



JUSTIN-SIENA

2022-2023 COURSE CATALOG

(January 10, 2022)

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INTRODUCTION

The information contained in this catalog will assist students in setting up their academic program for the coming year and will help them understand the rationale behind course recommendations and class placements that academic departments and counselors make. Students and parents should read this carefully.

Justin-Siena builds its master schedule based primarily on student needs and requests. Thus it is critically important that students make careful, well-informed decisions when requesting their courses and that they work with their counselors to communicate their priorities. Teachers and counselors, in turn, encourage students to make course requests that will position them for success.

This catalog will assist students in making prudent requests in light of college admissions requirements, graduation requirements, personal academic goals, and personal academic strengths as demonstrated by grades earned in prerequisite courses and scores received on standardized tests.

Please note that once the school year has begun, transfers out of courses will be granted only in extraordinary cases; requests to be transferred out of year-long courses at the beginning of the second semester will almost assuredly be denied. It is the responsibility of students and parents to follow published deadlines for submitting course requests, appeals, and requests for transfers. Therefore, students should consider carefully their choices for elective courses and list alternate courses that are satisfactory to them as well. In particular, seniors should be mindful that an intended course of study is usually submitted to colleges as part of the application process and that any change to the intended course of study (particularly to second semester courses) may impact college admissions. Please follow deadlines that are communicated in meetings with counselors, in this catalog, through the Braves Weekly, Schoology, and other media.

Please note: Not all courses described in the course catalog will be offered. Some courses are offered in alternating years, and others, though offered, may be dropped due to insufficient numbers of course requests. While every effort will be made to accommodate student requests, first choices cannot be guaranteed.

JUSTIN-SIENA GRADUATION REQUIREMENTS

The following requirements must be met before a student is granted a diploma signifying graduation from Justin-Siena.

Justin-Siena Graduation Requirements/College Entrance Minimum Requirements			
Academic Areas	Justin-Siena Graduation Requirements Class of 2023	Justin-Siena Graduation Requirements* Class of 2024, 2025, 2026	UC/CSU "A-G" Requirements
	Years	Years	Years
History/Social Science	3	3	2
English	4	4	4
Mathematics	3	3	3
Laboratory Science	3	3	2
Language Other than English	2	2	2
Visual and Performing Arts (VPA)	1	1	1
College Preparatory Electives	1	4	1
Religious Studies	4	4	0
Physical Fitness Requirement <i>(see below)</i>	6 seasons OR 216 hrs	6 seasons OR 216 hrs	0
<p>Note updates in Graduation Requirements:</p> <ul style="list-style-type: none"> ● The class of 2023 is required to complete <u>220 credits</u> within their four years at Justin- Siena High School. ● Beginning with the class of 2024, the requirements have been increased in order to reflect additional college preparatory electives. Students will therefore need to complete <u>240 credits</u> in their four years at Justin-Siena High School. 			
<p>For the list of Justin-Siena High School approved UC/CSU A-G courses, visit the UC High School Articulation website</p>			

Students should fulfill their graduation course requirements through Justin-Siena. Off-campus or online courses intended to fulfill graduation requirements must be approved by the Vice President for Academic Affairs prior to enrolling in the desired course.

College Entrance Requirements

The Justin-Siena High School graduation requirements are aligned with the minimum college entrance requirements to many 4-year colleges. Many colleges/universities expect students to exceed minimum requirements. For further information regarding Justin-Siena's College Admissions Process click this link to view the [Braves College Guide](#).

Physical Fitness Requirement

Students must complete the Physical Fitness requirement through participation in approved physical activities for two years or six athletic seasons. Athletic seasons are defined as the dates inclusive of fall sports, winter sports, spring sports, and summer workouts.

- Completion of one-year of a Justin-Siena physical education or dance class fulfills one-year of the Physical Fitness requirement.
- For off-campus physical activities, one season is the equivalent of three hours a week for 12 weeks, or a total of 36 hours of participation in a physical activity.
- Any student who has participated in Justin-Siena Athletics for a full season at any level, at any point in their time as a student at Justin-Siena, will be granted one athletic season credit toward the two-year (six athletic seasons) Physical Fitness requirement.

Please note that Justin-Siena does not grant academic credit for physical fitness activities with the exception of the courses Dance, Advanced Dance, Physical Education Courses and Strength & Conditioning.

COURSE REQUEST PROCESS

The Course Catalog includes all pertinent information about the courses being offered, their prerequisites, and graduation requirements.

In January and February, students meet individually and in advisory/homeroom groups to learn about their options for next year in light of published prerequisites, graduation requirements, and preparation for college. In those meetings, students will receive a course request form that they should review, discuss, and fill out with their parents. In order to request classes for the next academic year, students must bring their signed course request form to their advisory/homeroom on Wednesday, **February 15**. Students who do not turn in course request forms signed by parents or guardians will not be scheduled for courses.

Students and parents are **strongly** advised to read carefully the individual course listings in this Course Catalog and are required to attend the AP[®]/Honors session on **January 14** before applying for AP[®] and Honors classes. Families should also read carefully the “Philosophy of the Advanced Program[®] at Justin-Siena” and the “Advanced Program[®] and Honors Course Policies” below, in order to be familiar with their own AP Potential[®] indicators which are reported with their PSAT scores on the SAT Suite of Assessments Student Reporting Portal at studentscores.collegeboard.org.

Students must submit the **online form to request consideration for placement in AP[®] and Honors classes and some electives** no later than **5:00 PM, January 28**. On **February 10**, department chairs will send placement decisions to students.

Construction of returning students’ schedules will begin after they submit their registration fees for the 2022-2023 school year, due March 14. Scheduling for incoming 9th graders will begin after March 14. **The Master Schedule is built based on student course requests; however, it may not be possible to honor all requests. It is essential that students thoughtfully consider and submit course requests with alternates; subsequent changes do not often work.**

Course lists will be sent home to returning students and incoming 9th graders the week of May 14th. **Students may request schedule changes to their counselors at any time through June 5th.** Students who wish to change their schedules after the June 5 deadline must email their requests to their counselors who will respond after August 1, the end of the summer break.

Questions about the course request process should be directed to student counselors.

REGISTRATION & COURSE REQUEST TIMELINE
Course Requests 2022-2023

	2022-23 Course Catalog published on the school website
January 10, 2022	AP® Informational Night - Required for all AP® students
Week of January 10, 2022	Overview of the registration process Academic advising and course request process begins for returning students (through homeroom and advisory videos)& Teachers will provide course overviews
January 28	Online course interest forms due for Honors, AP®, and elective courses; senior Religious Studies and Christian Living & Leadership applications due
February 10	Department chairs email placement decisions to students
February 11	Freshman Online Course Request Form goes live
February 16	Returning students turn in course request forms (signed by students and parents) to their advisors
February 25	Early decision Class of 2025 registration
March 14	Returning student registration/regular registration Class of 2025
March 15	Freshmen Course Advising
March 21	Freshman Course Request Forms due
March 23 and 26	Challenge Tests (Math and World Languages) for prospective students
April 7	New Student Welcome Night with Optional Session on Course Requests
Apr 25-May 6	Counselors meet with students re: schedule conflicts
May 14	Course Lists emailed to current and returning students
June 3-5	Last Day for student schedule change requests
June 9	Department chairs verify grades and placement
August 1	Counselors begin processing schedule changes

Students may initiate changes to their class schedule through the second calendar week of each semester; requests for placement or class changes based on teacher preference or the desire to be with one's friends are not valid and will be denied. To initiate a class schedule change, students must meet with their counselor and complete the Class Schedule Change Form. The student must complete the request through their counselors by 3:00pm on the deadline indicated on the school calendar. Courses that are dropped from a student's schedule prior to these deadlines will not be reflected on a student's transcript.

After the designated August and January date on the calendar, class schedule changes may only be initiated by a student's teacher or counselor on his/her behalf. Courses that are dropped for a level change at this time will not be reflected on the student's transcript. Other changes will be noted as a Withdrawal (indicated by a W), and no credit will be awarded. Schedule changes made after the second week of each semester are strongly discouraged and will be approved by the Dean of Academics only in extraordinary circumstances.

Any course that is dropped from a student's schedule after the fourth week of each semester will be reflected on the student's transcript as a Withdrawal if the change was initiated by the school.

Students who wish to make changes to their schedule should begin with a conversation with their counselors. All student schedule changes are subject to approval by the Dean of Academics. Students transferring from an AP®, advanced, or honors-level course into the non-AP®, advanced, honors-level equivalent after the semester has begun will have the existing grade factored into the final grade of the new course.

PHILOSOPHY OF THE ADVANCED PLACEMENT® PROGRAM AT JUSTIN-SIENA

What is the AP® program at Justin-Siena?

The Advanced Placement® courses that are developed by the College Board and taught at Justin-Siena provide students the opportunity to explore and engage in college-level curriculum. These courses are designed to immerse students in a rigorous, scholarly exploration of a subject and to prepare students to take the AP® exam at the end of each corresponding course; therefore, they require far more time and intense effort on the part of each student than other college preparatory courses. AP® courses at Justin-Siena are an important part of the challenging college preparatory curriculum for many students, but AP® courses do not define the school curriculum.

What are the goals of the AP® program at Justin-Siena?

The goals of the AP® program are, to:

- Provide access to challenging, college-level courses for interested and qualified students:
 - Whose academic promise indicates that they will be appropriately challenged through the AP® curriculum, and as a result, develop their academic skills in a deeper and more sophisticated manner than in most college preparatory courses.
 - Who may, depending on their eventual college or university and their success in an AP® course, save time or money related to college-level course placement or accrual of credits.

Whom does the AP® program serve?

- Justin-Siena is committed to providing access to AP® courses to students who are willing and qualified to succeed in them:
 - Students who have a strong interest in the AP® subject,
 - Students who are willing to accept responsibility for a workload that far exceeds most college preparatory courses, and
 - Students who are well-qualified for the AP® course as indicated by superior performance in prerequisite college preparatory or Honors courses, and by consistent demonstration of strong academic work habits.
- Because each AP® course poses unique challenges, each department identifies specific prerequisites to assist faculty, students, and parents in determining whether a student is prepared for the challenges of the AP® course and whether the course is a good fit for the student.
- Qualified students should be careful not to overload their schedules with AP® (and Honors) courses so that:
 - They are able to successfully balance their many responsibilities and interests in academics, co-curriculars, family, and community.
 - They may have enough time and interest to engage fully and meaningfully in an AP® course. Students who do not have enough interest to sustain the extensive effort and time necessary to succeed in a particular AP® course are advised not to take it.

How does the AP® program fit into the context of Lasallian, college preparatory education?

- The Justin-Siena mission calls the school to provide educational excellence in the Lasallian context. One hallmark of Lasallian education is to respond to the practical needs of students.

Student success in AP® Courses

- Student success in an AP® course is indicated by student mastery of course learning outcomes as communicated through the grade for each semester of the course. Grades of C- or better are awarded an extra grade point in the GPA.
- Student success in an AP® course is also indicated by passing AP® exams with scores of 3 or higher. Students enrolled in an AP® course are required to take the AP® exam in May.

ADVANCED PLACEMENT® AND HONORS COURSE POLICY

The Advanced Placement® courses developed by the College Board provides high school students the opportunity to explore and engage in college-level curriculum and materials. They are designed to prepare students to take the AP® exam at the end of each corresponding course.

Honors courses are developed by the Justin-Siena faculty to provide students the opportunity to stretch their skills and understandings in a highly challenging atmosphere and to explore a subject both at a faster pace and greater depth than college preparatory courses.

At Justin-Siena, academic departments admit students to AP® classes who demonstrate a reasonable chance of success in their respective course and AP® exam. Students enrolling in Advanced Placement® and honor courses must meet the published course prerequisites, complete all aspects of the course request process—which includes completion of the online course interest form by the published deadline and attendance at AP night—and gain departmental approval. Placement criteria and prerequisites are carefully crafted and reviewed annually by each department and the administration to ensure maximum student success in challenging AP® courses. Other factors used for placement in AP® courses include:

- Overall GPA or GPA in the subject
- Scores on prior AP® exams
- Grades in other academic disciplines
- Department placement assessments
- Consistent evidence of the following skills and habits: Mastery of the fundamental skills, knowledge and interest of the subject matter, the ability to work independently, self-discipline, positive class engagement, and a love of learning.

Furthermore, any student wanting to pursue more than three AP® courses will need to complete the appeals process which will evaluate proper student placement.

Students accepted into these courses must be prepared to commit themselves to a workload far more extensive than in standard college preparatory courses and to completing the full year of the course. Students can expect an average 2.5 hours/week for each college prep course, and 3.75 hours/week for each Honors or AP® course. Due to the extensive amount of work involved, students are advised not to overload their schedule with Advanced Placement® and Honors courses. Therefore, it is extremely important that students attend the AP® and Honors sessions on January 13th, as well as consult with their current teachers and counselors during the course request process to determine the most appropriate course of study. Students and parents are required to calculate, approve, and sign an estimated homework load indicated by their requested schedule of courses.

A transfer out of an AP® course may be granted only in extraordinary instances by the Dean of Academics.

Advanced Placement® courses are designed to prepare students for AP® exams. **All students who enroll in an AP® course are required to take and complete the AP® exam in May.** Students who do well on the AP® exam may qualify for college credit or advanced placement in college courses upon entrance at

participating colleges. No college credit is given just for taking the course; students must qualify by earning qualifying scores on the exam. Students who do not complete the AP® exam requirement may lose the AP® designation on their transcripts which could result in (a) losing the extra grade point, (b) a report of the change in course designation being sent to the colleges a student has been accepted to, and (c) disqualification from taking future AP® courses.

Most AP® and Honors courses qualify for an extra grade point. For further details, please consult Justin-Siena counselors for more information. The UC and CSU systems count extra grade points for a limited number of semesters of AP® and Honors coursework.

Placement in an AP® course is contingent upon second semester grades and in some cases, on completion of summer assignments. Students who do not meet published prerequisite grades in the second semester or do not complete required summer assignments will be removed from an AP® or Honors course and placed in the corresponding college preparatory course.

See departmental information for specific course descriptions and prerequisites.

ACADEMIC COURSE OFFERINGS

ENGINEERING

Justin-Siena provides an engineering curriculum in partnership with [Project Lead the Way \(PLTW\)](#), the leading provider of rigorous and innovative Science, Technology, Engineering, and Mathematics (STEM) education curricular programs in middle and high schools across the U.S. The PLTW engineering program is a four-year sequence of high school courses, which follows a hands-on, real-world problem-solving approach to learning. Throughout these courses, students learn and apply the design process, acquire strong teamwork and communication proficiency and develop organizational, critical-thinking, and problem-solving skills. They discover the answers to questions about how things are made and what processes go into creating products using industry-leading 3D design software. PLTW engineering courses complement regular mathematics and science courses and that are designed to prepare students for post-secondary education and careers in STEM-related fields.

PLTW engineering courses are a good fit for students who have interest in pursuing careers in science, technology, engineering, or math; are creative and like art and design; enjoy working with computers; learn best in “hands-on” classes; or just love figuring out how things are made.

<p>443 Honors Engineering Essentials (PLTW) (Year – 10 units)</p> <p>Engineering Essentials offers students the opportunity to experience the important field of engineering. The course aims to broaden participation in engineering by highlighting its impact and challenging student perceptions of the field, with a focus on exploring global engineering challenges and sustainability goals, as well as personal, societal, environmental, and economic impacts of engineering solutions. Sample topics covered in the course include disaster relief and recovery, worker health and well-being, modern medical devices and procedures, and sustainable cities and communities. By introducing students to diverse topics and a variety of engineering disciplines, Engineering Essentials aims to inspire more participation among a broader range of students. This course is UC-approved as an Honors interdisciplinary elective on the “g” list and does not satisfy any math and science requirements.</p>	<p>prerequisites: An application and instructor approval.</p> <p>Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
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<p>441 Honors Principles of Engineering (PLTW) (Year – 10 units) This survey course exposes students to major concepts they will encounter in a post-secondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of concepts including mechanisms, energy, statics, materials, and kinematics. Students employ engineering and scientific concepts in the solution of engineering design problems and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community. This course is UC-approved as an Honors interdisciplinary elective on the “d” list and does not satisfy any math and science requirements.</p>	<p>prerequisites: Students must have a minimum GPA of 2.5 and have earned a grade of C in Engineering Essentials and have instructor approval.</p>
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<p>442 Honors Civil Engineering & Architecture (PLTW) (Year—10 units) This course is offered in rotation with AP® Computer Science Principles. <u><i>It will not be offered in 2023-2024. It will be offered in 2022-2023.</i></u> The major focus of this course is completing long-term projects that involve the development of property sites. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of a property. The course provides teachers and students freedom to develop the property as a simulation or for students to model the experiences that civil engineers and architects face. Students work in teams, exploring hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture. This Honors course is UC-approved as a science elective on the “d” list, but it does not satisfy any core math and science requirements.</p>	<p>prerequisites: Students must have a minimum GPA of 2.5 and have earned grades of C or higher in previous engineering courses and have instructor approval. All students must be concurrently enrolled in (or have completed with a grade of B- or higher) appropriate grade level math and science courses.</p>
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<p>439 AP® Computer Science Principles (PLTW) (Year—10 units) This course is offered in rotation with Honors Civil Engineering and Architecture. <u><i>It will be offered in 2023-2024. It will not be offered in 2022-2023.</i></u> Using Python® as a primary tool, students learn the fundamentals of coding, data processing, data security, and task automation, while learning to contribute to an inclusive, safe, and ethical computing culture. The course promotes computational thinking and coding fundamentals and introduces computational tools that foster creativity. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP’s offerings are</p>	<p>prerequisites: Preference will be given to seniors and juniors who have completed Engineering Essentials and Principles of Engineering with grades of B- or higher. Other interested students not currently in Principles of Engineering must have a minimum GPA of 3.0, complete the advisory exam, and receive department approval. All students must be concurrently enrolled in (or have completed with a</p>
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aligned to the AP Curriculum Framework standards and the AP CSP assessment. It is UC-approved as a science elective on the “d” list, but it does not satisfy any core math and science requirements.

grade of B- or higher) appropriate grade level math and science courses.

Other factors: AP Potential™ scores, student work habits. Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.

ENGLISH

The English Department strives to prepare students for success in college-level expression, both written and oral. This end requires instruction in a wide range of skills and habits of mind that lead to an active engagement in the process of learning. Students develop the reading, writing, and thinking skills which characterize life-long learners ready to accept the rigors of college-level course work. The department considers both grammar awareness and a thorough grasp of writing conventions essential to a student's success in communicating articulate and thoughtful ideas to a given audience. Such ideas derive from the focused and deliberate study of selected works of fiction, non-fiction, and poetry, as well as from an examination of representative nonliterary texts. The department encourages students to supplement their own understanding by employing research technologies, applying appropriate research methodologies, and critically evaluating information available to them.

*Justin-Siena High School requires four years of English for graduation. **All English courses are UC-approved unless otherwise noted.** Please contact the English Department Chair for more information.*

<p>102 English 9: English Language and Literature (Year – 10 units) The overall goal of this course is to prepare students with the critical reading and writing skills required for success across the various academic disciplines. Specific topics to be covered include the basic parts of speech and their respective functions in sentences, paragraph development, essay organization, text annotation, contextualized vocabulary study, and critical reading strategies. Teaching methodologies include both teacher and student-directed instruction. The explicit teaching of text structure, the use of graphic organizers, the modeling of writing strategies, the use of cooperative learning, the employment of a variety of discussion models, and the maintenance of reading response logs are among the methods used to engage a wide range of learning styles. The first semester's emphasis on contemporary young adult fiction prepares students for the second semester's study of appropriately more challenging works of literature including an introductory study of world myths and branching into both classic and contemporary sources of poetry, fiction, and non-fiction. This course is required for graduation.</p>	<p>prerequisite: None.</p>
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<p>134 Honors English 9: English Language and Literature (Year – 10 units) The goal of Honors Language and Literature is to advance the critical reading, writing, and thinking skills of qualifying students. Mythology, along with classic and contemporary works of poetry, fiction, and non-fiction serve as points of departure for study and discussion. Students engage the writing process, practicing a variety of writing modes including exposition, persuasion, argumentation, narration, and comparison/contrast. Students receive specific instruction in the development of strong thesis statements, effective supporting paragraphs, and logical, convincing conclusions. Teaching methodologies include both teacher and student directed instruction,</p>	<p>prerequisites: Students must be freshmen and have earned qualifying scores on the entrance exam (PSAT 8/9).</p>
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<p>direct lecture, group projects, dramatic presentations, whole class and small group discussions, and independent inquiry.</p> <p>Additional Information: Additional time will be required for unit projects and occasional meetings during Office Hours. Time required will vary as students' reading and writing speeds vary, but critical attention is expected and required for this course. Additionally, summer reading and writing, Thanksgiving break reading, Christmas break reading, and Easter break reading may be assigned.</p>	
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<p>104 English 10: Coming of Age Literature (Year – 10 units)</p> <p>This course seeks to further develop students' reading comprehension and literary analysis skills through the wide-ranging exploration of coming-of-age literature, with written responses to relevant prompts. Specific topics include coming-of-age and related issues of social, moral, and aesthetic development. Students will read and discuss the texts, write formal essays on related topics, and further study basic technical aspects of composition, grammar, vocabulary, and critical thought. Teachers will instruct by lecture and discussion of literary themes and related social justice issues. Students will develop an understanding of texts and themes through group work, dramatic re-creations, and oral presentations. This course (or its Honors-level equivalent) is required for graduation.</p>	<p>prerequisites: Students must be sophomores and have passed English 9.</p>
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<p>135 Honors English 10: Coming of Age Literature (Year – 10 units)</p> <p>This Honors level course is designed to better prepare students for success in the college-level demands of our upper division AP® English classes. Sophomore Pre-AP English Language and Literature draws its highly motivated students from all sections of freshman Language and Literature classes. This course seeks to further engage students in a rigorous process of close reading, studying, analyzing, and writing about a variety of literary and non-literary texts. Planned content is drawn from both classic and contemporary fiction, poetry, and drama, along with thematically consistent non-fiction and visual texts. Central to instruction over the academic year are thorough introductions to a wide range of literary/poetic terms appropriate to each unit's content as well as a comprehensive introduction to the rhetorical modes of writing. Several outcomes transcending all unit-specific outcomes are: the development of strong thesis statements, the development of effective and deliberate essay arrangement, the development of text-specific exemplification, the development of effective quotation integration, and the development of appropriate source documentation. This class is approved as an Honors course on the UC/CSU "b" List.</p> <p>Additional Information: Additional time will be required for unit projects and occasional meetings during Office Hours. Time required will vary as students' reading and writing speeds vary, but critical attention is expected and required for this course. Additionally,</p>	<p>prerequisites: Students must be sophomores, have earned an "A" in English 9 or an "B" or higher in Honors English 9. They may be required to complete deadline-sensitive summer reading and writing assignments. They must receive department approval.</p> <p>Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
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summer reading and writing, Thanksgiving break reading, Christmas break reading, and Easter break reading may be assigned.	
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<p>145 English 11: American Literature (Year – 10 units) This course will follow a theme-based approach to surveying literature of the United States. Students will have the opportunity to explore major events and movements in American history and discover the unique and evolving “voice” of Americans in literature. Multiple genres will be explored, including fiction, short stories, drama, poetry, speeches, and historical political documents. This course will include a variety of reading and writing activities including narrative, descriptive, persuasive, and expository essays; short stories; poetry; and critical analysis. Written assignments and projects will be presented in a variety of modes including literary analysis essays, research projects, creative visual presentations, and formal and informal class discussions.</p>	<p>prerequisites: Students must be juniors and have passed all required English courses.</p>
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<p>153 Honors English 11: American Literature (Year – 10 Units) This course will follow a chronological and theme-based approach to surveying American literature. Students will have the opportunity to explore major events and movements in American history and discover the unique and evolving “voice” of Americans in literature. Multiple genres will be explored, including fiction, short stories, drama, poetry, speeches, and historical political documents. This course will include a variety of reading and writing activities including narrative, descriptive, persuasive, and expository essays; short stories; poetry; and critical analysis. Written and oral presentations will be administered through class discussions, dramatic performance, storytelling, speeches, debates, oral readings, poetry, and research reports. This course differs from English 11 in its expanded reading load, additional reading and writing assignments throughout the year and an expectation to “master the essay,” in preparation for accelerated college English courses.</p> <p>Additional Information: Critical attention and time are expected and required for this course. Additionally, reading and/or writing may be assigned over Thanksgiving, Christmas, and Easter breaks.</p>	<p>prerequisites: Grades of “A” or higher in both semesters of English 10 or “B” or higher in both semesters of Pre-AP English, and English Department approval. Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
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<p>108 English 12: Global Literature (Year – 10 units) Following a chronological and theme-based approach, this 12th grade level English course continues to develop and explore the reading and writing skills, literary genres, and specific texts introduced in the previous three years of English. Students will explore major literary works throughout history and across the globe. A key expectation is that students challenge themselves to make connections between their current text to texts previously read in other courses, as well as to contemporary global events and issues. Students will explore timeless themes of the human condition such as the quest for truth, the “Hero’s</p>	<p>prerequisites: Students must be a senior and have passed all required English courses.</p>
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<p>Journey,” the relationship between God and humankind, the relationship between the individual and society, and destiny versus free will, all issues of great urgency as students consider their paths post-high school. In the second semester, the teacher will guide the class to choose to survey a specific genre or time period of literature in a more in-depth manner. The second semester will culminate in a final capstone project developed throughout, and based on the focus of, the second semester.</p>	
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<p>154 Honors English 12: Global Literature (Year – 10 units) Following a chronological and theme-based approach, Honors English 12 continues to develop and explore the reading and writing skills, literary genres, and specific texts introduced in the previous three years of English. Students will explore major literary works throughout history and across the globe. A key expectation is that students challenge themselves to make connections between their current text to texts previously read in other courses, as well as to contemporary events and issues. Students will explore timeless themes of the human condition such as the quest for truth, the “Hero’s Journey,” the relationship between God and humankind, the relationship between the individual and society, and destiny versus free will, all issues of great urgency as students consider their paths post-high school. In the second semester, the teacher will guide the class to choose to survey a specific genre or time period of literature in a more in-depth manner. The second semester will culminate in a final capstone project developed throughout, and based on the focus of, the second semester. This course differs from English 12 in its greater depth and pace of chronological and thematic study of global literature throughout the year. This course also differs from English 12 in its expanded reading load and additional reading and writing assignments throughout the year.</p> <p>Additional Information: Critical attention and time are expected and required for this course. Additionally, reading and/or writing may be assigned over Thanksgiving, Christmas, and Easter breaks.</p>	<p>prerequisites: Students must be seniors and have earned grades of “A” or higher in both semesters of their junior English college preparatory courses, or “B” or higher in both semesters of Honors English 11, or AP® class and English Department approval. Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
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<p>107 AP® English Language and Composition (Year – 10 units) The two overarching goals of this course are to prepare students for the rigors of college-level writing with emphasis on argumentation strategies and argument analysis and to simultaneously prepare them for the Advanced Placement® Language and Composition Examination. This class is both reading-and-writing intensive, driven by the idea that advanced critical thinking is a product of practice. Students are taught to identify logical fallacies, to frame their own arguments, to analyze the arguments of others, and to intentionally employ rhetorical tropes for effect in their own writing. Teaching methodologies include direct lecture and discussion, peer editing and evaluation, individual and group interpretation of visuals, maintenance of reading response logs,</p>	<p>prerequisites: Students must be juniors or seniors and have earned an “A” in the previous year’s college preparatory English course(s) or “B” in the previous year’s Honors, pre-AP®, or AP® English course. They must also receive department approval and successfully complete a deadline-sensitive summer reading and writing assignment.</p>
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<p>and practice with various components of retired and released Advanced Placement examinations.</p> <p>Additional Information: Time required for this course will vary as students' reading and writing speeds vary, but critical attention is expected and required for this course. Additionally, summer reading and writing, Christmas break reading, and Easter break reading may be assigned.</p>	<p>Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
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<p>109 AP® English Literature and Composition (Year – 10 units)</p> <p>This course is designed to expand and develop skills in critical reading of and writing about literature. Students will develop the critical reading and composition skills necessary for advanced college coursework and the Advanced Placement® exam. Students will read and analyze poetry, prose, and drama from a wide range of literary periods. This course stresses a sophisticated awareness of genre, theme, and style, focusing on works by British and American authors, contemporary writings, and world literature. Students will understand how authors use elements such as diction, imagery, syntax, details, and figurative language to convey theme. <u>Extensive reading</u> of novels, poetry, essays, plays, and literary criticism are integrated into course assignments. Discussion is the primary way in which students come to understand a novel, essay, play, or poem. Preparation (having read the assigned materials and engaging in vocabulary enrichment) will be critical to the success of these discussions. Daily writing will serve as a means by which students train to respond, to synthesize, and to evaluate literature discussed in and outside of class.</p> <p>Additional Information: Time required will vary as students' reading and writing speeds vary, but critical attention is expected and required for this course. Additionally, summer reading and writing, Christmas break reading, and Easter break reading will be assigned.</p>	<p>prerequisites: Students must be juniors or seniors and have earned an "A" in the previous year's college preparatory English course(s) or "B" in the previous year's Honors, pre-AP®, or AP® English course. They must also receive department approval and successfully complete a deadline-sensitive summer reading and writing assignment.</p> <p>Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
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MATHEMATICS

The mathematics curriculum is designed to enhance reasoning, problem-solving, deductive and logical thinking, and the application of mathematics to practical situations. The courses enable the students to communicate mathematical reasoning through computing, following procedures, and justifying their work. Students are carefully placed in the appropriate courses so that they may learn and be successful in a safe, nurturing environment that allows them to grow mathematically, socially, and spiritually. Several course options (Algebra Foundations, Algebra I, Geometry, and Algebra II) are available to freshman students, depending on their levels of readiness.

Seniors can complete their mathematics sequence with Calculus, Pre-Calculus, Statistics, or Algebra II.

Justin-Siena High School requires three years of mathematics for graduation and strongly encourages four years of mathematics. **Unless otherwise noted, all mathematics courses are UC-approved.** Please contact the Mathematics Department Chair for more information.

<p>332 Algebra Foundations (Year – 10 units)</p> <p>The purpose of this remedial course is to strengthen basic math foundations, while covering introductory Algebra concepts. The goal of this course is to prepare students to take Algebra I in the following year. Concepts covered include operations with whole numbers, integers, fractions, decimals, and polynomials. In addition, solving simple equations, square roots, exponents, percentages, interpreting graphs, ratios, and proportions will be covered. <u>This is a remedial course, and is not one of the A-G UC-approved courses.</u></p>	<p>prerequisite: Department placement is based on performance on the Entrance Exam.</p>
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<p>303 Algebra I (Year – 10 units)</p> <p>This course provides the student with a complete study of the first-year Algebra skills and concepts. This course provides the necessary introduction and practice to prepare students for a successful study of Algebra and sets the foundation for future studies in mathematics. It includes solving linear equations, solving linear inequalities, solving systems of equations, polynomials, factoring, rational expressions and applications. Students relate and apply algebraic concepts to geometry, statistics, data analysis, probability, and discrete mathematics.</p>	<p>prerequisite: Department placement is based on performance on the Entrance Exam.</p>
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<p>306 Geometry (Year – 10 units)</p> <p>This course emphasizes making connections within the concept of plane geometry. Students will be introduced to inductive and deductive reasoning, logic and proof (including flow charts and two-column proofs), thinking more logically and precisely, learning the basic principles of plane and coordinate geometry, developing problem solving skills, fully integrating algebra with geometry, and preparing for more advanced work in mathematics.</p>	<p>prerequisites:</p> <p>Entering freshmen: Mastery of the Mathematics Challenge Exam.</p> <p>Sophomores: “C-” or higher in Algebra I.</p>
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<p>307 Honors Geometry (Year – 10 units)</p> <p>This course is an accelerated, advanced course in Geometry for students who wish to focus on advanced mathematics in high school and beyond. Mathematical reasoning is taught through the writing of formal proofs, with the theorems, postulates, and definitions of plane geometry introduced in logical progression. An introduction to three-dimensional geometry is also included. Algebraic concepts are integrated throughout the course to aid in the transition to second-level Algebra.</p>	<p>prerequisites:</p> <p>Sophomores: “A” or higher in High-school Algebra I.</p> <p>Entering freshmen: Mastery of Algebra 1 Challenge Exam. <u>Students must indicate their interest in this course on the online course application for AP[®], Honors, and elective courses.</u></p>
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<p>337 Algebra II: Financial Applications (Year – 10 units)</p> <p>This course is a college-preparatory course that uses sophisticated mathematics to give students the tools to become financially responsible young adults. The course employs algebra, trigonometry, probability, statistics, and geometry to solve financial problems that occur in everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics. Field projects, computer spreadsheets, and graphing calculators are key components of the course.</p> <p>Additional Information: Students who take this course will be prepared to take Statistics in the following year, but not Pre-Calculus. Students who want to take Pre-Calculus should take Algebra II (309) or Honors Algebra II (310) first.</p>	<p>prerequisites: “C-” or higher in Algebra I, or in a first-year high-school integrated mathematics course.</p>
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<p>309 Algebra II (Year – 10 units)</p> <p>This course is designed to further explore concepts from Algebra I and to introduce new, more advanced, algebraic concepts. At the completion of this course, students will have been introduced to or gained further experience in the following areas: equations and inequalities, linear relations and functions, systems of equations, matrices, polynomial and radical expressions, quadratic functions and inequalities, polynomial functions, rational expressions, logarithmic functions, sequences and series, and probability.</p> <p>Additional Information: A lengthy summer assignment to review the Algebra I concepts may be required before starting this course.</p>	<p>prerequisites: “C” or higher in Algebra I, or in a first-year high-school integrated mathematics course.</p>
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<p>310 Honors Algebra II (Year – 10 units)</p> <p>This course is an advanced and accelerated math class that develops a fuller understanding of the complete number system, develops skills in the use of graphing calculators, develops analysis and problem-solving skills, and helps students to be better prepared to take standardized tests. This course includes solutions of equations and inequalities, including both quadratic and rational inequalities and absolute value equations and inequalities, and systems of equations and inequalities. It also includes functions and graphing, polynomial and rational functions, exponential and logarithmic functions, conic sections, and sequences and series.</p> <p>Additional Information: A summer assignment to review Algebra I concepts is required before starting this course.</p>	<p>prerequisites: “A” or higher in Geometry, or “B” or higher in Honors Geometry.</p> <p>Other factors: <u>Students must indicate their interest in this course on the online course application for AP[®], Honors, and elective courses.</u></p>
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<p>342 Statistics (Year – 10 units)</p> <p>This course provides an introduction to the fundamental concepts and methods of statistics and probability. This course consists of an introduction to descriptive statistics and statistical inference. Topics include basic measures of central tendency and variability, elementary probability theory, sample sizes, hypothesis testing, correlation, regression, and analysis of variation.</p>	<p>prerequisites: “C-” or higher in Geometry and Algebra II.</p>
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<p>311 Pre-Calculus (Year – 10 units)</p> <p>This course introduces students to the topic of trigonometry in the first semester and the study of mathematical functions in the second semester. Trigonometry includes the study of functions of both acute and obtuse angles, solutions to right and oblique triangles, and radian and degree measure. It also includes graphs of trigonometric functions and their inverses, trigonometric identities, and applications of trigonometric functions and vectors. The second semester includes the study of elementary math functions and applications in problem solving. Graphical analysis is included in all sections with investigations of the behavior of graphs with related equations. Further topics which are explored include sequences and series and exponential and logarithmic functions and their applications.</p>	<p>prerequisites: “C+” or higher in Algebra II.</p>
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<p>312 Honors Pre-Calculus (Year – 10 units)</p> <p>This course develops both the conceptual understanding and the analytical skills necessary to experience success in future studies in Calculus. It includes a complete covering of trigonometry and the applications of trigonometry, matrices and their applications, counting theory and probability, partial fractions, the Binomial Theorem, Mathematical Induction, and a general preparation and introduction to calculus that includes limits, continuity, and derivatives.</p>	<p>prerequisites: “B” or higher in Honors Algebra II, or “A” or higher in Algebra II and completion of extra summer course work.</p> <p>Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
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<p>345 Calculus (Year – 10 units)</p> <p>This course is similar to a first semester college Calculus course and is designed to prepare students for college-level Calculus. The course covers limits, continuity, derivatives, applications of derivatives, integrals, differential equations, mathematical modeling, and applications of definite integrals.</p>	<p>prerequisites: “C” or higher in Honors Pre-Calculus, or 80% or higher in Pre-Calculus.</p>
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313 AP® Calculus AB (Year – 10 units)

Advanced Placement® Calculus AB is a full academic year of calculus; it is comparable to one semester of college Calculus. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed geometrically, numerically, graphically, and verbally. Students are required to have their own graphing calculator. Students must take the Advanced Placement® Calculus AB examination offered in the spring.

Additional Information: A summer assignment may be required.

prerequisites: “B” or higher in Honors Pre-Calculus or Calculus.

Other factors: Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.

335 AP® Calculus BC (Year – 10 units)

Advanced Placement® Calculus BC is comparable to a second semester college course; it is an extension of AP® Calculus AB. AP® Calculus BC is concerned with developing student understanding of the concepts of calculus and providing experience with its methods and applications. Topics include applications of definite integrals, sequences, L’Hopital’s Rule, improper integrals, infinite series, and Parametric, Vector, and Polar Functions. Students must take the Advanced Placement® Calculus BC examination offered in the spring.

Additional Information: A summer assignment may be required.

prerequisites: “B” or higher in AP® Calculus AB.

Other factors: Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.

MULTI-DISCIPLINE

The multi-discipline courses transcend the boundaries of the traditional disciplines, as well as coordinate existing courses which are not easily classified. The following courses highlight the school's commitment to innovative and creative curriculum development to meet students' needs and interests.

Multi-discipline courses are not UC-approved unless indicated otherwise.

<p>159 Academic Reading & Composition (Year – 10 units)</p> <p>The goal of this course is to introduce the academic language skills that are essential to students' overall academic success. The curriculum is divided into units that encourage students to practice skills while thinking critically about relevant and authentic questions, such as "What influences the choices people make?" and "What makes a hero?" Through guided and independent reading of a variety of fiction and nonfiction texts, students practice reading strategies by making inferences, analyzing text structure, understanding point of view, etc. They practice speaking and listening skills through partner and group work, class discussions, interactive activities, and authentic group projects. They also study relevant academic vocabulary and practice vocabulary comprehension skills, such as using context clues. Students engage with different writing genres, such as narrative, argumentative, and literary analysis, through analyzing mentor texts and practicing the writing process while studying relevant grammar and sentence structure topics in context. All class activities and assessments are aligned with the Global Scale of English Learning Objectives for Academic English (GSE).</p>	<p>prerequisite: Placement in this course is based on students' English proficiency level which are tied to the Common European Framework of Reference (CEFR).</p>
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<p>157 Intermediate Academic Reading & Composition (Year – 10 units)</p> <p>The goal of this course is to improve the academic language skills that are essential to students' overall academic success. The curriculum is divided into units that encourage students to practice skills while thinking critically about relevant and authentic questions, such as "What influences the choices people make?" and "What makes a hero?" Through guided and independent reading of a variety of fiction and nonfiction texts, students practice reading strategies by making inferences, analyzing text structure, understanding point of view, etc. They practice speaking and listening skills through partner and group work, class discussions, interactive activities, and authentic group projects. They also study relevant academic vocabulary and practice vocabulary comprehension skills, such as using context clues. Students engage with different writing genres, such as narrative, argumentative, and literary analysis, through analyzing mentor texts and practicing the writing process while studying relevant grammar and sentence structure topics in context. All class activities and assessments are aligned with the Global Scale of English Learning Objectives for Academic English (GSE).</p>	<p>prerequisite: Placement in this course is based on students' English proficiency level which are tied to the Common European Framework of Reference (CEFR).</p>
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<p>158 Advanced Academic Reading & Composition. (Year – 10 units) The goal of this course is to build upon and further improve students’ academic language skills and prepare them for more rigorous, college level courses. The curriculum is divided into units that encourage students to practice skills while thinking critically about relevant and authentic questions, such as “What does it really mean to communicate?” and “How can we balance everyone’s rights?” Through reading a variety of fiction and nonfiction texts, students practice critical thinking and analysis strategies. They practice speaking, listening, and note-taking skills through academic discussions, presentations, and authentic group projects. Students expand their academic vocabulary knowledge and engage in many different forms of writing to express knowledge and demonstrate skills. Students use the writing process to produce a variety of writing genres that they will use in higher level academic courses, including narrative, research, and literary analysis, while also studying relevant grammar and sentence structure topics in context. All class activities and assessments are aligned with the Global Scale of English Learning Objectives for Academic English (GSE). <i>This course is approved on the UC “b” list.</i></p>	<p>prerequisite: Placement in this course is based on students’ English proficiency levels which are tied to the Common European Framework of Reference (CEFR).</p>
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<p>834 Lasallian Student Leadership (Year – 10 units) Lasallian Student Leadership is an academic elective course for juniors and sophomores. In this course, students are hands-on creators and leaders of student life at Justin-Siena High School in collaboration with the other leadership groups on campus. The course provides opportunities for students to develop and practice leadership skills, including developing and practicing public speaking skills and improving their understanding of group dynamics. A focus of the course is the study of the practice and habits of good leadership rooted in the Lasallian heritage and traditions, as well as learning to accept and share responsibility with peers and adults in carrying out the mission of Justin-Siena High School through the planned activities of the school.</p> <p><u>Additional information:</u> Placement in this elective course requires going through an extensive application process. Students who apply for this course, should have alternate courses selected as well.</p>	<p>prerequisites: Students must be juniors or sophomores and receive approval. (Seniors interested in the academic study of leadership should apply to take Senior Servant Leadership in the Religious Studies Department instead of this course.)</p>
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<p>830 Yearbook (Year – 10 units) Yearbook is a practical study of the publishing process. Students have the unique opportunity to run, design, and publish the yearbook for Justin-Siena High School. Using computer technology and digital camera equipment, students will create a publication to be released at the end of the school year. With an editor-in-chief, section editors, and staffers, students also get to experience a real-life business structure with leaders responsible for leading, delegating and editing, and the first-hand experience of being responsible for meeting deadlines. It is recommended that students have completed or are concurrently enrolled in Graphic Design. <i>This course is UC-approved.</i></p>	<p>prerequisite: Students must submit the online application by the published deadline and receive approval from the Yearbook teacher.</p> <p>Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
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<p>800 Lifetime Fitness (Year - 10 units)</p> <p>The purpose of this course is to expose the student to many different types of physical activity and exercise that are available throughout the lifetime. A significant portion of this course will be devoted to the development of the individual's flexibility, strength and cardiovascular fitness level through weight training and cardiorespiratory activities. At the conclusion of this course, the student will have been exposed to many different types of exercise available to all ages that will help cultivate a life of physical health.</p>	<p>prerequisite: None.</p>
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<p>815 Office Assistant (Year – 10 units)</p> <p>A student enrolled as an office management assistant assists the school administration and office staff with clerical responsibilities such as filing, running messages, and collecting attendance. Office management assistants work directly with the Dean of Students (unless otherwise assigned). This opportunity is designed for responsible and trustworthy students capable of acting with maturity and discretion. Grading for this course is on a Pass/Fail basis.</p>	<p>prerequisite: None.</p>
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<p>813 Instructional Assistant (Year – 10 units)</p> <p>A student enrolled as an instructional assistant offers assistance to the members of an academic department. This assistance takes many forms, such as tutoring and copying papers. Instructional assistants are not responsible for the grading of papers, and they may not participate in any form of student assessment. This opportunity is designed for responsible and trustworthy students capable of acting with maturity and discretion. Administration will place instructional assistants in departments. Grading for this course is on a Pass/Fail basis.</p>	<p>prerequisite: None.</p>
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<p>841 Study Period (Semester/Year – 0 units)</p> <p>Study Period provides an opportunity for students to complete homework, research papers or projects, or stay current with college admissions expectations. Students enrolled in Study Period are expected to spend each period actively working on assignments and other course work. Grading for this course is on a Pass/Fail.</p>	<p>prerequisite: Study period is reserved for juniors and seniors. Freshmen and sophomores with special circumstances may take a study period with the approval from the Dean of Academics. Students must be on target for meeting graduation requirements and maintain good academic standing. Juniors and seniors may take <u>one</u> unscheduled period or study period each semester.</p>
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888/889 Unscheduled Period (Semester/Year – 0 units)

An unscheduled period affords students unstructured, flexible time to self-manage. Students are required to follow special attendance policies and maintain good academic standing. Students who jeopardize their academic standing may be removed from an unscheduled period and placed in a structured study period.

prerequisite: Unscheduled period is reserved for juniors and seniors. Students must be on target for meeting graduation requirements and maintain good academic standing.

Juniors and seniors may take one unscheduled period or study period each semester.

RELIGIOUS STUDIES

Of central importance to the Catholic identity and Lasallian character of Justin-Siena High School is its religious studies program. The curriculum that the department provides is based on the Framework of Doctrinal Elements established by the United States Conference of Catholic Bishops. In the senior year, students have five options designed to introduce students to a more personalized, experiential, and holistic study of several topics aligned with the Bishop’s Framework which include the world’s religions, spirituality, leadership, service, discipleship, social justice, and vocation. The senior courses prepare students to serve, lead, and live their faith in an ever-changing world. The overall religious studies program provides meaning and context for the course material provided in other areas of the school’s curriculum.

*Justin-Siena High School requires four years of religious studies for graduation. **Unless otherwise noted, no religious studies courses are UC-approved.** Please contact the Religious Studies Department Chair for more information.*

<p>002 Christian Scriptures (Year – 10 units) The first semester of the course includes an introduction to the Lasallian Heritage and the relevance of religion in people’s lives. The students will then begin an examination of the relationship among natural revelation and science, and the soul and divine revelation. The second semester begins with a deeper understanding of the Bible and salvation history that is presented within it. The students learn to navigate the Bible and use basic exegetical skills. They learn why salvation history is necessary. They come to know the people of salvation history in the book of Genesis and the significance of the Exodus for Jews and its parallels to the Paschal Mystery. Finally, the historical books and the Prophets are examined through the lens of social justice and the messianic prophecies.</p>	<p>prerequisite: Student must be a freshman.</p>
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<p>015 Christology and Ecclesiology (Year – 10 units) This course continues the study of the Scriptures from the freshman year. The first semester of this course leads students toward a deeper understanding of the human need for redemption and how Jesus is the fulfillment of God’s promise of redemption. The course explores the socio-economic world of Jesus’ time and its influence on his teachings. The second semester of the course will lead students toward a deeper understanding of the life of Jesus by examining the Gospel using exegesis. The concepts of the Incarnation and the Paschal Mystery will be explored as to how, from his birth to his suffering, death, resurrection, and ascension, Jesus makes redemption possible. The course ends with the Church as a means to encountering the living Jesus. The fourth quarter explores the origin, the human and divine elements, and the ongoing mission of the Church.</p>	<p>prerequisite: Student must be a sophomore and have passed Christian Scriptures.</p>
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<p>017 Christian Living (Year – 10 units) Morality and Social Justice is a course on the fundamental principles of the moral life and how it is lived interiorly and in society. In the first semester, the moral life is presented in the context of God’s love, the foundational principle of the moral life, and the dignity and goodness of the human person. In the second semester, students will survey Catholic Social Tradition and its underlying principles and then learn a four-step social analysis and theological reflection process. Being a Catholic-Lasallian Institution, the course is presented through the lens of the Roman Catholic Tradition, which draws its moral wisdom from Sacred Scriptures, Sacred Tradition, reason, and experience. The ultimate goal of the course is to help students develop into morally mature human beings.</p>	<p>prerequisite: Student must be a junior and have passed all required religious studies courses.</p>
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<p>008 Senior Service Immersion Project (Year – 10 units) This course is a blended course that combines in-person instruction and direct service in addition to online instruction.</p> <p>Senior Service Immersion Project is a seminar-style course that is an adaptation of <i>Option C: Living as a Disciple of Jesus Christ in Society</i> in the Bishops’ Framework. Students will be guided through the process of applying Catholic social teaching into direct service. Students will research issues related to Catholic social thought, perform direct service, prepare proposals based on their research and service experience, and present their findings to a panel of teachers and students for review. Students will further be instructed on the different levels of service, structural analysis, Catholic social thought, and advocacy for justice.</p>	<p>prerequisite: Student must be a senior and have passed all required religious studies courses. During the course request advising period in January and February of their junior year, students will discern which course of study they will choose for their senior Religious Studies requirement based on (a) their personal interests and strengths, and (b) department approval.</p>
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<p>022 Senior Servant Leadership (Year – 10 units) This course is conducted entirely in person.</p> <p>This course is an adaptation of <i>Option D: Responding to the Call of Jesus</i> in the Bishops’ Framework, incorporating elements of <i>Option A: Sacred Scripture</i>. Students will be guided through a process of examining Sacred Scripture in order to apply the words and actions of Jesus Christ to expressions of Servant Leadership in today’s world. The course will engage students in the study of Servant Leadership as exemplified by Jesus in the New Testament, develop their personal and interpersonal leadership skills, and invite them to share responsibility with peers and adults in carrying out the mission of Justin-Siena High School through experiencing the hands-on planning, implementation, and evaluation of select activities dedicated to fostering a vibrant Student Life on campus.</p> <p>Additional Information: Enrollment in this class requires committed presence at and full participation in the Student Leadership Retreat and two Student Leadership Work Days held during the summer.</p>	<p>prerequisite: Student must be a senior and have passed all required religious studies courses. During the course request advising period in January and February of their junior year, students will discern which course of study they will choose for their senior Religious Studies requirement based on (a) their personal interests and strengths, and (b) department approval. Other factors: Students elected to the role of Student Director must take this class as their Senior Religion course. Preference will be given to students who have taken</p>
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	Christian Living and Leadership as juniors, but any students who have demonstrated a commitment to service and leadership may apply.
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<p>016 World Religions (Year – 10 units) This course is conducted entirely in person.</p> <p>This course follows <i>Option E: Ecumenical and Interreligious Issues</i> in the Bishops’ Framework and begins with a an introduction to the study of the world religion which is followed by a discussion of Vatican II and the Church’s teaching on ecumenism, religious tolerance, and inter-faith dialogue recognizing non-Christian religions. The course then examines the eastern religions beginning with Hinduism. Second semester begins with Buddhism, followed by Taoism, Confucianism, and Shinto. Second semester ends with the study of Judaism, Islam, Sikhism, and Christianity, including other rites of Catholicism and Protestant faiths. During their study of each religion, students will analyze primary sources. Teaching methods will include lecture, multi-media, guest speakers, group work, and projects. <u><i>This course is approved on the UC A-G List as an elective.</i></u></p>	<p>prerequisite: Student must be a senior and have passed all required religious studies courses. During the course request advising period in January and February of their junior year, students will discern which course of study they will choose for their senior Religious Studies requirement based on (a) their personal interests and strengths, and (b) department approval.</p>
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<p>003 The Spiritual Journey (ONLINE, Semester – 5 units) 007 World Religions (ONLINE, Semester – 5 units) These sections of Spiritual Journey and World Religions are conducted entirely online. They are taken together in sequence. Beginning May 1, 2016, this course will be open to students in schools participating in the Bay Area Catholic Schools Online Consortium and in other Lasallian high schools.</p> <p>Spiritual Journey (Online) is an adaptation of <i>Option D: Responding to the Call of Jesus Christ</i> and includes many elements of <i>Option B: History of the Catholic Church</i> in the Bishops’ Framework. It is designed to help students reflect on the presence of God in their lives by exploring the foundations of a fruitful spiritual journey, different prayer practices and images of God, the life stories of saints and spiritual figures, and ultimately, how to respond to God’s call in their lives. By reflective reading, viewing, and analysis of the stories of people seeking to better know themselves, God, and the meaning of their lives, students learn to see God in the people they meet and the choices they make. Students will also be introduced to a variety of situations and circumstances that contribute to their spiritual development using lecture, discussion, journaling, and film. The culminating final project asks students to design and create their own spiritual autobiography.</p> <p>World Religions (Online) follows <i>Option E: Ecumenical and Interreligious Issues</i> in the Bishops’ Framework and begins with a discussion of Vatican</p>	<p>prerequisite: Student must be a senior and have passed all required religious studies courses. During the course request advising period in January and February of their junior year, students will discern which course of study they will choose for their senior Religious Studies requirement based on (a) their personal interests and (b) department approval.</p> <p>Other factors: Students must demonstrate strong habits of self-discipline and time management. Preference will be given to students who have scheduling conflicts. <u>A student can only take one online religion class during their 4 years at Justin-Siena.</u></p>
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II and the Church's teaching on ecumenism, religious tolerance, and inter-faith dialogue recognizing non-Christian religions. The course then examines the eastern religions including Hinduism, Buddhism, Taoism, Confucianism, and Shinto. The course ends with the study of Judaism, Islam, and Christianity including other rites of Catholicism and Protestant faiths. *This online section of World Religions is not UC-approved.*

Additional Information: The vast majority of work for this class will be conducted independently and online. There will be monthly online class webinars, established early in the course, at which all students must be online to participate in virtual discussions, lectures and assessments.

Technical requirements: Students must have access to a device with internet access and audio and microphone capabilities.

SCIENCE

Scientific education is an essential component for preparing the student for adult life. The science curriculum at Justin-Siena High School is focused on offering a general science education to all students, aiming to provide a measure of scientific understanding in a variety of scientific disciplines, including both the physical and biological sciences. This scientific understanding is accomplished through the study of the scientific method, experimentation, and observation. This scope of study incorporates the need of the individual to know and to understand, to question, to search for data and relationships that give meaning, to demand objective verification, and to use logical inquiry. The Science Department emphasizes one-on-one collaboration with students in their scientific studies.

*Justin-Siena High School requires three years of science for graduation. **Unless otherwise noted, all science courses are UC-approved.** Please contact the Science Department Chair for more information.*

<p>411 Physics 9 (Year – 10 units) This course is designed to give students the opportunity to become acquainted with both the underlying concepts and the basic mathematical formulations of conceptual physics. The focus of lectures, labs, and demonstrations is on conceptual understanding, supported by mathematical application. The course content surveys the traditional topics of physics, with emphasis on mechanics, wave phenomena, electricity, magnetism, and fluids. Students also carry out a substantial original research project in which they are guided through the complete process of posing a scientific question, investigating, and presenting their results.</p>	<p>prerequisites: Student must be a freshman and concurrently enrolled in Algebra I or a more advanced mathematics course.</p>
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<p>418 Honors Physics 9 (Year – 10 units) This course is designed to give students the opportunity to become acquainted with both the underlying concepts and advanced mathematical formulations of conceptual physics. The course consists of lectures, demonstrations, and monthly lab reports to instill a conceptual understanding, supported by more advanced algebraic mathematical application. The course content surveys the traditional topics of physics, with emphasis on mechanics, wave phenomena, electricity, magnetism, and fluids. Students also carry out a substantial original research project in which they are guided through the complete process of posing a scientific question, investigating, and presenting their results. Honors Physics 9 moves at a faster pace and investigates each topic with greater challenge and depth than the Physics 9 course; furthermore, Honors Physics 9 students complete an extensive and rigorous literature review as part of their research project.</p>	<p>prerequisites: Student must be a freshman, have passed Algebra I, have earned superior scores on the math section of the entrance exam (PSAT 8/9), the math and physics challenge tests, and have department approval.</p>
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<p>417 Biology (Year – 10 units)</p> <p>This course is the study of life and the interaction of organisms with their environment. The unity, diversity, and continuity of life will be studied using individual and group projects and selected readings. Lectures will be correlated with current scientific research and laboratory work. The goal of this course is to instill an awareness of the diverse array of species on Earth and to understand the balance between them and their environment. Topics that will be covered include scientific method, the chemistry of life, cells, photosynthesis, cellular respiration, genetics and heredity, and plant and animal classification.</p>	<p>prerequisite: Students must have passed Physics 9 and Algebra I</p>
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<p>424 Honors Biology (Year – 10 units)</p> <p>This course is the study of life and the interaction of organisms with their environment. The unity, diversity, and continuity of life will be studied using individual and group projects and selected readings. Lectures will be correlated with current scientific research and laboratory work. The goal of this course is to instill an awareness of the diverse array of species on Earth and to understand the balance between them and their environment. Topics that will be covered include scientific method, the chemistry of life, cells, photosynthesis, cellular respiration, genetics and heredity, and plant and animal classification. Honors Biology moves at a faster pace and investigates each topic with greater challenge and depth than the Biology course; furthermore, Honors Biology students complete an extensive and rigorous literature review as part of their research project</p>	<p>prerequisite: An “A” in Physics 9 or a “B” in Honors Physics 9. Other factors: PSAT scores and student work habits. <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
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<p>406 Chemistry (Year – 10 units)</p> <p>The principles of chemistry are taught through an integrated program of lab investigations, class discussion, and demonstrations. Proficiency in algebraic manipulations and the ability to extract mathematical data from word problems are necessary. Topics covered include language of chemistry, structure, states and reactions of matter, solutions, chemical equations, gas laws, and acid-base reactions.</p>	<p>prerequisite: Students must have either passed or be currently enrolled in Geometry.</p>
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<p>407 Honors Chemistry (Year – 10 units)</p> <p>This course is designed for those who plan a career in science, engineering, or math. This course covers the same material as Chemistry, but with greater depth and more emphasis on mathematics.</p>	<p>prerequisites: Student must have an “A” in the prior college prep science class or a “B” in the prior Honors science class. Student must have passed or be currently enrolled in Algebra II, and receive department approval. Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
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<p>419 AP[®] Chemistry (Year – 10 units)</p> <p>AP[®] Chemistry is equivalent in content, depth, and complexity to an introductory chemistry course at the college level. This course is designed to prepare the student to excel on the AP[®] exam offered in May, and follows the AP[®] curriculum. AP[®] Chemistry is an in-depth, content-intensive study of chemical principles that allows students the opportunity to engage hands-on in scientific experimentation. Units of study include chemical reactions, modern atomic theory, molecular bonding, hybridization, organic chemistry, stoichiometry, thermodynamics, kinetics, aqueous equilibrium, acids, bases, precipitation, reduction, oxidation, electrochemistry, and nuclear chemistry. Students are required to take the Advanced Placement[®] exam in May.</p> <p>Additional Information: Students are required to complete an assignment over the summer due on the first day of school.</p>	<p>prerequisites: An “A” in Algebra II or “B” in Honors Algebra II and subsequent math grades; an “A” in Chemistry or a “B” in Chemistry/Honors Chemistry; department approval, and successful completion of a deadline-sensitive summer reading assignment.</p> <p>Other factors: <u>Students must indicate their interest in this course on the online course application for AP[®], Honors, and elective courses.</u></p>
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<p>416 AP[®] Physics 1: Algebra-Based (Year – 10 units)</p> <p>AP[®] Physics 1 is the equivalent of a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits.</p> <p>Additional Information: This course is designed for those students who wish to pursue engineering or science-related tracks in college. The department recommends that students take this class as seniors, even if they meet the requirements as juniors. This class is challenging and requires substantial work outside of class to be successful.</p>	<p>prerequisites: An “A” in Physics 9 or a “B” in Honors Physics 9; students must have completed or be concurrently enrolled in a pre-calculus or higher math class.</p> <p>Other factors: <u>Students must indicate their interest in this course on the online course application for AP[®], Honors, and elective courses.</u></p>
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<p>405 Human Physiology (Year – 10 units)</p> <p>This intensive look at the human body starts with a study of the development of terrestrial bipedalism and a survey of human classification in relation to other groups in the animal kingdom. Each of the ten organ systems will be examined through lectures, laboratory and computer investigations, and assigned projects. Application of course material to sports and medicine is stressed. This course emphasizes the importance of human diversity and an appreciation for all life. In addition, it focuses on the necessity of a healthy lifestyle for the maintenance of homeostasis in response to a multitude of environmental challenges.</p>	<p>prerequisite: Student must have earned a 70% or higher in Biology.</p>
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<p>433 Forensic Science (Year -10 units) Forensic Science is a class that will increase a student's knowledge and practical application of current methodologies utilized in the area of crime scene investigation. This is a class that will provide an avenue for students to use the scientific method to solve real-life crime situations. Students will use logical and critical thinking skills to process and evaluate information and evidence in order to arrive at a successful solution to any number of scenarios based on actual and mock crime scenes. Students must apply their knowledge of biology, chemistry, physics, and biotechnology in order to develop solutions within a forensic science context.</p>	<p>prerequisite: Student must have earned a C- or higher in Biology, Honors Biology, or AP® Biology .</p>
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<p>408 AP® Biology (Year – 10 units) This course is designed to be the equivalent of a college introductory biology course for science majors. Topics include molecules and cells, heredity and evolution, and organisms and populations. The twelve standard laboratories for AP® Biology will be supplemented with additional lab work. Students must take the Advanced Placement® Exam for Biology in the spring.</p> <p>Additional Information: Preparation for AP® exams may require additional participation in coursework outside of the regular school day, particularly during the second semester. A summer preparation assignment is also required. This is a college level course; therefore, much more responsibility is placed upon the student than in a typical college preparatory course. There is more independent reading than most students are accustomed to and an expectation that students will analyze and think critically about their discoveries and the material presented in class.</p>	<p>prerequisites: Students must have earned an “A” in Biology or a “B” in Honors Biology, and either an “A” in Chemistry or a “B” in Honors Chemistry, and receive department approval.</p> <p>Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
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<p>850 Introduction to Sports Medicine (Year – 10 units) This elective course is designed especially for students who are interested in pursuing future study and careers in fields such as medicine, physical therapy, athletic training, nursing, physicians’ assistance, and occupational therapy. It introduces the profession of athletic training and the basic principles of preventative care commonly used in the profession. Topics will include athletic training facility organization and procedures; protective sports equipment; construction of protective devices; administration of pre-participation exams; and application of protective taping, braces, wrapping, and protective pads. Areas to be studied include basic anatomical terms, the role of the athletic trainer in sports medicine, mechanisms of athletic injuries, signs and symptoms of injury, rehabilitation techniques, blood-borne pathogens, and emergency procedures. Because hands-on training is important in this field, students must commit to assisting the athletic trainer in providing care for athletes at practices and games for up to 30 hours per semester. Other coursework combines practical training, analysis of research</p>	<p>prerequisites: Students must have successfully completed Biology. It is strongly recommended that they have also taken Human Physiology or are concurrently taking Human Physiology. Students must receive department approval.</p> <p>Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
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journal articles in the field of athletic training, research presentations, lab assignments, and written exams. This course is a UC-approved elective in Laboratory Science on the "g" list but does not satisfy graduation requirements in Science.

Additional Information: Students who are accepted into the class must attend a spring information meeting and may be asked to shadow the athletic trainer at a practice or a game in order to be well-informed about course requirements.

SOCIAL STUDIES

The social studies curriculum is essential to the comprehensive academic program that Justin-Siena High School offers. Noting that one of the school’s Lasallian Educational Outcomes is to “participate in the global community as responsible citizens,” the Social Studies Department gives students a basic framework from which to operate. Students develop an appreciation for ancient civilizations, as well as the growth and flow of human development. They also develop the ability to critically analyze historic and contemporary events. Students are required to examine many current political and social events in an attempt to open their minds to the world around them. All students are required to take three years of social studies. All students take a year of World History or AP® World History, each of which is a year-long course; AP® World History is usually taken by academically gifted sophomores. All juniors take U.S. History or AP® U.S. History, each of which is a year-long course. All seniors must take American Government and Economics (each a semester long), AP® Government & Politics U.S. (one year-long), or AP® Microeconomics and AP® Macroeconomics (each a semester long).

All social studies courses are UC-approved unless otherwise noted. Please contact the Social Studies Department Chair for more information.

<p>501 World History (Year – 10 units) World History is a survey course where students will be offered an overview of historical trends and events that shape our current world. Over the course of the year, students will trace the development of civilization and empire, the Age of Exploration and Reason, the French Revolution, the Industrial Revolution, the age of Imperialism, World War I,, World War II and its aftermath, and the Cold War. The course stresses the development of analytical thinking and writing skills through reading the textbook and primary source documents, individual research projects, presentations, lectures, use of multimedia, and group work.</p>	<p>prerequisites: Student must be a freshman or sophomore.</p>
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<p>530 AP® World History (Year – 10 units) AP® World History is designed to be the equivalent of a two-semester introductory college or university world history course. Students investigate significant events, individuals, developments, and processes from 1200 C.E. to the present. They develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.</p> <p>Additional Information: The workload increases in the spring as the AP® exam approaches, and students should expect to devote more time out of class to weekly review seminars in March and April.</p>	<p>prerequisites: Student must be at least a sophomore, and have earned “A” or higher in World History and English 9. Students who have not taken World History must have earned a “A” or higher in English 9 or an “B” in Honors English 9. All students must receive department approval.</p> <p>Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
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<p>502 United States History (Year – 10 units)</p> <p>This survey course explores the history of America from the colonial period to the present day. Through the study of primary and secondary sources, students are invited to develop a nuanced understanding of the country's past in order to more fully interact with the present. Students are encouraged to practice critical thinking by questioning bias and perspective in history and in themselves. This class will have emphasis on analytical reading, writing, and research to enrich the study of traditional historical content.</p>	<p>prerequisites: Student must be a junior and earned 70% or higher in World History.</p>
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<p>503 AP® United States History (Year – 10 units)</p> <p>This is a college level survey course that exposes students chronologically to a wide range of the history of colonial America and the United States in preparation for the Advanced Placement® United States History Exam. Preparation for AP® exams requires additional participation in coursework outside of the regular school day, particularly during the second semester. Students will demonstrate command of a large body of factual detail acquired through assigned readings and intensive lecture sessions. They will also learn to interpret primary sources, read maps and statistical tables, interpret works of art, political commentary, and other pictorial and graphic materials, synthesize a variety of sources into a work of supported exposition, and respond meaningfully to a wide variety of essay questions through the preparation of thematic essays. Students must take the Advanced Placement® examination for United States History offered in the spring.</p> <p>Additional Information: The workload increases in the spring as the AP® exam approaches, and students should expect to devote more time out of class in March and April. Prior to the AP® Exam, there are optional study sessions.</p>	<p>prerequisites: Student must be a junior, have earned grades of “A” or higher in World History, and either an “A” in English 10 or a “B” in Pre-AP Language and Literature and AP® World History. Students must receive department approval.</p> <p>Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
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<p>505 American Government (Semester – 5 units)</p> <p>This course provides students with an analytical and historical perspective on American government and politics. Through assigned readings, lecture, document analysis, video presentations, and in-class discussions, this course will develop student familiarity with the underpinnings of our system of government, the various formal and informal institutions within the government, and the various groups, beliefs and ideas that constitute and influence American politics.</p>	<p>prerequisites: Student must be a senior and have passed United States History.</p>
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<p>506 Psychology (Year - 10 units)</p> <p>This elective course is a general introduction to psychology as the science of behavior. Topics include the history of psychology, research methods, personality, life-span development, the brain and nervous system, consciousness, sensation and perception, learning, memory, social psychology, abnormal psychology, approaches to treatment and therapy, emotions, stress, and motivation.</p>	<p>prerequisites: Student must be a senior and have earned a 70% or higher in United States History.</p>
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<p>532 Economics (Semester – 5 units)</p> <p>This course is designed to deepen student understanding of the economic problems and institutions of the nation and the world. Students will make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, and members of civic groups. This course enriches student understanding of the operations and institutions of economic systems. The problem of scarcity and the choices which must be made concerning how to utilize limited resources is a primary focus. This will lead students to the concept of cost-benefit analysis as applied to the students' roles as consumers and producers. Students will learn about comparative economic systems and the benefits and costs of each system studied. Students will examine the operation of markets and the role of supply and demand in determining pricing of goods and services. They will consider in detail the operations of the labor markets, the distribution of income in our economy, the differing costs of living across the United States, and the role of government in economic policy.</p>	<p>prerequisites: Student must be a senior and have earned a 70% or higher in United States History.</p>
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<p>517 AP® United States Government and Politics (Year – 10 units)</p> <p>This is a college-level survey course that provides students with a learning experience equivalent to that of an introductory college course in United States government and politics. It gives the students an analytical and historical perspective on government and politics in the United States, including the study of general concepts used to interpret U.S. politics and the analysis of specific examples. Through assigned readings, lecture, document analysis, video presentations, and in-class discussions, the course will develop students' familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Preparation for AP® exams may require additional participation in coursework outside of the regular school day, particularly during the second semester. Students must take the Advanced Placement® Exam for Government and Politics offered in the spring.</p>	<p>prerequisites: Student must be a senior and receive departmental approval. Student must have earned an "B" or higher in AP® United States History and their AP® or Honors level English class or an "A" or higher in United States History and English 11.</p> <p>Other factors: <u>Students who did not pass the AP US History Exam may have their placement in this course reevaluated. Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
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<p>524 AP® Microeconomics (Fall Semester – 5 units)</p> <p>AP® Microeconomics is taken in conjunction with AP® Macroeconomics. It is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers; it is taken in conjunction with AP® Macroeconomics. The course provides students with an understanding of the principles of economics as they apply to individual decision-making units, including individual households and firms. The course examines the theory of consumer behavior, the theory of the firm, and the behavior of profit-maximizing firms under various market structures. Students</p>	<p>prerequisites: Student must be a senior, have earned "B" or higher in AP® US History or "A" in US History, and "B" or higher in Honors Algebra II or "A" in Algebra II. All students must receive department approval.</p> <p>Other factors: <u>Students must indicate their interest in</u></p>
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<p>evaluate the efficiency of the outcomes with respect to price, output, consumer surplus, and producer surplus. They examine the behaviors of households and businesses in factor markets, and learn how the determination of factor prices, wages, interest, and rent influence the distribution of income in a market economy. There are ample opportunities to consider instances in which private markets may fail to allocate resources efficiently and examine various public policy alternatives aimed at improving the efficiency of private markets. Students are required to take the AP[®] Microeconomics Exam in the spring semester.</p>	<p><u>this course on the online course application for AP[®], Honors, and elective courses.</u></p>
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<p>523 AP[®] Macroeconomics (Spring Semester – 5 units) AP[®] Macroeconomics is taken in conjunction with AP[®] Microeconomics. It is an introductory college-level course that focuses on the principles that apply to an economic system as a whole; it is taken in conjunction with AP[®] Microeconomics offered in the spring semester. The course provides students with a thorough understanding of the principles of economics and how economists use those principles to examine aggregate economic behavior. Students learn how the measures of economic performance, such as gross domestic product (GDP), inflation, and unemployment are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. The course recognizes the global nature of economics and provides ample opportunities to examine the impact of international trade and finance on national economies. Various economic schools of thought are introduced as students consider solutions to economic problems. Students are required to take the AP[®] Macroeconomics Exam in the spring semester.</p>	<p>prerequisites: Student must be a senior, have earned “B” or higher in AP[®] US History or “A” in US History, and “B” or higher in Honors Algebra II or “A” in Algebra II. All students must receive department approval. Other factors: <u>Students must indicate their interest in this course on the online course application for AP[®], Honors, and elective courses.</u></p>
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<p>527 Women's Studies (Semester – 5 units) This semester course will focus on the contributions of women throughout history and into the modern day. Students will study the changes in American Law in regards to women's rights. Students will analyze a variety of art and literature to analyze the changing role of women in society in addition to exploring a wide range of topics affecting modern women around the globe.</p>	<p>prerequisites: Student must be a senior and have earned 70% or higher in United States History or a junior enrolled concurrently in United States History, or AP[®] United States History.</p>
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<p>528 Diversity and Culture (Semester – 5 units) This semester-long course will explore the nature of race, multiculturalism, diversity, and identity in America today, in addition to the evolution of these ideas through American history. Students will study a variety of issues surrounding race, ethnicity, and culture in American society, attempting to understand how these factors affect the definition of what it means to be an American. Students will discuss the contributions of various racial and ethnic groups to American society,</p>	<p>prerequisites: Student must be a senior and have earned a 70% or higher in United States History or a junior enrolled concurrently in United States History, or AP[®] United States History.</p>
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and the obstacles they face in the form of racism, bigotry, and xenophobia.	
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VISUAL AND PERFORMING ARTS

Directed study and active participation in Visual and Performing Arts allows students to develop and demonstrate their cognitive and affective skills, critical modes of thought, cultural values and beliefs, and their comprehension of self and others. The study of historical and contemporary arts, and its reflection in the students' creation of art, assists in developing and exploring the values inherent in a society: appreciating diversity, making informed decisions, and expressing individual vision. Aesthetic valuing and self-awareness are intrinsic to arts education and need to be developed, nurtured, and encouraged in all students, building their self-esteem and self-confidence, so that the quality of their lives is enhanced. Arts education provides students with practical workplace preparation as well as essential skills in communication and cooperation which are required for any career choice.

*Justin-Siena High School requires one year of the same visual or performing art for graduation, however two years are recommended. Courses are listed in the following order: Visual Arts, Theatre, Music, Dance, and courses offered in conjunction with other schools. **Unless otherwise noted, all Visual and Performing Arts courses are UC-approved.** Please contact the Visual and Performing Arts Department Chair for more information.*

<p>702 Digital Photography (Year – 10 units) This course is offered in rotation with Graphic Design. <u><i>It will not be offered in 2023-2024. It will be offered in 2022-2023.</i></u> Digital photography is a year-long, beginning class emphasizing comprehension and application of elements and principles of digital photography. Students will engage in visual thinking strategies and personal expression through technique exercises, creative assignments and art criticism theory. Students will be introduced to the work of contemporary fine art photographers and the history of photography. Students will develop an understanding of the creative process, visual literacy and photographic theory through lectures, assignments and class critiques.</p> <p>Additional Information: Students are required to obtain and use a digital camera with manual aperture, shutter speed, and ISO setting. The course requires students to take photos and work on projects outside of class.</p>	<p>prerequisites: None.</p>
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<p>716 Film Studies (Year – 10 units) Film Studies is a year-long course designed to introduce students to the study and analysis of film. Students will learn how to express critical arguments of film interpretation. With a focus on the history of filmmaking, narrative techniques, and cinematic terminology, students will gain an understanding of how film is used in today's culture. Film Studies is also designed to encourage students to develop their analytical skills. Film viewing, lecture, creative projects, and participation in group discussion and personal writing responses are the primary method of instruction and assessment.</p>	<p>prerequisites: Student must be at least a junior.</p>
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<p>717 Graphic Design (Year – 10 units)</p> <p>This course is offered in rotation with Digital Photography. <u>It will be offered in 2023-2024. It will not be offered 2022-2023.</u> Graphic Design is a year-long course that focuses on creative problem solving. Projects are designed to develop skills and to cement an understanding of the basic fundamentals of art and design, including the elements of art and principles of design. Students learn how to conceive, plan, and execute a design that communicates a direct message in an imaginative and visually arresting manner. Students generate ideas through the design process in which they research, organize, and interpret information; define objectives; originate ideas; and define new visual forms. Modern advertising developed with the rise of mass production in the late 19th and early 20th centuries. Students will study the history of design and the evolution of modern advertising, from the first newspaper ads of the 18th century, through the rise of mass production in the late 19th and early 20th centuries, to new media and current methods of product branding.</p>	<p>prerequisites: None.</p>
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<p>780 Studio Art (Year – 10 units)</p> <p>Studio Art is a year-long class that focuses on the production of artwork and development of techniques through experimentation in a variety of media. Projects are designed to develop skills and cement an understanding of the basic fundamentals of art, including the elements and principles of visual arts. Quality of design and personal expression are stressed. Art history, art appreciation and critical analysis frameworks are integral components to the curriculum. Students learn how to look at art critically and express their opinions using appropriate vocabulary to articulate concepts. Along with studio projects, students are regularly assigned homework as well as sketchbook entries, gallery and museum responses, study guides, quizzes and tests, and a research project.</p>	<p>prerequisites: None.</p>
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<p>782 Advanced Studio Art (Year – 10 units) I</p> <p>In Advanced Studio Art, students begin their progression from proficiency towards mastery. This class builds upon the concepts, theory, and technical skills learned in Studio Art. The curriculum is focused on both 2-D and 3-D advanced projects that include painting, drawing, mixed media techniques, and extractive, additive, or assemblage sculpture. The challenging curriculum provides students with many opportunities to develop progressively higher levels of critical and creative thinking. Students evaluate and compare the suitability of drawing and painting or sculptural materials for expressing concepts. Students develop individual styles in personal artworks. This course emphasizes art criticism practice which creates a strong vocabulary and an astute ability to express ideas and observations. Students consider their personal role in society through an exploration of art history and cultural relationships. Each student will demonstrate</p>	<p>prerequisites: Students must have earned 85% or higher in Studio Art, and/or receive departmental approval.</p> <p>Other factors: <u>Students must indicate their interest in this course on the online course application for AP[®], Honors, and elective courses.</u></p>
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<p>progress over time by developing a body of work and organizing a portfolio.</p> <p>Additional Information: Advanced students are expected to show a higher level of commitment toward a more rigorous study in which there is also a higher level of expectation. This may include additional time outside of class for performance and project work.</p>	
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<p>770 AP® Studio Art and Design (Year – 10 units)</p> <p>AP® Studio Art students work with diverse media, styles, subjects, and content to develop a portfolio to submit to the College Board for the AP® Exam. The portfolio consists of three sections: 1) The Breadth section illustrates a range of ideas and approaches to art making. 2) The Concentration section shows sustained, deep, and multi-perspective investigation of a student-selected topic. 3) The Quality section represents the student’s most successful works with respect to form and content. Works in this section may be selected from the other two sections. Students’ work is informed and guided by observation, research, experimentation, discussion, critical analysis, and reflection, relating individual practices to the art world. Students are asked to document their artistic ideas and practices to demonstrate conceptual and technical development over time.</p> <p>Additional Information: This course requires excellent habits of time management, self-discipline, and independent initiative in order to complete the AP® portfolio over the duration of the course.</p>	<p>prerequisites: Two years of visual arts classes, department approval, and completion of summer assignments. Rising seniors with one year of visual arts course work and demonstrated interest in advanced study of visual art are encouraged to apply for the course.</p> <p>Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
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<p>771 AP® Drawing (Year – 10 units)</p> <p>AP® Studio Art Drawing is a college-level course that deals with painting and drawing. Focus is applied to the development of composition using evidence of mastery in mark making (drawing) and painting, as an ongoing process that involves the student in informed decisions and critical thinking. The AP® Studio Drawing Exam is fulfilled by portfolio submission. There are three portfolios that combined, determine the assessment. The portfolios have a three-section structure, which requires the student to show a fundamental competence and range of understanding of these visual concerns (and methods). Each of the portfolios asks the student to demonstrate a depth of investigation and process of discovery through the Concentration (Sustained Investigation). In the Breadth (Range of Approaches) section, the student is asked to demonstrate a serious grounding in visual principles and material techniques. The Quality (Selected Works) section permits the student to select the works that best exhibit a synthesis of form, technique and content.</p> <p>Additional Information: As in an introductory college course, students will need to work outside the classroom, as well as in it, and beyond scheduled periods. Students should be responsible enough to maintain a sketchbook or a journal, as it is a necessary component of instruction.</p>	<p>prerequisites: Two years of visual arts classes, department approval, and completion of summer assignments. Rising seniors with one year of visual arts course work and demonstrated interest in advanced study of visual art are encouraged to apply for the course.</p> <p>Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
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<p>Critiques, a common structure in the college classroom, are important this course, as well. Group and individual critiques enable students to learn to analyze their own work and their peers' work. Ongoing critical analysis, through individual critiques, enables both the students and the teacher to assess the strengths and weaknesses in the work.</p>	
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<p>704 Theatre (Year – 10 units) This year-long, foundational class promotes enjoyment and appreciation for all aspects of theatre. Class work focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Theatre provides opportunities for students to develop skills in critical listening and thinking, as well as stage presence, ensemble work, and aesthetic awareness culminating in periodic classroom or public performances. Students additionally learn about the organizational structure of theatre and theatre literature. This course provides opportunities to develop fundamental group and self-assessment skills; problem-solving skills; the ability to connect the literature being studied to a variety of cultures, history, and other content areas; and 21st-century skills that will help students be successful after high school graduation.</p>	<p>prerequisites: None.</p>
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<p>729 Advanced Theatre (Year – 10 units) This year-long, advanced level class, designed for students with a year of experience or more, promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Class work focuses on characterization, directing, and script analysis, while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work. Students will have additional performance opportunities, which may include Shakespeare, one-act plays, children's theatre or other genres of theatre. Students will develop group and self-assessment skills; problem-solving skills; the ability to connect the literature being studied to a variety of cultures, history, and other content areas; and 21st-century skills in such areas as time management, critical analysis, leadership, and collaboration to help them be successful after high school graduation.</p> <p>Additional Information: Advanced students are expected to show a higher level of commitment toward a more rigorous study in which there is also a higher level of expectation. This may include additional time outside of class for performance and project work.</p>	<p>prerequisites: Students must have earned a 85% or higher in Theatre, and/or receive departmental approval. Other factors: <u>Students must indicate their interest in this course on the online course application for AP[®], Honors, and elective courses.</u></p>
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<p>718 Theatre in Production (Year – 10 units) This course is for the advanced student who wishes to put theatre technique into practice. Students will not only discover the professional side of performance (from auditions to unions to survival), but the</p>	<p>prerequisites: Students must have earned a 85 % or higher in Theatre, and/ or receive departmental approval. Most</p>
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<p>production side as well. Students will learn how stage productions move from “page to stage” and assist in producing plays, musicals, and touring productions.</p> <p>Additional Information: Advanced students are expected to show a higher level of commitment toward a more rigorous study in which there is also a higher level of expectation. This may include additional time outside of class for performance and project work.</p>	<p>students will take this course after Advanced Theatre.</p> <p>Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
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<p>732 Honors Theatre 4 (Year – 10 units)</p> <p>Honors Theatre 4 is the culminating course for students who take Theatre each year of their four years of high school. The course is conducted in an in-depth, academically rigorous and hands-on workshop environment focused on acting, directing, playwriting, dramaturgy, production and technical theatre. Although the course incorporates aspects of the broader entertainment industry, the main focus of the course is on live theatre performance and production. Students are challenged to delve deeply into historical and contemporary performance theory and practice, and to explore multi-media trends and styles not addressed in prerequisite classes. Honors Theatre 4 places special emphasis on developing the individual student’s expertise in performance and production, and involves cross-curricular, community, and professional collaboration. The student’s work is tailored to help him/her clearly define and execute post high school plans in relation to the field of theatre arts and other related fields of study. Students attend a minimum of four professional theatre productions during the course, and produce detailed written and oral analyses and critiques of all aspects of production. A playwriting/directing/production instructional unit will be conducted in partnership with a local professional theatre.</p> <p>Additional Information: Advanced students are expected to show a higher level of commitment toward a more rigorous study in which there is also a higher level of expectation. This may include additional time outside of class for performance and project work.</p>	<p>prerequisites: Successful completion of three years of theatre arts courses or their equivalent, and/or department approval.</p> <p>Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
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<p>706 Choral (Year – 10 units)</p> <p>Students in Choral will learn the rudiments of proper vocal technique, music theory, and ear training. Students will experience choral works in many different styles and genres. The choir will perform several times per year and may compete in at least one festival. No prior singing experience is required, but the ability to match pitch and a good attitude is expected. This course is offered in conjunction with the Napa School of Music and combines individualized instruction with small ensemble and full choir rehearsal and performances. Additional time outside of class may be required in preparation for performances.</p>	<p>prerequisites: None.</p>
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<p>728 Advanced Choral (Year – 10 units)</p> <p>This advanced course consists of primarily performing in an ensemble. Broad-based musicianship skills will be reinforced and enhanced primarily through the rehearsal and performance of a wide-ranging and challenging repertoire. Extremely complex harmonies enhance a student’s opportunity to study music in this advanced and fast-paced course. Students are required to participate in all performances. This course is offered in conjunction with the Napa School of Music and combines individualized instruction with small ensemble and full choir rehearsal and performances.</p> <p>Additional Information: Advanced students are expected to show a higher level of commitment toward a more rigorous study in which there is also a higher level of expectation. This may include additional time outside of class for performance and project work.</p>	<p>prerequisites: Students must participate in an audition, and receive departmental approval.</p> <p>Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
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<p>722 Instrumental Music (Year – 10 units)</p> <p>This course is designed for students with at least one year of instruction. In this course, instrumental ensembles of all sizes and types (from classical duos to garage bands to full jazz band) will form, giving flexible opportunities to explore traditional and contemporary repertoire in several musical genres and styles. All instruments (brass, woodwinds, percussion, and strings—including piano) are welcome. Instruction will focus on fundamentals in music theory, history, cultural connections, technique, giving and receiving critiques, and performance. This course is offered in conjunction with the Napa School of Music and combines individualized instruction and practice with a small ensemble and large group rehearsals and performances and takes advantage of NSM’s professional quality facilities and musical equipment.</p> <p>Additional Information: The ensembles will perform in two or more public concerts throughout the year. Additional time outside of class may be required in preparation for performances. Students must provide for themselves a metronome, tuner, and instrument of choice (school has a limited number of instruments available for student use).</p>	<p>prerequisites: Students must have had at least one year of instruction in instrumental music. Students must perform an audition for placement purposes, and receive departmental approval. Students will be placed according to their experience, instruments, interests, and scheduling needs.</p> <p>Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
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<p>727 Advanced Instrumental Music (Year – 10 units)</p> <p>This course is designed for students who have either had several years of private instruction in music, or have already taken Instrumental Music at Justin-Siena. Similar to Instrumental Music, students will still perform at least twice a year in numerous ensembles and explore music of different eras and genres. However, instruction will resemble more closely to a first year of music education in college. This course is offered in conjunction with the Napa School of Music and combines individualized instruction and practice with small ensemble and large group rehearsal and performances and takes advantage of NSM’s professional quality facilities and musical equipment.</p>	<p>prerequisite: Students must participate in an audition, and receive departmental approval.</p> <p>Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
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<p>Additional Information: Students must provide for themselves a metronome, tuner, manuscript paper, and their own instrument. All students must be willing to bring their instrument to and from school every day (exceptions are drums, upright bass, and piano).</p>	
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<p>733 Multimedia Sound Production (Year - 10 units) This year-long course will introduce students to the technical aspects of live sound, recording and engineering for musicians, and post production sound for film. Each quarter will be a crash course in the basics of each field with real, hands-on projects. This course will open students' minds to the various career opportunities within live production and post production. If you have ever wanted to contribute to the magic of stage performance or digital productions without being on stage or in front of a camera, this course is for you.</p>	<p>prerequisites: Student must be a junior or senior.</p>
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<p>809 Dance I (Year – 10 units) This year-long dance activity course is designed for students with little or no experience in dance. It is a course that encompasses the beginning/ intermediate study of jazz dance, contemporary dance, dance for musical theatre and basic ballet. Cultural dance such as Latin and African styles will also be explored. Students learn and practice beginning/intermediate level dance techniques which focus primarily on the principles of core strength, coordination, balance, and flexibility. Students will also learn the basics in dance history, dance vocabulary, and basic anatomy. Students learn and rehearse choreography and will have at least one formal performance during the school year.</p> <p>Additional Information: Additional time outside of class may be required in preparation for performances. One full year of this course satisfies one year (three seasons) of the Physical Fitness requirement.</p>	<p>prerequisites: None</p>
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<p>811 Dance II (Year – 10 units) This year-long dance activity course is a continuation of the study of intermediate and advanced techniques of jazz dance, contemporary dance, dance for musical theatre, basic ballet and basic tap. Cultural dance such as Latin and African styles will also be explored in more detail. Students learn more challenging and complex movement skills, which focus on the principles of core strength, correct body alignment and balance and flexibility. Students are also challenged to create their own dance works through the choreographic principle of composition and improvisation and will choreograph dances for performance as their skills progress. Dance history, vocabulary and basic anatomy continue to be a focus of the course and there are reading, dance reviewing, and writing components enabling students to develop critical thinking skills through writing about dance. There will be one formal dance performance during the year.</p>	<p>prerequisites: Successful completion of Dance I with a C- or above.</p>
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<p>Additional Information: Advanced students are expected to show a higher level of commitment toward a more rigorous study in which there is also a higher level of expectation. This may include additional time outside of class for performance and project work. One full year of this course satisfies one year (three seasons) of the Physical Fitness requirement.</p>	
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<p>829 Dance III (Year - 10 units) This year-long dance activity course is a continuation of the study of intermediate techniques of jazz dance, contemporary dance, dance for musical theatre, and basic ballet. Cultural dances such as Latin and African styles will also be explored in more detail. Students will continue to learn to perfect basic dance skills while also starting to move on to more challenging and complex movements which focus on the principles of core strength, correct body alignment, balance, and flexibility. Students are also challenged to create their own dance works through the choreographic principle of composition and improvisation and will choreograph dances for performance as their skills progress. Dance history, vocabulary, and basic anatomy continue to be a focus of the course. Students will also be guided and encouraged to develop critical thinking skills through writing about dance. There will be one formal dance performance during the year.</p>	<p>prerequisites: Student must receive instructor approval. Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
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<p>AP® Art History (Year – 10 units) AP® Art History is conducted online in collaboration with Sacred Heart Cathedral Preparatory in San Francisco. The course is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history. In the course, students examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. They learn to look and analyze works of art within their historical context, and to articulate what they see or experience in a meaningful way. A meaningful way to experience works of art is learning to frame an understanding that relates how and why works of art communicate visual meaning. Students are required to take the AP® Art History Exam in the spring.</p> <p>Additional Information: Students should expect to spend at least five hours a week on this class. Course work will include note-taking, online class discussions/webinars, individual and cooperative expository and creative projects, and other activities. The vast majority of work for this class will be conducted independently and online. There will be monthly online class webinars, established early in the year, at which all students must be online to participate in virtual discussions, lectures and assessments. Additionally, students will meet with the instructor for a 75-minute face-to-face seminar on the Justin-Siena campus approximately once a month. Technical requirements: Students must have access to a device with internet access and audio and microphone capabilities. <i>Additionally, students accepted into the course pay</i></p>	<p>prerequisite: Students must have an “A” or higher in previous English courses. Other factors: <u>This course has limited enrollment and acceptance is not guaranteed. Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p> <p>An additional fee is required.</p>
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<i>additional tuition to the host school with a deposit check made out to Justin-Siena and due to the student's counselor by no later than May 1.</i>	
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734 Technical Theatre (Can take for either One Semester or Yearlong) Learn about the "backstage" world of theatre production in this year-long course. Students enrolled will actively engage in the process of designing, building, managing and implementing the technical aspects of a production, including set design, color, lighting, and more. Practical experience is gained in construction, painting and rigging techniques. Students will participate backstage in at least one production during the year, outside of class time. No experience is necessary.	prerequisite: none
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WORLD LANGUAGES

The World Languages Department recognizes the complexity of our interconnected world. Due to the changes in politics, economics, and culture, our perspectives are becoming ever more globalized. Therefore, we are called by the Lasallian Education Outcomes to prepare students to participate in the global community as responsible citizens. Toward that end, it is not enough for young people to be conversant in solely their own language and culture. It is imperative that their worldviews are broadened to include languages and cultures different from their own. Justin-Siena offers studies of two languages: Spanish and French.

*Justin-Siena High School requires two years of the same world language for graduation, though three years are strongly recommended. **Unless otherwise noted, all world languages courses are UC-approved.** Please contact the World Languages Department Chair for more information.*

<p>201 Spanish I (Year – 10 units) This course introduces students to the Spanish Language. Through speaking activities, the study of grammar, writing assignments, and short reading samples, the student gains a basic knowledge of the language. The exploration of Spanish culture also has an important place in daily lessons. After completion of this course, students are able to converse in a variety of situations using basic Spanish and read and write simple paragraphs.</p>	<p>prerequisite: Student must be a freshman or sophomore or have already successfully completed the study of a language other than English.</p>
<p>202 Spanish II (Year – 10 units) This course continues to emphasize listening comprehension, writing, and speaking skills learned in Spanish I while developing a broader and stronger grasp of vocabulary and grammatical structures. Students also read current-event articles in Spanish and write more complex paragraphs.</p>	<p>prerequisite: Student must have earned 70% or better in Spanish I or have demonstrated mastery on the Spanish Challenge Exam.</p>
<p>203 Honors Spanish II (Year – 10 units) This is an accelerated course with emphasis on listening and written comprehension and oral and written expressions. Students will enrich their vocabulary and knowledge of grammar. Students will also read articles about current events from Spanish newspapers and magazines and write short essays. Students who earn a C- or higher receive an extra point towards their grade point average.</p>	<p>prerequisites: Student must have earned an “A” or better in Spanish I. Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
<p>204 Spanish III (Year – 10 units) This advanced course is conducted primarily in Spanish. This course is for serious Spanish Language students who want to increase their fluency and improve their understanding and writing skills. Vocabulary knowledge is increased through the medium of games, short contemporary texts, and listening comprehension. Students are</p>	<p>prerequisites: Student must have earned 75% or higher in Spanish II.</p>

required to write in a variety of tenses, be able to summarize texts, and present a minimum of one cultural project to the class per semester.	
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205 Honors Spanish III (Year – 10 units) This advanced course is conducted primarily in Spanish. This course is for the very serious Spanish learner. It is an accelerated course that emphasizes conversation and essay writing. Students enhance Spanish comprehension by reading contemporary texts and are required to complete a major project each quarter. The learner increases vocabulary through reading and writing and begins to understand the finer points of Spanish grammar.	prerequisites: Students must have earned an “A” or higher in Spanish II or “B” or higher in Honors Spanish II. Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u>
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206 Spanish IV (Year – 10 units) This advanced course is conducted entirely in Spanish. Students are expected to deliver short presentations and conduct discussions in Spanish. They read short stories and poetry by well-known authors. Students also write essays and summarize stories and movies. In addition, a major cultural project per semester is required. Grammar is addressed as needed in written and oral work. In the second semester, students attend Napa Valley Language Academy once per week to assist teachers with elementary school children in Spanish-speaking classrooms.	prerequisite: Students must have earned a “B” or higher in Honors Spanish III or “A” Spanish III.
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237 AP® Spanish Language and Culture (Year – 10 units) This is the equivalent of an upper-intermediate college-level course that emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. It includes vocabulary usage, language control, communication strategies, and cultural awareness. The course strives not to overemphasize grammatical accuracy at the expense of communication. The course is taught almost exclusively in Spanish and engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions) by exploring six themes: Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. Students are required to take the AP® Spanish Language and Culture Exam in the spring.	prerequisites: Student must have earned an “A” or higher in Honors Spanish III or a “B” or higher in Spanish IV. Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u>
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210 French I (Year – 10 units) This course introduces students to the French Language. Through speaking activities, the study of grammar, writing assignments, and short reading samples, the student gains a basic knowledge of the	prerequisite: Student must be a freshman or sophomore or have already successfully
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<p>language. The exploration of French culture also has an important place in daily lessons. After completion of this course, students are able to converse in a variety of situations using basic French.</p>	<p>completed the study of a language other than English.</p>
<p>211 French II (Year – 10 units) This course continues to emphasize oral comprehension and speaking skills while developing a stronger grasp of vocabulary and correct grammatical structures. Individual and group work refines speaking and writing skills. Students continue to study French culture and begin engaging elementary reading selections.</p>	<p>prerequisite: Student must have earned C- or higher in French I.</p>
<p>212 French III (Year – 10 units) This advanced course is conducted primarily in French. The goal of this course is to develop communication, comprehension, grammar, and understanding of culture and literature. Classes are designed to give the learner an opportunity to use the language in authentic socio-cultural contexts. The students read unabridged short stories, poetry, and current events in French. Oral fluency is stressed and writing skills are polished.</p>	<p>prerequisites: Student must have earned C or higher in French II.</p>
<p>213 French IV (Year – 10 units) This advanced course is conducted entirely in French. Students are expected to communicate in French during class at all times. Oral fluency, vocabulary building, essay writing, and the discovery of French civilization are the primary goals of the course. The learners will read and analyze unabridged novels, short stories, poetry, and current events material. Students will develop a portfolio of their work and formally present it to the class at the end of each semester. Students are required to peer-tutor lower-division French-language students during flex time (to be coordinated by the instructor). Students with exceptional writing, reading, speaking, listening, and analytical abilities may qualify with departmental approval to prepare for the AP® French Language and Culture Exam on an independent study basis while taking this course.</p>	<p>prerequisite: Student must have earned B- or higher in French III.</p>
<p>214 French V (Year – 10 units) This advanced course conducted entirely in French is designed for students who wish to continue their French studies beyond the fourth year. Readings include a novel, short stories, poetry, and French magazines and newspapers. Students are also expected to write essays on a variety of topics. They are required to make cultural presentations for French I, II, and III and are expected to assist the teacher with lesson planning and occasionally assist in teaching French I. The students must be motivated and capable of working independently as the class is offered concurrently with French IV. In addition, students are required to peer-tutor lower-division French-language students during flex time (to be coordinated by the instructor). Students with exceptional writing,</p>	<p>prerequisite: Student must have earned B- or higher in French IV.</p>

<p>reading, speaking, listening, and analytical abilities may qualify with departmental approval to prepare for the AP® French Language and Culture exam on an independent study basis while taking this course. Students who earn a C- or higher receive an extra point towards their grade point average.</p>	
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<p>254 AP® Chinese Language and Culture (Year – 10 units) This course is designed to be comparable to fourth semester college/university courses in Mandarin Chinese. Because the course interweaves language and culture learning, the course is conducted entirely in Mandarin. Students learn about various aspects of Chinese history and contemporary Chinese society, including geography and population, ethnic and regional diversity, travel and transportation, climate and weather, holidays and food, sports and games, and current affairs. They also explore the realm of Chinese relationships, examining how individuals interact with family members, elders, and peers, and integrate this knowledge into their interpersonal communications. Throughout the course, students hone their language skills in interpersonal, interpretive, and presentational modes. In so doing, they develop necessary knowledge of the Chinese language, including pronunciation, vocabulary, idiomatic expressions, grammatical structures, and written characters.</p>	<p>prerequisite: Student must have earned an “A” or higher in Mandarin III or “B” or higher in Honors Mandarin III.</p> <p>Other factors: <u>Students must indicate their interest in this course on the online course application for AP®, Honors, and elective courses.</u></p>
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