

# GOMPERS PREPARATORY ACADEMY



## 2017-2018 COURSE CATALOG

COURSE DESCRIPTIONS/ACADEMIC POLICIES  
2017/2018

# PROGRAM OVERVIEW

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## *Middle School*

**Students in grades 6 through 8 take a prescribed course of study adjusted for their academic background and achievement level. Remediation is offered throughout the year and during winter, spring, and summer intersessions.**

### **COURSE REQUIREMENTS:**

#### *Sixth Grade*

English 6

Math (Placement based on incoming student data & fall placement test results)

History 6

Integrated Science 6

Exercise and Nutritional Science 6

Elective (Computers/Ballet/\*Learning Center)

#### *Seventh Grade*

English 7

Math (placement based on previous year data & fall placement test results)

Social Studies 7

Integrated Science 7

Exercise and Nutritional Science 7

Elective (Computers/Ballet/\*Learning Center)

#### *Eighth Grade*

English 8

Math (placement based on previous year data & fall placement test results)

American History 8

Integrated Science 8

Exercise and Nutritional Science 8

Electives (Spanish/\*Learning Center)

*\*Learning Center is a course designed for students based upon their Individualized Education Program (IEP).*

# HIGH SCHOOL

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## GRADUATION REQUIREMENTS

GOMPERS PREPARATORY ACADEMY OFFERS A COLLEGE PREP A-G CURRICULUM, AS WELL AS AP COURSES, TO PROVIDE BOTH ACCESS AND OPPORTUNITY FOR GPA STUDENTS TO BE ELIGIBLE TO APPLY TO CSU/UC COLLEGES. IN ADDITION TO COMPLETING THE A-G CURRICULUM, GPA STUDENTS TAKE AT LEAST ONE AP COURSE IN ORDER TO GRADUATE, AND COMPLETE A MINIMUM OF 30 COMMUNITY SERVICE HOURS.

### GPA A-G/AP Course Catalog

#### *'A' - History/Social Science*

##### **\*Requirement:**

*Two years, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.*

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

**Length of Course:** Half-Year  
**Intended Audience:** Grade 12  
**Prerequisites:** AP Summer Program Recommended  
**Abbreviations:** GPA AP GOV&P: US

**Course Description:** This college-level course is an introduction to the United States national government and political system. We study government institutions and political processes and examine policy choices. The institutions and policies of the United States government will be considered in light of historical change, constitutional procedures, and comparative perspectives.

#### **GPA US Government**

**Length of Course:** Half-Year  
**Intended Audience:** Grade 12  
**Prerequisites:** none  
**Abbreviations:** GPA US GOVT

**Course Description:** The purpose of this course is to allow students to draw on their study of American history and other societies and compare the different forms of government in the world today. Students will learn the workings of the American government system and how they can serve as an active member of a democratic system. Included is an examination of the basis of U.S. political ideas, principles and practices, as a means of acquainting students with the complexities of the U.S. political system. Students will look at the historical and when applicable, contemporary, changes to interpretations of the Constitution, Bill of Rights, majority rule vs. minority rights, the separation of powers, as well as the checks and balances between the legislative, executive and judicial branches of government. Federalism is analyzed by dissecting the relationship between the federal, California state and local governments. There will also be a comparison with other international governments. In comprehending our political, economical and social experience as a country and individual citizens, students will be prepared to vote, participate in community events and be informed citizens. Individual freedoms and civic responsibilities are prevalent themes.

#### **GPA US History and Geography**

**Length of Course:** Full-Year  
**Intended Audience:** Grade 11  
**Prerequisites:** none  
**Abbreviations:** GPA US HST/GEO 1, GPA US HST/GEO 2

**Course Description:** The purpose of the course is for students to master the objectives as follows: Understand the institutional, cultural and social forces that have shaped the people of this nation from the early 20th century to present day, Have a geographic understanding of American cities and states whose particular histories have contributed to the development of the United States, Analyze the roles of various important and influential individuals, specifically women and minorities, which have contributed to American History, Develop a framework for understanding modern day issues and problems based on their respective histories and propose solutions for change, Examine the forces and issues that currently dominate the American political arena and the historical relevance of current events and issues, Assess and interpret historical materials (primary and secondary sources) to determine relevance, perspective, and objectivity.

#### **GPA Social Justice**

**Length of Course:** Full-Year  
**Intended Audience:** Grade 9  
**Prerequisites:** none  
**Abbreviations:** GPA SOCIAL JUSTICE 1, GPA SOCIAL JUSTICE 2

**Course Description:** The class provides the framework for students to understand and engage in the multiple dimensions of race, gender and social justice in U.S. history. The course will focus on human rights, celebrating diversity through understanding and advocating for marginalized and oppressed groups in American society. The students would be able to learn about various historical social injustices as well as become involved in rectifying current human rights violations. The class will study the Expansion of the U.S, the Civil War, Immigration, Industrialism, Imperialism, Progressivism, World War I, World War II, The Cold War, the Roaring 20's, the Great Depression, the Civil rights

## AP United States History

**Length of Course:** Full-Year

**Intended Audience:** Grade 11

**Prerequisites:** none

**Abbreviations:** GPA AP US HIST 1, GPA AP US HIST 2

**Course Description:** The purpose of this course is to acquaint students with core characteristics and values found throughout the history of the U.S. and its people and critically analyze events and significant individuals in American history. Students will learn to assess historical materials—their relevance to a given interpretive problem, reliability and importance—and to weigh the evidence while also making interpretations presented in historical scholarship.

## AP European History

**Length of Course:** Full-Year

**Intended Audience:** Grade 9–11

**Prerequisites:** none

**Abbreviations:** GPA AP EURO HIST 1, GPA AP EURO HIST 2

This course will focus on the study of European History from 1450 to the present at a college-level. Students will focus on: (1) factors and motivations that contributed to Europe's interaction with the world since 1450; (2) the economic development played in Europe's history; (3) the creation and transmission of knowledge in Europe's history and the relationship between traditional sources of authority and development of differing world views; the development of various forms of government and civil institutions since 1450; (5) changes to family, class, and social groups in Europe and the impact on both individuals and society; and (6) how and why definitions and perceptions of regional, cultural, national, and European identity have developed over time. Students will work individually and in groups to develop history disciplinary practice and history reasoning skills required by the AP College Board. Students will be asked to analyze historical evidence (both primary and secondary sources) and develop arguments in writing both long essays and document-based essays. They will learn how to use historical reasoning skills such as contextualization, comparison, causation and continuity and change over time to describe and explain the significance of historical events, developments and processes.

Movement, the Vietnam War, as well as discuss the current gender and race issue in American society.

## GPA Advanced World History

**Length of Course:** Full-Year

**Intended Audience:** Grade 10

**Prerequisites:** None

**Abbreviations:** GPA AD WLD HIST 1, GPA AD WLD HIST 2

**Course Description:** The purpose of this World History course is to introduce students to the major turning points that helped shape the society that we live in today. By studying these turning points, students make connections to how past events currently influence their lives today. The outcomes of this course is to educate students about the complex history of our world, have them develop an understanding of current world issues, teach them the tools needed to problem solve by analyzing major historical events, and then having them use these tools effectively once they become an integral part of our multifaceted society.

## *'B' - English*

### *\*Requirement:*

*Four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.*

## AP English Literature and Composition

**Length of Course:** Full-Year

**Intended Audience:** Grade 12

**Prerequisites:** AP Summer Session suggested

**Abbreviations:** GPA ENG LIT 1, GPA ENG LIT 2

**Course Description:** This course involves an intensive study of representative authors such as those listed in the AP Course Description that provides a variety of both American and British writers as well as works that were written from the sixteenth century to modern times. Plays and poetry will play a large part of our readings as well as novels and short stories. Each text is selected to provide students with the opportunity to read deeply and interpret multiple meanings with the overarching goal being inspiring lifelong lovers of learning. Literature is as intriguing as it is overwhelming; therefore, we will spend time unpacking what it means to read closely and read with a keen eye on why the writer did what she did and how she did it. This lends itself

## GPA American Literature

**Length of Course:** Full-Year

**Intended Audience:** Grade 11

**Prerequisites:** none

**Abbreviations:** GPA AM LIT 1, GPA AM LIT 2

**Course Description:** The 11th grade American Literature class will teach students to analyze a variety of texts (novels, poetry, non-fiction, etc.) in order to identify rhetorical strategies used by writers for a variety of purposes. Specific attention will be paid to works by notable American writers of the 20th and 21st centuries. Students will be able to draw from their experiences analyzing texts to create their own written works for a variety of purposes.

## GPA Advanced English 3/4

**Length of Course:** Full-Year

directly to the overview of the writing in this course as it will be in direct relation to the students' ability to share his/her thoughts on what specific choices the authors made in order to bring life to the work. Students will write to understand, write to explain, write to evaluate, and write to simply express themselves creatively. They will analyze structure, style, theme, and literary devices such as diction, syntax, symbolism, tone, etc. This class will be a readers and writers workshop where students will have many opportunities to revise their pieces of writing as well as revisit literary works to emulate author's style and/or evaluate from new perspectives. We will journey together as readers and writers in an open Socratic-style environment where we all learn through discussion and the sharing of ideas.

## **ERWC - Expository Reading & Writing**

**Length of Course:** Full-Year

**Intended Audience:** Grade 12

**Prerequisites:** none

**Abbreviations:** GPA ERWC 12

**Course Description:** The ERWC (Expository Reading and Writing Course) is a college preparatory, rhetoric-based English language arts course for grade 12 designed to develop academic literacy (advanced proficiency in rhetorical and analytical reading, writing, and thinking).

## **GPA World Literature**

**Length of Course:** Full-Year

**Intended Audience:** Grade 12

**Prerequisites:** none

**Abbreviations:** WORLD LIT 1, WORLD LIT 2

**Course Description:** The 12th grade World Literature class will introduce students to a variety of literature from around the world (novels, poetry, non-fiction, etc.) in order to expose students to a global perspective as well as provide a historical foundation. Students will evaluate and analyze recognized works of world literature that contrast major literary forms, techniques and characteristics of major literary periods. They will relate works and authors to major themes and evaluate the influences of historical periods. Outcomes include reading for depth with a critical understanding of the major perspectives of the world over time and today, as well as honing the ability to respond effectively in writing whether to argue, convey information, analyze themes, compare and contrast or emulate an author's style.

## **AP English Language and Composition**

**Length of Course:** Full-Year

**Intended Audience:** Grade 11

**Prerequisites:** Teacher Recommendation

**Abbreviations:** WORLD LIT 1, WORLD LIT 2

**Course Description:** The purpose of this course is to create readers, writers and thinkers who "write effectively and confidently in their college courses across the curriculum and in their professional and personal lives." (The College Board, AP English Course Description, p. 11) Students will become analytical readers in a variety of genres and writers who compose for a variety of purposes. This course will transcend students beyond the traditional five paragraph essay in which a thesis is supported by three examples and followed by a conclusion that restates the thesis. Instead, students will write with purpose, content and audience in mind. This focus will guide students writing organization.

**Intended Audience:** Grade 10

**Prerequisites:** none

**Abbreviations:** GPA ADV ENG 3, GPA ADV ENG 4

**Course Description:** The purpose of this course is to provide students with a multitude of opportunities to further develop both reading and writing skills enabling them to navigate their academic world and the world at large as fully literate and contributing members of the community. Goals and expected outcomes include: Proficiency in analytical reading and writing, public speaking, and deep rhetorical/critical thinking skills. The overarching goal is to prepare students for AP courses in their junior year. Course content in language, composition, and reading skills, includes the study of short story, poetry, nonfiction, modern drama, world mythology, Shakespeare, as well as novels. Persuasion, response to literature, expository text and narrative are also studied.

## **GPA English 1/ 2**

**Length of Course:** Full-Year

**Intended Audience:** Grade 9

**Prerequisites:** none

**Abbreviations:** GPA ADV ENG 3, GPA ADV ENG 4

**Course Description:** English 9 is a Language Arts block that focuses on increasing the reading and writing skills of high school students in areas of reading comprehension, literary analysis, vocabulary, language conventions, and presentation skills. All goals and instruction are based on the Common Core State Standards for Language Arts. All students will: Read and comprehend literary texts using literary devices (i.e. poetic language, author's purpose, character, plot, theme, main idea), Read and comprehend literary texts using literary devices (i.e. poetic language, author's purpose, character, plot, theme, main idea), Develop strategies to determine word meanings and their origins, Demonstrate a command of language conventions in writing (i.e. punctuation, subject-verb agreement, complex sentences), Write a coherent and grade-level appropriate essay (i.e. short stories, research papers, persuasive essays.), Use oral speaking strategies to effectively present materials and projects to an audience (i.e. voice intonation, body language, visuals).

## **GPA ESL/ALD (English as a Second Language)**

**Length of Course:** Full-Year

**Intended Audience:** Grades 9-12

**Prerequisites:** none

**Abbreviations:** GPA ADV ESL 5, GPA ADV ESL 6

**Course Description:** This course is for students whose first language is not English, but who currently are at an intermediate to early advanced level in English Language Development (ELD). This course allows students to develop intermediate to early advanced English vocabulary and grammatical structures so they can successfully communicate. The course includes early advanced to advanced reading, paragraph writing, grammar and sentence structure. Students will also develop literary and analytical skills which will enable them to be successful in future English courses. The purpose of this course is to improve the reading, writing and grammar skills of ESL students. Students will learn to read and write sentences in the present, past, future, present perfect and past perfect tenses. Students will also learn to recognize the differences between the simple and continuous tenses and to write negative and interrogative sentences. In addition, students will learn to use adjectives, adverbs, infinitives, gerunds and models correctly, and will learn basic spelling rules and basic rules for punctuation. Students will be able to distinguish between main ideas and supporting details. Students will also be able to write paragraphs with topic sentences, relevant supporting detail and transition words. Finally, students will increase their vocabulary through context clues as well as knowledge of word parts.

## **\*Requirement:**

**Three years (GPA recommends 4 years) of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.**

### **AP Calculus AB**

**Length of Course:** Full-Year  
**Intended Audience:** Grades 11–12  
**Prerequisites:** **Integrated Math I, II, III**, Teacher Recommendation, AP Summer Program Recommended  
**Abbreviations:** GPA AP CALC A, GPA AP CALC B  
**Course Description:** Advanced Placement (AP) Calculus AB course covers all of the material outlined by the College Board as necessary to prepare students to pass the AP Calculus AB exam. This course is divided into two semesters and is designed to acquaint students with calculus principles such as derivatives, integrals, limits, approximation, and applications and modeling. During this course students will gain experience in the use of calculus methods and learn how calculus methods may be applied practically.

### **GPA Integrated Math I**

**Length of Course:** Full-Year  
**Intended Audience:** Grade 9  
**Prerequisites:** Grade 8 Math  
**Abbreviations:** GPA INTG MATH I A, GPA INTG MATH I B  
**Course Description:** Integrated Math I is the first course in a three-year sequence of integrated mathematics courses. These courses present mathematics as a coherent subject, mixing standards from several different conceptual categories in a strategic interweaving of theory and application designed to naturally scaffold the learning of increasingly more complex material. As a result, students understand and recognize that math is interrelated, purposeful, and applicable. Students will engage in, learn, and practice mathematics in multiple ways in this course. Most importantly, they will develop Habits of Mind—skills that form the basis of a mathematical approach: skills of critical analysis, problem solving, questioning, and applying mathematics to everyday life. The purpose of this course is to formalize and extend the mathematics that students learned in middle school. The critical areas of focus, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential and in part by applying linear models to data that exhibit a linear trend. The course uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout the course and together with the content standards provide students with a math experience that is coherent, useful, and logical.

### **GPA Integrated Math II**

**Length of Course:** Full-Year  
**Intended Audience:** Grade 10  
**Prerequisites:** Integrated Math I  
**Abbreviations:** GPA INTG MATH II A, GPA INTG MATH II B  
**Course Description:** Integrated Math II is the second course in a three-year sequence of Integrated Mathematics courses that are based on the Common Core State Standards in Mathematics. These courses present mathematics as a coherent subject, mixing standards from several different conceptual categories in a strategic interweaving of theory and application designed to naturally scaffold the learning of increasingly more complex material. As a result, students understand and recognize that math is interrelated, purposeful, and applicable. Students will engage in, learn, and practice mathematics in multiple ways in this course. Most importantly, they will develop Habits of Mind—skills that form the basis of a mathematical approach: skills of critical analysis, problem solving,

### **GPA Precalculus**

**Length of Course:** Half-Year  
**Intended Audience:** Grade 11–12  
**Prerequisites:** **Integrated Math I, II, III**  
**Abbreviations:** GPA PRCAL/TRIG 1  
**Course Description:** This is a semester course of Pre-Calculus. It is a functional approach that will show students the integration of trigonometric concepts, relationships of equations and graphs, and applications to real world problems. The use of appropriate technology, such as a graphing calculator, will be essential as students refine their ability to solve and interpret equations and also as they broaden their understanding of functions and their graphs. Students will thoroughly be able to integrate and make connections to all previously learned concepts of mathematics, to other disciplines and to the real world. Students will be able to apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations. Students will learn how to represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically. Students will also have the knowledge to use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results. Students will learn how to interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them. Students will explore math while making connections between different areas of knowledge and different ways of knowing how to locate, evaluate and organize information including the use of information technologies. Students will think critically and creatively while developing problem solving skills, cultivating self-responsibility, and building a foundation for lifelong learning.

### **GPA Integrated Math III**

**Length of Course:** Full-Year  
**Intended Audience:** Grade 11  
**Prerequisites:** Integrated Math I, Integrated Math II  
**Abbreviations:** GPA INTG MATH III A, GPA INTG MATH III B  
**Course Description:** Integrated Math 3 is the third course of a three course sequence including Integrated Math 1, 2, and 3. This course utilizes a problem-centered approach and is integrated with the other core content courses including English, science, and social science.

Knowledge is built through units organized around a central theme. Students solve a variety of smaller problems that develop the underlying skills and concepts needed to solve the central problem of each unit. This course weaves content standards from Algebra 1, Geometry, Algebra 2 and Statistics at an intermediate to advanced level including coordinate geometry, circles and other conic sections, binomial distributions, permutations and combinations, exponential and logarithmic functions, rates of change, derivatives, trigonometry and quadratics. The course demands that students further develop the logic needed for abstract problem solving and emphasizes the common core standards. Regular attendance and participation along with timely completion of daily practice and homework is required. Students need to demonstrate competency on assessments (oral and written). Resources used include Interactive Mathematics Program and supplemental conceptual activities. In this course, students will delve deeper into the mathematics presented in Integrated Math 2. They will continue to learn higher mathematical topics. They will be taught to understand and perform mathematical concepts graphically, numerically, algebraically and verbally. This course will push students to comprehend theoretical knowledge as well as applications of where and how they will be able to use their math knowledge as a tool for problem solving. Students who successfully

questioning, and applying mathematics to everyday life. Students will acquire knowledge in the following conceptual categories in this course: Modeling, Functions, Number and Quantity, Algebra, Geometry, and Statistics and Probability. Functions, a concept in the Integrated I course, expands in this course to include quadratics and some polynomial functions, however quadratics are emphasized. The features of quadratic functions are compared to and contrasted with linear and exponential functions. Geometry measurement, area, and quadratics are connected. The number system is extended to include real and complex numbers, so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. Geometry takes on more formal arguments about geometric relationships, particularly in regard to similarity and congruence. Students build on their foundation of transformations to do this work. The work on similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles round out the course, with their quadratic representation. Technology is supported throughout, with an expectation that students use graphing calculators and/or software to explore equations, create equations that fit data, explore geometric relationships, constructions or simulations. They also graph by hand and use rulers, protractors and compasses to solve and understand geometric relationships and theories. They use these tools appropriately. The Mathematical Practice Standards apply throughout the course and students have ample opportunities to problem solve, reason abstractly, create models for situations, attend to precision, and look for patterns (as in finding patterns that are linear or exponential in nature). Furthermore, they apply this knowledge to the world around them, using math to solve real-world problems. Together with the content standards, they provide students with a math experience that is coherent, useful, and logical.

complete this course will be prepared to take AP Statistics, pre-calculus or even basic calculus.

## *Laboratory Science ‘D’*

### *\*Requirement:*

*Two years of laboratory science (GPA recommends 3 years) providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.*

### AP Biology

**Length of Course:** Full-Year

**Intended Audience:** Grade 12

**Prerequisites:** Biology, Integrated Math I

**Abbreviations:** GPA AP BIO 1, GPA AP BIO 2

**Course Description:** This Advanced Placement course is designed to provide a first-year college Biology experience. By structuring the course around the four big ideas, enduring understandings, and science practices I assist students in developing an appreciation for the study of life and help them identify and understand unifying principles within a diversified biological world. What we know today about biology is a result of inquiry. Science is a way of knowing. Therefore, the process of inquiry in science and developing critical thinking skills is the most important part of this course. At the end of the course, students will have an awareness of the integration of other sciences in the study of biology, understand how the species to which we belong is similar to, yet different from, other species, and be knowledgeable and responsible citizens in understanding biological issues that could potentially impact their lives.

### AP Chemistry

**Length of Course:** Full-Year

**Intended Audience:** Grade 11–12

**Prerequisites:** Bio I/II, Chem I/II/III

Advanced Chemistry 3 semester course offering and prepare students for placement in Advanced Placement Chemistry or Biology in their junior or senior year. By completing this course, students are prepared to be critical and independent thinkers who are able to function effectively in a scientific and technological society. Students will be able to analyze scientific and social issues using scientific problem solving. Finally, students will emerge from this program with an appreciation for the physical world.

### GPA Chemistry

**Length of Course:** Full-Year

**Intended Audience:** Grade 10,11

**Prerequisites:** none

**Abbreviations:** GPA ADV CHEM 1, GPA ADV CHEM 2, GPA ADV CHEM 3

**Course Description:**

Students explore the fundamental principles of chemistry which characterize the properties of matter and how it reacts. Computer-based and traditional laboratory techniques are used to obtain, organize and analyze data. Conclusions are developed using both qualitative and quantitative procedures. Topics include, but are not limited to: measurement, atomic structure, electron configuration, the periodic table bonding, gas laws, properties of liquids and solids, solutions, stoichiometry, reactions, kinetics, equilibrium, acids and bases, and nuclear chemistry

### **Teacher Recommendation/AP Summer Session suggested**

**Abbreviations:** GPA AP CHEM 1, GPA AP CHEM 2

**Course Description:** AP Chemistry is designed to provide a first-year college Chemistry experience. The course accelerates learning in both conceptual understanding of chemistry and real world applications of chemistry through college level laboratory experiences. Throughout the experience, this course emphasizes problem solving skills and college level study habits.

### **GPA Accelerated Biology**

**Length of Course:** Full-Year

**Intended Audience:** Grade 9

**Prerequisites:** none

**Abbreviations:** GPA HRS BIO 1, GPA HRS BIO 2

**Course Description:** Accelerated Biology at GPA is a one year course designed for motivated students to challenge their knowledge and abilities in science as preparation for AP level/college level coursework in a laboratory science. Students will study life from the molecular level through the ecosystem level throughout the course utilizing high levels of critical analysis to perform independent research projects throughout the community as well as high levels of academic literacy to read, study, and analyze current research and news occurring locally here in San Diego, a biotech giant. Students will use latest technology to study, model, and communicate scientific findings throughout the course to demonstrate how the culture of science works in a global world. Students will also connect scientific discovery with social ethics and literacy as they discover the effects of the advancements in biotechnology and thus biology on a society with strong morals that may differ from new capabilities in science. The course begins with the study of life at the cellular level and then broadens into the study of living organisms and their interactions with the environment. The accelerated class is designed to prepare students for AP biology. As such, this course will move at a faster pace, contain more work, and explore topics more in depth.

### **GPA Accelerated Chemistry**

**Length of Course:** Full-Year

**Intended Audience:** Grade 10

**Prerequisites:** Teacher Recommendation, Biology I/II

**Abbreviations:** GPA ACC CHEM 1, GPA ACC CHEM 2,  
GPA HRS CHEM 1, GPA HRS CHEM 2

**Course Description:** Accelerated Chemistry is a fast paced standard based laboratory science course that meets the physical science graduation requirement for the San Diego Unified School District. In addition, this course is designed to accelerate the GPA site based

### **AP Physics 1**

**Length of Course:** Full-Year

**Intended Audience:** Grade 12

**Prerequisites:** **Integrated Math I,II,III or Recommendation by math teacher**

**Abbreviations:** GPA AP PHYSICS 1/2

**Course Description:** The course focuses on the interconnections between the various strands and units contained in the course syllabus and how each contributes to the “Big Ideas” that provide a core foundation for this science course. Problem solving techniques and strategies are finely tuned throughout the year, and students are continually tasked with connecting physics applications learned in different units in order to synthesize solutions to complex problems. The emphasis on theoretical topics, critical thinking and problem solving makes this class challenging. Mathematics is used to illuminate physical situations rather than to show off a student’s manipulative abilities. Students must be strong in both math and science to be successful in this course. Conceptual understanding of the material is a requirement for success. Students will be expected to write justifications and explanations of physics concepts.

### **GPA Biology**

**Length of Course:** Full-Year

**Intended Audience:** Grade 9,10

**Prerequisites:** none

**Abbreviations:** GPA ADV BIO 1, GPA ADV BIO 2, ADV BIO 3

**Course Description:** This course is designed to satisfy the requirement of laboratory science class. It is a high school course and aligns with state standards. Emphasis is placed on important concepts applicable to all living organisms and systems. We begin studying life at a molecular and cellular level and progress to a study of living organisms and their systems and environments. Laboratory inquiry, field projects, demonstrations and course is designed to develop a thorough understanding of cellular biology, genetic, ecological and plant kingdoms, taxonomy, evolution and biodiversity. Students will gain better reasoning power through laboratory and field work experiences. The course begins with the study of life at the cellular level and then broadens into the study of living organisms and their interactions with the environment. We will also study methods used for investigation and experimentation

## *Language other than English ‘E’*

### *\*Requirement:*

*Two years of the same language other than English or equivalent to the second level of high school instruction.*

### **GPA AP Spanish Literature and Culture**

**Length of Course:** Full-Year

**Intended Audience:** Grade

**Prerequisites:** none

**Abbreviations:**

**Course Description:** This course offers the opportunity to study the development of literature written in Spanish from its origins to the

### **GPA Spanish 1/2**

**Length of Course:** Full-Year

**Intended Audience:** Grade 9-10

**Prerequisites:** None

**Abbreviations:** GPA SPANISH 1, GPA SPANISH 2

present. We studied a required collection of works representing different genres and literary movements ranging from the time Medieval to the contemporary era. The class is conducted entirely in Spanish and focuses on reading, analyzing and comparison of authentic works from Spain and from different countries of Hispanic America. We also study the historical and cultural background that has influenced in a certain way the expression of these authors and other artists of their own time.

All works will be analyzed under six primary themes: 1) The companies in contact, 2) The duality of being, 3) Interpersonal relationships, 4) Literary creation, 5) The construction of the genre, 6) Time and Space.

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

**(native and non-native)**

**Length of Course:** Full-Year

**Intended Audience:** Grade

**Prerequisites:**

**Abbreviations:**

**Course Description:** The AP Spanish Language and Culture course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students learn about culture through the use of authentic materials that are representative of the Spanish-speaking world. Materials include a variety of different media, e.g., journalistic and literary works, podcasts, interviews, movies, charts, and graphs. AP Spanish Language and Culture is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken and as such, is an immersion experience requiring almost exclusive use of Spanish, a requirement which class participation grades reflect.

## **GPA Spanish 5/6**

**Length of Course:** Full-Year

**Intended Audience:** Grade 11-12

**Prerequisites:** None

**Abbreviations:** GPA SPANISH 5, GPA SPANISH 6

**Course Description:** This is a full-year course designed for students who have had two years of Spanish. The students focus will be to increase their ability to converse, write, read and understand a variety of Spanish literature. These skills will be performed with confidence, fluency and with minimal errors. At the end of the year, students will have developed a deeper understanding of the Spanish language and a greater insight of Spanish-speaking cultures.

## **GPA Spanish 3/4**

**Length of Course:** Full-Year

**Intended Audience:** Grade 9-12

**Prerequisites:** None

**Abbreviations:** GPA SPANISH 3, GPA SPANISH 4

**Course Description:** This course is a continuation of the introductory course Spanish 1-2. It is designed to give students further language experiences as outlined in the introductory course. Emphasis is placed on strengthening students and mastery of literacy and language skills. Students read and discuss significant literary works to improve oral and written communication skills. Focus is on using appropriate oral and written language styles in various contexts.

**Course Description:** This is a full-year course designed for students who have minimal or no prior knowledge of the language and culture. This class is a prerequisite for Spanish 3 & 4. This course should develop students' ability to read, write, listen to, speak, and understand basic terms and grammar concepts of the Spanish language. Students will be introduced to the 20 countries and cultures where Spanish is the official language. Students will be introduced to literature, art, music, and films of Spanish speaking cultures. Comparisons between Spanish speaking cultures and US will be made throughout the lessons.

## **GPA Spanish Speakers 5/6**

**Length of Course:** Full-Year

**Intended Audience:** Grade 11-12

**Prerequisites:** None

**Abbreviations:** SP SPKRS 5, SP SPKR 6

**Course Description:** The course Spanish for Spanish Speakers 5/6 is focused on further developing the linguistic assets of native Spanish Speakers. Students will be able to communicate facts, ideas and feelings in a manner that is intelligible. Students will develop specialized vocabulary through the study of other disciplines, as well as interpret and analyze diverse literary genres. Students will be able to investigate differences in grammar rules and syntax. Spanish is used exclusively in the classroom. Spanish for Spanish Speakers 5/6 is intended for native Spanish speakers. Students are expected to develop a proficiency in communication and expression. Students will develop the ability to paraphrase information from authentic edited or unedited materials, make predictions based on background knowledge and textual information, express ideas, support opinions, and comprehend and exchange detailed information.

## **GPA Spanish Speakers 3/4**

**Length of Course:** Full-Year

**Intended Audience:** Grade 10-11

**Prerequisites:** None

**Abbreviations:** SP SPKRS 3, SP SPKR 4

**Course Description:** Este curso es de un año escolar y es diseñado para estudiantes que ya han tenido un año de Español Para Estudiantes Que Hablan Español. La lectura y escritura del español se enfocara en un nivel más profundo sobre la vida cotidiana de los países de habla español. Se aprenderán nuevas reglas de ortografía y gramática. Los estudiantes practicarán más a fondo sobre el uso del español formal e informal. Esta clase es requisito para la clase Español Para Estudiantes Que Hablan Español 5 & 6.

## **GPA Spanish Speakers 1/2**

**Length of Course:** Full-Year

**Intended Audience:** Grade 9-10

**Prerequisites:** None

**Abbreviations:** SP SPKRS 1, SP SPKR 2

**Course Description:** The purpose of this course is provide native Spanish speakers with the opportunity to expand and challenge students skills and ability in reading, writing, listening and cultural development in Spanish. This course allows students to study Spanish formally in a academic setting. This course is designed to improve native speakers fluency and literacy in the Spanish language. Focus is placed on foundational literature, grammar and writing, and cultural influences from Spanish speaking countries. Students are expected to use prior knowledge of Spanish Language to expand on vocabulary.

## Visual & Performing Arts 'F'

### **\*Requirement:**

***One year chosen from dance, music, theater or the visual arts.***

### **Art 1**

**Length of Course:** Full-Year  
**Intended Audience:** Grade 9-11  
**Prerequisites:** none  
**Abbreviations:** Art 1, Art 2

**Course Description:** The purpose of this course is to provide students with a foundation in visual arts in which they are able to creatively express thoughts and ideas. Students must analyze and critically examine diverse works of art in effort to further develop lifelong judgment and evaluation skills as well as developing an artistic point of reference.

Art 1 is a year-long course that gives students the opportunity to rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination and life experiences, as a source for creating artworks. Students will express their thoughts and ideas creatively, while challenging their imaginations, fostering reflective thinking and developing disciplined effort and problem-solving skills. Students will develop respect for the traditions and contributions of diverse cultures by analyzing artistic styles and historical periods. Students will respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations. Based on the CA Visual and Performing Arts Standards; emphasis throughout the year will be on the following: perceiving and responding to works of art using content vocabulary to express their observations, applying fundamental artistic skills to their work, understanding the historical contributions and cultural dimensions of the visual arts, analyzing current and historical works of art and connecting their knowledge of the visual arts to other subject areas and careers.

### **GPA Digital Animation**

**Length of Course:** Full-Year  
**Intended Audience:** Grade 9-12  
**Prerequisites:** none  
**Abbreviations:** Digital Animation 1, Digital Animation 2

**Course Description:** Digital Animation is a course in which students express their visual creativity through drawing, storytelling, and computer software. Throughout this course students will explore the international history and evolution of animation, as well as the practical use of computers in the field of animation. Students will demonstrate creative self-expression as they learn basic drawing skills, techniques for original character design, the natural flow and movement of objects, and background development which includes an in depth study of perspective drawing and layout. Students will work individually and in groups to create animations in both 2D and 3D. Instruction will be given in the following areas: Elements of art and principles of design; perspective drawing and layout, historical and cultural development of

### **GPA Advanced Band**

**Length of Course:** Full-Year  
**Intended Audience:** Grade 9-11  
**Prerequisites:** none  
**Abbreviations:** GPA ADV BAND1, GPA ADV BAND 2

animation, critical analysis of animations and computer animation software basics and applications

### **GPA Digital Piano**

**Length of Course:** Full-Year  
**Intended Audience:** Grade 9-12  
**Prerequisites:** none  
**Abbreviations:** GPA Begin Digital Piano 1, GPA Begin Digital Piano 2  
**Course Description:** Digital Piano is a course that uses the software program Piano Suite Premier to teach students beginning level piano skills. Based on the California Visual and Performing Arts content standards in Music, the emphasis in the this course is on the development of technique, musicianship, and music reading and writing skills, as well as the development of personal practice habits and performance etiquette. To prepare for more advanced music classes students will learn to sight read accurately and expressively, analyze simple forms of music as musical elements, techniques and the use of form. Students will also study musicians and historical aspects of music developed in various cultures and time periods.

### **GPA Musical Production**

**Length of Course:** Full-Year  
**Intended Audience:** Grade 9-12  
**Prerequisites:** none  
**Abbreviations:** GPA Musical Production 1, GPA Musical Production 2

**Course Description:** GPA Advanced Musical Production is an auditioned mixed ensemble engaging actors, dancers and singers in their development as well rounded performers. This is a performance based class. The mission of this class is to foster an understanding and appreciation for quality repertoire, encourage a united performance community and gain a deeper understanding of the basic elements of music, theater and dance. The group rehearses for 80 minutes a day and gives four concerts a year. Along with the concert schedule, the class also performs for college class and community events. The educational objective of GPA Advanced Musical Production class is to enhance, through performance; ensemble skill (working as a team, choral tone, intonation, balance, and blend), musical expression, memorizing choreography, and performance skills. The main goal is to walk away from this experience with a developed sense of musicality, ensemble awareness, vocal confidence, a deeper understanding for the historical and cultural context of musical theatre and a desire to seek out artistic activities beyond the classroom.

### **GPA Drama**

**Length of Course:** Full-Year  
**Intended Audience:** Grade 9-11  
**Prerequisites:** none  
**Abbreviations:** GPA Drama 1, GPA Drama 2

**Course Description:** This course will provide student with an introduction to the study of drama. Students will learn stage

**Course Description:** In completion of the Music Relationship to Other Subject Areas/Career Opportunities portion of each unit of study, students will meet the requirement for Connections, Relationships and Applications. They will do so by participating in class discussions, taking notes in their music journals and completing presentations of learning to classmates. Students will apply what they learn in music in across other subject areas. They will develop their skills in communication, problem solving and time management that will assist them in their lifelong learning and development career skills. In completion of the Music Analysis and Performance Literature portions of each unit of study, students will build their knowledge of the historical and cultural context of music. They will satisfy the requirement by completing a Historical research paper, which demonstrates their historical knowledge of music history throughout various cultures, time periods, genres and styles of music as it relates to music, musicians and composers.

terminology, aspects of technical production, study voice, movement, improvisation, acting and directing. The historical and cultural development and impacts of theater around the globe will be also be examined. Students will work individually and in groups to investigate the development and impact of theatre around the world. Students will be asked to solve problems and work on performance pieces through character study and acting workshops. They will also explore technical theatre design and construction. They will learn the value of team building, as well as performance experience. Through their study they will be given the opportunity to develop leadership and communication skills. This course culminates with a student led theatrical production

## College Preparatory Elective ‘G’

### **\*Requirement:**

*One year chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.*

### **GPA Economics**

**Length of Course:** Half-year  
**Intended Audience:** Grade 12  
**Prerequisites:** None  
**Abbreviations:** GPA ECON

**Course Description:** This section on Economics is designed to make sure that students understand the role of economics both domestically and globally. Students will be able to analyze the effects of a market economy in establishing political and personal liberty, deciphering the roles of property rights, competition, and profit. Students will explore the concepts of supply and demand and the role they play in the price and availability of products. As the semester continues students will analyze and understand the process by which buyers and sellers use competition to set a market price. Students will be able to analyze how domestic and international competition in a market economy affects the quantity, quality, and price of goods and services produced in the United States. Students will then study the role of government monetary policies in influencing the quality, quantity, and price of products and services produced. Furthermore, students will discuss and evaluate the operations of the labor market including the role of unions in such a market.

### **GPA Child Development**

**Length of Course:** Full-Year  
**Intended Audience:** Grade 12  
**Prerequisites:** Biology I/II  
**Abbreviations:** GPA CHILD DEV A, GPA CHILD DEV B

#### **Course Description:**

This course is an introduction to the developing child (prenatal through age 12). Students will build from a basic understanding of child psychology and genetics to an understanding of the factors that play into the physical, cognitive, social, and emotional development of children. Theoretical implications for education and child-rearing practice will be emphasized through Investigation and Experimentation. Student activities emphasize hands on teamwork, creativity, comprehension, and application of concepts in accordance with best practices. Observation and mandatory volunteer work with younger children develop proficiency in leadership, scientific investigation, and problem-solving skills. This course prepares students for more advanced college child development, psychology, and education courses.

## Additional Course Offerings NOT included in A-G coursework

<b>English Enrichment</b>	Supplemental instruction to support students’ basic reading and writing skills
<b>Math Enrichment</b>	Supplemental instruction to support students’ basic mathematics skills
<b>Yearbook</b>	Students photograph, write, and design as part of the yearbook publication process
<b>ASB</b>	Associated Student Body/Student Government
<b>Internship</b>	Qualified students support a school department and contribute to department goals

## *Additional Credits/Requirements for GRADUATION from GPA*

- **Exercise and Nutritional Science/Physical Education:** Four semester credits (2 years) Physical Education (Fitnessgram required).
- **Community Service:** A minimum of 30 hours of community service is required to graduate; however, GPA recommends students strive to serve 30 hours per year in order to develop passions, make connections, and determine possible areas of interest for college and career.
- **Senior Service Learning Project and Presentation (Senior Talk):** Seniors are required to complete 26 weeks of service learning in 12th grade; after which they must create a TED talk presentation in May/June to share their experience with family members, students, staff, GPA Board members, and our greater community.



