



CSArts

San Gabriel Valley

CURRICULUM HANDBOOK

2026-2027

Table of Contents

General Information

COURSE SELECTION

[A Message to Students](#)

[A Message to Parents](#)

[Prerequisites and Suggested Indicators of Success](#)

[College Preparatory Courses](#)

[Honors](#)

[Advanced Placement \(AP\) Courses](#)

[Career Technical Education \(CTE\)](#)

[Early College Program](#)

I. Overview

II. Eligibility and Participation

[A. Eligibility Criteria](#)

III. Course Enrollment and Capacity Management

[A. Unit Limits](#)

[B. Course Availability and Staffing](#)

[C. Lottery and Waitlist Procedures](#)

IV. Student Expectations and Continued Eligibility

[A. Academic Standards](#)

[B. Attendance and Behavior](#)

[C. Progress Monitoring and Probation](#)

[Credits](#)

[Weighted Grades Policy](#)

[Schedule Changes](#)

[Placement/Level Changes](#)

[Class Withdrawal Policy](#)

[Attendance in College Classes](#)

Graduation Requirements

College Entrance Requirements

[Admission to the University of California as a Freshman](#)

[Eligibility in the Local Context](#)

[Eligibility by Examination Alone](#)

[Admission to the California State University as a Freshman](#)

[Admission to the Community College as a Freshman](#)

[Admission to Private Colleges and Out-of-State Public Institutions as a Freshman](#)

[Academic Course Catalog](#)

[Social Science Course Descriptions](#)

[Literature, Language, and Composition \(LLC\) Course Descriptions](#)

[Mathematics Course Descriptions](#)

[Science Course Descriptions](#)

[World Language Course Descriptions](#)

[Electives Course Descriptions](#)

[Physical Education Course Descriptions](#)

[Special Services Course Descriptions](#)

[Conservatory Course Scope & Sequence](#)

[School of Dance](#)

[Commercial Dance](#)

[Ballet & Contemporary Dance](#)

[School of Fine & Media Arts](#)

[Creative Writing](#)

[Integrated Arts](#)

[Visual Arts](#)

[School of Music](#)

[Instrumental Music - Guitar](#)

[Instrumental Music - Pianist](#)

[Instrumental Music - Strings & Orchestra](#)

[Instrumental Music - Wind & Jazz Studies](#)

[Popular Music](#)

[Vocal Arts](#)

[School of Theatre](#)

[Acting](#)

[Musical Theatre](#)

[Production & Design](#)

General Information

COURSE SELECTION

A Message to Students

Course selection is an exciting and important part in setting and prioritizing achievement goals. It is important to consider how to best challenge yourself academically and allow exploration of new and different courses. Factors including conservatory classes, rehearsals, performances, homework, and pacing of classes should be considered when selecting academic and elective courses. Your personal educational plan deserves serious thought and careful planning and should involve your family and school counselors. Please note that not every course described in this curriculum handbook will be offered every year, based on student interest and teacher availability.

A Message to Parents

It is important that our students make the most of their high school experience. This can be done only if parents help their children become aware of all courses, programs, and services that are available at school and assist them in developing their own four-year educational programs. To formulate a successful program, consideration must be given to graduation requirements, college/career goals, student's interests and abilities, and workload balance.

Use this handbook as a source of information on courses offered at the California School of the Arts, San Gabriel Valley (CSArts-SGV).

Parents & students should refer to CSArts-SGV's Student Parent Handbook and individual Conservatory Handbook for additional information related to the school's and conservatory-specific courses, policies, and procedures.

Prerequisites and Suggested Indicators of Success

Students should check carefully to see that they have taken the proper Prerequisites and Suggested Indicators of Success for courses they are interested in.

In addition to prerequisites, some courses may list "suggested indicators of success," which are suggestions only and serve to give students and families an idea of the qualities and qualifications that have historically prepared students for the course. Satisfaction of these recommendations allow the student the best preparation for successful completion of the listed course. Students who may not currently meet the "suggested indicator of success" are still allowed to take the listed course if they feel ready to meet the challenge.

In meetings with school counselors, students will meet to discuss a plan that will enable opportunities to take honors and advanced courses. If students are planning to take advanced courses while not meeting the “suggested indicators of success,” this plan would include an AP/Honors course contract. Students may obtain a contract form from the Counselor’s Corner website.

College Preparatory Courses

College Preparatory Courses are designed to fulfill high school graduation requirements and college admissions prerequisites. These courses represent grade level subject matter and teach academic skills needed for successful transition into college.

Honors

Course entrance prerequisites for honor and advanced placement (AP) level courses are designed to provide guidance for students and their families when making course selections. Course prerequisites help to ensure that students who choose to participate in these accelerated courses of study are prepared for the academic rigor, independent reading, test preparation, and extra homework demand.

Honor level classes are designed to offer accelerated courses of study and help to introduce students to a higher level of academic rigor. Honor classes help prepare students to take college level course work through Advanced Placement (AP) or Early College classes during high school.

Advanced Placement (AP) Courses

Advanced Placement level classes are equivalent to college level classes and students can expect about an additional 5 hours of homework per week, independent reading, and test preparation per AP course. It is expected that students have a passion/curiosity about the subject and have the maturation necessary to take a college level course.

Advanced Placement (AP) Courses are meant to be the equivalent of a lower division college course. As such, the readings, writings, study-time and course work requirements reflect that level of rigor and challenge. These courses are audited by and follow the frameworks set forth by the College Board. Students should commit to a minimum of 5 hours of additional course work per week. Students will have the opportunity to participate in taking the AP exam for each course they are enrolled in at the end of the year. While taking the exam is not required, it is highly recommended as portions of the courses are spent preparing for the exams.

Career Technical Education (CTE)

Career Technical Education provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners.

CSArts-SGV offers CTE classes that are taught by specially credentialed teachers with proven industry experience. **Through the CTE program, almost all graduating students matriculate with at least one completed pathway within the Arts, Media and Entertainment industry sector per their Conservatory classes alone.**

NEW! There are two new CTE pathway opportunities for students during the academic part of the day.

1. Students have the option to complete an **Information and Communication Technologies Software and Systems Development** CTE pathway. This **Computer Science** pathway can be completed by taking at least three differently leveled Computer Science courses at CSArts-SGV. These courses include Introduction to Computer Science, AP Computer Science Principles, and AP Computer Science A.
2. Students have the option to complete a **Health Science and Medical Technology** CTE pathway. This **Patient Care** pathway can be completed by taking at least three differently leveled Science courses at CSArts-SGV. These courses include Biomedical Biology, Anatomy and Physiology, and/or Senior Capstone Internship or Emergency Medicine. This pathway is still under development and subject to change.

What are the benefits of being a CTE pathway completer?

1. Career Readiness

CTE pathways are designed to provide students with hands-on, practical skills and knowledge in a specific career field. Graduating as a CTE pathway completer enhances students' readiness for entry-level positions in their chosen industry.

2. Industry Certification

Many CTE programs offer the opportunity for students to earn industry-recognized certifications. These certifications can be valuable credentials that enhance students' employability and competitiveness in the job market.

3. College and Career Options

CTE pathways help students explore various career options and make informed decisions about their future. Some students may choose to enter the workforce directly after graduation, while others may use their CTE experience as a foundation for further education or training.

4. Real-world Experience

CTE programs often incorporate internships, work-based learning, or hands-on projects, providing students with real-world experience in their chosen field. This practical exposure helps students apply classroom learning to actual workplace situations.

5. College Credit Opportunities

Some CTE programs have articulation agreements with colleges or offer dual enrollment options, allowing students to earn college credits while still in high school. This can expedite their progress toward a postsecondary degree.

6. Networking Opportunities

Through CTE programs, students can establish connections with professionals in their chosen industry. Networking opportunities, such as industry visits, guest speakers, and mentorship programs, can be valuable for future career development.

7. Higher Earning Potential

Graduates with CTE training often have the potential to earn higher wages in their chosen fields compared to those without specialized training. CTE completer status may lead to better job prospects and increased earning potential.

8. Meeting Industry Demands

CTE pathways are aligned with the needs of industries, helping students develop skills that are in demand in the workforce. Graduates are better positioned to meet the requirements of employers in their chosen field.

Overall, completing a CTE pathway in a California high school provides students with a well-rounded and practical education that prepares them for success in both their chosen careers and further education.

Early College Program

I. Overview

CSArts-SGV has built a robust partnership with Citrus College and College and Career Access Pathways (CCAP) which provides CSArts-SGV students the opportunity to take Early College courses, embedded within their conservatory schedules. This exciting opportunity enables students to earn college credits while completing their conservatory course sequences. In some cases these courses are optional, and in other cases they are required within a conservatory pathway. Nearly all CSArts-SGV students will take at least one Early College course while enrolled in high school. CSArts-SGV students enrolled in CCAP courses are exempt from all

tuition and enrollment fees associated with taking college courses as a part of their CSArts-SGV course schedule.

Many, but not all, of the instructors of Early College courses are already CSArts-SGV instructors. Please be advised that, while all CSArts-SGV course materials and final grades are available through Google Classroom and Aeries Gradebook, students will only be able to access course materials for CCAP Early College courses through Citrus College's online learning management system, Canvas.

Prior to enrolling in their first Early College course, students are **required** to:

- Read this policy in its entirety to learn more about the opportunities and expectations associated with taking college-level courses
- Follow directives from Citrus and school leadership about timelines for registration and important paperwork for enrollment
- Complete a Citrus College Concurrent Enrollment Authorization Form

Prior to enrolling in their first Early College course, students are **encouraged** to:

- Complete a [Parent/Guardian Release of Information Form](#) to ensure that the student's parent or guardian has access to grade information for the course
- Parents **will not** be able to access Early College grades for their child without having filled out the Release of Information Form, per FERPA requirements

Students enrolled in CCAP classes are held to the same behavioral and academic achievement standards as those expected of college students. Students and parents should be aware that the grades earned from these courses will be located on both the student's high school transcript and on their future college transcript.

II. Eligibility and Participation

A. Eligibility Criteria

To enroll in Early College (Dual Enrollment) courses, students must:

1. Be enrolled full-time at CSArts-SGV in grades 9–12.
2. Complete required orientation, application workshops, and authorization forms before enrollment.
3. Like AP and Honors courses, students should understand that while not a requirement for entry, a recommended indicator of success in an Early College/Dual Enrollment course is a 3.0 GPA or greater and passing all previous early college courses with a grade of C or better.

III. Course Enrollment and Capacity Management

A. Unit Limits

1. In accordance with California Education Code §76002(a)(3), which limits special part-time students to no more than 15 college units (typically four courses) per term, students may not enroll in more than four Early College courses per semester and/or more than 15 college units per semester, inclusive of both academic and conservatory courses.

B. Course Availability and Staffing

1. Early College course offerings are subject to staffing availability, instructor qualifications, and Citrus College seat allotments.
2. While rare, if a course does not meet the required number of students necessary per CCC requirements, it may be canceled. CSArts-SGV will make every effort to fill class sections to their minimum levels, but in the event that an Early College class is canceled during the first few weeks of a course, CSArts-SGV will transition the class to a CSArts-SGV Honors equivalent course.
3. CSArts-SGV cannot guarantee course availability for all interested students.

C. Lottery and Waitlist Procedures

If demand for a course exceeds capacity:

1. A randomized electronic lottery will be used to assign available seats.
2. Each eligible applicant will be assigned a unique, anonymized identifier prior to the drawing.
3. Students not selected will be placed on a waitlist in the order their name was drawn.
4. Students on the waitlist will be notified as space becomes available before the add/drop deadline.
5. Students who decline an assigned course or who fail to complete the required registration steps by the deadline will forfeit their seat.
6. Transfer students and/or new students, who may have missed deadlines for Early College enrollment, may have to wait for the following semester before being able to apply or join a waitlist.

IV. Student Expectations and Continued Eligibility

A. Academic Standards

1. Students must earn a grade of C or better in all Early College courses.
2. Students who earn a D or F must complete the Early College Hold Appeal Process through Citrus College before enrolling in additional courses.
3. Students who earn a D or F in Early College courses will be monitored the following semester if they continue to take Early College courses. This “probation” period is detailed in section C of this section.

B. Attendance and Behavior

1. Students must adhere to all behavioral and attendance policies of both CSArts-SGV and Citrus College.
2. Violations of academic integrity, significant absences, or behavioral misconduct may result in removal from the course and/or the program.

C. Progress Monitoring and Probation

1. Students who have earned a D or F in a previous Early College course will meet with their high school counselor at least once per semester to review their progress, if they are enrolled in additional courses.
2. The Administration, in conjunction with Citrus Community College representatives, will monitor midterm grade reports for struggling students.
3. Continued failure to meet expectations may result in suspension from the Early College program for at least one semester.
4. Re-entry will require administrative approval and demonstration of improved academic standing.

Credits

It is very important that final grades and credits completed are checked each semester to ensure that satisfactory progress is being made. Credits are awarded for passing the semester's work unless the student is repeating a class that has already been passed. Your school counselor can help answer any questions about this.

Weighted Grades Policy

CSArts-SGV Advanced Placement (AP) courses and selected Honors courses, completed with a grade of C or better, shall receive a weighted grade point based on a 5.0 grade weight scale. These designated courses are identified on the California School of the Arts University of California A-G List located here: <https://hs-articulation.ucop.edu/agcourselist/institution/5044>. Likewise, all Citrus Community College (CCC) courses completed with a grade of C or better, shall receive a weighted grade point based on the 5.0 grade weight.

High School Transfer Students within the State of California:

Advanced placement courses, completed with a grade of C or better, taken at any accredited high school, shall receive a weighted grade point.

Honors courses, completed with a grade of C or better, taken at any accredited California high school, shall receive a weighted grade **ONLY** if:

- The course is identified on the prior school's University of California A-G course list as a weighted course.

Out of State Transfers:

- If a student transfers to CSArts with high school courses on their transcript, CSArts will designate weighted credit only to AP courses and/or equivalent honors courses approved on CSArts' University of California A-G course list.

- Please note that in calculating a non-resident's GPA when applying to college, the UC system will grant honors weight for AP courses or IB courses only, but not for out of state school-designated honors courses.

Weighted grade points shall be issued as follows:

A= 5.0	C= 3.0
B= 4.0	D= 1.0 (not weighted)

Schedule Changes

Schedule changes will be honored for the following reasons only:

- Computer or clerical error in scheduling
- Graduation requirement omitted from schedule
- Student failure to complete a Prerequisite or "Suggested Indicator(s) of Success"
- To balance class sizes
- Change in the master schedule
- Incorrect placement in a class
- Medical necessity

CSArts-SGV does not allow course changes based on teacher preferences.

Schedule change requests must be submitted by the end of the 2nd week of school. Students should contact their School Counselor to request a course change.

Placement/Level Changes

1. Once a semester has begun, if a student believes that they have been inappropriately placed in a class, the student must first speak with the teacher. If, based on a placement test or initial assessment, the teacher agrees that a different course would be more appropriate, the teacher will notify the counselor about the recommended change.
2. Academic level changes require **teacher recommendation and space availability**. The last day to level change is the end of the 7th week of the semester. The student's progress grade may move with the student to the new class.

Class Withdrawal Policy

1. Withdrawal from any semester or year-long class, including all core academic classes (English, mathematics, science, world languages, arts, social sciences), must occur within the **first seven weeks** of the semester. They will not be marked or have a negative impact on the report card or transcript.
2. Withdrawal from any semester or year-long class, including all core academic classes, after the first grading period (**Weeks 8-18**) of the first semester will be marked with a **W/F**, which is computed as a failing grade in the student's Grade Point Average (GPA) and will be recorded on the student's transcript.

3. All CSArts-SGV classes are year-long and withdrawals are typically not granted. Second semester schedule change requests, however, will be reviewed on a case by case basis. Students must schedule a meeting with their counselor and receive administrative approval in order for a change to occur.

	FALL or all YEAR-LONG Courses	SPRING (Spring Semester Course ONLY)
Last Day to request a schedule change	Friday, August 21, 2026	Friday, January 15, 2027
Last day to DROP a course without penalty	Friday, August 21, 2026	Friday, January 15, 2027
Withdrawal after Week 2 through Week 6-Transcript will be marked with a "W" for withdrawal	Monday, August 24 - Friday, September 18, 2026	Tuesday, January 19 - Friday, February 12, 2027
Withdrawal <i>after</i> week six will result in a WF (withdrawal/fail) on transcript and is computed as a failing grade	Any date <i>after</i> Friday, September 18, 2026	Any date <i>after</i> Friday, February 12, 2027
Last day to Level Change (from Honors or AP to College Prep) is end of the 7 th week	Friday, September 25, 2026	Friday, February 19, 2027

Anytime a student drops or changes an academic or elective class, it must be done so officially with a school counselor. If a change is needed for a conservatory class, please contact the director/chair.

Attendance in College Classes

To attend both college and high school concurrently, students must meet with their school counselor to make the necessary arrangements.

Summer School Attendance

To make up a class, students may attend summer school at any accredited high school and have those credits apply toward graduation requirements. If a student wants to take a class for

enrichment or acceleration, **the course must be UC approved and have pre-approval from their school counselor.**

All CSArts-SGV Graduation Requirements (English, Math, Science, Social Science, World Language, PE, and Fine Arts), must be taken initially at CSArts-SGV to ensure the student is being taught according to the standards established by both the CSArts-SGV Board of Trustees and the State of California.

Graduation Requirements

All students attending the California School of the Arts - San Gabriel Valley must accumulate a minimum of 240 academic credits in grades nine through twelve to graduate from high school. Students must pass all required academic courses to receive a diploma.

Conservatory classes are in addition to academic courses. Sixteen credits of Conservatory classes are required each year for high school.

Students intending to graduate with a CSArts-SGV diploma must complete their fourth year (senior year), which includes Conservatory courses as assigned.

The 240 academic credits necessary for graduation must include:

1. Literature, Language, and Composition a. LLC 1 or equivalent (10 credits) b. LLC 2 or equivalent (10 credits) c. LLC 3 or equivalent (10 credits) d. LLC 4 or equivalent (10 credits)	(8 semesters)	40 credits
2. Social Science a. World History (10 credits) b. United States History (10 credit) c. Government (5 credits) d. Economics (5 credits)	(6 semesters)	30 credits
3. Mathematics (must be through Illustrative Math Geometry) a. Integrated Math I(10 credits) or validation from a higher level course b. Integrated Math II (10 credits)	(4 semesters)	20 credits
4. Physical Education <i>*Dance conservatory students are not required to take a P.E. class during the academic day</i>	(4 semesters)	20 credits
5. Science – 10 credits Biological Science; 10 credits Physical Science a. Biological Science (10 credits) b. Physical Science (10 credits)	(4 semesters)	20 credits

6. World Language (10 credits may be from 7 th & 8 th grade World Language courses)	(4 semesters)	20 credits
7. Fine Arts (Art, Drama, Music) <i>*Please note CCC conservatory classes earn UC approved Fine Art credit</i>	(2 semesters)	10 credits
8. Elective Classes	(Over the course of 4 years)	80 credits
Total:		240 Credits

All graduation requirements must be completed at CSArts-SGV. Students must attend a minimum of three academic blocks a day on campus (9th-11th). Seniors must attend a minimum of two academic blocks a day on campus, with the option to take Late Start. Seniors must be on track to graduate and be in good standing for behavior and attendance to apply for Late Start. Conservatory classes are in addition to these academic blocks. Sixteen credits of Conservatory classes are required each year for high school.

Additionally, all students are required to complete a CSArts-SGV approved health education module prior to graduation. The learning is provided through instructional modules covering the following areas:

- Personal Health
- Communicable and Chronic Diseases
- Nutrition
- Growth, Development, and Sexuality:
 - Human Reproductive Anatomy and Physiology
 - Healthy Relationships and Communication
 - Consent and Boundaries
 - Sexual Orientation and Gender Identity
 - Safe Sexual Practices
 - Prevention of Sexually Transmitted Infections (STIs) and Unplanned Pregnancy
 - Access to Resources for Sexual Health Support
- Tobacco, Alcohol, and other Drugs
- First Aid & CPR
- Environmental Health

College Entrance Requirements

Admission to the University of California as a Freshman

If you are interested in entering the University of California as a freshman, you will have to satisfy these requirements:

1. **Subject Requirement:** There are 15 required A-G courses that must be completed to meet the UC Subject Requirements. Eleven of the 15 required subject courses must be completed before the end of junior year.
 - a. **History/Social Science** – 2 years required
Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history *and* one-half year of civics or American government.
 - b. **English Composition, Literature, etc.** - 4 years required
Four years of college-preparatory English that include frequent writing, from brainstorming to final paper, as well as reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.
 - c. **Mathematics** – 3 years required, 4 years recommended
Three years (four years recommended) of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades if the high school accepts them as equivalent to its own courses.
 - d. **Laboratory Science** – 2 years required, 3 years recommended
Two years (three years recommended) of laboratory science providing fundamental knowledge in two of these three foundational subjects: biology, chemistry and physics. The final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects may be used to fulfill this requirement.
 - e. **World Language** - 2 years required, 3 years recommended
Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition, and culture. Courses in language other than English taken in the seventh and eighth grade may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses. American Sign Language and classical languages, such as Latin and Greek, are acceptable.
 - f. **Visual & Performing Arts** 1 year required
One year of visual and performing arts chosen from ONE discipline from the following: dance, drama/theater, music, or visual arts. Please note that some

conservatory classes are not UC approved as year-long fine art credits. Please check with your school counselor for verification.

g. College Preparatory Elective – 1 year required

One year (two semesters), in addition to those required in "A-F" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science, and language other than English (a third year in the language used for the "E" requirement or two years of another language).

Note: Courses that meet University of California entrance requirements will be marked "U.C." (Subject area).

2. Earn a grade point average (GPA) of 3.0 or better (3.4 if you're a nonresident) in these courses with no grade lower than a C.
3. Meet the examination requirement by taking the ACT Plus Writing or the SAT Reasoning Test by December of your senior year. UC schools do not require SAT Subject Tests, but certain programs on some campuses recommend them, and you can use subject tests to satisfy the "A-G" requirements listed above.

If you are a state resident who has met the minimum requirements and are not admitted to any UC campus to which you apply, you will be offered a spot at another campus if space is available, provided:

- You rank in the top 9 percent of California high school students, according to their admissions index, or
- You rank in the top 9 percent of your graduating class at a participating high school. We refer to this as "Eligible in the Local Context" (ELC).

Eligibility in the Local Context

Eligibility in the Local Context (ELC) is a program by which the University of California identifies top-performing California high school students. Unlike the broader statewide eligibility pathway, which seeks to recognize top students from throughout the state, ELC draws qualified students from among the top 9 percent of each participating high school.

To be designated as ELC, a student must have attended an eligible, participating California high school, satisfactorily completed a specific pattern of 11 UC-approved courses prior to the start of senior year, and have a UC-calculated GPA that meets or exceeds the top 9 percent GPA benchmark established by UC for their school. The 11 courses include: 1 year of history/social science, 2 years of English, 2 years of mathematics, 1 year of laboratory science, 1 year of language other than English and 4 year-long college prep elective classes chosen among the other "A-G" subject requirements.

The University will notify ELC students of their status at the beginning of their senior year. ELC-qualified students must then apply to UC in November of their senior year and complete the remaining eligibility requirements — including the subject and examination requirements — to be considered fully eligible.

ELC students who complete these requirements but are not admitted to a campus they apply to will be offered admission to another campus if space is available.

Eligibility by Examination Alone

If you do not meet the requirements for Eligibility in the Statewide Context or Eligibility in the Local Context, you may be able to qualify for admission to the UC by examination.

You must achieve a test score total of at least 410. Additionally, students must achieve a minimum UC score of 63 on each component of the ACT or SAT Reasoning Test and on each SAT subject test.

Students may not use an SAT II subject test to meet these requirements if they have taken a transferable college course in that subject.

For more information on the UC admissions and examination requirements, please visit:
<http://admission.universityofcalifornia.edu/freshman/requirements/index.html>

Admission to the California State University as a Freshman

Most applicants who are admitted meet the standards in each of the following areas:

- Specific high school courses (referred to as the "A-G" courses)
- Grades in "A-G" courses and test scores
- Graduation from high school

Eligibility is determined by a combination of GPA (which includes those courses completed in the last three years of high school) and ACT or SAT I scores. The higher the GPA the lower the test scores can be; the higher the test score the lower the GPA can be.

The CSU requires a 15-unit pattern of "A-G" courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area. A grade of C or higher is required for each UC/Cal State approved course you use to meet the subject requirement.

- a. History and Social Science – 2 years
Including 1 year of U.S. history or 1 semester of U.S. history and 1 semester of civics or American government *AND* 1 year of social science
- b. English – 4 years

Four years of college preparatory English composition and literature

- c. Math – 3 years
(4 years recommended) including Algebra I, Geometry, Algebra II, or higher mathematics
(take one each year)
- d. Laboratory Science – 2 years
Including 1 biological science and 1 physical science (Chemistry or Physics)
*Environmental Science could apply to either
- e. Language Other Than English – 2 years
Two (2) years of the same language; American Sign Language is applicable (subject to
waiver for applicants demonstrating equivalent competence)
- f. Visual and Performing Arts – 1 year
Dance, drama or theater, music, or visual art
- g. College Preparatory Electives – 1 year
One more year of any college preparatory subject chosen from the University of
California “A-G” list

*Note: Courses that meet California State College or University entrance requirements
will be marked “CSU” (Subject area).*

For more information on admissions requirements and eligibility index, please visit:

https://www.calstate.edu/apply/freshman/getting_into_the_csu/pages/admission-requirements.aspx

Admission to the Community College as a Freshman

Graduates of a four-year high school or its equivalent are eligible for admission and may undertake any program of study for which they are prepared. Others may be eligible if they meet any of the following criteria:

1. Any person possessing a California High School Proficiency Certificate, OR
2. Any person 18 years of age or older who can profit from instruction, OR
3. Any person under 18 years of age who can profit from instruction and who has a recommendation from the Dean of Academics, OR
4. Any person under 18 years of age not enrolled in school who can profit from instruction and who has a recommendation from a parent and/or guardian.

Admission to Private Colleges and Out-of-State Public Institutions as a Freshman

1. Subject Requirement

Subject requirements vary among private colleges and out of state public institutions. However, if students follow the University of California requirements, they most likely will meet the requirements for the majority of schools. The highly selective private colleges will look for a minimum of four (preferably five) academic classes each year.

2. GPA Requirement

Grade requirements vary greatly among private colleges and out-of-state public schools. Highly selective colleges will seek students who have GPAs between 3.75 and 4.0 and who have SAT scores of 1200 or above. Other schools will accept students who rank in the top half of their class and who have average SAT scores or ACT scores of 25 or above. The student's counselor can advise what kind of grades and test scores are necessary for specific colleges.

Academic Course Catalog

Social Science Course Descriptions

SOCIAL SCIENCE COLLEGE PREPARATORY COURSES:

WORLD HISTORY: MODERN (Grade 10)

CSArts-SGV Graduation Requirement or Fulfilled Through AP Course Equivalent

Prerequisite: None

10 Credits

H.S.; C.S.U. (a); U.C. (a)

World History: Modern is a one-year survey course in which students investigate the modern world from approximately 1750 to the present. Components of this class include: the Age of Reason and Enlightenment Philosophy, Atlantic Revolutions, the Industrial Revolution, Imperialism and Colonialism, World War I, Totalitarianism, World War II, the Cold War. Students will develop an understanding of the historic as well as contemporary geographic, social, political, and economic consequences of the various areas and topics they review. Students will utilize historical thinking skills and reasoning processes including: comparison, causation, and continuity and change over time, which are central to the study and practice of world history.

UNITED STATES HISTORY (Grade 11)

CSArts-SGV Graduation Requirement or Fulfilled Through Course Equivalent

Prerequisite: None

10 Credits

H.S.; C.S.U (a); U.C. (a)

United States History is a one-year course designed to show the major turning points throughout American History with emphasis on the 20th Century. Following a review of the nation's beginnings and the emergence of the United States into the developing world, students will begin to understand the legacy of slavery and Reconstruction, impact of industrialization, massive immigration and the schism that begins and widens between capital and labor in the growing global economy. Students will trace and analyze the changes in American society including the movement towards equal rights for racial minorities and women. Students will examine the role of the United States in the 20th Century and its emergence as a major world power, the paradigm shift in the federal government as a result of the Great Depression as well as the expanding power of the executive branch. Students consider the major social problems of our time and trace their causes. Students realize that the historical rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students will understand that our rights under the United States Constitution comprise a precious inheritance that depends on an educated population for their preservation and protection.

GOVERNMENT (Grade 12)

CSArts-SGV Graduation Requirement or Fulfilled Through Course Equivalent

Prerequisite: None

5 Credits

H.S.; C.S.U. (a); U.C. (a)

This one-semester course is designed to help students gain a deeper understanding of the institutions of American government and politics. They will evaluate the basis of our democracy and compare its original intent and creation to its modern application, as well as relevant issues and conflicts that they will analyze based on the time they were created and their current standards. Emphasis is placed on the rights and responsibilities of individuals and how the formal structures of government can be impacted by the people at all levels. The goal of the class is to prepare students to be active citizens through voting, activism, and participation in the community.

ECONOMICS (Grade 12)

CSArts-SGV Graduation Requirement or Fulfilled Through Course Equivalent

Prerequisite: None

5 Credits

H.S.; C.S.U. (g); U.C. (g)

In this one-semester course, students will master fundamental economic concepts, applying the tools (graphs, statistics, and equations) from other subject areas to the understanding of operations and institutions of economic systems. This class will emphasize how to use economic thinking and decision making in students' personal lives and as participants in the wider society. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

SOCIAL SCIENCE ACCELERATED HONORS & AP COURSES:**Social Science College Board Advanced Placement Classes:**

AP enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. AP courses culminate in a challenging exam. Students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them. Each AP teacher's syllabus is evaluated and approved by faculty from some of the nation's leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores.

WORLD HISTORY: MODERN, ADVANCED PLACEMENT (Grade 10 - 12)

Prerequisite: None

10 credits

H.S.; C.S.U. (a); U.C. (a); *Weighted Course*

College Course Equivalent AP World History:

AP World History: Modern is designed to be the equivalent of an introductory college or university survey of modern world history.

AP World History: Modern is a one-year survey course in which students investigate significant events, individuals, developments, and processes from 1200 to the present. In this fast-paced course, students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. This is a College Board- approved course and follows its standards for reading, writing, historical thinking skills, and content. It is designed to prepare students to take the AP World History test. While it is not a requirement of the course, students are encouraged to take the AP World History exam at the end of the school year. This course meets the World History requirement and may be taken as an elective by 12th grade students.

Please review CSArts-SGV's statement on AP course rigor and workload [here](#).

UNITED STATES HISTORY, ADVANCED PLACEMENT (Grade 11)

Prerequisite: None

10 credits

H.S.; C.S.U. (a); U.C. (a); *Weighted Course*

College Course Equivalent:

AP U.S. United States History is equivalent to a one-semester introductory college course in U.S. history.

Advanced Placement United States History is a one-year survey course in which students investigate significant events, individuals, developments, and processes from Pre-Columbian North America to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides eight themes that students explore throughout the course in order to make connections among historical events throughout American History: American and National Identity, Work, Exchange and Technology, Geography and the Environment, Migration and Settlement, Politics and Power, America in the World, American and Regional Culture, and Social Structures.

The course focuses on college-level historical thinking skills and on college-level writing. This broad survey of US History is interesting, worldly, and very fast-paced. This is a College Board- approved course and follows its standards for reading, writing, historical thinking skills, and content. It is designed to prepare students to take the AP US History test at the end of the

school year. While it is not a requirement of the course, students are encouraged to take the AP US History exam at the end of the school year.

Please review CSArts-SGV's statement on AP course rigor and workload [here](#).

AFRICAN AMERICAN STUDIES, ADVANCED PLACEMENT (Grade 11-12)

Prerequisite: None

10 credits

H.S.; C.S.U. (a); U.C. (a); *Weighted Course*

College Course Equivalent:

AP African American Studies is equivalent to a one-semester introductory college course.

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Please visit College Board for their full course framework here:

[Link to Course and Exam Description](#)

The course focuses on college-level historical thinking skills and on college-level writing. This is a College Board- approved course and follows its standards for reading, writing, historical thinking skills, and content. It is designed to prepare students to take the AP African American Studies test at the end of the school year. While it is not a requirement of the course, students are encouraged to take the exam at the end of the school year.

Please review CSArts-SGV's statement on AP course rigor and workload [here](#).

GOVERNMENT, ADVANCED PLACEMENT (Grade 12)

Prerequisite: None

5 Credits

H.S.; C.S.U. (a); U.C. (a); *Weighted Course*

College Course Equivalent:

AP U.S. Government and Politics is equivalent to a one-semester introductory college course in U.S. government.

This one semester course allows students to develop a complex understanding of the following five topics: (1) Foundations of American Democracy, (2) Interactions Among Branches of the Government, (3) Civil Rights and Civil Liberties (4) American Political Ideologies and Beliefs, and (5) Political Participation. The ultimate goal of this course is to prepare and motivate students to become active citizens in the political process through voting and community involvement and to familiarize students with their rights. This is a College Board- approved course and follows its standards for reading, writing, historical thinking skills, and content. It is designed to prepare students to take the AP Government test. While it is not a requirement of the course, students are encouraged to take the AP US Government and Politics exam at the end of the school year. This one-semester course meets the Government requirement.

Please review CSArts-SGV's statement on AP course rigor and workload [here](#).

MACROECONOMICS, ADVANCED PLACEMENT (Grade 12)

Prerequisite: None

5 Credits

H.S.; C.S.U. (a); U.C. (a); *Weighted Course*

College Course Equivalent:

AP Macroeconomics is equivalent to a one-semester introductory college course in economics.

This one semester course focuses on principles that apply to an economic system as a whole and will help students to develop an understanding of the following areas: Basic Economic Concepts, Measurement of Economic Performance, National Income and Price Determination, Economic Growth, International Finance, Exchange Rates and Balance of Payments. Students will use graphs and data to show comprehension of economic reasoning principles and an understanding of economic schools of thought. This is a College Board- approved course and follows its standards for reading, writing, historical thinking skills, and content. It is designed to prepare students to take the AP Macroeconomics test. While it is not a requirement of the course, students are encouraged to take the AP Macroeconomics exam at the end of the school year. This course meets the Economics requirement.

Please review CSArts-SGV's statement on AP course rigor and workload [here](#).

Note: Both Economics/Government and AP Economics/AP Government classes are consecutive, paired semester-long courses. Students should expect to take both classes in consecutive semesters over their senior year. If they plan on changing levels, between AP and CP courses, they should discuss their schedule changes in advance with their counselor.

Literature, Language, and Composition (LLC) Course Descriptions

LITERATURE, LANGUAGE, AND COMPOSITION COLLEGE PREPARATORY COURSES:

LITERATURE, LANGUAGE, AND COMPOSITION I (LLC 1) (Grade 9)

CSArts-SGV Graduation Requirement or Fulfilled Through LLC 1 Honors Course Equivalent

Prerequisite: None

10 Credits

H.S.; C.S.U. (b); U.C. (b)

This course is designed for the college-bound student and is aligned to meet the Common Core State Standards. It will emphasize technical, analytical, and interpretive composition skills from the paragraph through the essay. The study of literature will focus on the interpretation and analysis of both fiction and nonfiction texts. Additionally, students will increase their public and interpersonal speaking skills through numerous presentations and seminar discussions. The student will also study grammar and vocabulary in preparation for further college preparatory work.

LITERATURE, LANGUAGE, AND COMPOSITION 2 (LLC 2) (Grade 10)

CSArts-SGV Graduation Requirement or Fulfilled Through LLC 2 Honors Course Equivalent

10 Credits

Prerequisite: Completion of LLC 1

H.S.; C.S.U (b); U.C. (b)

This course is designed for the college-bound student and is aligned to meet the Common Core State Standards. Instructional activities provide students with composition skills through multiple genres of writing. Such composition activities will be enriched by regular exposure and use of new vocabulary and rhetorical strategies of narration, exposition, argumentation, and research. Listening and speaking skills will be enhanced through a variety of individual and group based presentations and discussion activities. The literature aspect of the course will involve various selections of fiction and informational texts and will concentrate on interpretation and analysis by means of either a critical lens or thematic approach.

LITERATURE, LANGUAGE, AND COMPOSITION 3 (LLC 3) (Grade 11)

CSArts-SGV Graduation Requirement or Fulfilled Through Course Equivalent

10 Credits

Prerequisite: Completion of LLC 2 or LLC 2H

H.S.; C.S.U. (b); U.C. (b)

This course introduces students to the rich and diverse landscape of American literature, from its native and indigenous beginnings to the present day. Students will explore a variety of texts, including fiction, non-fiction, poetry, and drama, from a range of authors, including Native American, African American, Asian American, Latina/o, and LGBTQ+ writers. In addition to

studying literary works, students will also examine the rhetorical strategies that writers use to communicate their ideas and persuade their audiences.

Through close reading, discussion, writing assignments, poetry and lyric analysis, and collaborative projects, students will develop their critical thinking and analytical skills, as well as their ability to communicate effectively in writing. They will also learn about the historical and cultural contexts in which American literature has been produced and consumed.

LITERATURE, LANGUAGE, AND COMPOSITION 4 (LLC 4) (Grade 12)

CSArts-SGV Graduation Requirement or Fulfilled Through Course Equivalent

10 Credits

Prerequisite: Completion of LLC 3 or AP LANG

H.S.; C.S.U. (b); U.C. (b)

Literature, Language, and Composition 4 is a culmination of the skills and content acquired over a student's tenure at CSArts-SGV. In LLC 4, students will continue their analysis of great literary works of cultural significance and rhetorical analysis of exemplary nonfiction texts. The course will reflect on the social and historical values of literary works, with attention to textual detail and historical context. Students will analyze those works and develop written arguments to support their analysis. This course is intended to fully prepare students for the rigors and demands of university level research, argumentation, and presentation.

LLC SUPPORT & SKILLS (Grades 9 - 12)

10 Credits

Prerequisite: Documented need for English Language support

LLC Support (ELD) is designed to help non-native English speakers build the language skills they need to be successful at CSArts-SGV in their academic and conservatory classes. The class focuses on improving vocabulary and grammar as well as pronunciation, word recognition, reading comprehension, and English fluency. Students will reflect on our improvement over the course of the year across the different English domains of reading, writing, speaking, listening, and language, and they will enhance their understanding of American culture through various cultural readings, assignments, and experiences.

LITERATURE, LANGUAGE, AND COMPOSITION ACCELERATED HONOR AND AP COURSES:

Literature, Language, & Composition Honors & College Board's Advanced Placement Classes:

AP enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. AP courses culminate in a challenging exam. Students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them. Each AP teacher's syllabus is evaluated and approved by faculty from some of the nation's leading colleges and universities, and AP Exams

are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores. The College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. CSArts-SGV supports this position and offers honors level LLC courses to develop pathway skills into AP level courses.

LITERATURE, LANGUAGE, AND COMPOSITION I Honors (LLC 1H) (Grade 9)

10 Credits

Prerequisite: Completion of 8th grade English

H.S.; C.S.U. (b); U.C. (b) *Weighted Course*

This course is designed to meet the same academic standards as the college preparatory level course with additional emphasis on literary analysis. Students will be challenged to delve deeper into the works studied, develop critical thinking skills, and work at a rigorous pace. The student should have a serious academic attitude, demonstrating a high degree of self-discipline and self-motivation as this course is designed to prepare students to take an Advanced Placement or Early College level course during 11th and/or 12th grades.

LITERATURE, LANGUAGE, AND COMPOSITION 2 Honors (LLC 2H) (Grade 10)

10 Credits

Prerequisite: Completion of LLC 1 or LLC 1H

H.S.; C.S.U (b); U.C. (b); *Weighted Course*

This course is designed for the college-bound student and is aligned to meet the Common Core State Standards. Instructional activities provide students with composition skills through multiple genres of writing. Such composition activities will be enriched by regular exposure and use of new vocabulary and rhetorical strategies of narration, exposition, argumentation, and research. Listening and speaking skills will be enhanced through a variety of individual and group based presentations and discussion activities. The literature aspect of the course will involve various selections of fiction and informational texts and will concentrate on interpretation and analysis by means of either a critical lens, or thematic approach. Emphasis will be placed on critical reading, writing, speaking and listening skills using diverse forms of literature and nonfiction. Students will be challenged to delve deeper into the works studied, develop critical thinking skills, and work at a rigorous pace. Goals for students include being able to articulate themselves verbally via class based discussions and informal/formal writing while taking into account different perspectives and developing their own unique viewpoint. Students will engage in a variety of assessments and projects, both individual and group based. The student should have a serious academic attitude demonstrating a high degree of self-discipline and self-motivation. This course focuses highly on preparing students for future participation in Advanced Placement classes.

LANGUAGE AND COMPOSITION, ADVANCED PLACEMENT (Grade 11)

10 Credits

Prerequisite: Completion of LLC 2 or LLC 2H

College Course Equivalent:

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum.

H.S.; C.S.U. (b); U.C. (b); *Weighted Course*

Most first year college composition courses emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication as well as the personal and reflective writing that fosters the development of writing facility in any context. The AP Language and Composition course follows this emphasis. Its purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.

Governed by rigorous national standards, AP Language teaches students the skills needed to analyze the resources of language used by writers from a wide array of disciplines and social contexts; to write compositions in a variety of modes and levels of formality; to compose to a variety of audiences; to utilize the resources of language purposefully in their own compositions; and to become apt, discerning, objective researchers able to synthesize a variety of sources. The readings in this class are nearly all nonfiction: they serve to spark discussion, to facilitate close analysis, and to inspire composition.

Please review CSArts-SGV's statement on AP course rigor and workload [here](#).

LITERATURE, LANGUAGE AND COMPOSITION IV HONORS (Grade 12)

10 Credits

Prerequisites: Completion of LLC 3 or AP Language and Composition

College Course Equivalent:

This is a weighted, college-equivalent course but does not include preparation for the advanced placement test. Students will not receive college credit for this course.

H.S.; C.S.U. (b); U.C. (b) *Weighted Course*

Students will read deliberately and thoroughly, taking time to understand a work's complexity, absorb its richness of meaning, and analyze how that meaning is embodied in literary form. The course will reflect on the social and historical values of literary works, with careful attention to textual detail and historical context. Students will analyze those works and develop written arguments to support their analysis. This course will also focus on refining conventions of the written language and writing across the curriculum in order to fully prepare students for the rigors and demands of university level research, argumentation, and presentation.

LITERATURE AND COMPOSITION, ADVANCED PLACEMENT (Grade 12)

10 Credits

Prerequisite: Completion of LLC 3 or AP Language and Composition

College Course Equivalent:

The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum.

H.S.; C.S.U. (b); U.C. (b) *Weighted Course*

The AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes, as well as smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone.

This course includes intensive study of representative works from various genres and periods. In the course, students read deliberately and thoroughly, taking time to understand a work's complexity, absorb its richness of meaning, and analyze how that meaning is embodied in literary form. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays covering poetry, prose, and literary argument. Writing instruction includes attention to developing and organizing ideas in clear, coherent, and persuasive language.

Please review CSArts-SGV's statement on AP course rigor and workload [here](#).

Mathematics Course Descriptions

MATH COLLEGE PREPARATORY COURSES:

MATH EXPLORATIONS (Grades 9-10)

10 credits

This class is designed for students who have struggled in math and/or don't think they'll be successful in Algebra 1 without extra support. This class will not merely repeat concurrent Algebra 1 lessons in a way that is "slower and louder". Instead, the aim of the class is to improve foundational math skills so that students are able to engage more meaningfully in their Algebra 1 class. To do this, lessons will focus on sense-making and understanding as opposed to rote memorization and procedure-repetition they might have been exposed to in middle or elementary school.

Students who have historically struggled in math, students repeating Algebra 1, students who earned a D or F in middle school math, and/or students identified in Algebra 1 with significant mathematical knowledge or skill gaps will benefit from this course. Class sizes are smaller than normal in order to provide more personalized instruction. A critical element of this course is a teacher who understands that students who struggle in math need a caring, supportive, and non-judgemental environment so that they can change their trajectories as math learners.

The class will combine study of mathematical skills with overall school/life skills such as organization, studying, collaboration, and dealing with obstacles.

ILLUSTRATIVE MATH INTEGRATED I (Grades 9-11)

10 credits

Suggested Indicator(s) of Success: Successful completion of Pre-Algebra or Math 8
CSArts-SGV Graduation Requirement
H.S.; C.S.U. (c); U.C. (c)

The course begins by enhancing students' logical reasoning in geometry through compass and straightedge constructions, leading to an understanding of rigid transformations and triangle congruence.

Students analyze data distributions using measures of center and variability, progressing to modeling relationships with linear equations and systems. They write, evaluate, graph, and solve equations while refining their reasoning skills.

By studying how transformations impact graphs, students connect geometric concepts to linear equations on the coordinate plane. They explore two-variable statistics using tools like scatter plots, two-way tables, and linear models and solve linear inequalities to represent constraints.

Students deepen their understanding of functions, exploring function notation, domain, range, rate of change, and graph features. They study linear, piecewise-defined (including absolute value), and exponential functions, analyzing their structure and real-world applications.

Throughout the course, students engage in mathematical modeling, applying the full modeling cycle through classroom activities and prompts integrated into lessons.

ILLUSTRATIVE MATH INTEGRATED II (Grades 9-12)

10 credits

Suggested Indicator(s) of Success: Grade of C or better in Math 1 or Algebra 1

CSArts-SGV Graduation Requirement

H.S.; C.S.U. (c); U.C. (c)

Integrated Math II builds students' understanding of algebra and geometry through an integrated, concept-driven curriculum that emphasizes reasoning, representation, and real-world application.

Students begin by strengthening their ability to construct and critique mathematical arguments, using evidence and logical reasoning to prove relationships involving triangles and quadrilaterals. They then study similarity, exploring dilations, proportional reasoning, and similarity transformations, including applications to right triangles.

The course introduces right triangle trigonometry, where students define and apply trigonometric ratios to analyze angles, steepness, and real-world situations.

Students deepen their understanding of quadratic functions, examining different forms, graphing parabolas, interpreting key features, and working with quadratic expressions. They learn multiple methods for solving quadratic equations, including completing the square, vertex form, and the quadratic formula.

The study of complex numbers extends solutions to quadratic equations beyond the real number system, with attention to exponent properties and arithmetic with complex numbers.

In the geometry strand, students explore circles, including distance, angles, lines, polygons, and measurement, connecting algebraic and geometric representations.

The course concludes with conditional probability, where students analyze related events, interpret probabilities in context, and apply their understanding to real-world scenarios.

Throughout Math 2, students engage in problem-solving and modeling tasks that connect mathematics to practical situations. Emphasis is placed on multiple representations, conceptual understanding, and the development of reasoning skills essential for advanced mathematics.

ILLUSTRATIVE MATH ALGEBRA 2 (INTEGRATED III starting with Class of 2029) (Grades 9-12)

10 Credits

Suggested Indicator(s) of Success: Grade of C or better in either Math 2 or Geometry

CSU/UC Admissions Requirement
H.S.; C.S.U. (c); U.C. (c)

Students begin the course with a study of sequences, which is also an opportunity to revisit linear and exponential functions. Students represent functions in a variety of ways while addressing some aspects of mathematical modeling. This work leads to looking at situations that are well modeled by polynomials before pivoting to a study of the structure of polynomial graphs and expressions. Students do arithmetic on polynomials and rational functions and use different forms to identify asymptotes and end behavior. Students also study polynomial identities and use some key identities to establish the formula for the sum of the first n terms of a geometric sequence.

Students use logarithms and roots to solve equations that involve exponents, and are introduced to the number e and its use in modeling continuous growth. Logarithmic functions and some situations they model are also addressed.

Students learn to transform functions graphically and algebraically. In previous courses and units, students adjusted the parameters of particular types of models to fit data. Here, they consolidate and generalize this understanding. This work is useful in the study of periodic functions that come next. Students work with the unit circle to make sense of trigonometric functions and use those functions to model periodic relationships.

The last unit, on statistical inference, focuses on analyzing data from experiments using normal distributions. Students learn to account for variability in data and estimate population mean, margin of error, and proportions using sampling and simulations. They develop skepticism about news stories that summarize data inappropriately.

Within the classroom activities, students have opportunities to engage in aspects of mathematical modeling. Additionally, modeling prompts are provided for use throughout the course. Modeling prompts offer opportunities for students to engage in the full modeling cycle. These can be implemented in a variety of ways.

MATHEMATICAL MODELING (Grades 11 -12)

10 Credits

Suggested Indicator(s) of Success: Math 3 or Algebra 2, grade of C or better

H.S.; C.S.U. (c); U.C. (c)

Mathematical Modeling is the process of taking a dilemma from the real world, building math structures using data from the situation, and crafting those structures to answer questions about the real world. Students taking this class should not ask the question “When will we use this stuff in real life?” because the tasks in the class come from the world outside classrooms—not word problems in a textbook. Sample modeling questions include:

- Is buying an electric vehicle a good financial decision?
- How much does missing a day of school matter?
- Which college major best balances my curiosity with future earning potential?
- How much does it cost to own a dog?
- Which charity is the best?

- How should AYSO divide up youth soccer teams so that the teams are balanced as fairly as possible?
- Is it better to rent or buy?
- What is the best video game?

The initial unit of study will teach students all phases of the modeling process, while future units will be devoted to specific tasks that span a variety of academic disciplines. This class also covers topics from the field of data science. The iterative nature of the modeling process matches the iteration in game design, cooking, project management, fashion design, web development, computer programming, etc, so this course has applications beyond the field of mathematics.

This class is intended for all upperclassmen, regardless of past mathematical performance. Some students will take this class to broaden their math skills, venturing beyond what they've learned in core math classes, while others will take this class to maintain and review skills before college. *Mathematics is for everyone*, and this class spotlights that mantra.

STATISTICS (Grades 10-12)

10 Credits

Prerequisite: Integrated Math 3 or Algebra 2

H.S.; C.S.U. (c); U.C. (c)

This course prepares students for college level mathematics by introducing the fundamental logic and tools of statistics. Students gain critical thinking skills needed to be well informed citizens and consumers in the information age. Students investigate the practice of statistics in real world situations. Students produce and analyze data, explore sampling and experimentation, use probability and simulation to discover patterns, and learn to make valid inferences using the tools of statistics.

MATH ACCELERATED COURSES:

Math Honors & College Board's Advanced Placement Classes:

AP enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. AP courses culminate in a challenging exam. Students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them. Each AP teacher's syllabus is evaluated and approved by faculty from some of the nation's leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores. The College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. CSArts-SGV supports this position and offers honors level math courses to develop pathway skills into AP level courses.

HONORS PRECALCULUS (Grades 10-12)

10 Credits

Suggested Indicator of Success: Integrated Math 3 or Algebra 2, grade of C or better

H. S.; C.S.U. (c); U.C. (c); *Weighted Course*

This course is designed to prepare students for AP Calculus. Honors Precalculus is a class centered on functions that can be used to model various real world phenomena. This course is designed to provide a well-rounded understanding of these functions and better equip students for college-level calculus, as well as other courses in mathematics and science. In Honors Precalculus, students explore a diverse range of function types that form the foundation of many careers, including mathematics, physics, biology, health science, social science, and data science.

CALCULUS, ADVANCED PLACEMENT AB (Grades 11-12)

10 Credits

Prerequisite: Honors/AP Precalculus

Suggested Indicator(s) of Success: Previous course grade of B or better

H.S.; C.S.U. (c); U.C. (c); *Weighted Course*

AP Calculus AB is a full-year course in the calculus of functions of a single variable. This course covers limits, differentiation, integration, and applications of derivatives and integrals. Properties of elementary functions, such as polynomial, rational, radical, trigonometric, logarithmic, and exponential functions, are reviewed and extended into applications involving calculus. Students who enroll in a Calculus course should have demonstrated mastery of Algebra, Geometry, Coordinate Geometry, and Trigonometry, with four full years of Mathematics preparation before Calculus. Advanced topics in Algebra, Trigonometry, Analytic Geometry, complex numbers and elementary functions should be studied in the Pre-Calculus course. This course will require TI-84 or an equivalent graphing utility, and emphasize communicating and representing math in multiple manners (in accordance with *AP Calculus Course Description* from the College Board).

Please review CSArts-SGV's statement on AP course rigor and workload [here](#).

CALCULUS, ADVANCED PLACEMENT BC (Grades 11-12)

10 Credits

Prerequisite: AP Calculus AB

Suggested Indicator(s) of Success: Previous course grade of B or better both semesters

H.S.; C.S.U. (c); U.C. (c); *Weighted Course*

AP Calculus BC is a continuation from AP Calculus AB. It includes all topics covered in AP Calculus AB, as well as convergence tests for series, Taylor and Maclaurin series, the use of parametric equations, polar functions, including arc length in polar coordinates, calculating curve length in parametric and function equations, L'Hopital's rule, integration by parts, improper integrals, Euler's method, differential equations for logistic growth, and using partial fractions to integrate rational functions. Students who take this course should do so with the intention of placing out of a comparable college calculus course.

Please review CSArts-SGV's statement on AP course rigor and workload [here](#).

STATISTICS, ADVANCED PLACEMENT (Grades 10-12)

10 Credits

Prerequisite: Integrated Math 3 or Algebra 2

Suggested Indicator(s) of Success: Previous course grade of B or better both semesters

H.S.; C.S.U. (c); U.C. (c); *Weighted Course*

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Students who enter this course should have demonstrated mastery of Algebra, Geometry, Coordinate Geometry, and Trigonometry, with at least three full years of Mathematics preparation before Statistics. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. It is the expectation of the instructor that all students will take the A.P. Statistics test in the spring.

Please review CSArts-SGV's statement on AP course rigor and workload [here](#).

COMPUTER SCIENCE A, ADVANCED PLACEMENT (Grades 11-12)

10 Credits

Prerequisite: Introduction to Computer Science is recommended, however comfort with functions and function notation such as $f(x) = x + 2$.

H.S.; C.S.U. (c); UC (c); CTE; *Weighted Course*

Students are not able to only take one semester, this is a full year sequence.

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. The CodeHS AP Computer Science A course is a year-long course designed to help students master the basics of Java and equip them to successfully pass the College Board AP Computer Science A Exam at the end of the school year. This course is the most challenging Computer Science course currently offered at CSArts-SGV, so if you are interested in exploring Computer Science, one of our other courses may be a better fit.

Please review CSArts-SGV's statement on AP course rigor and workload [here](#).

Science Course Descriptions

BIOLOGICAL & PHYSICAL SCIENCES COLLEGE PREPARATORY COURSES:

BIOLOGY (Grades 9-12)

10 Credits

Prerequisite: None

Foundational Science Course

H.S.; C.S.U. (d); U.C. (d)

Biology is a two-semester **intro to Biology course** designed for all students. This course is aligned to NGSS and will cover Cell Biology, Genetics, Evolution, and Ecology. The methodology of this course is designed to appropriately challenge students while meeting the needs of all students. Students will explore biology by reading and analyzing texts and graphs, asking questions, developing and using models, conducting investigations, and constructing arguments using their understanding. Students may complete additional requirements, as outlined in an "Honors Contract" provided in class, to earn an Honors designation for the course at the end of each semester.

BIOMEDICAL BIOLOGY (Grades 9-12)

10 Credits

Prerequisite: None

Foundational Science Course

H.S.; C.S.U. (d); U.C. (d); CTE

Biomedical Biology is a two-semester **intro to Biology course**, which delves into the foundational principles of biology with an emphasis on their applications in the biomedical field. Aligned with NGSS, we will explore core concepts including Cell Biology (with a focus on cellular processes related to health and disease, including cellular energy pathways), Genetics (including inheritance and genetic disorders), Evolution (understanding disease evolution and antibiotic resistance), and Ecology (considering environmental factors impacting human health). Students will engage in hands-on investigations, analyze medical case studies, interpret scientific data, and develop models to understand complex biological systems. This course aims to provide a foundation for students interested in pursuing careers in medicine, research, or related fields. Students may complete additional requirements, as outlined in an "Honors Contract" provided in class, to earn an Honors designation for the course at the end of each semester.

CHEMISTRY (Grades 10-12)

10 Credits

Foundational Science Course

Suggested Indicator(s) of Success: Integrated Math 1 or Algebra 1, grade of C or better

CSArts-SGV Graduation Requirement

H.S.; C.S.U. (d); U.C. (d)

Chemistry is a two-semester **physical science** course designed for the college bound student. This course studies the principles of chemistry, which include the Periodic Table, atomic structure and nuclear chemistry, bonding and stoichiometry, chemical reactions and equilibrium. Extensive laboratory work, which aligns with the curriculum, will be an integral part of this course.

PHYSICS (Grades 10-12)

10 Credits

Foundational Science Course

Suggested Indicator(s) of Success: Integrated Math 1 or Algebra 1, grade of C or better

CSArts-SGV Graduation Requirement

H.S.; C.S.U. (d); U.C. (d)

Physics is the study of matter and its movement through space and time. From the movement of atoms to the galaxies, physics studies the rules of the natural world. Students will investigate and define these rules through a series of hands-on labs and activities. This course is a one-year college preparatory **physical science** class aligned with the state curriculum framework for physics. Covering primarily the interaction between matter and energy, the main topics are motion, forces, energy and momentum, electricity and magnetism, waves, and sound. This course emphasizes creative problem solving, critical thinking, and scientific reasoning.

EARTH & SPACE SCIENCE (Grades 10 -12)

10 credits

Foundational Science Course

CSArts-SGV Graduation Requirement

H.S.; C.S.U. (d); U.C. (d)

Earth and Space Science is a two-semester intro course which delves into the foundational science of the universe, earth's place in it, the processes that shape our ever changing world, and how we fit into the whole picture. Aligned with NGSS, we will explore core concepts including Cosmology, Geomorphology, Geology, Climatology, and Hydrology. Students will engage in hands-on investigations, analyze geospatial information to see localized concepts, interpret scientific data, and develop models to understand complex earth systems. This course aims to provide a foundation for students interested in pursuing careers in earth science and outdoor related fields.

ANATOMY & PHYSIOLOGY (Grade 10-12)

10 Credits

Prerequisite: Biology plus Chemistry or Physics.

Can take as an **elective** in grades 10-11 with concurrent enrollment in a Foundational Science Course. Senior year can count as a Foundational Science Course.

H.S.; C.S.U. (d); UC (d)

This course will introduce students to the structures of the human body and their corresponding functions. Students will explore the body systems by reading and analyzing texts and graphs, performing dissections, asking questions, developing and using models, conducting investigations, and constructing arguments using their understanding. Students will apply their

understanding of anatomy and physiology to explain case studies involving various body systems. Classwork will focus on inquiry-based experimentation, case studies, and dissections to engage students in deeper understanding of anatomy and physiology. Homework will focus on reading assignments, flipped lecture and studying. Instruction involves a variety of techniques to ensure that every student is reached. This includes lecture, discussions, demonstrations, and homework. Hands-on student activities include research projects, dissections, case studies, and inquiry-based experiments.

INTRODUCTION TO COMPUTER SCIENCE (Grades 9 -12)

10 credits

Can take as an elective in grades 10-11 with concurrent enrollment in a Foundational Science Course. Senior year can count as a Foundational Science Course.

Suggested Indicator(s) of Success: Integrated Math 1/Algebra 1 grade of C or higher
H.S.; C.S.U. (d); UC (d); CTE

The introduction to computer science curriculum teaches the foundations of computer science and basic programming, and it is intended for those with very little to no programming experience. After completing the course, students will be proficient in the professional programming language JavaScript and will have the foundational skills required to learn other programming languages.

BIOLOGICAL & PHYSICAL SCIENCES ACCELERATED HONORS AND AP COURSES:

Advanced Placement enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. AP courses culminate in a challenging exam. Students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them. Each AP teacher's syllabus is evaluated and approved by faculty from some of the nation's leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores. The College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. CSArts-SGV supports this position and offers honors level science courses to develop pathway skills into AP level courses.

CHEMISTRY HONORS (Grades 10-12)

10 Credits

Foundational Science Course

Suggested Indicator(s) of Success: Integrated Math 1/Algebra 1 grade of B, concurrent enrollment in Integrated Math 2/Geometry or higher
H.S.; C.S.U. (d); U.C. (d) *Weighted Course*

Chemistry is a two-semester **physical science** course designed for the college bound student. This course studies the principles of chemistry, which include the Periodic Table, atomic structure and nuclear chemistry, bonding, stoichiometry, chemical reactions, equilibrium, acid-base relationships, kinetics and collision theory. Extensive laboratory work, which aligns

with the curriculum, will be an integral part of this course. Inquiry, error analysis, and critical thinking skills will be emphasized. This course is designed to pace quicker than CP Chemistry as well as to prepare students for AP Chemistry.

BIOLOGY, ADVANCED PLACEMENT (Grades 11-12)

10 Credits

Science Elective Course

Suggested Indicator(s) of Success: Previous course grade of B or better both semesters of Chemistry and Biology

H.S.; C.S.U. (d); U.C. (d); *Weighted Course*

College Course Equivalent:

The AP Biology course is equivalent to a two-semester college introductory biology course for biology majors.

This is a rigorous one-year **biological science** course presented at the college level and is designed to meet the needs of the student with a strong interest in the biological sciences, especially at the molecular level. This course is divided between the study of evolution, energy and homeostasis, heredity and gene expression, and biological systems interactions. Emphasis is also placed on learning science practices and applying simple statistics to understanding data. To be successful, students should expect to spend a minimum of 4-5 hours per week outside of class working on AP Biology. A student planning to take AP Biology should have both a strong foundation in Biology and Chemistry, and also have an interest in learning biological concepts to keep up with the pacing and depth of the course. Extensive lab work is required.

Please review CSArts-SGV's statement on AP course rigor and workload [here](#).

CHEMISTRY, ADVANCED PLACEMENT (Grades 11-12)

10 Credits

Science Elective Course

Prerequisite: Biology and Chemistry

Suggested Indicator(s) of Success: Chemistry Honors course grade of an A in both semesters

H.S.; C.S.U. (d); U.C. (d); *Weighted Course*

College Course Equivalent:

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year.

Advanced Placement Chemistry is a rigorous one-year physical science course provided for students who desire further study in Chemistry during high school. The course is designed to examine the principles and properties of matter and to investigate the changes in energy accompanying chemical change. The course is presented at a college level.

Please review CSArts-SGV's statement on AP course rigor and workload [here](#).

ENVIRONMENTAL SCIENCE, ADVANCED PLACEMENT (Grades 11-12)

10 Credits

Foundational Science Course

Prerequisite: Biology and Chemistry
H.S.; C.S.U. (d); U.C. (d) *Weighted Course*

College Course Equivalent:

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

Please review CSArts-SGV's statement on AP course rigor and workload [here](#).

PHYSICS 1, ADVANCED PLACEMENT (Grades 10-12)

10 Credits

Foundational Science Course

Suggested Indicator(s) of Success Integrated Math 3/Algebra 2 concurrent enrollment, preferably student has taken Chemistry and are in 11th or 12th grade

H.S.; C.S.U (d); U.C. (d); *Weighted Course*

College Course Equivalent:

AP Physics 1 is a full-year course that is the equivalent of a first-semester introductory college course in algebra-based physics. AP Physics does not require a previous year of physics.

AP Physics 1 is a two-semester algebra-based, college-level **physical science** course for students interested in pursuing more advanced topics and laboratory work in physics. Following the Advanced Placement guidelines, the course is designed after an introductory college physics course, using a college-level text and exploring topics in Newtonian mechanics (including rotational motion); work, energy, and power; and simple harmonic motion. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course will help prepare students for the non-calculus AP Physics 1 Exam given in May.

Please review CSArts-SGV's statement on AP course rigor and workload [here](#).

COMPUTER SCIENCE PRINCIPLES, ADVANCED PLACEMENT (Grades 11-12)

10 Credits

Science Elective

Suggested indicators of success: There are no prerequisites but students should be comfortable with functions and function notation such as $f(x) = x + 2$ as well as using a Cartesian (x, y) coordinate system to represent points in a plane.

H.S.; C.S.U. (d); UC (d); CTE; *Weighted Course*

Students are not able to only take one semester, this is a full year sequence.

This course introduces students to the foundational concepts of computer science and explores the impact computing and technology have on our society. With a unique focus on creative

problem solving and real-world applications, the AP Computer Science Principles course gives students the opportunity to explore several important topics of computing using their own ideas and creativity, use the power of computing to create artifacts of personal value, and develop a foundation in computer science that will support further endeavors in the field.

Students write and run Python programs in the browser using the CodeHS editor. Students will be able to write text-based Python programs, and students will use a graphics library to create Python graphical programs. Students gain programming experience early on in the course that will enable them to explore the rest of the course topics through computational thinking practices.

Please review CSArts-SGV's statement on AP course rigor and workload [here](#).

World Language Course Descriptions

WORLD LANGUAGE COLLEGE PREPARATORY COURSES:

SPANISH 1 (Grades 9-12)

CSArts-SGV Graduation Requirement or Fulfilled Through Honors or AP Course Equivalent
10 Credits

H.S.; C.S.U. (e); U.C. (e)

This course will give students the necessary tools to communicate in Spanish at a basic level through written and oral language. The course introduces high-frequency language structures and vocabulary primarily through comprehensible input strategies, reading, and storytelling. In this literacy based curriculum, students are introduced to Spanish speaking cultures within the context of stories and mini novels. Instruction is conducted predominantly in Spanish and there is an emphasis on communication, reading and listening. The four skill areas of listening, speaking, reading and writing will be developed throughout the year, and grammatical structures are acquired through context.

SPANISH 2 (Grades 9-12)

10 Credits

CSArts-SGV Graduation Requirement or Fulfilled Through Honors or AP Course Equivalent
Suggested Indicator(s) of Success: Spanish 1, grade of C or better

Placement exam results for incoming students or language transfer students may dictate the appropriate level.

H.S.; C.S.U. (e); U.C. (e)

This course is designed to continue the development of proficiency in the four skills introduced in Spanish 1: listening, speaking, reading, and writing. The instructional approach incorporates reading and storytelling to support student language acquisition. Instruction is conducted predominantly in Spanish and there is a continued emphasis on communication, reading and listening; students are encouraged to use Spanish almost exclusively in order to communicate in class activities. Grammatical structures are acquired through context. The class continues to explore culture within the context of the stories read throughout the year. Knowledge of basic structures and vocabulary will be reviewed and expanded to allow students to communicate through spontaneous and authentic situations.

SPANISH 3 (Grades 9-12)

10 Credits

Suggested Indicator(s) of Success: Spanish 2, grade of C or better, placement exam results for incoming students or language transfer students may dictate the appropriate level

H.S.; C.S.U. (e); U.C. (e)

This course is designed to further expand the development of proficiency in the four skills emphasized in Spanish 2: listening, speaking, reading, and writing. The instructional approach

is literacy-based and incorporates reading and discussion to support student language acquisition. Spanish 3 is taught almost entirely in Spanish and students are encouraged to use only Spanish to communicate in all class activities. The class's cultural focus continues to address the Spanish speaking world through various media. Knowledge of grammatical structures and vocabulary will be reviewed and expanded to allow students to communicate through spontaneous and authentic situations.

MANDARIN 1 (Grades 9-12)

10 Credits

CSArts-SGV Graduation Requirement or Fulfilled Through Honors or AP Course Equivalent
H.S.; C.S.U. (e); U.C. (e)

Mandarin 1 will give students the necessary tools to communicate in Mandarin Chinese at a basic level through written and oral language. Students will begin to: develop pronunciation of most Chinese phonemes; communicate in predictable daily interactions, and ask and answer simple questions on an ever-growing variety of daily life topics. They will learn to read pinyin (the most commonly used Romanization system for Standard Mandarin) and characters.

The course introduces high-frequency language structures and vocabulary primarily through comprehensible input strategies, reading, and storytelling. Mandarin-speaking countries will be explored in order to give students a general understanding of the culture of Mandarin-speaking countries. In this literacy based curriculum, students are introduced to culture within the context of stories. Instruction is conducted predominantly in the target language and there is an emphasis on comprehension. The four skill areas of listening, speaking, reading and writing will be developed throughout the year, and grammar is taught in context. This course is designed to help students develop foundational language skills that prepare them to continue in a Level 2 course.

MANDARIN 2 (Grades 9-12)

10 Credits

CSArts-SGV Graduation Requirement or Fulfilled Through Honors or AP Course Equivalent
Suggested Indicator(s) of Success: Mandarin 1, grade of C or better, placement exam results for incoming students or language transfer students may dictate the appropriate level
H.S.; C.S.U. (e); U.C. (e)

Mandarin 2 is designed to continue the development of proficiency in the four skills introduced in Mandarin 1: listening, speaking, reading, and writing. The instructional approach incorporates reading and storytelling to support student language acquisition. Mandarin 2 is taught predominantly in Mandarin and students are encouraged to use the target language almost exclusively in order to communicate in class activities. Grammar is taught in context. The class continues to explore culture within the context of the stories read throughout the year. Knowledge of basic structures, vocabulary and Chinese characters will be reviewed and expanded to allow students to communicate through spontaneous and authentic situations.

MANDARIN 3 (Grades 9-12)

10 Credits

Suggested Indicator(s) of Success: Mandarin 2, grade of C or better, placement exam results for incoming students or language transfer students may dictate the appropriate level H.S.; C.S.U. (e); U.C. (e)

This course is designed to further expand the development of proficiency in the four skills emphasized in Mandarin 2: listening, speaking, reading, and writing. The instructional approach is literacy-based and incorporates reading and discussion to support student language acquisition. Mandarin 3 is taught almost entirely in Mandarin and students are encouraged to use only the target language to communicate in all class activities. The class's cultural focus continues to address the Chinese speaking world through various media. Knowledge of grammatical structures, vocabulary and Chinese characters will be reviewed and expanded to allow students to communicate through authentic situations.

WORLD LANGUAGE ACCELERATED HONORS AND AP COURSES:

Advanced Placement enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. AP courses culminate in a challenging exam. Students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them. Each AP teacher's syllabus is evaluated and approved by faculty from some of the nation's leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores. The College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. CSArts-SGV supports this position and offers honors level World Language courses to develop pathway skills into AP level courses.

SPANISH 2 ACCELERATED (Grades 9-12)

10 Credits

Suggested Indicator(s) of Success: Spanish 1 teacher recommendation, placement exam results for incoming students or language transfer students may dictate the appropriate level H.S.; C.S.U. (e); U.C. (e)

This fast paced course is designed to continue the development of proficiency in the four skills previously introduced in Spanish 1: listening, speaking, reading, and writing. The instructional approach incorporates cultural readings and storytelling to support student language acquisition. Grammatical structures are acquired through context. Knowledge of language structures and vocabulary will be reviewed and expanded to allow students to communicate through spontaneous and authentic situations. Instruction is conducted in Spanish with an emphasis on oral communication (listening and speaking). Students are expected to use Spanish almost exclusively..

SPANISH 3 HONORS (Grades 10 -12)

10 Credits

Suggested Indicator(s) of Success: Spanish 2H grade of C or better, placement exam results for incoming students or language transfer students may dictate the appropriate level
H.S.; C.S.U. (e); U.C. (e); *Weighted Course*

This Pre-AP course is fast-paced and has more intensive coursework. Spanish 3H will further expand the development of proficiency in the four skills emphasized in previous Spanish courses: listening, speaking, reading, and writing. The instructional approach is literacy-based and incorporates reading and discussion to support student language acquisition. Spanish 3H is taught entirely in Spanish and students are expected to use only Spanish. The class's cultural focus continues to address the Spanish speaking world through various media. Knowledge of grammatical structures and vocabulary will be reviewed and expanded to allow students to communicate through spontaneous and authentic situations. Students will also be introduced to contemporary Hispanic literature.

SPANISH 4 HONORS (Grades 10 -12)

10 Credits

Suggested Indicator(s) of Success: Spanish 3 grade of C or better, placement exam results for incoming students or language transfer students may dictate the appropriate level
H.S.; C.S.U. (e); U.C. (e); *Weighted Course*

This course is designed to further expand the development of proficiency in the four skills emphasized in Spanish 3: listening, speaking, reading, and writing. The instructional approach is literacy-based and incorporates reading and discussion to support student language acquisition. Spanish 4H is taught entirely in Spanish and students are expected to use only Spanish. Throughout the course, students will also be exposed to the culture and literature of Spanish-speaking countries.

SPANISH LANGUAGE AND CULTURE, ADVANCED PLACEMENT (Grades 10-12)

10 Credits

Suggested Indicator(s) of Success: Spanish 3H grade of B or better, placement exam results for incoming students or language transfer students may dictate the appropriate level.
H.S.; C.S.U. (e); U.C. (e); *Weighted Course*

College Course Equivalent:

The AP Spanish Language course is equivalent to a two-semester college introductory Spanish course.

AP Spanish Language is a rigorous Spanish course that will further expand the development of proficiency in the four skills emphasized in Spanish 3H. The class is designed to prepare students for the AP Spanish Language and Culture Exam. Students who enroll in AP Spanish Language should already have a strong command of Spanish grammar and vocabulary and have competence in listening, reading, speaking and writing (American Council on the Teaching of Foreign Languages Guidelines used). Course content reflects the intellectual interests shared by the students and teacher (arts, current events, literature, sports, history, etc.), but is driven by the standards and expectations of the College Board. Materials include audio and video recordings, fiction and nonfiction literary works, and paper and electronic newspapers and

magazines. The course includes extensive training in the organization and writing of presentational and interpersonal compositions and similar oral presentations. Students will take preparatory exams to evaluate the individual's performance, both in understanding written and spoken language and in responding in correct, idiomatic Spanish.

Please review CSArts-SGV's statement on AP course rigor and workload [here](#).

MANDARIN 3 HONORS (Grades 10-12)

10 Credits

Suggested Indicator(s) of Success: Mandarin 2, grade of C or better, placement exam results for incoming students or language transfer students may dictate the appropriate level
H.S.; C.S.U. (e); U.C. (e); *Weighted Course*

Mandarin 3 H is designed for students who have often exceeded expectations in Mandarin 2, and are looking for a fast-paced Chinese course. This Pre-AP course will prepare students to transition into AP Mandarin the following year. The course combines various linguistic knowledge and topics in the target language, such as family and community, personal and public identity, global changes and contemporary life. Students will expand their listening, speaking, reading, and writing skills through authentic materials and instruction. The course is taught entirely in the target language and students will be expected to respond only in the target language. Students will continue expanding their comprehension skills through longer and more complex novels and continue to expand their usage of Chinese characters.

MANDARIN 4 HONORS (Grades 10-12)

10 Credits

Suggested Indicator(s) of Success: Mandarin 3, grade of C or better, placement exam results for incoming students or language transfer students may dictate the appropriate level
H.S.; C.S.U. (e); U.C. (e); *Weighted Course*

Mandarin 4 Honors is designed for students who have taken the language for 3 years. The class is entirely taught in Chinese. Students will learn to master complex vocabulary, structure and advanced composition in the target language. This course helps students to grow and strengthen their existing skills of listening, speaking, reading and writing through deeper and more challenging practices, such as reading short and long stories, and novels which are made of idioms and Chinese literacy. Students will be able to communicate with native speakers about everyday topics.

CHINESE LANGUAGE AND CULTURE, ADVANCED PLACEMENT (Grades 11-12)

10 Credits

Suggested Indicator(s) of Success: Mandarin 3 Honors grade of B, placement exam results for incoming students or language transfer students may dictate the appropriate level

College Course Equivalent:

The AP Chinese Language course is equivalent to a four-semester college Mandarin course.
H.S.; C.S.U. (e); U.C. (e); *Weighted course*

The AP Chinese Language and Culture course is designed to be comparable to four semesters of college/university courses in Mandarin. The course focuses on deepening students' immersion into the language and culture of the Chinese-speaking world. Students who enroll in AP Chinese Language should already have a strong command of target language grammar and vocabulary, as well as have competence in listening, reading, speaking, and writing. These practices provide students access to learn the language within a cultural frame of reference reflective of the richness of Chinese language and culture. The course engages students in an exploration of both contemporary and historical Chinese culture. Students learn about various aspects of contemporary Chinese society, including geography and population, ethnic and regional diversity, travel and transportation, and Chinese societal relationships.

Please review CSArts-SGV's statement on AP course rigor and workload [here](#).

Electives Course Descriptions

ELECTIVE COLLEGE PREPARATORY COURSES:

LEADERSHIP (Grades 10-12)

10 Credits

Interview Process: 3.0 cumulative Academic Grade Point Average weighted (AGPA); teacher recommendations, application, and interview process; exemplary behavior and attendance records.

H.S.; C.S.U. (g); UC (g)

Leadership is a year-long class designed to be reflective of CSArts-SGV's student body while providing students with the opportunity to learn and apply leadership skills. Students will plan, implement, and sustain the school's activities program as well as have the opportunity to implement a variety of community service programs. Academically, students will engage in master planning, practice decision-making techniques, engage in problem solving processes, assess the needs and wants of large groups, and develop leadership skills such as communication, time management, and project planning. Students will be required to maintain an exemplary behavior record and maintain their academic eligibility (3.0 AGPA) throughout the school year to remain in class.

*Students are required to complete a leadership application and an interview in the spring preceding enrollment. Not all students are accepted into the Leadership class.

ART HISTORY (Grades 9-12)

10 Credits

H.S.; C.S.U. (f); UC (f); CTE

In this course, students will survey the history of global art from prehistoric art to contemporary art. Students will demonstrate their knowledge of specific examples of the visual arts and develop skills to undertake a conceptual analysis and cultural context of visual art. Emphasis is placed on architecture, sculpture, painting and other art forms within diverse historical and cultural contexts. Students develop an understanding of patronage, gender, politics, religion, and ethnicity. The course plan includes chronological units of study consistent with the chapters in the required textbook. The course will be taught through lectures, slide presentations, videos.

CERAMICS (Grades 9-12)

10 Credits

H.S.; C.S.U. (f); UC (f); CTE (\$50.00 Materials Fee associated with this course)

Ceramics is a year-long course that will introduce the student to several techniques such as hand building; pinch, coil and slab construction, the hollow form, and beginning wheel skills. Students will also be introduced to glaze, glazing and have the opportunity to have their finished artwork fired on site. Students will be encouraged to think 3- dimensionally, and to explore functional, sculptural, and expressive forms of the media.

ADVANCED CERAMICS (Grades 10-12)

10 Credits

H.S.; C.S.U. (f); UC (f); CTE (\$50.00 Materials Fee associated with this course)

This class will prepare you for self-directed advanced studio work. Students will work on developing technical skills (materials and processes appropriate to their concepts) and aesthetic sensibilities (including the use of historic and contemporary references in ceramics and other arts, criticism, expression of personal concepts in works). This is intended to build on the basic information from prior handbuilding, throwing, vessel, and ceramic sculpture classes. This course's focus will be on mold making/slip casting, work with extruded pieces, exploring hand building using multiple techniques, and preparation of clay and glazes. There will be assignments related to these topics that will be covered in class. Students will investigate choices in materials to express a personal direction. A research concept will be identified by the student for the year's investigation. We will work closely together to define and refine the problem, identify personal content issues within the research, solve technical problems and grow through the process of research.

DIGITAL ART (Grades 9-12)

10 Credits

H.S.; C.S.U. (f); UC (f); CTE

Digital Art offers students a broad-based introduction and exploration of artistic work and production that uses digital technology as part of the creative process. Students will create, manipulate, and edit original digital art throughout this course. Creation and aesthetic capability are key components of this class. Artistic expression is encouraged through every assignment demonstrating students' understanding of digital content, techniques, and processes regarding imagery and technology. All projects will be created using Adobe Illustrator and Photoshop.

DRAWING/PAINTING (Grades 9-12)

10 Credits

H.S.; C.S.U. (f); UC (f); CTE

Drawing/Painting I students will be taught the foundations of both drawing and painting with a focus on working from observation. Students will explore and manipulate a multitude of media while applying the elements and principles of design. Materials to be used will include pencil, colored pencil, pen and ink, watercolor, and acrylic paint.

PHILOSOPHY (Grades 11-12)

10 Credits

Suggested Indicator(s) of Success: LLC 2, grade of C or better

H.S.; C.S.U. (g); UC (g)

This course will survey the progression of ideas from the Greeks to the 20th Century through reading the words of some of the world's greatest thinkers. This course is geared toward someone who is interested and curious about Philosophy, but may want topics covered that are very engaging and inviting. The course is structured thematically and will cover (roughly) the

following topics: Freedom of Speech and Expression, Ethics, Existentialism, God and Religion, Gender and Sexuality, Aesthetics, and Formal Logic. Be aware that students will discover new ideas not touched on before in other classes, and this can result in a challenging curriculum. Rest assured though, that the study of ideas and human thought through the ages can be one of the most personally and intellectually rewarding pursuits within an individual's lifelong education.

PHOTOGRAPHY (DIGITAL) (Grades 9-12)

10 Credits

H.S.; C.S.U. (f); UC (f); CTE

Photo students will explore the elements and principles of design as they apply to the art of photography. The students will learn composition, lighting, and value through the lens. They will also learn how to use a digital SLR camera, and the basic mechanics of how digital cameras work. Students also will be introduced to photo editing software, such as Photoshop and Illustrator.

PIANO (Grades 9-12)

10 Credits

H.S.; C.S.U. (f); UC (f); CTE

Piano I is a year-long course designed to give music conservatory and non-music conservatory students the chance to study the basics of classical piano playing. The class focuses on learning to read music in treble and bass clefs, the study of basic rhythm and learning to play melody and accompaniment with different hands. Basic harmonic analysis will also be taught. No prior experience with applied music or piano skills is necessary.

PUBLISHING (YEARBOOK) (Grades 10-12)

10 Credits

H.S.; C.S.U. (f); UC (f); CTE

Interview Process: 3.0 cumulative Academic Grade Point Average weighted (AGPA); teacher recommendations, application, and interview process; exemplary behavior and attendance records.
H.S.

This class is responsible for creating the CSArts-SGV yearbook. Students learn the basics of journalism, copywriting, digital photography, camera use and care, and graphic design both in class and through optional additional training offered at summer camp and occasional workshops. Students are assigned specific roles and collaborate on teams and/or serve in editorial leadership positions. All staff members use a web based program- eDesign to access the yearbook and complete assigned yearbook spreads. Yearbook staff members must be available to attend school events after school and on some weekends to cover daily student life and off-campus activities. Yearbook staff members are also responsible for the distribution of the yearbook in May. All interested students are encouraged to apply. Enrollment is limited to 30.

SHOW CHOIR (Grades 9-12)

10 Credits

H.S.; C.S.U. (f); UC (f)

This class can also satisfy Physical Education requirements

This course is designed to teach students the fundamentals of singing, dancing, and performing as a cohesive ensemble. Students will learn a wide variety of musical styles, including Broadway, pop, and jazz, as well as choreography that complements the music. Through group rehearsals and performances, students will develop their musical and performance skills while also building teamwork and communication skills. Students will also have the opportunity to explore individual performance techniques and vocal styles through solo and small group performances. By the end of the course, students will have gained a deeper appreciation for music and performance while also having developed skills that will benefit them in future musical endeavors.

STAGE COMBAT (Grades 9-12)

10 Credits

H.S.; C.S.U. (f); UC (f)

This class can also satisfy Physical Education requirements

This course is designed to introduce students to the art of staged combat and fight choreography. Through hands-on training, students will learn basic techniques and principles for creating safe and dynamic fight scenes, including unarmed combat, weapon handling, and falls. Students will also explore the history and styles of stage combat, including classical, contemporary, and stylized approaches. Emphasis will be placed on teamwork, communication, and trust, as students work together to create realistic and exciting fight sequences. By the end of the course, students will have gained a solid foundation in stage combat and an understanding of the role that violence plays in theatrical storytelling.

INTRODUCTION TO SOCIAL AND ETHNIC STUDIES (Grade 9)

Prerequisite: None

10 Credits

H.S.; C.S.U. (g); U.C. (g)

Through this course, students will explore concepts of identity and community while exploring the historical, cultural, social, and political impact of traditionally marginalized communities. In addition, students will gain experience with critical reading, writing, thinking, and communicating skills. This course further serves as an introduction to the multiple disciplines within the social sciences and will help students develop relevant academic skills for success in future social science courses. This course will then present an interdisciplinary study of traditionally marginalized populations in the United States - specifically African American, Asian American, Chicana/o-Latina/o, and Native American. In Introduction to Social and Ethnic Studies, students will investigate, analyze, and evaluate how constructs of identity impact historically marginalized communities' struggle towards self-determination and social justice in the United States.

PERSONAL FINANCE (Grades 9-12)

10 Credits

Prerequisite: Algebra I
H.S.; C.S.U. (g); U.C. (g)

Personal Finance is a year-long course designed to deliver essential financial understanding in an engaging way. By completing this course, students will have the foundational knowledge to properly plan their financial futures post-graduation and make sound money decisions in their present and adult lives. Students will learn personal finance through comprehensive lesson plans, activities, projects and more. The curriculum is also designed to use current media, spark participation, and integrate real-world scenarios. Personal Finance consists of 10 units and diagnostic, midterm, and final exams that expand upon a student's finance, math, reading, and critical thinking skills. The following topics will be covered in this order: checking, saving, types of credit, managing credit, paying for college, budgeting, investing, behavioral economics, career, taxes, insurance, and consumer skills.

SENIOR SEMINAR (Grade 12)

10 Credits

H.S.; C.S.U. (g); U.C. (g)

Senior Seminar will provide students the opportunity to receive direct instruction and resources in the numerous areas of active interest to graduating seniors including college writing, college and scholarship applications, study skills and organization, as well as life skills including budgeting, employment, and interpersonal communication.

PEER COUNSELING (Grade 11–12)

10 Credits

H.S.; C.S.U. (g); U.C. (g)

Students will engage in a rigorous study of essential counseling/wellness issues, service leadership and interpersonal skills in order to earn the opportunity to provide confidential counseling support for their peers. In addition, this course will present students with different counseling philosophies, communication skills, anger and conflict management skills and the ability to deal with crisis and change. The overriding theme of the course is helping peer counselors empower others and themselves, with a strong focus on applying the lessons toward self-growth, inclusion and empathy.

CINEMATIC ARTS: FOUNDATIONS OF FILMMAKING (BEGINNING) (Grades 9-12)

10 Credits

H.S.; C.S.U. (f); UC (f); CTE

This academic elective course introduces high school students to the multifaceted world of filmmaking, focusing on four essential areas: screenwriting, music composition, cinematography, and editing. Offered in three levels—beginning, intermediate, and advanced—each semester builds upon the previous, allowing students to deepen their understanding and skill in each discipline. Course objectives include developing a strong understanding of the filmmaking process, gaining practical skills in screenwriting, music composition, cinematography, and editing, learning to collaborate effectively with other members of a filmmaking team,

developing a critical eye for analyzing and evaluating films, and creating original short films that showcase students' skills and understanding of cinematic arts.

ELECTIVE ACCELERATED COURSES:

PSYCHOLOGY, ADVANCED PLACEMENT (Grades 11–12)

10 Credits

H.S.; C.S.U. (g); UC (g); *Weighted Course*

This rigorous college-level course will invite students to investigate the human mind and behavior. Following the Advanced Placement guidelines, topics of study include foundational neuroscience, sensation and perception, consciousness, learning and cognition, social psychology, human development, personality, abnormal behavior, and approaches to therapy. Psychological research methods (including some statistical analysis) and application of theory to real-world situations will be emphasized throughout the year. This course is designed to help prepare students for the AP Psychology examination given in May.

Please review CSArts-SGV's statement on AP course rigor and workload [here](#).

2-D ART AND DESIGN, ADVANCED PLACEMENT (Grades 11-12)

10 Credits

Prerequisite: Teacher recommendation

H.S.; C.S.U. (f); UC (f); CTE; *Weighted Course*

AP Studio Art is designed for highly motivated students who desire to begin to document their work by creating a quality art portfolio. It is for those willing to accept the challenge of a rigorous art curriculum and high performance expectations. This course has been adapted to support two exam pathways, either the AP ® Drawing Portfolio or the AP ® 2-D Design Portfolio. In this course, students will review and expand on the concepts taught in beginning and intermediate art courses. Emphasis will be placed on creating a volume of quality artworks that address Breadth, Concentration, and Quality requirements of the portfolio as specified in the student exam poster. Critiques, sketchbook entries, and portfolio reviews will help all students in developing mastery in concept, composition, and execution of their artwork as part of an ongoing process that involves the student in critical decision making. Creativity, originality, and risk-taking will be strongly encouraged. AP ® students will be benchmarks for progress towards completing an AP ® Studio Art Portfolio. The AP ® Studio Art program sets a national standard for performance in the visual arts. College, university, and secondary school art instructors review student portfolios that are submitted to the College Board Program, allowing students who receive a qualifying grade for advanced placement to earn college credit and/or advanced placement.

Please review CSArts-SGV's statement on AP course rigor and workload [here](#).

ART HISTORY, ADVANCED PLACEMENT (Grades 10-12)

10 Credits

Suggested Indicator(s) of Success: Academic GPA of 3.0 or higher

H.S.; C.S.U. (f); UC (f); CTE; *Weighted Course

This course is designed for the accelerated college-bound student and is aligned to meet the College Board Advanced Placement Program. The course is designed to introduce a global history of art with an emphasis on Western art. Emphasis will be placed on contextual analysis, critical thinking, and research skills. It is a survey class analyzing major forms of artistic expression from the Paleolithic to Contemporary time periods from western and nonwestern civilizations. As a college-level course, students will be taught how to analyze art through specific historical and cultural lens, and a large part of the course will consist of essay writing and the requisite writing skills needed to pass the AP exam, as well as perform well once in college. Areas of art history that will be explored are architecture, sculpture, painting and other art forms within diverse historical and cultural contexts. Students develop an understanding of patronage, gender, politics, religion, and ethnicity. The course plan includes chronological units of study consistent with the chapters in the AP required textbook. The course will be taught through lectures, slide presentations, videos, and museum and gallery trips. AP Recommended textbook reading is required as per the College Board Advanced Placement Program. Students may choose to prepare to take the A.P. exam in the spring for college credit.

Please review CSArts-SGV's statement on AP course rigor and workload [here](#).

Physical Education Course Descriptions

BODY CONDITIONING (Grades 9-12)

10 Credits

H.S.

This course is designed to introduce students to a variety of sports and athletics and includes a foundation of exercises and training that aids in strengthening the student's physical condition. The course will explore the areas of flexibility, strength building, healthy lifestyle choices, teamwork and coordination. This will be accomplished by targeted warm-ups, specified strength training, aerobic activities, and taking a fun approach to gaining an overall understanding of a variety of sports and athletics. The central goal is to propel the student on a path towards 'lifelong learning' in regard to conditioning the mind and body. This course sets out to condition the student's body and propel the student on a path towards 'lifelong learning' in regard to conditioning the mind and body. The goal is to have students be able to observe, analyze, and discuss the topic of 'body and mind conditioning' as it promotes and relates to a healthy and fit lifestyle. The course will explore the areas of flexibility, strength building, healthy lifestyle choices, teamwork and coordination.

COMPETITIVE SPORTS (Grades 10-12)

10 Credits

H.S.

This course is designed to provide students with a comprehensive understanding of the fundamental skills, strategies, and rules of various team sports. Through classroom instruction and on-field training, students will learn how to develop physical fitness, technical skills, and mental discipline necessary for competitive play. The course will cover a range of popular sports such as football, basketball, volleyball, and soccer. Students will also learn about the importance of sportsmanship, teamwork, and fair play, while potentially participating in local competitions. By the end of the course, students will have gained a deeper appreciation for sports, a better understanding of the competitive sports culture, and improved athletic abilities.

TAEKWONDO 1 (BEGINNING) (Grades 9-12)

10 Credits

H.S.

Taekwondo is known for its dynamic kicks, punches and blocks while it enhances physical conditioning and self-confidence. This self-defense course has a traditional but fun approach, which encourages courtesy, discipline and respect. Classes include an aerobic kickboxing style warm-up set to music, as well as a Taekwondo curriculum that includes forms, one step sparring, street defense, and Olympic style sparring. Students that are interested in officially advancing in rank from White Belt to Blue Belt may do so by passing the required belt test administered by Master Amsler. Please note that there is an additional charge for these official tests which are considered an extracurricular activity. All rank exams are optional and will not

affect student grades or P.E. credit. Olympic style free sparring will begin in the 2nd semester. Although the school will provide the chest and head protectors for this activity, students will be asked to provide their own personal safety items such as mouthpiece and groin protection.

TAEKWONDO 2 (INTERMEDIATE) (Grades 9-12)

10 credits

Prerequisite: Beginning Taekwondo, or Blue Belt level through the World Taekwondo Federation (and Teacher approval).

H.S.

This course provides continued Taekwondo training that will include six new forms, street defense, footwork/angle drills, and Olympic style sparring. Students that are interested in officially advancing in rank from Blue Stripe to Red Stripe may do so by passing the required belt test administered by Master Amsler. Please note that there is an additional charge for these official tests which are considered an extracurricular activity. All rank exams are optional and will not affect student grades or P.E. credit.

TAEKWONDO 3 (ADVANCED) (Grades 9-12)

10 Credits

Prerequisite: Intermediate Taekwondo or Red-Black Belt level through the World Taekwondo Federation (and Teacher approval)

H.S.

This course provides continued intensive Taekwondo training. Knowledge of the entire curriculum is expected with emphasis on advanced combinations, competition free sparring, form training, and demonstration team practice. Master Amsler will give qualified students an opportunity to test for their 1st Degree Black Belts certified through the World Taekwondo Federation in Korea. Please note that there is an additional charge for these official tests which are considered an extracurricular activity. All rank exams are optional and will not affect student grades or P.E. credit.

TAEKWONDO 4 (BLACK BELT) (Grades 9-12)

10 Credits

Prerequisite: Beginning, Intermediate and Advanced Taekwondo, or Black Belt level through the World Taekwondo Federation (and Teacher approval)

H.S.

Students can expect to use the previous three year curriculum as a basic foundation and be introduced to a new Black Belt curriculum with emphasis on stage performance, Bo staff, Olympic Style free sparring, form competition, and refereeing. Master Amsler will give qualified students an opportunity to officially test for their 2nd/ 3rd Degree Black Belts certified through the World Taekwondo Federation in Korea. Please note that there is an additional charge for these official tests which are considered an extracurricular activity. All rank exams are optional and will not affect student grades or P.E. credit.

STRETCH & CORE (Grades 9 -12)

10 Credits

H.S.

In Stretch & Core, students will learn the principles of the Pilates Method and a basic mat pilates workout. Students will learn the basic anatomy of major bones, muscles, and joints. Every class will include a guided stretch to help create long, lean muscles as well as to increase flexibility. Class will end with a short guided meditation to help students feel ready and focused for the rest of their day. The goal of our class is to help students feel mentally and physically stronger, while also emphasizing mindfulness and wellness.

BALLET 1 (Grades 9-12)

10 Credits

H.S.; C.S.U. (f); UC (f); CTE

Ballet 1 offers all students at the entry level the proper technique to have a classical ballet experience. Proper body alignment, flexibility, physical awareness, musicality and coordination will be emphasized throughout the entire course. The historical and cultural aspects of ballet with appreciation to the impact this art form has created will be introduced. Discussions will cover in depth analysis of physical safety, injury prevention and proper terminology within the basis of dance medicine and kinesiology. Class participation will include basic barre, center and across the floor combinations. Each semester concludes with a full length performance piece presenting student work in progress.

BALLET 2 (Grades 9-12)

10 Credits

Prerequisite: Ballet 1

H.S.; C.S.U. (f); UC (f); CTE

Ballet 2 focuses on continuing the technical standard of training in classical ballet to the intermediate/advanced student. A deeper understanding of physical stabilization and proper alignment will be provided through expanded terminology and practical application. The historical and cultural aspects of the Russian Ballet Russes will be introduced with an appreciation of the impact this specific art form has created. The introduction of the Therabarre Ballet Training System second semester will expose students to a proprioceptive neuromuscular approach for the facilitation of development and toning muscles required in classical ballet. Class participation will include progressive intermediate barre, center and across the floor combinations. Pre-pointe training will be introduced at this level as students achieve correct stance with close attention to gaining sufficient strength in the lower extremities, legs, ankles, and feet. Each semester concludes with a full length performance piece presenting student work in progress.

BALLET 3 (Grades 9-12)

10 Credits

Prerequisite: Ballet 1 and 2 or teacher approval

H.S.; C.S.U. (f); UC (f); CTE

Ballet 3 will offer all students at the advanced level the proper technique to have a classical ballet experience. Students will be challenged to set and attain higher goals, identifying the standard of training they set out to achieve in the dance community. Proper body alignment, flexibility, physical awareness, musicality and coordination will be emphasized the entire course. The historical and cultural overview of Lincoln Kirstein's Four Centuries Of Ballet, with appreciation to fifty masterpieces will be explored in relation to society, art, and ideas. The Therabarre Ballet Training System will continue to be integrated into the course both semesters to achieve advanced levels of strength and flexibility, going beyond the expected range of motion. Students will be broadening their knowledge of injury prevention and dance kinesiology with specialized joint and muscle terminology, while using it as a tool and how it relates to their individual facility. Class participation will include progressive advanced barre, center, and across the floor combinations. Int/advanced pointe training will be conducted at this level as students hone their skills in correct stance with close attention to maintaining above average strength in the lower extremities, legs, ankles, and feet. Each semester concludes with a full length performance piece presenting student work in progress.

TAP DANCE 1 (Grades 9-12)

10 Credits

H.S.; C.S.U. (f); UC (f); CTE

This elective course provides an introduction to basic Tap Dance technique, and will place emphasis on basic steps, rhythmic timing, vocabulary, musicality, and body coordination. The course will foster expressive performance skills and impart a basic historical and cultural understanding of Tap Dance in America. Movement styles include Broadway Tap and Rhythm (Jazz) Tap, as well as improvisation. Performance opportunities will be made available.

TAP DANCE 2 (Grades 9-12)

10 Credits

Prerequisite: Tap 1

H.S.; C.S.U. (f); UC (f); CTE

This course provides the students with an expanded knowledge of tap dance techniques beyond the basic fundamentals. Combinations and routines will take on an intermediate to advanced level of proficiency with emphasis on style and dynamics in their execution of more advanced steps. A prior knowledge of standard tap steps and vocabulary is required as well as the strength and agility to perform faster and more complex rhythms. The basic history of tap and historical tap dancers and choreographers will be covered. Performance opportunities will be made available.

TAP DANCE 3 (Grades 9-12)

10 Credits

Prerequisite: Tap 1 and 2 or teacher approval

H.S.; C.S.U. (f); UC (f); CTE

This course provides the students with an expanded knowledge of tap dance techniques beyond the intermediate fundamentals. Combinations and routines will take on an advanced level of proficiency with emphasis on style and dynamics in their execution of more advanced

steps. Students will learn to execute more advanced rhythms, speed, articulation, style, musicality and intricate rhythms. A prior knowledge of intermediate tap steps and vocabulary are required as well as strength and agility to perform faster and more complex rhythms. The basic history of tap and historical tap dancers and choreographers will be covered. Performance opportunities will be made available.

HIP HOP 1 (Grades 9-12)

10 Credits

H.S.; C.S.U. (f); UC (f); CTE

This elective course provides an introduction to basic Hip Hop Dance technique, and will place emphasis on rhythmic timing, musicality, body opposition and coordination, as well as exposure to various forms of music including Hip Hop, Funk, House, and Electronic. This class will foster expressive performance skills and impart a basic historical and cultural understanding of Hip Hop's roots in America. Movement styles explored include units on the following: House, Break Dance, Popping and Locking, Waacking, Tutting, Jazz Funk, and Free-Styling.

HIP HOP 2 (Grades 9-12)

10 Credits

Prerequisite: Hip Hop 1

H.S.; C.S.U. (f); UC (f); CTE

This course provides the students with an expanded knowledge of Hip Hop Dance technique, and will place emphasis on rhythmic timing, musicality, body opposition and coordination, as well as exposure to various forms of music including Hip Hop, Funk, House, and Electronic. This class will foster expressive performance skills and impart a more advanced historical and cultural understanding of Hip Hop's roots in America. Movement styles explored include units on the following: House, Break Dance, Popping and Locking, Waacking, Tutting, Jazz Funk, and Free-Styling. Combinations and routines will take on an intermediate to advanced level of proficiency with emphasis on style and dynamics in their execution of more advanced moves. A prior knowledge of standard hip hop styles and vocabulary is required as well as the strength and agility to perform faster and more complex rhythms.

HIP HOP 3 (Grades 10-12)

10 Credits

Prerequisite: Hip Hop 1 and 2 or teacher approval

H.S.; C.S.U. (f); UC (f); CTE

This is an advanced leveled course which will focus on the mastery of Hip Hop techniques, with an emphasis on musicality, textures, intricate footwork, and showmanship. This class will provide students with a thorough and detailed understanding of Hip Hop's roots in America. Movement styles explored include units on the following: House, Break Dance, Popping and Locking, Waacking, Tutting, Jazz Funk, and Free-Styling. Combinations and routines will take on an advanced level of proficiency with emphasis on personal style and masterful execution of movement. A thorough prior knowledge of standard hip hop styles and vocabulary is required as well as the strength and agility to perform intricate and fast-paced movement combinations.

HIP HOP 4 COMPETITION (Grades 9-12)

10 Credits

Prerequisite: Audition, Director approved (\$50.00 Materials Fee associated with this course, per semester)

H.S.; C.S.U. (f); UC (f); CTE

This is an advanced dance course that will focus on the particular details and intricacies of various Hip Hop styles in preparation for entrance into a competitive Hip Hop team. Students will learn to execute combinations with utmost confidence in both their skill and performance. Students will have the opportunity to build real world experience by participating in various Hip Hop competitions throughout the Southern California Community. This class will help assemble the necessary Hip Hop skills needed by a dancer for a collegiate or professional career in the commercial dance fields.

MUSICAL THEATRE DANCE 1 (Grades 9-12)

10 Credits

H.S.; C.S.U. (f); UC (f); CTE

Musical Theater Dance 1 offers an introduction to dance technique while exploring the various dance styles used in Broadway and Off-Broadway Musicals. The class curriculum is based on basic ballet technique layered with Broadway style Jazz Movement, Modern Dance and Latin Dance. This course includes a proper warm-up, stretches, isolation, across the floor progressions and combinations. Emphasis will also be placed on learning performance skills, such as connecting with the audience and telling a story through dance and facial expressions.

MUSICAL THEATRE DANCE 2 (Grades 9-12)

10 Credits

Prerequisite: MT Dance 1

H.S.; C.S.U. (f); UC (f); CTE

Musical Theatre Dance 2 offers an Intermediate level of dance technique, including complex weight shifts, syncopations, coordinations, and isolation techniques. The class curriculum is based on intermediate ballet technique layered with Broadway style Jazz Movement, Modern Dance and Latin Dance. Students will study the history of Traditional and Contemporary Musicals, as well as various choreographers and how they have evolved. This course will continue to practice theatrical terminology, intermediate level dance vocabulary, basic human anatomy, and intermediate choreography through discussions and assignments. MT Dance 2 focuses on Intermediate dance technique in the various dance styles used in Broadway and Off-Broadway musicals for the intermediate dancer.

MUSICAL THEATRE DANCE 3 (Grades 10-12)

10 Credits

Prerequisite: MT Dance 1 and 2 or teacher approval

H.S.; C.S.U. (f); UC (f); CTE

Musical Theatre Dance 3 focuses on advanced dance technique, more complex coordinations, combinations, core building, and audition technique. The class curriculum is based on ballet

technique layered with Broadway style Jazz Movement, Modern Dance and Latin Dance for the advanced dancer. This course will focus on advanced dance vocabulary for the musical theater stage, and through discussions and assignments, will emphasize on developing the ability to quickly learn challenging choreography. MT Dance 3 focuses on advanced dance technique in the various dance styles used in Broadway and Off-Broadway musicals for the advanced and intermediate dancer.

COUNTRY LINE DANCE & TWO STEP (Grades 9-12)

10 Credits

H.S.; C.S.U. (f); UC (f); CTE

Country Line Dance & Two-Step introduces students to the rhythmic, cultural, and social aspects of American partner and group dance traditions. Students will develop technical foundations in line dancing and two-step, explore related regional and global dance forms, and gain skills in performance, choreography, and cultural analysis. Through physical practice, historical study, choreographic projects, and performance opportunities, students will learn the fundamentals of posture, rhythm, coordination, and spatial awareness while exploring the cultural roots of social dance traditions in the United States. The course emphasizes musicality, ensemble collaboration, and reflective practice, preparing students to analyze dance as an art form and cultural expression. By the end of the year, students will have performed choreographed and improvised works, developed their own group dances, analyzed the historical significance of line and partner dance traditions, and curated a reflective portfolio demonstrating both technical and artistic growth.

LATIN JAZZ DANCE (Grades 9-12)

10 Credits

H.S.; C.S.U. (f); UC (f); CTE

Latin Jazz Dance explores the intersection of jazz technique, Latin rhythm, and cultural storytelling. Rooted in classic jazz foundations, the course integrates Mambo, Cha-cha, Salsa, Mambo Swing, Afro-Cuban, Colombian dance traditions, and Rueda partnering to build rhythmic awareness, coordination, and expressive performance skills. Students explore how jazz technique and Latin rhythm merge to create a vibrant, theatrical movement language grounded in cultural history and musical storytelling. Through the lens of the African and Latin diasporas, dancers discover how rhythm, migration, and identity have shaped Latin jazz and movement across generations. Drawing inspiration from the Latin jazz and Zoot Suit eras of the 1940s–50s, students connect cultural history with theatrical performance and rhythm-based storytelling. The class also highlights Latin influences in musical theatre, exploring choreography and movement inspired by *West Side Story*, *In the Heights*, *On Your Feet*, and *Real Women Have Curves*. Through ensemble work, partnering, and choreography, dancers strengthen technique, musicality, and character expression while celebrating the energy, heritage, and artistry of Latin jazz dance.

Special Services Course Descriptions

ACADEMIC LAB (Grades 9-12)

10 Credits

Prerequisite: IEP Placement (Parent & Administrator Approval)

This yearlong course is designed to support students enrolled in core academic classes (Literature, Language, and Composition, Math, Science, Social Science, and World Language). Study skills will be the emphasis of direct instruction. Students will also learn strategies and gain skills to access the essential learning outcomes taught in the core academic classes. Additional focus will be on developing study strategies, time management, task analysis, and other student learning skills.

LITERATURE, LANGUAGE, AND COMPOSITION (LLC) STRATEGIES (Grades 9-12)

10 Credits

Prerequisite: IEP Placement (Parent & Administrator Approval)

This yearlong course is designed to support students enrolled in high school level Literature, Language, and Composition classes. Fundamental skills in reading and writing will be the emphasis of direct instruction. Students will also learn strategies and gain skills to access the essential learning outcomes taught in the Literature, Language, and Composition classes. Additional focus will be on developing study strategies, time management, task analysis, and other student learning skills.

MATH I/II STRATEGIES (Grades 9-12)

10 Credits

Prerequisite: IEP Placement (Parent & Administrator Approval)

This yearlong course is designed to support students enrolled in Math I/II classes. Fundamental skills in mathematics will be the emphasis of direct instruction. Students will also learn strategies and gain skills to access the essential learning outcomes taught in the Math I/II classes. Additional focus will be on developing study strategies, time management, task analysis, and other student learning skills.

STUDY SKILLS LAB (Grades 9-12)

10 Credits

Prerequisite: 504 Placement (Parent & Administrator Approval)

This yearlong course is designed to support students enrolled in core academic classes (Literature and Composition, Math, Science, Social Science, and World Language). Study skills will be the emphasis of direct instruction. Students will also learn strategies and gain skills to access the essential learning outcomes taught in the core academic classes. Additional focus will be on developing study strategies, time management, task analysis, and other student learning skills.

WELLNESS SEMINAR (Grades 9-12)

10 Credits

Prerequisite: IEP Placement (Parent, Case Carrier, & Administrator Approval)

Wellness Seminar is a yearlong course designed to teach students effective strategies to help regulate emotional states, promote self-advocacy, and increase academic performance. This seminar style class is designed to equip students with tools to support their overall mental wellness. Through the use of stations and differentiated activities coupled with a comfortable environment, students will learn functional skills that can be applied in the classroom and in life to better cope with the demands of everyday life.

Conservatory Course Scope & Sequence

School of Dance

Commercial Dance

The Commercial Dance Conservatory offers students pre-professional training in a wide variety of dance forms and styles. This conservatory is specially designed to develop well-rounded dancers with the technical skills, discipline, and commitment necessary for a professional career in the dance industry as well as admittance into prestigious university and college dance programs. Master classes featuring distinguished guest artists, university faculty, and leaders in the professional industry are scheduled throughout the school year, which provide students the unique opportunity to establish a working relationship with internationally renowned choreographers. Intended for serious, mature dancers with a passion for their artistry, the Commercial Dance Conservatory also offers exciting performance opportunities, where students have the chance to demonstrate the artistic skills and talents they have gained throughout their time in the conservatory.

Commercial Dance Conservatory students receive technical instruction in jazz, ballet, tap, modern, lyrical, contemporary, hip-hop, and musical theatre dance from a core faculty of professional artists. Students also receive classes in choreography, dance history, and injury prevention/rehabilitation, as well as instruction on how to prepare for the business requirements related to obtaining professional work. Performance opportunities include several concerts each year, featuring original choreography by esteemed Commercial Dance Conservatory faculty, emerging student choreographers, and master guest artists. Students also have multiple opportunities to explore dance for film in front of and behind the camera.

The Commercial Dance Conservatory prepares its students to follow either a professional or collegiate path. Upon graduating, students possess the experience and discipline required to perform in music videos, onstage, on television, and in film, as well as the skill sets needed to successfully enter renowned college and university dance programs. The Commercial Dance Conservatory encourages students to develop themselves as dancers and artists, providing them with techniques to use in their future roles as performers, choreographers, directors, producers, and educators, or in any career/major they choose to pursue. For those who decide to follow a non-dance-related path upon graduation, the Commercial Dance Conservatory's emphasis on structure and discipline is beneficial to all fields of study and professional endeavors.

For a more thorough look at the courses and curriculum offered in the Commercial Dance Conservatory, please reference the [Commercial Dance Conservatory Scope & Sequence](#) document.

Ballet & Contemporary Dance

The Ballet & Contemporary Dance Conservatory offers students intensive and specialized pre-professional training in a variety of dance styles and disciplines, including ballet, modern, pointe, variations, composition, choreography, dance history, and movement. Over the course of a rigorous six-year program, students commit themselves to their training and education in a nurturing and disciplined environment. Students are exposed to renowned guest dance instructors, university faculty, and leaders in the professional industry, who visit the campus to share their expertise and creativity through residencies and master classes. The Ballet & Contemporary Dance Conservatory also offers unique and exciting performance opportunities, where students have the chance to demonstrate the artistic skills and talents they have gained throughout their time in the conservatory.

Ballet & Contemporary Dance students experience in-depth training in classical ballet and modern techniques. Ballet technique encompasses pointe, men's technique, pas de deux, partnering, contemporary ballet, and variations, while modern technique encompasses improvisation, release technique, and choreography composition. Students are also exposed to jazz dance and cross-training techniques through the conservatory's conditioning and Pilates classes. By spending multiple hours each week in technique classes and rehearsals, students develop an appreciation for different dance genres, styles, and history.

The Ballet & Contemporary Dance Conservatory prepares its students to follow either a professional or collegiate path. The conservatory's highly qualified faculty members possess extensive professional experience in the dance world, providing students with the technical skills, discipline, commitment, and edge necessary for a professional career in dance or dance-related fields. The conservatory's Master Artist Series prepares students for working with guest choreographers and exposes them to the demands and skills needed to successfully navigate the industry. For those who decide to follow a non-dance-related path upon graduation, the Ballet & Contemporary Dance Conservatory's emphasis on structure and discipline is beneficial to all fields of study and professional endeavors.

For a more thorough look at the courses and curriculum offered in the Ballet & Contemporary Dance Conservatory, please reference the [Ballet & Contemporary Dance Conservatory Scope & Sequence](#) document.

School of Fine & Media Arts

Creative Writing

The Creative Writing Conservatory is an MFA-modeled course of study that offers students a flexible concentration of classes and writing opportunities. Student-focused and evolving, the workshops and topics present contemporary and classic works side by side to serve as models of excellent writing. Publishing and performance opportunities are paired with craft study to develop a balanced and accomplished writing student.

As members of the Creative Writing Conservatory, students participate in a variety of classes, events, and opportunities — all in the pursuit of sharpening their writing skills.

After completing a set of required classes in the fundamental areas of writing — fiction, creative nonfiction, poetry, and dramatic writing —students self-select their concentration through a series of required electives. Multiple workshops, literature classes, genre studies, and industry prep classes are offered each semester. In and out of class, the writer's life is explored through exciting activities, including literary-focused field trips, seasonal play festivals, open mic nights, and the publication of an annual literary magazine, all in hopes of fostering a lifelong writing community.

Students who graduate from Creative Writing have a broad knowledge of writing and literature, which can be applied confidently to both writing and non-writing related majors.

Students who pursue writing will enter university programs familiar with the workshop model and with a large body of work already completed. Such students have had up to four years of dedicated writing practice that has improved and focused their individual skill level. Students who pursue other courses of study do so as highly literate individuals.

For a more thorough look at the courses and curriculum offered in the Creative Writing Conservatory, please reference the [Creative Writing Conservatory Scope & Sequence](#) document.

Integrated Arts

The Integrated Arts Conservatory offers a diverse and challenging high-caliber program. Talented faculty members teach the student artists a wide range of subjects from a variety of arts disciplines. This program is designed to provide aspiring artists with an opportunity to explore and actively participate in a multitude of arts classes in a stimulating, creative, and nurturing environment. Each student is exposed to a broad spectrum of the arts, including visual

arts, creative writing, musical theatre, pop vocal, acting, production and design, graphic arts, film and television, and drama therapy.

Students in the Integrated Arts Conservatory expand their perspectives, experiencing many aspects of the arts and cultivating a deeper appreciation of the craft, theories, and history of the arts. Students discover hidden talents and passions, while developing personal and artistic confidence. Integrated Arts students also have the unique opportunity to hone medium-specific skill sets and explore cross-disciplinary interests.

Students who complete the Integrated Arts Conservatory program have an outstanding foundation in a multitude of art forms. Integrated Arts students graduate with an excellent body of knowledge, which gives them a strong sense of self and self-worth as they pursue their higher education goals, whether it be in the performing arts or in an academic field of study.

For a more thorough look at the courses and curriculum offered in the Integrated Arts Conservatory, please reference the [Integrated Arts Conservatory Scope & Sequence](#) document.

Visual Arts

The Visual Arts Conservatory offers students the opportunity to learn fine art studio techniques, as well as improve upon existing artistic skills. Students will explore both traditional art making methods and innovative, cutting-edge art practices. Visual Arts students follow a schedule of core requirements, then have the opportunity to choose college-level elective classes. The result is that Visual Arts students build an art portfolio that reflects talent, skill, and professionalism, along with a personal narrative body of work. This program is designed for students who love to make art of any kind, including drawing, painting, ceramics, photography, animation, graphic design, and more. The Visual Arts Conservatory offers three optional tracks that students can begin pursuing in their junior year, for a more focused learning experience. Click **here** to learn more about these tracks.

In the Visual Arts Conservatory, students are immersed in a creative and challenging environment, where they learn how to properly use art materials and implement good craftsmanship. They focus on the fundamentals of art-making, such as color theory and the principles of good design. Each grade level has fundamental requirements to ensure that all students have a strong drawing and color foundation before they move on to advanced classes.

Visual Arts Conservatory faculty members focus on preparing students to pursue a secondary education in the arts by utilizing a four year curriculum path that culminates with the production of an outstanding college entrance art portfolio. The goal is to help each individual student get to where they choose to go next – whether that be an art conservatory, a university art program, any art-related professional position, or to apply the creative skills learned in the Visual Arts Conservatory to another field of interest in higher education. Upon graduation, Visual Arts

students will be prepared to attend a four-year university or arts conservatory program, as well as enter the commercial illustration and design industries.

For a more thorough look at the courses and curriculum offered in the Visual Arts Conservatory, please reference the [Visual Arts Conservatory Scope & Sequence](#) document.

School of Music

Instrumental Music - Guitar

The Guitar Program at California School of the Arts — San Gabriel Valley offers students training in classical, jazz/contemporary, and flamenco guitar. Guitar students learn to build a thorough understanding of guitar technique, history, repertoire, and performance practice across multiple styles in order to best prepare themselves for collegiate and professional musical careers. This program is perfect for students who have a desire to advance their skills not only as guitarists, but as complete musicians.

In the Guitar Program, students are immersed in a challenging environment, in which they study the physical, musical, literary, and historical aspects of the guitar across multiple styles.

Students are placed in classes determined by grade and skill level. Participating in both small and large ensembles, students receive in-depth training from nationally acclaimed instructors and performers. Students are exposed to renowned guest artists, university faculty, and industry leaders, who visit the school's campus to share their expertise and creativity through residencies, master classes, lectures, performances, presentations, and hands-on training. The program offers a number of unique and exciting performance opportunities, where students have the chance to demonstrate the artistic skills and talents they have gained throughout their time with CSArts-SGV.

The Guitar Program faculty focuses on preparing students for the realities of life and work, as both a professional and academic musician. Upon graduation, students will be prepared with the musical literacy, historical understanding, and physical and technical know-how to attend a four-year university or arts conservatory program, or to begin a career in the music industry.

For a more thorough look at the courses and curriculum offered in the Instrumental Music Conservatory - Guitar Program, please reference the [Instrumental Music - Guitar Scope & Sequence](#) document.

Instrumental Music - Pianist

The Pianist Program augments the training of young musicians, whose goals include a performing or academic career. In addition to the instrumental music theory, history, and the music elective curriculum, the Pianist Program offers classes in solo performance training, piano skills and style topics, score and sight-reading, piano ensemble, and chamber music. World-renowned visiting artist teachers offer regular coaching to students in the Piano Master Class.

Students in the Pianist Program receive a comprehensive arts education that offers young musicians a college-preparatory curriculum with specialized training in piano. The piano faculty are artist-teachers of international stature, who continuously perform and present clinics in major musical centers around the globe. The program's state of the art keyboards and concert instruments enable students to create music at the highest level and experience the concert atmosphere of top recital venues right on campus. Students receive ample performance experience on and off campus, both solo and collaborative. Additionally, students work with an inspiring caliber of guest artists, university faculty and industry leaders regularly in the Piano Master Class.

The entire curriculum of the Pianist Program is modeled after a college curriculum, and as such, students undergo vigorous preparation for college admission and auditions. The repertoire being studied reflects the requirements of the National Association of Schools of Music. By the time the Pianist Program students graduate, they will have acquired all the skills necessary for success at a university or arts conservatory program. Weekly masterclasses are designed to hone performance skills, and the numerous performance opportunities students are given further equip them with the confidence to tackle any audition.

For a more thorough look at the courses and curriculum offered in the Instrumental Music Conservatory - Pianist Program, please reference the [Instrumental Music Conservatory - Pianist Scope & Sequence](#) document.

Instrumental Music - Strings & Orchestra

The Strings & Orchestra Program provides talented student musicians an opportunity to study orchestral repertoire from all major eras while developing their skills on violin, viola, cello, or double bass. Students perform alongside their peers in an orchestra and in chamber ensembles, and may also have an opportunity to collaborate with students from the Wind & Jazz Studies Program.

Students will experience a wide range of music education to further their development as string players and creative musicians. The program's college-preparatory curriculum is designed for its students to receive training in strings and take a wide variety of music courses, including composition, music theory, and music appreciation. Aside from the orchestral experience, students will have many performance opportunities in master classes, sectionals, and chamber music. The students are exposed to renowned guest artists, university faculty, and industry leaders who visit the school's campus to share their expertise and creativity through master classes, lectures, presentations, and hands-on training.

After completing their education, Strings & Orchestra Program students will be more versatile musicians and prepared to successfully enter a university or arts conservatory program of their

choice. Graduates have frequently been exempt from college courses because of their work in the Instrumental Music Conservatory's Strings & Orchestra Program.

For a more thorough look at the courses and curriculum offered in the Instrumental Music Conservatory - Strings & Orchestra Program, please reference the [Instrumental Music Conservatory - Strings & Orchestra Scope & Sequence](#) document.

Instrumental Music - Wind & Jazz Studies

The Wind & Jazz Studies Program offers talented student musicians a comprehensive music education with specialization in woodwind, brass, and percussion instruments. The curriculum provides students with tremendous opportunities to develop themselves as musicians and artists. Students perform alongside their peers in large ensembles and small chamber groups, engage in various master classes, and also have the opportunity to collaborate with students from the Strings & Orchestra Program.

While a standard school music program may put students in contact with a few highly experienced professional musicians, a multitude of diverse and uniquely qualified faculty members in the Wind & Jazz Program offer many perspectives for their students' music education. Students have the opportunity to learn music theory, history, and specifics about their instrument and its performance. The curriculum allows students to enroll in master classes, work with an inspiring array of high caliber guest artists, and attend festivals and field trips. Students also audition for the program's various ensembles and participate in a number of unique and exciting performance opportunities.

The Wind & Jazz Program develops its students to be highly motivated and involved members of society. Upon graduation, students are prepared for admission into a university or arts conservatory program in their chosen field. The acquired skills in music are astounding, but the time-management and responsibility that a student learns in the program will transfer to any profession.

For a more thorough look at the courses and curriculum offered in the Instrumental Music Conservatory - Winds & Jazz Studies Program, please reference the [Instrumental Music Conservatory - Winds & Jazz Scope & Sequence](#) document.

Popular Music

The Popular Music Conservatory is a commercial and contemporary music program that provides talented and passionate students with a nurturing and empowering environment, promoting musical creativity, musical collaboration, and innovation within the popular music industry. Students learn the art of music performance, music production, arranging, and songwriting through a detailed curriculum enhanced by state-of-the-art technology.

In the Popular Music Conservatory, students are immersed in a challenging environment where they learn to work individually, as well as in band situations. Each year, they take a class in each of four focus areas: primary instrument, music theory, performance, and music tech/recording. The conservatory provides a uniquely broad yet refined curriculum that covers theory, history of rock and roll, basic instrument and voice training, studio skills, and rock ensemble. Students are exposed to renowned guest artists, university faculty, and industry leaders, who visit the school's campus to share their expertise and creativity through residencies, master classes, lectures, performances, presentations, and hands-on training. In this environment, students are given the skill sets and knowledge necessary to create and produce thoughtful and technically sound music with the freedom to find their own creative voice — whether it be playing an instrument, working the soundboard, or singing lead for a band.

Popular Music Conservatory faculty focuses on preparing students for the realities of life and work as creative individuals in a world of commercial and popular music. Upon graduation, students will be prepared to attend a four-year university or an arts conservatory program, and to pursue a career in the music industry.

For a more thorough look at the courses and curriculum offered in the Popular Music Conservatory, please reference the [Popular Music Conservatory Scope & Sequence](#) document.

Vocal Arts

The Vocal Arts Conservatory offers a rigorous and comprehensive course of study focused on training all aspects of the vocal artist across multiple musical genres - including jazz, folk, choral, musical theatre, classical, and contemporary styles. Students in this conservatory are immersed in the fundamental elements of music as the basis for artistic expression, empowering them with the musical training and artistic tools to “sing outside of the box.” The Vocal Arts Conservatory curriculum is balanced between performance-based classes and academic music courses. This program is ideal for young singers who are passionate about storytelling through music, who enjoy expressing themselves with their voice, and for those who may someday choose to pursue a career in any genre of the vocal arts.

Vocal Arts students take specialized music classes alongside peers who have similar interests. These areas of study include vocal technique, music theory & musicianship, music history, diction, as well as classes focused on solo and ensemble singing. As students acquire greater musicianship and artistry, more genre-specific elective classes are offered in the fields of contemporary music, classical music, and acting & performance skills. All students participate in one or more ensembles and experience the camaraderie of shared music-making. Frequent in-class and public performance opportunities give students the chance to put their new skills to use in real time. Students also benefit from the knowledge, experience, and high-caliber education of the faculty. Renowned guest artists, university faculty, and industry leaders visit the

school's campus to share their expertise and creativity through master classes, lectures, presentations, and hands-on training.

The Vocal Arts Conservatory is a home for students who are passionate about expressing themselves with their voice in any genre of music - from classical to commercial music and everything in between. The Vocal Arts Conservatory seeks to foster the growth of thoughtful singing artists who are collaborative advocates for their art form. Additionally, the Vocal Arts curriculum prepares young singers to thrive in a university or arts conservatory program, and to pursue a career as a performer, teacher or producer in any genre of the vocal arts.

For a more thorough look at the courses and curriculum offered in the Vocal Arts Conservatory, please reference the [Vocal Arts Conservatory Scope & Sequence](#) document.

School of Theatre

Acting

The Acting Conservatory offers comprehensive acting and movement training to students who aspire to achieve a career onstage or in film and television. Tailored for young actors interested in advancing their dramatic acting skills, the conservatory encourages its students to develop healthy technique, experience a variety of styles, learn about the history of the craft, and prepare themselves for further study and/or a career in the arts. Students are exposed to renowned guest artists, university faculty, and industry leaders who visit the school's campus to share their expertise and creativity through masterclasses, lectures, performances, presentations, and hands-on training. The Acting Conservatory offers a number of unique and exciting performance opportunities each year where students have the chance to demonstrate their artistic skills and talents.

Students enrolled in the Acting Conservatory learn all aspects of the craft of acting from fundamentals to advanced techniques. Each grade level offers its own unique acting class that exposes students to different approaches and styles every year. Students have the opportunity to study production, playreading, improvisation, Shakespeare, theatre history, acting for the camera (commercials/television/movies), dance for actors, singing for actors, movement styles, voice and diction, stage combat, audition technique, stage makeup, mask creation, and other exciting topics. The conservatory's caring and dedicated faculty members focus on developing students into great actors by instilling principles of confidence, presence, focus, creativity, imagination, persistence, listening, and understanding. Acting Conservatory students have the opportunity to perform in plays produced by the Acting and Musical Theatre Conservatories, classroom recitals, special events, and showcases.

The Acting Conservatory trains students to become serious performing artists with the skill set necessary to pursue a professional career in the industry, attend a prestigious college/university studying the major of their choice, and/or participate in an arts school or conservatory program. The Acting Conservatory encourages the development of practical life skills beneficial to its students' futures regardless of the post-graduate path they choose to follow. While in the program, students develop strong communication, creative thinking, collaboration, leadership, problem solving, conflict management, and time management skills.

For a more thorough look at the courses and curriculum offered in the Acting Conservatory, please reference the [Acting Conservatory Scope & Sequence](#) document.

Musical Theatre

The Musical Theatre Conservatory offers a rigorous and comprehensive course of study for serious musical theatre students, who aspire to achieve a career onstage, in film and television, or in the recording arts. Students are exposed to classes in a variety of styles, including acting technique, vocal technique, vocal performance, audition technique, musical theatre history, keyboard, music theory, musicianship, pop vocal, stage movement and combat, and stage makeup. Each year, the conservatory offers a number of unique and exciting performances, where students have the chance to demonstrate the artistic skills and talents they have gained throughout their time in the program. Musical Theatre Conservatory students are provided one-of-a-kind opportunities to meet, work with, and learn from renowned guest artists and alumni, university faculty, and industry leaders.

Each year, students in the Musical Theatre Conservatory concentrate on musical theatre vocal technique and acting. Middle school students experience a broad-based introduction to acting, musical theatre, and performance technique in preparation for the high school program. High school students receive a challenging and innovative arts education similar to that of a collegiate arts program, supported by a comprehensive curriculum that balances performance and technique. Over the course of the program, students devote themselves to studying unique topics such as vocal styles, musical theatre history, theory and musicianship, the physical instrument, and the business of musical theatre. All Musical Theatre Conservatory students are highly encouraged to enroll in Dance as their PE Elective unless currently enrolled in private dance studio classes.

The Musical Theatre Conservatory trains students to become serious performing artists with the skill sets necessary to pursue a professional career in the industry, attend a prestigious college/university in a major of their choice, and/or participate in an arts school or conservatory program. During students' junior and senior years, many components of the conservatory curriculum focus on preparing them for life after graduation, and students are provided ample time to practice for college auditions. Additionally, the Musical Theatre Conservatory encourages the development of practical life skills beneficial to students' futures regardless of the post-graduate path they choose to follow. While in the program, students learn proper rehearsal and performance etiquette, time management skills, communication skills, how to work cooperatively in a group setting, and how to produce quality work in a fast-paced environment.

For a more thorough look at the courses and curriculum offered in the Musical Theatre Conservatory, please reference the [Musical Theatre Conservatory Scope & Sequence](#) document.

Production & Design

The Production & Design Conservatory offers students the opportunity to study the methods and materials used in the live entertainment industry. For every performer onstage, there are several artists working behind the scenes. Under the direction of industry professionals, students in the Production & Design Conservatory are transformed into these behind-the-scenes artists, taking courses in scenery, costumes, makeup, lighting, audio, props, stage management, projection, script analysis, and theatre history. Production & Design faculty members are committed to developing well-rounded theatre artists, who understand both the practical and the theoretical aspects of the process of design, as well as construction and implementation. These learning goals are accomplished through the conservatory's extensive course curriculum, laboratory experiences, and production assignments. Upon application to the conservatory, students select one of three tracks of study within the Production & Design Conservatory: Scenic and Lighting, Costumes and Makeup, or Theatre Technologies. Click **here** to learn more about these tracks.

The Production & Design Conservatory provides a hands-on, active learning environment where students are exposed to all disciplines of technical theatre through a variety of course pathways, including reading and interpreting a script, scenic design and construction, stage management, audio, lighting, drafting, costumes and makeup, digital media, and props. Students learn how to research, design, engineer, build, and install design elements in each of the conservatory's major disciplines. Production & Design students also learn to use the tools and equipment that are standard within the production entertainment industry, including shop hand and power tools, sewing machines, audio consoles, microphones, lighting consoles, lighting instruments, and theatrical rigging systems. The conservatory's unique educational opportunities allow Production & Design students to discover new and untapped talents and passions. Seniors have agency in their education through a senior electives program, featuring class options such as Scenic Painting 2, Intelligent Lighting & Programming, Wigs & Prosthetics, Sound Design, Metal & Advanced Woodworking, Production Management, Fashion History, and Projection Design.

The Production & Design Conservatory prepares students for success in whatever future they imagine. Many students are admitted into prestigious college and university production and design programs throughout the country. If a student wishes to immediately enter the professional workforce, the Production & Design Conservatory also prepares students for careers in a variety of fields, including live entertainment, event management, architecture, interior design, product design, architectural lighting design, fashion, hotel management, theme park management, and construction. Regardless of the path Production & Design students choose to follow upon graduating, the conservatory helps students enter the real world with strong communication, collaboration, leadership, problem solving, conflict management, and time management skills.

For a more thorough look at the courses and curriculum offered in the Production & Design Conservatory, please reference the [Production & Design Conservatory Scope & Sequence](#) document.