prerequisite – German II with a "C" or better, course #2773)

The German III course includes a comprehensive review of the German language and an in depth study of the German culture in both German and English. This course strongly emphasizes continued practice and development of German writing, speaking, listening, and reading skills. Students will be expected to correctly use the principles of German syntax, communicate at a sophisticated level using more advanced vocabulary, translate several complex texts from English into German and vice versa, read and analyze selected classical and contemporary German literature and German legends and fairytales, and prepare written discourse in German, including journaling, script writing, book reports, and essays. This course also covers the following culture and language topics: home and family life; professions and work; fashion; youth culture; food and drink; the European Union; immigration; stereotypes and prejudice; and travel and leisure time.

AP GERMAN LANGUAGE AND CULTURE
(academic; year; prerequisite – German III with a "B" or better, course #4500)

AP German students cultivate their understanding of the German language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

ITALIAN I
(academic; year; prerequisite – none, course #3181)

This Italian I course uses the communicative approach to stress the fundamentals of pronunciation, grammar, practical vocabulary, useful phrases, and the ability to understand, speak, read and write basic Italian. Using fundamental sentence structures in the present and past tenses, students' practice speaking and holding simple conversations both in class and when writing compositions. This course also covers the geography, customs, culture, and literature of Italy. By the end of Italian I, students will be able to speak on a variety of cultural and personal topics in the present tense like greetings, leisure activities, school, the environment, and family. Students will also be able to tell time, talk about the weather, relate basic geographical information about Italy, and write 8-10 sentence paragraphs on a number of topics.

ITALIAN II
(academic; year; prerequisite – Italian I with a "C" or better, course #6220)

The Italian II course is a continuation of Italian I and completes the study of elementary grammar. Students will develop their skills in oral and written communication while pursuing a more in-depth knowledge of Italian language and culture, through units on travel, money, fashion, cooking, and television and film. Further study of Italian history and culture are also incorporated into this second year Italian course through newspaper and magazine clippings, TV and film guides, and train schedules. This course includes the reading of simplified texts with an emphasis on oral expression. Students will be expected to create and present projects based upon their own interests, including show and tells, a how-to demonstration, and a detailed research project resulting in a page-long composition in the Italian language.

ITALIAN III
(academic; year; prerequisite – Italian II with a "C" or better, course #6221)

This Italian III course builds upon the foundation developed in Italian I and Italian II. Students will develop an advanced proficiency in oral and written communication, and a more specialized knowledge of the Italian culture through units on buying and renting a home, professional life, sports, art and theater, and immigration. Italian geography, monuments, art, literature, and music will also be instructed upon. Students will be expected to work in small groups on a variety of exercises based upon grammar or cultural topics. By the end of the Italian III course, students will be able to speak on a variety of cultural and personal topics in the present, future, imperfect, past and present conditional moods, and the present subjunctive.

ITALIAN IV
(academic; year; prerequisite – Italian III with a "C" or better, course #3182)

This fourth year Italian course reviews and refines the grammatical concepts covered in the previous levels and further explores other moods and tenses such as the compound tenses, the imperative mood, and indirect discourse. Culture, literature, vocabulary enhancement, and conversation are all core elements of the course curriculum. This course increases students' awareness of the Italian culture, history, literature, geography, and customs, including socio-political practices and cultural artifacts through a variety of reading and writing assignments, as

well as through oral presentations and in-class discussions. To promote fluency and accuracy in language use, this course is taught entirely in the Italian language and students are expected to express themselves fluently in written and spoken Italian throughout the class.

AP ITALIAN LANGUAGE AND CULTURE
(academic; year; prerequisite – Italian IV with a "B" or better, course #6219)

This Advanced Placement course provides students with the materials and knowledge necessary to fulfill the curriculum goals of the AP Italian Language and Culture course and prepares students to demonstrate their level of Italian proficiency in the three communicative modes (interpersonal, interpretive and presentational), and the five Standards for Foreign Language Learning in the 21st Century (communication, cultures, connections, comparisons and communities). To promote constant development of students' listening and speaking skills, this course is conducted entirely in the Italian language. Students are expected to express themselves clearly, communicate effectively, speak accurately, and use the formal and informal registers of spoken Italian during class discussions, debates, etc. To further enhance reading comprehension, students will be expected to read one to two passages in Italian per week and then answer five specific questions pertaining to the content read. Students will be expected to complete a number of writing assignments in Italian on either a cultural topic, a topic of their own choice and/or a current event in Italy. Assignments are to be written with clarity and accuracy and demonstrate an introductory knowledge of aspects of Italian geography, contemporary life in Italy, the arts and sciences, social customs and traditions, and contributions of Italians and Italian Americans to the world. AP scoring guidelines will be used to assess students' work. Students will also watch two films per semester, without subtitles and complete an activity packet about the film that includes 20 response questions, vocabulary activities, and event sequencing.

JAPANESE I
(academic; year; prerequisite – none, course #0127)

This course introduces students to Japanese sentence structure, basic vocabulary, and the two Japanese phonetic scripts of Hiragana and Katakana, along with a selected number of Kanji. Students will learn how to ask and answer basic questions and write about simple actions in the present, future, and past tenses. This course also introduces students to the important elements of Japanese culture as well as many customs of the Japanese people.

JAPANESE II
(academic; year; prerequisite – Japanese I with a "C" or better, course #0463)

This year-long Japanese II course stresses more advanced vocabulary, reading, composition, grammatical complexities and sentence structures, and includes intense oral practice. Students will further develop their oral and aural skills along with their reading comprehension skills by reading and analyzing multiple texts on various topics. Students will be expected to use both the formal and informal styles of speech when participating in and contributing to the daily class discussions and conversations. Writing assignments and short compositions will be assigned to further develop students' language proficiency. Japanese customs and cultural insights are also expanded on in this course.

JAPANESE III
(academic; year; prerequisite – Japanese II with a "C" or better, course #0464)

Focusing on the four communication skills (listening, speaking, reading and writing), this course builds up a strong foundation for the Intermediate student, to achieve a practical command of the language for managing everyday social interactions and routine tasks. This course also familiarizes students of different registers (spoken vs. written) and writing styles ("desu/masu" vs. essay). Students will read materials that include semi-authentic articles on specific topics and their writing

assignments will focus on the Japanese styles as well as multiple paragraph organization. Traditional and current aspects of the Japanese culture are explored throughout this course and studied in the assigned readings.

AP JAPANESE LANGUAGE AND CULTURE
(academic; year; prerequisite – Japanese IV with a "B" or better, course #4501)

This AP Japanese Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Japanese 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 Japanese. The course engages students in an exploration of culture in both contemporary and historical contexts. It also develops students' awareness and appreciation of social, political, and educational issues (e.g., the role of religion in society, traditional versus modern gender roles), as well as more traditional topics (e.g., arts, customs, festivals, geography, and history). Throughout the course, students develop interpersonal skills that enable them to request and confirm the receipt of information, ask for and provide directions, and issue and respond to invitations. They also develop more cognitively challenging functional language skills, including the ability to compare phenomena, express opinions and preferences, and discuss life experiences. Additionally, students develop a command of a significant number of the most prevalent kanji characters used in Japanese writing.

LATIN I
(academic; year; prerequisite – none, course #4440)

The aim of this course is to provide students with the foundational knowledge of Latin sentence structure, vocabulary, grammar, syntax, as well as to establish and hone their reading competency and fluency through reading, composition, and both verbal and written exercises. This course covers the first five declensions; third declension adjectives, comparatives and superlatives; all cases including the locative; all four verb conjugations in the present tense, active, and passive voice; participles; accusative and infinitive constructions; demonstrative adjectives and pronouns; and indirect speech. Roman history, culture, and the legacy of Rome and the Latin language in Western culture are also studied throughout this course.

LATIN II
(academic; year; prerequisite – Latin I with a "C" or better, course #4441)

This course begins with a review of the grammar previously studied and continues with and completes the introduction to Latin grammar that was started in Latin I. Increasingly difficult reading are introduced, leading up to the translation of fully authentic and unadapted texts by the end of this course. Cultural and historical material is routinely integrated in to the class to provide students with a heightened sense of context for their linguistic studies.

LATIN III
(academic; year; prerequisite – Latin II with a "C" or better, course #4442)

This Latin III course reviews and refines the grammatical concepts covered in the previous levels before proceeding to the reading of a series of fully authentic and unadapted Latin texts. The Roman authors of these texts include Eutropius, Cicero, Catullus, Caesar, Pliny, Vergil, Horace, and Ovid. Students examine Julius Caesar's Commentaries on the Gallic War, and then apply their grammar knowledge to serious Latin written by a skilled historian, telling an engaging story. Following this, students read writings by the famous orator and statesman, Cicero; a court case wherein he defends Sextus Roscius, who is accused of murder; a series of political speeches against

the intrigues of Catiline; and lastly, one of his philosophical treaties. Students will also enjoy several letters written by Pliny the Younger, and in particular, his eyewitness account of the eruption of Vesuvius. Students will be expected to translate the works of the Latin authors, learn about the uses of Latin in common speech today, as well as understand and appreciate the history and culture of 1st Century Rome.

PORTUGUESE I

(academic; year; prerequisite – none, course #5980)

This first year Portuguese course is an introductory course, which balances basic communication, language structure, and cultural studies. The course focuses on developing conceptual grammar skills, and listening, speaking, reading, and writing fundamentals through varied practicum focused on accuracy. Students will prepare several formal and informal oral presentations, sing Portuguese songs, participate in small group and class conversations, and investigate a famous athlete from a Lusophone country and prepare a multimedia presentation to be delivered to the class. This course also provides students with the tools required to understand cultural differences and the basics of intercultural communication with a focus on Portuguese culture.

PORTUGUESE II

(academic; year; prerequisite – Portuguese I with a "C" or better, course #6035)

The Portuguese II course is an expansion of the Portuguese I course designed to further develop students Portuguese language proficiency through listening, speaking, reading, and writing activities while increasing their vocabulary and applied grammar skills, and enhancing cultural understanding and appreciation for the Lusophone community. This course enhances student communication skills by engaging in conversations and exchanging opinions, writing sentences in various tenses, composing basic five-phrase paragraphs, and demonstrating cultural connections by creating research projects and presenting multimedia oral presentations.

RUSSIAN I

(academic; year; prerequisite – none, course #1875)

The Russian I course is an introductory course, which balances basic communication, Russian language structure, and cultural studies. The course focuses on developing conceptual grammar skills, and listening, speaking, reading, and writing fundamentals through varied practicum focused on accuracy. The course also expands student cultural knowledge through stories, videos, media and online collaborative activities.

RUSSIAN II

(academic; year; prerequisite – Russian I with a "C" or better, course #1876)

This Russian II course expands upon Russian I and strengthens the language fundamentals of grammar, writing and reading, and speaking and listening skills that students had previously been taught in Russian I while introducing them to more advanced phonetic capabilities, vocabulary, and cultural knowledge for a continued progression of in-depth language study. The Russian II course develops the students ability to write short, guided compositions using the present tense within all six cases, and focuses on critical reading and comprehension skills, while providing continued listening, speaking, and grammar practice and instruction to help fortify the students ability to communicate at a formative level of the language.

RUSSIAN III

(academic; year; prerequisite – Russian II with a "C" or better, course #1877)

Russian III aims to develop all four skills of speaking, listening, reading, and writing in a progression from the intermediate level of language proficiency to the advanced level. The course

goals include, the enhancement of students cultural knowledge, their engagement in conversation to communicate information of autobiographical, communal, national, and international interests, their understanding of main ideas and supporting details of authentic narratives, their acquisition of new information from comprehensive, authentic texts, and their use of a variety of cohesive devices in several paragraphs to exhibit control of frequently used syntactic structures and a range of general vocabulary. This course introduces students to topics familiar to them from the first two years of language study, but both vocabulary and grammatical tasks are at a higher level of difficulty with an emphasis on verbal conjugation and case government, and a familiarization with complex syntactical constructions in the interpersonal, interpretive, and presentational modes.

RUSSIAN IV

(academic; year; prerequisite – Russian III with a "C" or better, course #1878)

The Russian IV course continues to develop all four-language skills of speaking, listening, reading, and writing in a progression to the advanced level. Course goals are to enhance cultural knowledge, to engage in conversation in order to give and understand advice and suggestions, conduct transactions and negotiations, analyze, critique, and substantiate elaborate opinions, to understand main ideas and supporting details of realistic narratives, to acquire new information from comprehensive and authentic texts, and to use a variety of cohesive devices in several paragraphs to discuss, compare and contrast, support an opinion, and persuade. Russian IV introduces academic topics typically unfamiliar to students after the first few years of language study to enhance extended language skills and challenge improvised responses to unpredictable situations, interpret authentic sources, and develop cultural perspective.

SPANISH I

(academic; year; prerequisite – none, course #4352)

This Spanish I course presents an introduction to the Spanish language and develops the four essential skills of language learning: speaking, listening comprehension, reading, and writing. Students are also exposed to historical and cultural topics from Latin America, Spain, and Latino culture in the United States. Vocabulary covered within this course include greetings, personal descriptions, time and weather, leisure activities, articles of clothing, colors, school-related terms, sports, shopping, parts of the body, and foods. This course also presents the parts of speech, gender and article usage, noun-adjective agreement, the present tense, question formation, interrogative words, the preterite tense (simple past), familiar affirmative and negative commands, demonstrative adjectives and pronouns, direct and indirect object pronouns, comparisons, expressions of equality, and reflexive verbs. Students will complete several language learning activities and projects including, video productions, print publications, and oral presentations.

SPANISH II

(academic; year; prerequisite – Spanish I with a "C" or better, course #4365)

This second year Spanish course begins with a review of the fundamental structures taught in Spanish I and then dives into an introduction to formal and informal commands, double object pronouns, preterite-imperfect contrast, the present subjunctive in noun and adjective clauses, the future, conditional, perfect tenses, the use of por and para, and the passive voice. There is considerable emphasis on new grammatical forms in this Spanish II course. Cultural material about the Spanish-speaking world is also presented during this year-long class.

SPANISH III

(academic; year; prerequisite – Spanish II with a "C" or better, course #4379)

In this Spanish III course, students review the fundamentals of Spanish I and Spanish II and round out their initial formal study of all verb forms and core grammatical structures. Students will explore the Spanish language in the context of thematically-oriented units that feature pertinent

vocabulary and grammar. Students reinforce their understanding of the subjunctive by listening to, studying, and even signing songs originally in Spanish or by comparing a Spanish language rendition of a popular song to its original English version. By the end of this course, students will be able to share their thoughts and recommendations regarding travel, daily routines, fashion, and global issues. They will also be able to share themselves, relate to and celebrate others, and describe their world in Spanish while discovering ways to shape it.

SPANISH IV
(academic; year; prerequisite – Spanish III with a "C" or better, course #4394)

This course offers a survey of Latin American and Spanish culture, literature, history, geography, and sociology. Students are introduced to key cultural terms for critical discussion; vocabulary is expanded through conversational activities, newspaper articles and films. A complete Spanish grammar review is presented and practiced through class discussion and class projects. The class is conducted in Spanish, and it is expected that the student will use the language throughout the class. Successful completion prepares the student for the Advanced Placement Spanish Language Examination. This course does not include any papers, but rather focuses and develops writing through short-answer essay questions, script and journal writing.

AP SPANISH LANGUAGE AND CULTURE
(academic; year; prerequisite – Spanish IV with a "B" or better, course #7586)

At the core of this course are six groups of learning objectives identifying what students should know and be able to do across the three modes of communication. These objectives outline expectations for student abilities in the following areas: spoken interpersonal communication, written interpersonal communication, audio, visual, and audiovisual interpretive communication, written and print interpretive communication, spoken presentational communication, and written presentational communication. Students develop these skills as they explore the six content themes of the course: public and personal identities, families and communities, contemporary life, science and technology, global challenges, and beauty and aesthetics. Students are expected to express themselves in Spanish throughout the class, to read and write extensively, to become proficient in the four major skills of the language, to understand conversations, lectures, oral presentations, newspapers, letters, instructions, short stories and poems, and to write persuasively. They should also be able to express themselves orally by arguing a point, by convincing and by describing. Students should be able to turn the skills and knowledge they acquire in the classroom into a functional experience in the outside world.

AP SPANISH LITERATURE AND CULTURE
(academic; year; prerequisite – AP Spanish Lang with a "3" or better on AP Exam, course #7586)

This course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American and U.S. Hispanic literature. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills − with special attention to critical reading and analytical writing − and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish. The course aims to help student's progress beyond reading comprehension to read with critical, historical, socio-cultural, geopolitical and literary sensitivity while developing students' critical reading, analytical writing and research skills. To support these expanded goals, the course incorporates art and other media into the study of literature. The course is conducted entirely in Spanish. Student work will include discussion, oral presentations, research, literary analysis, essays and tests.

HISTORY AND SOCIAL SCIENCES

"The more you know about the past,
the better prepared you are for the future." – Theodore Roosevelt

The History and Social Science courses prepare students to assume responsibilities succeed throughout life and in college by integrating 21st century problem-solving and communication skills with real-life experiences and cultural-historical understanding of our global society. Our curriculum provides students with the knowledge, skills, and understanding to become better students, better leaders, and better citizens. The desire of our History and Social Science Department is to produce informed students and to develop their understanding so that they can comprehend the influences of the past and make a better tomorrow.

ANCIENT CIVILIZATIONS

(academic; year; prerequisite – none, grade – 6)

The 6th grade history curriculum is designed to foster curiosity for the ancient world through inquiry-based learning. Students will ask questions arising from political, economic, social, or moral issues in society, past or present. They will develop the ability to read, interpret, and evaluate the features of nonfiction text, in addition to maps, artifacts, artwork, architecture, primary and secondary sources, literature, and scientific discoveries. Students will explore several of the world's oldest civilizations in depth, examining their rise and decline, the beliefs and values at the heart of each culture, and the lasting impact these civilizations have had on world history. As part of their coursework students will be introduced to library skills, producing a two to three page inquiry report on a world empire of their choice.

MEDIEVAL HISTORY

(academic; year; prerequisite – none, grade – 7)

The Medieval and Early Modern Times course presents a chronological history of the world from the Roman Empire to early modern times. After reviewing the ancient world and the ways in which archaeologists and historians uncovered the past, students will study the history and geography of many great civilizations that were developing concurrently throughout the world during the medieval and early modern times. Students examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students also learn about the resulting growth of the Enlightenment philosophy and the rise of the democratic ideas.

AMERICAN HISTORY

(academic; year; prerequisite – none, grade – 8)

This course provides students with a foundational understanding of early American history from the beginnings to 1877. The coursework begins with an exploration of the religious, ethnic, and demographic diversity of colonial America and the events leading up to and through the Revolutionary War. The focus of the class will then shift to civics and the establishment of the United States of America under the constitution and its new institutions. The geographic and economic transformation of the United States, regionalism, the great crisis of the 19th century, and the Civil War, are the themes of the second semester. This course will emphasize research skills, including using technology to develop and format research notes cards, as well as the MLA format for a works-cited page and a research paper.

WORLD HISTORY

(academic; year; prerequisite – none, grade – 10, course #2709)

The World history course examines the history of Africa, the Americas, Asia, and Europe from the 19th century to the present day. Students will investigate historical continuity and change from

imperialism in the 19th century, through the world wars, revolutions, and ideological conflicts of the 20th century, to the new opportunities and challenges of the 21st century. Students will also trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues. As students develop their understanding and awareness of modern world history, they will also research contemporary problems that demand creative and thoughtful solutions. An emphasis on personal historical reading, writing, and the analysis of historical concepts and events is also an important element of this course. Skills emphasized include analytical writing, research techniques, analysis and synthesis of conflicting viewpoints, collaborative learning and problem solving.

AP WORLD HISTORY

(academic; year; prerequisite – World History with a "B" or better, course #5932)

This college level course is a macro history course which studies the major developments globally from 8,000 B.C. to the present with an emphasis on the key themes of interaction between humans and the environment, development and the interaction of cultures, state buildings, economic systems, and social systems. Special focus is placed on comparing, contrasting, and looking at change over time of civilizations in relation to social, technological, cultural, religious, and political aspects. This class is designed to provide students with the ability to think critically, globally, and provide a worldview in relation to international issues, which have and continue to affect history. This class prepares students for the AP World History exam by making global connections, developing writing skills, and analyzing primary sources.

UNITED STATES HISTORY

(academic; year; prerequisite – World History with a "C" or better, grade – 11, course #1942)

This survey course examines the major events in American history from the colonial period to the present, with an emphasis placed on 20th century American history. Special emphasis is placed on the nation's beginnings and the impact of the Enlightenment on the development of American democratic ideals, the emergence of new technology and its impact on the American experience, the expanding role of the federal government, as well as the continuing tension between the individual and the state, and the interplay of various cultures in defining modern American society. An emphasis on personal historical reading, writing, and the analysis of historical concepts and events is also an important element of this course.

AP UNITED STATES HISTORY

(academic; year; prerequisite – U.S History with a "B" or better, course #7558)

The AP United States course analyzes the political, economic and social development of the United States from colonial times to the present. Significant attention is placed on independent reading of a college text for detail and breadth of coverage. Students will gain skills in critical analysis of primary and secondary sources in order to better understand the past and make meaningful connections with the present. Essay writing is emphasized in order to develop depth of understanding and flexibility in approaching historical problems. Through analysis, students will be able to develop the skills necessary to arrive at conclusions on the basis of informed judgment and persuasively present ideas in writing.

AMERICAN GOVERNMENT

(academic; semester; prerequisite – U.S. History with a "C" or better, grade – 12, course #7559)

In this American Government course, students study the realistic as well as theoretical development, organization, relationships, and functions of government at the national, state, and local levels with emphasis on the role of the individual from decision maker to voter. Students will be expected to analyze some of the problems and conflicts that confront the nation, and outline key values and attitudes of what is unique about the United States of America.

AP U.S. GOVERNMENT AND POLITICS

(academic; year; prerequisite – U.S. History with a "B" or better, course #7564)

This course examines the constitutional background of American government, as well as the institutions, political beliefs, political parties, interest groups and civil rights issues. General concepts and specific case studies will be explored, particularly with regard to national politics. There will be frequent and extensive readings about current events drawn from many different sources. This course offers a discussion-based format and hosts various guest speakers. During the course students will be required to master key concepts as well as develop a strong political science vocabulary. One of the primary goals, aside from preparing for the AP exam, is to motivate student involvement in the United States government.

ECONOMICS

(academic; semester; prerequisite – U.S. History with a "C" or better, grade – 12, course #1788)

Economics is the study of choice. This survey course is designed to explore decision making at all levels as students explore how individuals and societies manage scarce resources in an attempt to satisfy unlimited wants. Tools from other subject areas such as graphs, statistics, and equations will help students with their understanding of operations and institutions of economic systems. Students will get a taste of microeconomics as they analyze the choices that they make as students and then consider the behavior of households and firms in markets including the labor market and the stock market. Students will also get a chance to consider the broader economy by looking at how the decisions of a society, as a whole, affect economic growth and the business cycle and then evaluate policies that can be used to improve the economy. A required research paper also affords students an opportunity to deepen their understanding by applying economic tools to the analysis of a current event. The broad coverage of economic behavior in this course will prepare students to be more knowledgeable participants in the world around them.

AP MICROECONOMICS

(academic; year; prerequisite – U.S. History with a "B" or better, grade – 12, course #6227)

AP Microeconomics is an introductory college-level course. Students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy.

AP MACROECONOMICS

(academic; year; prerequisite – U.S. History with a "B" or better, grade – 12, course #0026)

This introductory college-level AP Macroeconomics course begins with basic concepts of scarcity, opportunity costs, and trade-offs. The course delves into basic supply and demand and measuring economic performance. National income and price determination will be studies next followed by the financial sector, inflation, unemployment, and stabilization policies. Lastly, the course will conclude with economic growth and productivity as well as international trade. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

PSYCHOLOGY

(academic; semester; prerequisite – none, grades – 9-12, course #5931)

This course explores the behavior of living things, and focuses on the individual behavior of man. Students are introduced to the major theories and scientific knowledge that attempt to explain

human behavior. Human development, methods of psychological study, the formation of attitudes, sensation and perception, motivation and emotion, principles of learning, the functioning of the brain, intelligence, theories of personality, influences on behavior and abnormal behavior, mental health and illness, and individual behavior in the family group and other relationships are all examined.

AP PSYCHOLOGY

(academic; year; prerequisite – Psychology with a "B" or better, grades – 10-12, course #7133)

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes through inquiry-based investigations. Students will explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. A variety of activities, demonstrations, and projects will be incorporated into this course to meet the goal of instructing scientific and empirical approaches.

SOCIOLOGY

(academic; year; prerequisite – none, grades – 9-12, course #1645)

Sociology is the scientific study of human society and social behavior. Students will learn the basic units and institutions of social life and social relationships, which humans develop in their interactions with one another. The course focuses on how individuals relate to each other, to other groups, and between our group and other groups. Since sociologists concentrate their attention on social interaction – the ways in which people relate to one another and influence each other's behavior – the class will focus on studying the group rather than on the individual.

WORLD GEOGRAPHY

(academic; year; prerequisite – none, grades – 9-12, course #3586)

This geography course takes a global perspective allowing students to find answers to questions about the world. Students will explore the processes that shape the earth, the relationships between people and the environment, and the links between people and places. Students will gain knowledge about the physical and human geography of the world, enhance their understanding of the connections between world regions and cultures, and develop basic map skills and critical thinking skills.

AP EUROPEAN HISTORY

(academic; year; prerequisite – none, grades – 10-12, course #7545)

The AP European History course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; and individual and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

HISTORY OF MEXICO

(academic; semester; prerequisite – MS Medieval & US History, grades – 9-12, course #8076)

This course provides a general survey of Mexican History starting with Pre-Columbian times, independence, revolution, to the present. The course of study includes the political, social,

economic, and cultural history of the Mexican people while also covering many local and regional experiences. With the goal of the class to achieve a better understanding of the politics, economy, and society of the Mexican experience.

MATHEMATICS

"Numbers are the highest degree of knowledge.
It is knowledge itself." – Plato

The Mathematics program prepares students for success in college level math and science. The Math Department believes that instilling an appreciation for the richness and power of mathematics helps students to enthusiastically undertake the process of comprehension, analysis and critical thinking necessary for the successful application of concepts to real-world problems. Math Department faculty members help each student strive to reach their full potential by encouraging perseverance, resourcefulness, and creative thinking. The desire of our Mathematics Department is to inspire and enable students to recognize that mathematics permeates the world around us, appreciate the usefulness, power and beauty of mathematics, enjoy mathematics, and develop patience and persistence when solving problems. The development of analysis, logic and reasoning skills prepares students to create models, interpret data, and be critical of information in any academic, personal or professional situation. The use of independent and cooperative class frameworks ensures growth in both individual confidence and teamwork skills.

MATH 6

(academic; year; prerequisite – none, grade – 6)

Math 6 covers a lot of new material, while building upon previous skills and concepts. A big part of the year involves numbers and operations. Students will be working with fractions, decimals and percentages. An introduction to algebraic expressions is also incorporated into the course. A great deal of time will be spent using measurements to find the perimeter, area, volume and surface areas. Throughout the course students will be learning more about problem solving, using the tools and language of mathematics and thinking mathematically. This course consolidates students' understanding of arithmetic and paves the way for the study of Pre-Algebra.

PRE-ALGEBRA

(academic; year; prerequisite – Math 6 with a "C" or better, course #2120)

This is a general math course in which students will learn to calculate metric conversions; solve mean, median, and mode word problems; utilize the addition, subtraction, multiplication, and division rules for equations; use powers and roots of fractions; solve two-step equations; solve word problems involving percent and compute area, perimeter and circumference; determine probabilities; and write algebraic equations. This course prepares students for the study of Algebra.

ALGEBRA IA

(academic; year; prerequisite – Pre-Algebra with a "C" or better, course #7530)

Algebra IA is the first half of the two-year Algebra I class. The course covers in one year the material covered in one semester of Algebra I and thus moves at a more relaxed pace. The intent of this course is to takes a more attentive approach to the start of the integrated sequence.

ALGEBRA IB

(academic; year; prerequisite – Pre-Algebra with a "C" or better, course #7531)

Algebra IB is the second half of the two-year Algebra I class. The course covers in one year the material covered in one semester of Algebra I and thus moves at a more relaxed pace. The intent of the course is to apply the skills developed in Algebra IA to solve systems of equations, evaluate and graph exponential and quadratic functions, simplify polynomials, and to introduce trigonometry. Math language and vocabulary, problem solving techniques, computation with algebraic expressions, and the solution of both linear and quadratic equations are a major component of this course.

ALGEBRA I

(academic; year; prerequisite – Pre-Algebra with a "C" or better, course #7532)

This Algebra I course is a college preparatory class in which students focus on the following basic tasks: defining rational and irrational numbers; solving problems involving inequalities, roots, and powers; solving equations including multiple steps, fractions, and decimals; calculating the perimeter and area of geometric shapes; factoring by grouping, completing the square, and the quadratic formula; understanding functions and their graphs; and utilizing line and slope intercept. Students are expected to read through problems carefully and build math skills from the need to solve problems in a context, rather than from drill and practice for its own sake.

GEOMETRY

(academic; year; prerequisite – Algebra I with a "C" or better, course #7534)

In this Geometry course students will learn basic geometric vocabulary such as points, lines, planes, angles, parallel lines and planes. Students will also develop in-depth skills and vocabulary relating to deductive reasoning, congruency of triangles and quadrilaterals. This course covers inequalities in geometry, similar polygons, right triangle geometry and circles. Students will work extensively on finding areas of plane figures, surface area and volumes of solids. The course finishes with coordinate geometry and transformations.

HONORS GEOMETRY

(academic; year; prerequisite – Algebra I with a "B" or better, course #7535)

In this accelerated Geometry course, students cover the same topics as geometry, but with a greater emphasis on formal proof writing, transformational geometry, trigonometry, and coordinate geometry.

ALGEBRA IIA

(academic; year; prerequisite – Geometry with a "C" or better, course #7536)

Algebra IIA is the equivalent of the first semester of Algebra II and is taught over the length of an entire school year instead of a single semester. The course refines math skills from Algebra I and Geometry and provides a college-prep level understanding of Algebra II at a slower pace to provide extended time and additional practice, and to encourage a greater depth of knowledge and strong foundation of academic skills for students with established and documented learning challenges. Algebra IIA focuses on mathematics concerned with the study of structure, relationships, and quantity by providing practice of reading mathematical problems actively and critically, writing effective solutions to problems and projects, presenting solutions to problems effectively by employing multiple critical and creative thinking strategies in reasoning and problem solving, and demonstrating a knowledge and appreciation of how mathematics can be used outside of the classroom.

ALGEBRA IIB

(academic; year; prerequisite – Geometry with a "C" or better, course #7538)

Algebra IIB is the equivalent of the second semester of Algebra II and is taught over the length of an entire school year instead of a single semester. The course refines math skills from Algebra I and Geometry and provides a college-prep level understanding of Algebra II at a slower pace to provide extended time and additional practice, and to encourage a greater depth of knowledge and strong foundation of academic skills for students with established and documented learning challenges. Algebra IIB focuses on rational expressions and functions, quadratic relations and conic sections, counting methods and probability, data, analysis, statistics, sequences, and series, as well as trigonometric ratios, functions, graphs, identities, and equations.

ALGEBRA II
(academic; year; prerequisite – Geometry with a "C" or better, course #7537)

This Algebra II course integrates and expands the mathematical content and concepts of Algebra I and Geometry. Students will practice describing linear relations and functions; utilizing systems of equations and inequalities; defining and calculating polynomials and imaginary numbers; factoring by completing the square, grouping, and the quadratic equation; defining and utilizing exponential and logarithmic functions; defining and calculating fundamental counting principles, permutations, and advanced probabilities; understanding and utilizing parabolas; and reviewing previously taught geometry concepts.

HONORS ALGEBRA II/TRIGONOMETRY
(academic; year; prerequisite – Geometry with a "B" or better, course #2044)

This Honors Algebra II/Trigonometry course refines mathematics skills from Algebra I and Geometry and provides a college-prep level understanding of Algebra II at a faster pace to include two chapters of Trigonometry concepts. Algebra II Honors focuses on mathematics concerned with the study of structure, relationships, and quantity by providing practice of reading mathematical problems actively and critically, writing effective solutions to problems and projects, presenting solutions to problems effectively by employing multiple critical and creative thinking strategies in reasoning and problem solving, and demonstrating a knowledge and appreciation of how mathematics can be used outside of the classroom. This course will also include elements of the periodic function, identities, and equations of Trigonometry to be solved and verified.

PRE-CALCULUS
(academic; year; prerequisite – Algebra II with a "C" or better, course #2399)

This Pre-Calculus course is a combination of trigonometry, linear algebra, and mathematical analysis that integrates many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthen their conceptual understanding of problems and the mathematical reasoning involved in solving problems. Students will be solving trigonometric equations; calculating phase shifts in sinosoids; using single-variable analysis; calculating antilogarithms; utilizing matrices and determinates; calculating percentiles and the Z score/Ellipses; understanding conic/convergent geometric series; and utilizing Descartes Rules of Signs/Upper and Lower Bound Theorem.

HONORS PRE-CALCULUS
(academic; year; prerequisite – Algebra II with a "B" or better, course #2129)

This Honors Pre-Calculus course covers the same topics as Pre-Calculus, but in greater depth and at a faster pace. Integration of ideas is stressed, and students are given the chance to expand their abstract and spatial skills while working in two-and-three dimensions. Logarithmic and trigonometric functions are practiced, as are proofs and graphing techniques. Limit theory, polar graphing, and vectors are also introduced in this Honors course.

AP PRE-CALCULUS
(academic; year; prerequisite – Algebra II with a "B" or better, course #2130)

In AP Pre-Calculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Pre-Calculus prepares students for their other college-level mathematics and science courses. The framework delineates content and skills common to college Pre-Calculus

courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

CALCULUS

(academic; year; prerequisite – Pre-Calculus with a "C" or better, course #6809)

This first year Calculus course explores many concepts including defining real and complex numbers; solving problems involving algebraic manipulations of complex expressions; solving trigonometry problems using definitions and identities; describing the equations and/or the graphs of various types of functions; applying geometric concepts to problem solving; and solving problems using differential calculus and integral calculus. Students will work directly with calculus and will gain an understanding of how calculus can be used to analyze situations and relationships.

AP CALCULUS AB

(academic; year; prerequisite – Calculus with a "B" or better, course #0731)

AP Calculus AB is a rigorous college-level calculus course. Students will cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. This course prepares students for the AB version of the Advanced Placement Calculus examination.

AP CALCULUS BC

(academic; year; prerequisite – Calculus AB with a "3" or better on AP Exam, course #0732)

AP Calculus BC is a rigorous college-level calculus course. The course explores various matrix methods of solving systems of equations in addition to covering matrix algebra, determinants, vector geometry, vector spaces, eigenvalues, and linear transformations. Students will examine proofs of theorems and apply the theorems in solving problems as well as in creating their own proofs. Proof technique is emphasized in this course. Students are also introduced to computer programming in C++. This course prepares students for the BC version of the Advanced Placement Calculus examination.

STATISTICS

(academic; year; prerequisite – Algebra II with a "C" or better, course #7366)

Statistics is designed for students who have completed a minimum of Algebra II and wish to continue their mathematics education but do not want to take Pre-Calculus. Producing data, organizing data, probability, and statistical interference are the 4 major topics covered in this Statistics course throughout the school year. Successful completion of this course prepares students for college-level statistics.

AP STATISTICS

(academic; year; prerequisite – Statistics with a "B" or better, course #7367)

This AP Statistics course is a rigorous college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. This course prepares students for the Advanced Placement Statistics examination.

BUSINESS/PRACTICAL MATH

(academic; year; prerequisite – none, course #4608)

This is a general year-long, non-remedial course designed to help students apply basic math computations to real life situations. It is not open to students who have successfully completed either semester of algebra I. Basic math concepts are reinforced and applied to consumer-related events.

INTEGRATED MATH 1

(academic; year; prerequisite – none, course #2028)

This Integrated Math 1 course is the first of a three-year integrated math sequence. Students will extend their understanding of numerical manipulation to algebraic manipulation; synthesize understanding of function; deepen and extend understanding of linear, exponential, and quadratic relationships and systems of linear equations; explore arithmetic and geometric sequences; apply linear models to data that exhibit a linear trend; establish criteria for congruence based on rigid motions; and apply the Pythagorean Theorem to the coordinate plane. Students will be exposed to rich instruction that develops their conceptual understanding, procedural skill, problem-solving skills, critical thinking abilities, and strengthen situational analysis abilities.

HONORS INTEGRATED MATH 1

(academic; year; prerequisite – Pre-Algebra with a "B" or better, course #2031)

Integrated Math 1 Honors is a challenging course designed for students who excel in math. Students in this course easily grasp higher-level concepts and embrace a rigorous curriculum. Integrated Math 1 Honors is the first course of an accelerated three-year integrated math sequence that also includes Pre-Calculus. Students will explore in greater depth and rigor the standards of Integrated Math 1 as well as additional Integrated Math 2 and Pre-Calculus topics. Students will represent and model with vectors and perform operations on vectors; perform operations on 2x2 and 3x3 matrices, matrix arithmetic, finding inverse matrices, and use matrices in applications. Students will also begin working with quadratic functions, quadratic equations and rational exponents.

INTEGRATED MATH 2

(academic; year; prerequisite – Integrated Math 1 with a "C" or better, course #2029)

The Integrated Math 2 course is the second course of a three-year integrated math sequence. In this course students will analyze properties, features, and structures (roots, solutions of systems, intervals of increasing/decreasing, etc.) of quadratic functions, absolute value functions, piece-wise functions, and circles. Multiple representations will be used to connect numerical, algebraic, and graphical scenarios to real-life situations. Students will formalize geometric theorems, create, and prove conjectures about two-dimensional geometric shapes (including triangles, quadrilaterals, and circles). Students will also begin trigonometry by exploring similarity in right triangles. Students will learn how to calculate probability for independent, dependent, and conditional events through multiple representations (two-way tables, tree diagrams, Venn diagrams), experimental and theoretical models.

HONORS INTEGRATED MATH 2

(academic; year; prerequisite – Integrated Math 2 with a "B" or better, course #2032)

Integrated Math 2 Honors is the second course of an accelerated three-year integrated math sequence that also includes Honors Pre-Calculus. This Honors course will explore in greater depth and rigor the standards of Integrated Math 2 as well as additional Honors Pre-Calculus topics. Students will learn about inverse functions, logarithmic functions, conic sections, complex numbers, and vectors. Students will also extend their knowledge of trigonometry to the unit circle.

INTEGRATED MATH 3

(academic; year; prerequisite – Integrated Math 2 with a "C" or better, course #2030)

Integrated Math 3 is the third course of a three-year integrated math sequence. In this course students will analyze properties, features, and structures (roots, solutions of systems, intervals of increasing/decreasing, asymptotic behavior, composition, etc.) of inverse functions, logarithmic functions, polynomial functions, rational functions, and trigonometric functions. This Integrated Math 3 course extends trigonometry to the unit circle and non-right triangles. Students will have to prove relationships between trigonometric functions. Connections between algebra, geometry, and trigonometry will be built through investigations with volume and area. Students will use statistical methods and the standard normal curve to make inferences and draw conclusions.

HONORS INTEGRATED MATH 3

(academic; year; prerequisite – Integrated Math 2 with a "B" or better, course #2033)

This Integrated Math 3 Honors class is a rigorous course designed for students who excel in math. Students in this course easily grasp higher-level concepts and embrace challenging curriculum. Integrated Math 3 Honors is the third course of an accelerated three-year integrated math sequence that also includes Honors Pre-Calculus. Integrated Math 3 Honors will explore in greater depth and rigor the standards of Integrated Math 3 as well as additional Honors Pre-Calculus topics. Students will deepen their understanding and application of trigonometry and prove relationships between trigonometric functions. Students will also explore parametric functions, polar functions and limits of functions.

SCIENCE

"There really is no such thing as a 'failed experiment.'
Any test that yields valid data is a valid test." – Adam Savage

The Science program at Cal Coast Academy aims to develop in each student an understanding and appreciation of the synergy among the scientific disciplines. Through lab work, classroom demonstrations, hands-on projects and classwork, each student relates the principles of science to the world at large. Using a fundamental understanding of the scientific method, course work builds from the sixth grade on, integrating technology, math, communication skills, and specific scientific disciplines. Lab work and projects help students develop their teamwork skills and personal integrity while enhancing their understanding of the importance that collaborative work plays a big role in science careers such as engineering, medicine, or research.

EARTH SCIENCE

(academic – year; prerequisite – none, grade – 6)

This Earth Science course teaches students all about the components that make up our planet. In addition to learning about the Earth's history, atmosphere, and resources, students will also be exploring weather and climate, the solar system, earthquakes, and volcanoes. The goal of this course is to increase students' science literacy by challenging them to imagine, explore, question, and navigate the increasingly complex and changing world around them with intelligence, appreciation, and wonder.

LIFE SCIENCE

(academic – year; prerequisite – none, grade – 7)

In this course students will master life science concepts by studying cells, living systems, genetics, evolution, and the structures and functions of the human body. Student will also be investigating scientific ideas during labs and researching scientific information using a variety of sources. Since life science is the study of all living things, students will be learning about all fields of science that involve the study of living organisms, like plants, animals, and human beings. This course emphasizes students' acquisition of learning skills and laboratory techniques while covering important fundamental life science principles.

PHYSICAL SCIENCE

(academic – year; prerequisite – none, grade – 8)

This Physical Science course presents students with the fundamentals of physics and chemistry. Students will explore the amazing universe in which we live, including motion, energy (light, thermal, electricity, and magnetism), the nature of matter and atoms, how chemicals mix and react, and the forces that hold the universe together such as gravitational, motion, acceleration, and mass. Students will also study the structure of atoms, elements and the Periodic Table, and chemical reactions. Instead of lectures on concepts and facts, this science course offers a hands-on science experience through inquiry-based lab activities. During instruction, students are expected to use problem solving and critical thinking to address current issues. Through the lens of exploring physical science, students will gain a deeper understanding of the natural world around them.

EARTH & SPACE SCIENCE

(academic – year; prerequisite – none, course #2180)

Earth and Space Science is the study of the processes that shape the Earth and explain the universe. This course will explore the four main branches of Earth Science, which includes the following: geology, oceanography, meteorology, and astronomy. In this physical science course, students will learn in detail about the Earth's interior and the theory of plate tectonics. Students will learn about Earth's systems and their interactions. Students will also explore the current theories that describe

the formation of Earth, our Solar System, and the universe. Lastly, students will learn about the relationship between Earth Science and technology.

ROBOTICS 1

(academic – year; prerequisite – none, course #5980)

This course offers students the opportunity to learn and apply mathematical, scientific and computer programming skills through robot design and construction. Students will learn and be able to illustrate different technical skills by building and programming small-scale prototypes using the Tetrix robotics equipment. Students will be expected to work in teams on these different prototypes and then present their work, as a team, from concept to final product.

ROBOTICS 2

(academic – semester; prerequisite – Robotics 1 with a "C" or better, course #5981)

This course expands on the concepts and skills developed in the Robotics 1 course.

BIOLOGY

(academic – year; prerequisite – none, course #7551)

This Biology course covers the common characteristics that tie all living things together and the distinct features that enable a diverse array of living things to flourish. Students will develop basic laboratory skills, including using the microscope and dissecting animal specimens, while they explore and master information in the following categories: cell biology, genetics, structure and function of living systems, ecology evolution, and investigation and experimentation. Students engage in laboratory investigations, experimentation, note-taking and project-based learning and research.

MARINE BIOLOGY

(academic – year; prerequisite – Biology with a "C" or better, course #3361)

This course provides the basic introduction to the patterns and processes found in marine systems and the relationships between living things and their marine environment. Designed for students who have already taken Biology, this course will reinforce key biological principles and address the specific applications of those principles to marine systems. Topics emphasized are basic oceanography, the history of marine sciences, structure and function of marine ecosystems, identification and classification of marine organisms, anatomical and physiological adaptations of marine organisms, and a survey of the human impact on the marine environment at the local and global levels. Local resources such as tide pools and nature centers will be employed to the fullest extent possible, and modern molecular biology and other techniques will be used frequently to address the current state of ocean research.

AP BIOLOGY

(academic – year; prerequisite – Biology with a "B" or better, course #7552)

Given the speed with which scientific discoveries and research continuously expand scientific knowledge, many educators are faced with the challenge of balancing breadth of content coverage with depth of understanding. This AP Biology course embraces this challenge by deemphasizing a traditional "content coverage" model of instruction in favor of one that focuses on enduring, conceptual understandings and the content that supports them. This approach enables students to spend less time on factual recall and more time on inquiry-based learning of essential concepts, helping them develop the reasoning skills necessary to engage in the science practices used throughout their study of AP Biology. To foster this deeper level of learning, the breadth of content coverage in this AP Biology course is defined in a way that distinguishes content essential to

support the enduring understandings from the many examples or applications that can overburden the course. Illustrative examples are provided to help students achieve deeper understanding. This framework encourages student development of inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and justifying arguments using evidence.

CHEMISTRY

(academic – year; prerequisite – Algebra I with a "C" or better, course #7554)

This course will familiarize students with the underlying principles that govern the chemical reactions in our world. Through laboratory experiments, lectures and discussions, students will explore the answers to five fundamental questions regarding matter and the changes it undergoes. 1. What is matter (Structure of Matter and Atomic Theory) 2. How does matter change? (Chemical Reactions) 3. Why does matter change? (Thermodynamics) 4. How fast do reactions occur? (Kinetics) 5. How far do reactions go? (Equilibrium). In addition to the chemical principles covered in this course, a heavy emphasis is placed on the development of skills, including problem-solving, abstract modeling, experimental analysis, scientific writing and critical thinking.

AP CHEMISTRY

(academic – year; prerequisite – Chemistry with a "B" or better, course #4830)

This second-year chemistry course is designed to build upon the ideas and skills developed in Chemistry in greater detail and in a more rigorous manner. There are also several concepts that this course will cover for the first time. The topics covered include writing and balancing sophisticated chemical equations, stoichiometry, states of matter, solution chemistry, atomic theory, quantum mechanics, bonding, thermodynamics, equilibrium, kinetics, electrochemistry, nuclear chemistry and organic chemistry. This AP Chemistry course is heavily weighted toward a discovery approach, both in its seminar format in the classroom and in its investigative nature of the lab program.

CONCEPTUAL PHYSICS

(academic – year; prerequisite – none, course #0026)

This Conceptual Physics course engages students with analogies and imagery from real-world situations to build a strong conceptual understanding of physical principles ranging from classical mechanics to modern physics. Through problem solving and projects, students will explore Newton's Laws of Motion, momentum and collision, rotational motion, electricity, and waves.

PHYSICS

(academic – year; prerequisite – Algebra II with a "B" or better, course #3885)

This course is intended for advanced students. Topics are treated conceptually and emphasized mathematically. Individual lab experiments illustrate the principles studied. This course promotes conceptual understanding of major physics principles through interesting and thought-provoking experiments, demonstrations, and unifying projects, such as projectile launcher. Students employ the scientific method to make observations and measurements, graphically analyze data, and describe those relationships both in words and mathematical equations. These skills are used to explore, develop, and apply scientific ideas about motion and forces, momentum and energy, and electricity and magnetism.

AP PHYSICS 1

(academic – year; prerequisite – Pre-Calculus and Physics with a "B" or better, course #3538)

AP Physics 1 is an algebra-based, college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based investigations and laboratory work as they explore concepts like kinematics, dynamics, circular

motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound.

AP PHYSICS 2

(academic – year; prerequisite – AP Physics 1 exam with a "3" or better, course #3539)

AP Physics 2 is an algebra-based, college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based investigations and laboratory work as they explore concepts like fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics.

AP PHYSICS C: ELECTRICITY AND MAGNETISM

(academic – year; prerequisite – AP Physics 2 exam with a "3" or better, course #6240)

AP Physics C: Electricity and Magnetism is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.

AP PHYSICS C: MECHANICS

(academic – year; prerequisite – AP Physics 2 exam with a "3" or better, course #6241)

AP Physics C: Mechanics is a calculus-based, college-level physics course. It covers kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation.

ENVIRONMENTAL SCIENCE

(academic – year; prerequisite – Biology with a "C" or better, course #0375)

This interdisciplinary class introduces students to environmental topics and current issues facing our community and planet through inquiry-based learning and laboratory and field investigation. Major topics of investigation include Earth systems and resources, energy conversions in ecological processes and human consumption, trends in populations, land and water use, and pollution and global change. Labs will challenge the students to critically observe environmental systems, reinforce their understanding of developing and conducting well-designed experiments, introduce techniques and instrumentation for field study, explore how to analyze and interpret data (including statistical and graphical analysis as well as economical concerns), and finally foster the ability to analytically question and apply concepts learned to environmental problems assessed.

AP ENVIRONMENTAL SCIENCE

(academic – year; prerequisite – Environmental Science with a "B" or better, course #6607)

This 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 AND PHYSIOLOGY

(academic – year; prerequisite – Biology with a "C" or better, course #8173)

This course explores the structure and function of the organs and organ systems of the human body. Two conceptual themes are emphasized, 1. The complementary nature of structure and function, and 2. homeostasis. The forms of the specific cells, tissues and organs within the body allow them to perform specific functions effectively, while the maintenance of an internal environment within a narrow range of values is necessary for survival. The organ systems covered include the integument (skin), skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, lymphatic, digestive, urinary, and reproductive. Human health issues are also covered in this course. The lab component of this course includes dissection.

STEAM

(academic – year; prerequisite – none, grades – 6-12, course #1111)

Students will engage in interdisciplinary learning of Science, Technology, Engineering, Art, and Mathematics through a hands-on, project-based approach. Students will receive introductory level exploratory instruction on topics including proper use of machinery tolls, foundation in applied physics, basic concepts of mechanical and electrical engineering, writing JAVA computer programs, designing and creating models using a 3-D printer, and real-world applications of classroom concepts. Acquiring of knowledge will be demonstrated through a series of projects starting with research and initial design and culminating with the completion of a built project that is geared toward solving real-world problems.

HEALTH

(academic – semester; prerequisite – none, grade – 9, course #3210)

This Health course exposes students to current health information and positive health attitudes that will enable them to make positive, practical, and meaningful health-related decisions. The course covers the state-mandated instruction in health education including wellness, exercise and fitness, mental health, substance use and abuse, disease and disorders, safety and first aid, nutrition, environmental health, and growth and development.

PHYSICAL EDUCATION

"The only bad workout
is the one that didn't happen."

The mission of the Physical Education Department is to foster life-long fitness by emphasizing physical fitness, good health and team skills. Good health habits are developed through discussing, understanding and implementing the fundamental fitness ideas of strengthening, conditioning and flexibility. Building on this foundation, students learn the skills necessary to participate in a wide variety of physical activities and sports. The class program allows students to explore a variety of sports while developing team building skills, leadership, perseverance and sportsmanship.

GENERAL PE

(academic; semester; prerequisite – none, grades – 6-12, course #2682)

This general PE course presents a varied and flexible program in which students develop physical fitness, physical skills, and socially desirable habits of good sportsmanship and teamwork, as well as an interest in wholesome recreational activities. The course consists of varied activity units that include both team and individual sports. The units may include, but are not limited to: baseball, basketball, soccer, tennis, volleyball, and running.

BASKETBALL PE

(academic; semester; prerequisite – none, grades – 6-12, course #0612)

This Basketball PE course is dedicated to the ongoing development and growth of the game of Basketball. The ultimate goal of this course is to provide student athletes with the opportunity to play basketball regardless of their skill level while gaining valuable and enjoyable life experiences along the way.

GOLF PE

(academic; semester; prerequisite – none, grades – 6-12, course #3954)

The goal of this Golf PE course is for students to gain the skills necessary to competently play a round of golf. This course focuses on putting, chipping, hitting with irons and drivers, tactical strategies, scoring, and golf-course etiquette. Whether a beginner, a regular player, or dreaming of turning professional, this course provides students the opportunity to practice the skills needed to up their golf game. Class will be held at an off-campus golf facility.

MOUNTAIN BIKING PE

(academic; semester; prerequisite – none, grades – 6-12, course #2572)

This course introduces students to the sport of mountain biking. The course will emphasize the basic skills needed for safe and enjoyable participation including bike maintenance and related equipment, riding techniques, and safety information. Students enrolled in this course must have their own mountain bike and helmet.

SKATE PE

(academic; semester; prerequisite – none, grades – 6-12, course #3787)

This Skateboarding PE course caters to students of all skateboarding levels (beginning, intermediate, and advanced). Students are empowered to take risks and grow their skills. Skate PE participants will meet at the Carmel Valley Skate Park every scheduled class period.

SURF PE
(academic; semester; prerequisite – none, grades – 6-12, course #2696)

The purpose of this Surf PE course is to teach students the fundamentals of board surfing and to provide beginning, intermediate and advanced surfers the opportunity to safely improve their surfing skills. The course will emphasize surfing etiquette, water safety, personal growth and improvement, an appreciation for surfing and the ocean environment, and the relationship between fitness and health-related topics to improve, maintain, and to be part of a healthy lifestyle. Surf PE participants will meet at the San Elijo State Park in Cardiff every scheduled class period.

SWIMMING PE
(academic; semester; prerequisite – none, grades – 6-12, course #2690)

Swimming is an important life skill for both fitness and safety. This course will teach students how to front crawl (freestyle), back crawl and breast stroke. In addition, students may learn one other stroke such as sidestroke, backstroke or butterfly. Other skills taught in this class are dives and turns. Basic survival and rescue techniques are also incorporated into this course. Class will be held at an off-campus swim center.

TENNIS PE
(academic; semester; prerequisite – none, grades – 6-12, course #2730)

This Tennis PE course provides the basic skills of tennis and gives students a working knowledge of the sport. Competition is not the main focus of this course, rather skill acquisition. Most of the course will focus on the basic stroke techniques. Variation to those techniques will be presented, as well as drills and games. Singles and doubles tactics will also be covered in this course. Students will gain the skills necessary to pursue tennis as a lifelong sport.

VOLLEYBALL PE
(academic; semester; prerequisite – none, grades – 6-12, course #2760)

This course begins with the fundamentals of volleyball including passing, serving, setting, blocking and spiking. Students will learn rules and court strategy for playing the game. Students will also participate in diverse drills to emphasize the fundamentals of 'shuffling' their feet and basic passing skills.

YOGA PE
(academic; semester; prerequisite – none, grades – 6-12, course #2684)

This Yoga course will add flexibility and strength to the body and improve focus and concentration on all levels: emotionally, physically, and mentally. The course involves the practice of breathing techniques, yoga postures, meditation, and relaxation. Emphasis is on deep relaxation to reduce stress and improve circulation. The Hatha yoga portion of this course will help to tone and strengthen muscles.

GYM PE
(academic; semester; prerequisite – none, grades – 6-12, course #2600)

This course takes place at one of our local gyms. It is designed to give students the opportunity to learn basic weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from beginning weight training and cardiorespiratory endurance activities. Students learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Students will become empowered to make meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime.

INDEPENDENT STUDY PE

(academic; semester; prerequisite – none, grades – 6-12, course #2697)

This Independent PE course is only offered to students who are presently participating in a high-level sport or athletic activity. Typically, this course is for students who have a lengthy history in their chosen sport and who train many hours per week and compete on weekends. The Head of School must approve this Independent Study PE course prior to enrollment.

BOXING PE

(academic; semester; prerequisite – none, grades – 6-12, course #2699)

This physical fitness class was specifically designed to honor the art of boxing with cardio conditioning, footwork, shadowboxing, punches, combinations, and proper technique. Students begin with basic learning and graduate into an applied skill that places more emphasis on the technical components of boxing.

PRACTICAL ARTS

"The practical arts are an ideal vehicle for fostering a wide variety of life skills such as perseverance, numeracy, a sense of history and accountability."

Practical Arts are a vital component to a student's development. The courses offered within this department help students make important connections between their academic learning and their personal/career choices. The Practical Arts Department is comprised of the following three areas of study: Business and Computer Technology, Family and Consumer Sciences, and Industrial Technology. Business and Computer Technology provides students with instruction about the business world that is a necessary component for them to become contributing citizens capable of making intelligent and informed economic and consumer decisions. Family and Consumer Science focuses on the relationship between individuals, families, and communities, and the environment in which they live. The study of Industrial Technology requires students to design, create, use, evaluate, and modify technological systems to solve problems.

KEYBOARDING

(academic; semester; prerequisite – none, course #4242)

This course covers the basic operations of computers. Touch alphabetic keyboarding is emphasized with an introduction to word processing, comparison of word processing to typewriting, editing, reports, and practice in keyboarding accuracy using a "Mavis Beacon Teaches Typing" program.

COMPUTER SKILLS

(academic; semester; prerequisite – none, course #4242)

This fundamental Computer Skills course is designed to provide a comprehensive foundation of information and instruction in the six basic computer skills: word processing, spreadsheet applications, desktop publishing, Internet search and retrieval skills, e-mail, and courseware. A variety of Microsoft programs are utilized including Windows, Word, Excel, Publisher and PowerPoint.

DESKTOP PUBLISHING

(academic; semester; prerequisite – Computer Skills with a "C" or better, course #8735)

This course is designed for students who wish to advance their skills in technology after completing the basic computer skills coursework. This course focuses on graphic design, web page creation through the use of Hypertext Markup Language (HTML), creating forms, booklets, spreadsheets, and databases used for business applications.

INTRO TO COMPUTER PROGRAMMING

(academic; semester; prerequisite – Algebra I with a "C" or better, course #2242)

This Introduction to Computer Programming course is meant to serve as a foundation course for programming. Students will not only learn the history of programming but also learn basic structures and complete team projects. This course will teach students how to develop computer software, and through that development, students will learn the skills of logical reasoning and problem solving, skills that are fundamental to the development of computer software. The course addresses the goals of the mathematics requirement by fostering mathematical thinking and teaching students how to be mathematical problem solvers who can tackle unfamiliar problems and create mathematical models and computational algorithms using symbolic logic. Developments in computing have far-reaching effects on society and have led to significant innovations. These developments have implications for individuals, for society, for commercial markets, and for innovation. Students in this course will study these effects and connections, and learn to draw connections between different computing concepts.

COMPUTER PROGRAMMING 2

(academic; semester; prerequisite – Computer Programming with a "C" or better, course #2243)

This course is a continuation of the Introduction to Computer Programming course, and builds on the foundational concepts and skills that students have already learned. The curriculum is designed to provide students with a deeper understanding of programming concepts and to help them develop more advanced programming skills. The course will focus on hands-on learning, with students working on a variety of programming projects and assignments to apply the concepts and tools they are learning. The major topics covered in this course include object-oriented programming, data structures and algorithms, GUI programming, networking and web programming, and databases and SQL. The curriculum will also help students develop valuable skills such as problem-solving, critical thinking, and teamwork that will be useful in any field they choose to pursue. Additionally, by providing a balance of theoretical and practical knowledge, this course will help students to gain more advanced understanding of computer programming and improve their logical reasoning and mathematical problem-solving skills.

COMPUTER PROGRAMMING 3

(academic; semester; prerequisite – Computer Programming 2 with a "C" or better, course #2244)

This course is a continuation of the Computer Programming 2 course, and builds on the foundational concepts and skills that students have already learned. The curriculum is designed to provide students with a deeper understanding of programming concepts and to help them develop more advanced programming skills. The course will focus on hands-on learning, with students working on a variety of programming projects and assignments to apply the concepts and tools they are learning. Some of the topics covered in this course include software engineering, mobile App development, artificial intelligence and machine learning, security and cryptography, database programming, web development, and application development. The curriculum will also help students develop valuable skills such as problem-solving, critical thinking, and teamwork that will be useful in any field they choose to pursue. Additionally, by providing a balance of theoretical and practical knowledge, this course will help students to gain more advanced understanding of computer programming and improve their logical reasoning and mathematical problem-solving skills.

AP COMPUTER SCIENCE A

(academic; year; prerequisite – Calculus AB with a "3" or better on AP Exam, course #2727)

AP Computer Science A is a rigorous college-level computer science course. Students will cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. This course prepares students for the Advanced Placement Computer Science A examination.

AP COMPUTER SCIENCE PRINCIPLES

(academic; year; prerequisite – Calculus AB with a "3" or better on AP Exam, course #2728)

This AP Computer Science Principles course is a rigorous college-level computing course that introduces students to the breadth of the field of computer science. Students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. This course teaches students how to incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

BUSINESS I: FINANCIAL LITERACY AND PRACTICAL APPLICATION
(academic; semester; prerequisite – none, course #4608)

This Business I: Financial Literacy and Practical Application course focuses on the fundamentals of financial responsibility; the roles and responsibilities of being a consumer, the impact of personal financial decisions, the relationships between work, careers and financial planning, financial management and investment, and the business of making money and diversifying assets into foreign markets. The course also introduces students to the economic, political, cultural and social facets of globalization, the factors of production and consumer behavior, resources and the environmental influence on business, and the future outlook for employment opportunities from different perspectives. Learning objectives for each unit are organized within a three-step progression. Students will begin by exploring, considering, and understanding common economic terms, concepts, elements, options, and processes of each unit focus. Then, students will consider, evaluate, research and examine the specific criteria, functions, effects, roles, risks, impacts, relationships, and goals of each unit focus. Finally, the students will implement the skills learned to present, compare, explain and discuss each unit focus in a project-based activity or assignment.

BUSINESS II: DEBT MANAGEMENT AND CREDIT
(academic; semester; prerequisite – Business I with a "C" or better, course #4609)

This course is designed for students who know the basics of personal finance and are ready to dive deeper into specific topics such as debt-management and credit repair. Students will learn how to identify and troubleshoot financial issues before they become derailed from meeting their financial goals. This course also covers credit scores, credit reports, disputes and personal statements.

BUSINESS III: INVESTING
(academic; semester; prerequisite – Business II with a "C" or better, course #4610)

This course walks students through every step of the investment process from figuring out objectives, to actually placing the trade, to what to do after the investment is made. Students will learn the basics of the stock market and how it works, risk and reward and what that means for their portfolio, different types of accounts and which they should pick, how to open an investment account, how to place their first investment trade, and what to do after they invest.

CHILD DEVELOPMENT
(academic; semester; prerequisite – none, course #5551)

This Child Development course examines the stages of development from neonatal to adolescence. Students will learn about the different child learning theories and the methods of utilizing them to teach children. Gaining knowledge about a healthy lifestyle for the mother is also important in the development of a child, and students will be made aware of some of the hazards associated with malnutrition, drug use, and irresponsible behavior. Students will also learn about effective parenting and problem solving techniques for all stages of a child's development. Careers relating to children will be discussed as well.

COOKING I
(academic; semester; prerequisite – none, course #5630)

This basic Cooking course explores the use of standard recipes and cooking methods. Students will be introduced to fundamental food preparation terms, concepts, and methods in culinary arts where laboratory practice will parallel class work. This course covers food storage, work simplification, menu design, and restaurant business skills. This course will provide an overview of the professionalism in the culinary industry and career opportunities leading into a culinary arts career.

COOKING II
(academic; semester; prerequisite – Cooking I with a "C" or better, course #5631)

This Cooking II course expands on the skills covered in the Cooking I course. Students will develop a range of kitchen skills including meat preparation and cooking, fish filleting and cooking, enriched bread dough, egg whites and meringues, vegetable preparation and cooking, and emulsion sauces. Students will be required to attempt more scratch-made dishes, try new spices, and challenge themselves with different cooking methods.

GLOBAL COOKING
(academic; semester; prerequisite – Cooking II with a "C" or better, course #5632)

This course builds upon the skills learned in the Cooking II course. Students will travel around the world using their taste buds. Global Cooking has a strong emphasis on regional and international cuisine. Cultural heritage and its effect on foods and food preparation will be explored in this course.

NUTRITION
(academic; semester; prerequisite – none, course #5652)

This Nutrition course assists students in understanding the role of nutrition in health and wellness. Demonstrations, hands-on food labs, guided instruction, and cooperative learning are utilized throughout this course. Students will be given the necessary skills to plan, purchase, and prepare nourishing meals.

WEB DESIGN
(academic; semester; prerequisite – none, course #8618)

This is an introductory course in which students learn how to plan, design and implement an effective web site while learning the basics of the Adobe CC Suite (Dreamweaver, InDesign, Photoshop, Flash and Illustrator). Students learn how to use these web development applications to develop web sites with pages that contain text, images, links, tables and forms. Assignments for this course are likely to include individual sites on a topic of interest to the student or a group site that includes component work from each student.

DIGITAL VIDEO I
(academic; semester; prerequisite – none, course #1267)

This course is designed to introduce students to information and practical skills in the area of digital video production using Media 100 and Adobe Premiere. Students taking this course will learn about shooting video and digital video, creating productions, and manipulating digital video using the computer. This course will also provide a foundation of knowledge in beginning lighting techniques.

DIGITAL VIDEO II
(academic; semester; prerequisite – none, course #1268)

This course is designed to expand students' foundation of information and practical skills in the area of digital video production using Media 100 and Adobe Premiere. Students taking this course will expand their skills in shooting video and digital video, creating productions, and manipulating digital video using the computer. This course will also expand knowledge and skills in beginning lighting techniques.

SEWING I
(academic; semester; prerequisite – none, grades – 6-12, course #2181)

This Sewing I course provides students with all the basics for machine sewing. Students will learn the names of machine parts and their functions, how to wined and install the bobbin, and thread the machine. Students will practice their sewing skills by working on projects, beginning with something fairly simple and getting progressively more difficult as the course continues.

SEWING II
(academic; semester; prerequisite – Sewing I with a "C" or better, grades – 7-12, course #3549)

In this Sewing II course students learn some techniques for creating easy hems and seam finishes. Students will also learn how to prepare fabric for their projects, how to layout a pattern to cut, tricks to pinning or fastening to fabric, different techniques for transferring markings from pattern to fabric, and how to sew corners and curves.

SEWING III
(academic; semester; prerequisite – Sewing II with a "C" or better, grades – 8-12, course #3761)

This Sewing III course is designed for the more advanced sewing student. Students should be able to follow directions from a sewing pattern and have made shirts and dresses. This course focuses more on detailed garment construction. Students will learn how to think through pattern placement on printed fabrics and how to align crossovers on seams, pockets, and more. For a final project, students will be required to piece together a unique article of clothing from multiple patterns.

MARKETING AND ADVERTISING
(academic; semester; prerequisite – none, course #4245)

The combination of advertising and marketing brings together two specialist subjects, providing students with a full understanding of marketing communications techniques and an insight into consumer psychology and behavior. This course aims to equip students with the expertise they need to understand the multi-faceted worlds of advertising and marketing.

TV BROADCASTING
(academic; semester; prerequisite – none, course #8038)

The TV Broadcasting course introduces students to broadcasting and video production through a theory based, hands-on approach. This course covers the fundamental technical aspects of the digital video camera, camera shots and composition, media literacy, aesthetic elements and techniques, non-linear editing, Adobe Premiere, public service announcements, television advertising, and short films. Students will produce a bi-weekly school news broadcast.

YEARBOOK
(academic; semester; prerequisite – none, course #1624)

The Yearbook course is designed to provide a practical, project-based experience producing the annual Cal Coast Academy yearbook publication during the second semester of the school year. Instruction focuses on the artistic process, the principles and integrity of design, the editing process, effective communication, collaboration, and leadership. Students' practice using the elements of photojournalism and art, the principles of design, various technological platforms, and editing and revision processes. The course teaches real-world learning skills such as teamwork, communication, marketing and sales strategies, problem solving and independent thinking skills, meeting deadlines, and working with advanced and professional technology. Participation in this course requires students to assume specific roles and responsibilities of the project, and utilize the self-discipline necessary to contribute to the success of the publication.

VISUAL AND PERFORMING ARTS

"Art is not what you see,
but what you make others see." – Edgar Degas

The Fine Arts curriculum at Cal Coast Academy is designed to help our students find their own creative voices through various methods of artistic expression. The Visual and Performing Arts Department provides students with numerous opportunities for individual creativity and expression through a broad range of electives in art and music. This expansive visual and performing arts curriculum provides a strong background in the materials, techniques and discipline necessary for advanced study in these fields, while imparting an understanding of the importance of the arts in society. In addition, the visual and performing arts program emphasizes creative thinking, experimentation, and development of a sensitive appreciation and respect for the ideas and efforts of others. Regular musical performances and art shows give students the opportunity to share their developing talents with each other and with the greater community.

ART APPRECIATION

(academic; year; prerequisite – none, course #4218)

This course provides students with an introduction to art disciplines to effectively help them understand and appreciate the creative, historical, and cultural aspects of the visual arts. The course contains an art history component with an emphasis on styles, cultural, and historical contributions to the visual arts. Students are expected to apply lessons from art history to creative projects and assignments. The course provides active participation in artistic disciplines such as drawing, sculpting, painting, and photography. Active participation in and out of the classroom is required of each student to encourage creative development and communication abilities.

ART I

(academic; semester; prerequisite – none, course #3762)

This fundamental Art I course introduces students to art history and art appreciation. Students are exposed to the basic principles of art throughout this course. It includes composition and design, color theory, perspective and the use of line, shape and form. Students will experiment with a variety of art media including pencil, pen and ink, watercolor, oil, pastel, and tempera.

ART II

(academic; semester; prerequisite – Art I with a "C" or better, course #1185)

This Art II course continues the exploration of art begun in Art I. It incorporates texture and movement, art analysis, design, and further study of art media. It also exposes students to the variety of careers available in art plus a continuation of art history and art appreciation.

AP ART HISTORY

(academic; year; prerequisite – Levels I, II and III of any visual art class, course #4237)

The AP Art History course is intended to prepare students for the AP Art History Exam.
The course covers from Paleolithic through Postmodernism and is designed to provide students with the same material covered in an introductory college course in art history. Students gain knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine and critically analyze major forms of artistic expression from the past and present and from a variety of European and Non-European cultures. In this course students engage in both visual and historical study about art and its contexts. Students develop an understanding of artworks in their context, considering issues of patronage, gender, politics, religion, ethnicity, and many others. Attention is given to the interpretation of a work of art based upon its intended use, audience, and the role of both the artist and work of art in a particular society. Throughout the study of Advanced Placement Art History students examine how and why

the work looks the way it does, what it means within its particular context, and how and why it has this meaning.

CERAMICS I

(academic; semester; prerequisite – none, course #6147)

This fundamental Ceramics I course is designed to foster a basic understanding of ceramics materials with a hands-on approach. Students will learn how to use the potter's wheel, as well as glazing, firing of the kiln, and clay construction techniques that include hand building methods and sculpture. Students will also learn vocabulary and basic chemistry in context of a ceramic studio. Projects will focus on pottery and sculptural form.

CERAMICS II

(academic; semester; prerequisite – Ceramics I with a "C" or better, course #6148)

This class is designed to engage students in more advanced ceramic techniques and projects. Students will develop and enhance skills learned in Ceramics I, as well as refine and experiment with new materials and techniques. This course will focus on the four components of visual art, which include aesthetics, art history, art production and art criticism.

DIGITAL PHOTO I

(academic; semester; prerequisite – none, course #4414)

This course will explore many facets of the art of photography. Students will be introduced to photographic principles and history; develop their photography skills through study, practice, photo challenges, and field experience; learn proper equipment handling and usage; learn digital image file importing, organization, and processing; learn how to perform basic image adjustments, manipulation and compositing; and, how to perform final image exporting and presentation of their work. Students will also learn to pre-visualize and construct compositions, which reflect varied styles and points of view, and they will learn to describe and analyze their works and those of others using a basic understanding of composition and appropriate vocabulary. Through this course, students will be able to demonstrate the ability to capture an image with the correct exposure and composition, then import, process and edit the digital image, and, finally, export and present their final works.

DIGITAL PHOTO II

(academic; semester; prerequisite – Digital Photo I with a "C" or better, course #4415)

In this intermediate Digital Photo course, students will utilize computer software, scanners and photo quality printers to articulate personal expression with a digital camera. Contemporary practice in both commercial and aesthetic applications of digital photography will be covered. Students will create and develop a cohesive concentration of imagery, while exploring and developing their unique and singular vision. By exploring the tools of the craft, students will be able to develop a personal body of work that demonstrates a range of photographic and visual problem solving and ideation, develop versatile skills as an artist, and learn how to use industry standard photographic tools and techniques.

DRAWING I

(academic; semester; prerequisite – none, course #6245)

In this introductory Drawing I course, students will be exposed to a number of traditional skills and ideas that have occupied artists throughout history. The class involves drawing from direct observation with an emphasis on space, volume, linear and free hand perspective, and other basic techniques and concepts. This course emphasizes the line as the principle conveyor of form.

Students will be expected to develop disciplined work habits and an understanding of the visual artist's formal language. There will be regular class critiques and a required sketchbook.

DRAWING II

(academic; semester; prerequisite – Drawing I with a "C" or better, course #6246)

This course introduces students to advanced classical and contemporary drawing, techniques and concepts, with emphasis on the understanding of its formal language and the fundamentals of artistic expression. Drawing from still life, landscape, and life models from observation will be geared towards realism; at the same time, various other drawing styles may be explored. Color theory, linear perspective, pictorial composition, figure/ground relationships, visual perception, spatial concepts, and critical thinking skills will all be emphasized extensively. Students will study and research major styles and movements in historical context. Students will use this global approach to develop a "critical eye" in evaluation of contemporary drawing. Demonstrations, slide lectures, group and individual critiques will be given throughout the course.

DRAWING AND DESIGN

(academic; semester; prerequisite – none, course #6247)

In this Drawing and Design course, students explore, understand, create, evaluate, and criticize art. The framework of this course is the visual elements and principles of design, style, evaluation, and criticism. Students will research and explore art history from ancient to the present within the individual project context.

GRAPHIC DESIGN

(academic; semester; prerequisite – none, course #8886)

This course focuses on acquainting students with graphic design techniques, principles of page layout and design, and photo editing. Various software including Adobe Photoshop and Adobe Illustrator will be used in this course. Students will explore graphic communication through the understanding of the elements and principles of design, as well as the design process from idea development through the final execution of a document.

PAINTING I

(academic; semester; prerequisite – none, course #6322)

This Painting I course introduces students to classical and contemporary painting, techniques and concepts, with emphasis on the understanding of its formal language and the fundamentals of artistic expression. Painting from still life, landscape, and life models from observation will be geared towards realism; at the same time, various other painting styles are also explored. Color theory, linear perspective, compositional structure, figure/ground relationships, visual perception, spatial concepts, and critical thinking skills will all be emphasized extensively. Students will study and research major painting styles and movements in historical context. The hope is that students will use this global approach to develop a "critical eye" in evaluation of contemporary painting. Acrylic will be the primary medium for this class.

PAINTING II

(academic; semester; prerequisite – Painting I with a "C" or better, course #6323)

This course is a continuation of Painting I. The course focuses on developing students' greater understanding of personal intent, continuing creative expression, and exploration beyond the visual image. Topics include basic color theory, materials, development and representational and abstract approaches to subject matter, and strategies for intuitive, individual response to subject matter and materials in directed assignments. Additionally, students will learn how to critique paintings and receive criticism and advice from fellow students and the instructor.

PHOTOGRAPHY I
(academic; semester; prerequisite – none, course #4222)

This course is an introduction to basic black and white photography giving the student a foundation in photographic technique and artistic aesthetics. Emphasis is on a developing strong technical skills as well as developing critical awareness of the medium through assignments and critiques. In Photography I students are taught the terminologies and techniques of black and white photographic production including pinhole and traditional 35mm camera operation, the safe handling and use of photographic chemistry, the making of photographic prints and enlargements, and the mounting and display of finished work. Within a context of studio production, students will study sensory, formal, expressive, and aesthetic properties of photographic art and will examine the history of and development of photography.

PHOTOGRAPHY II
(academic; semester; prerequisite – Photography I with a "C" or better, course #4223)

This Photography II course will introduce advance studio techniques to students while building on the knowledge and skills introduced in Photography I. In this course students will learn to work with more technically advanced photographic equipment and techniques. Students will concentrate on the development of a distinctive personal style and will pursue individual interests. Students will also continue to evaluate critically their own work and will engage in ongoing study of the history of photography.

STUDIO ART I
(academic; year; prerequisite – none, course #5915)

This first Studio Art course is an introduction to art theory and application in the areas of drawing, conceptual design, painting and color theory. Assignments will feature elements of art and design: line, color, shape/form, texture, value, space, balance, contrast, dominance, emphasis, movement, repetition, rhythm, variation and unity. Students will develop a portfolio that will include class work and independent projects outside of the classroom. Students will also keep an art journal of sketches, thoughts and ideas. Research in art history will be an integral part of the course of study.

STUDIO ART II
(academic; semester; prerequisite – Studio Art I with a "C" or better, course #5916)

The Studio Art II course builds upon and strengthens the knowledge of art elements and principles, mediums and materials, develops artistic skills and techniques, and provides a platform for critical thinking through the creation process, discussions, critiques and art analysis. The course explores different artists and their cultural contributions throughout history and utilizes the visual metaphors and symbolic representations of art history to develop a greater connection to the student's point of view and artistic intent. The Studio Art II course will also advance problem solving, communication, time and resource management competencies.

VIDEO/FILM
(academic; semester; prerequisite – none, course #2319)

In this Video/Film course students study and practice filmmaking. Students are exposed to film history, theory, criticism, and the basics of filmmaking, including photography, mise en scene, movement, editing, sound, acting, and story. Students will be working with video cameras and Adobe Premiere editing software to complete shooting scripts, storyboards, and video projects of varying genres.

INSTRUMENTAL ENSEMBLE

(academic; year; prerequisite – none, course #7020)

Instrumental Ensemble is open to all students with a basic performance level on an instrument. This course is designed to increase the skill and performance levels of each student, and to develop aesthetic and cultural values through critical listening. Students will perform medium to difficult high school musical literature for performances in concerts and festivals.

MUSIC COMPOSITION

(academic; semester; prerequisite – Instrumental Ensemble with a "C" or better, course #5145)

This Music Composition course explores the craft of musical composition through the creation of original musical works and the study of musical techniques and expression. The course encourages the development of musical ideas through critical listening and the appreciation of various musical genres and time periods to learn the complexities of composition and the use of compositional devices, and includes a lab component providing a practical tool for music composition and notation using the industry-standard Finale computer software. Through the application of the techniques and repertoire studied in the course, students will identify compositional devices and musical nuisances, create short pieces of music, learn to constructively analyze and evaluate their own music, as well as that of other composers, and develop problem-solving skills.

AP MUSIC THEORY

(academic; year; prerequisite – none, course #4241)

In this AP Music Theory course students will be required to read, notate, write, sing, and listen to music. The development of aural skills is a primary objective of this AP Music Theory course. Throughout the course, students will listen to musical works attentively and analytically, developing their musical memory and their ability to articulate responses to formal, stylistic, and aesthetic qualities of the works. Performance — using singing, keyboard, and students' primary performance media — is another part of the learning process. Although sight singing is the only performance skill that is directly tested on the AP Exam, students will receive training in all areas to develop aural skills. Music libraries and concert performances are an invaluable enhancement to this course. In addition to technical knowledge and skills, students will gain exposure to and familiarity with a wide variety of musical literature, and the ability to apply their knowledge and skills to it.

NON-DEPARTMENTAL ELECTIVES

"Nothing is a waste of time if you use the experience wisely." – Auguste Rodin

Non-Departmental electives provide students with opportunities for growth and learning. Electives are crucial to helping students discover their passions. Not only do they give students the opportunity to explore future careers, but they can also provide personal insight into talents and passions that they never knew that they had.

ASB

(academic; year; prerequisite – none, course #4716)

The Cal Coast Associated Student Body (CCASB) promotes student-teacher understanding, works for the betterment of the student community as a whole, develops student leadership, and allows for student expression. Student council members are the voice between the students, faculty, and staff as they advise, consult, and provide a forum for discussing issues that affect the entire student population. Council members learn to work together, make decisions, compromise, and solve problems as they assist in the planning and execution of school fundraisers and social events. Students interested in running for office must show good judgment in choices and behavior, be a person others hold in high regard, and have a GPA of 2.5 for the semester prior to the election.

CRIMINAL INVESTIGATIONS

(academic; semester; prerequisite – none, course #8192)

This course gives students a basic understanding on the fundamentals of proper evidence handling, law enforcement techniques, and interrogation. Students will learn how to collect, record, and analyze evidence. Crime scene analysis, interviewing, basic crime scene photography, and computer crime investigations are also covered in this course.

INTERNATIONAL LEADERSHIP I

(academic; year; prerequisite – none, course #8184)

This unique course helps prepare students for success within our increasingly global world by teaching them leadership, entrepreneurial and digital literacy skills within a project-based environment. Students will coordinate and participate in countless National and International service-based projects. While supporting each of the school's six Core Values, the International Leadership course has a specific emphasis on the following two: 1. Cal Coast Academy believes that the interconnectedness of countries and cultures and the profound impact of our collective actions on the world around us highlight the importance of instilling in our students a sense of global awareness, humanity exercised through social responsibility, and environmental stewardship. 2. We are privileged to be educating the next generation of leaders, and we know that their success depends upon their honor and moral integrity, their capacity for managing complexity, their versatility and resolution, and their confidence in embarking on ambitious endeavors; all of this is learned given proper support and modeling.

INTERNATIONAL LEADERSHIP II

(academic; year; prerequisite – International Leadership I with a "C" or better, course #8185)

This course expands on the concepts and skills emphasized in the International Leadership I course.

OFFICE AID

(academic; semester; prerequisite – none, course #8106)

This course is designed to provide students with the knowledge, skills and attitudes to function effectively within the modern office environment. Students will be equipped with the technical and

professional skills they need to perform effectively as clerical and administrative support personnel within an organization.

SAT PREP
(academic; semester; prerequisite – none, course #4256)

This SAT Preparatory course provides students with practice tests, multiple choice techniques, and writing workshops. Students will improve their overall test-taking abilities by learning strategies and conceptual understanding of the SAT test.

STUDY HALL
(academic; semester; prerequisite – none, course #8008)

This course is designed to give students a place to study in a quiet atmosphere during the school day. It's purpose is to allow students time in school to work on related material. Study hall is not a 'free time' for students. Students will be expected to use their time wisely throughout the entire class period.

STUDY SKILLS
(academic; semester; prerequisite – none, course #2599)

The curriculum of this Study Skills course focuses on developing organizational skills, teaching test preparation strategies, helping students understand how they learn best, and working on individual goals as determined by the instructor and the students' teachers. Time management and note taking are also incorporated in the course. Students will have the opportunity to develop and strengthen good study habits and learning strategies through various instructional methods.

WORK EXPERIENCE
(academic; semester; prerequisite – none, course #8373)

This Work Experience courses are offered to students who are employed prior to course enrollment. The Head of School must approve the Work Experience course prior to class enrollment. Students enrolled in a Work Experience course must minimally accumulate 180 hours of work experience per one semester in order to receive full course credit. Students will also receive semester assessments from their supervisor, which will include a one-page statement evaluating the student's participation and progress towards their stated goals and objectives.