



**East Palo Alto Academy  
Program Planning Handbook**

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Dear Students and Families,

Welcome to East Palo Alto Academy.

Here at EPAA we work very hard as a bulldog family so **"all students will graduate college-ready, empowered with the knowledge, skills and passion to positively impact their own lives, their community and the global society."** The first step in reaching this goal is ensuring all of our students are taking A-G college prep coursework. Starting in 9th grade the majority of our students will begin their World Language elective, in addition to college prep Math, English and Physics! When you are ready to take on additional challenges you can also consider taking Early College courses through our partnership with the local community college.

It is our hope that the next four years will be your time to prepare mentally and academically for a life full of choices in what college you hope to attend and what career you wish to pursue. Our course offerings are just the beginning as you develop your own love of learning and a strong sense of self to truly contribute to a more just and peace-full world.

Very truly yours,

Amika Guillaume, Principal,

Sofia Hibbs, Vice Principal

Glenda Ortez-Galán, Head Counselor



## EPAA DEPARTMENT OF GUIDANCE & COUNSELING

The Department of Guidance & Counseling includes three areas:

- Guidance Counseling
- College & Career Center
- Senior Seminar & Early College

**Our goal is to carry EPAA's mission for all students to graduate college-ready. We work closely with EPAA's Advisory program to ensure that all students receive the academic monitoring, social-emotional learning, and college/career readiness in all grade levels.** We administer the PSAT 10 and PSAT/NMSQT to all students on our campus. Our graduation requirements are unique, in that we expect our students to fulfill the CSU/UC A-G requirements.

The head counselor meets with students regularly to ensure that they are on track to graduate and eligible for a 4-year university. We take pride in the fact that we commence students on an A-G pathway upon enrollment in the 9<sup>th</sup> grade. If for some reason a 9<sup>th</sup> grader is unable to take an A-G course due to enrollment in other courses, we ensure that the student is placed on an A-G trajectory in their sophomore year. Each spring the head counselor meets with each student individually to plan their course work for the following school year.

### COLLEGE & CAREER CENTER

The College and Career Center (CCC), located inside EPAA's library, is a space where students can learn about post-secondary options, which include four-year colleges and universities, community colleges, and career/tech educational programs. The CCC is also a place where one can do research on majors, careers, internships, community service opportunities, college testing (SAT/ACT), scholarships, and financial aid.

### EARLY COLLEGE

Prerequisite: Minimum GPA depends on grade and reading level. **The Early College program allows students to enroll in specific college classes without needing to commute to a different campus.** College professors come onto EPAA campus to teach a variety of classes; course schedules vary by year. Upon successful completion of an Early College class, students will earn college credit and a GPA bump on their high school transcript. Students who are interested in enrolling in a college course should see the head counselor.

*We look forward to working with you and helping you reach your goals!  
#bulldogsgotocollege!*

*Your guidance and counseling team,  
Ms. Ortez-Galán, Ms. Lok, and Mr. Heredia*



EPAA DEPARTMENT OF GUIDANCE & COUNSELING TEAM		
STAFF MEMBER	TITLE	CONTACT INFORMATION
Glenda Ortez-Galán	Head Counselor (Grades 9 <sup>th</sup> -11 <sup>th</sup> ) PSAT/AP Coordinator SST Coordinator	(650) 839-8900, ext. 78046 gortez@seq.org Room 207(A) <b>Office Hours:</b> Brunch, lunch, after school, advisory, or by appointment.
José Heredia	College Information Specialist	(650) 839-8900, ext. 78101 jheredia@seq.org <b>Office Hours:</b> By appointment
Jeanette Lok	Counselor (Grade 12) AVID/Advisory Coordinator Early College Director	(650) 839-8900, ext. 78205 <a href="mailto:jlok@seq.org">jlok@seq.org</a> Main office <b>Office Hours:</b> Brunch, lunch, or by appointment.
Elizabeth Alvarado	Sr. School Secretary & Guidance Information Specialist	Main office (650) 839-8900, ext. 78013 ealvarado@seq.org

#### Frequently Asked Questions:

**Q: How can I register my student for enrollment at EPAA?**

A: Please contact Ms. Elizabeth Alvarado at the number listed above.

**Q: I'm an incoming 9<sup>th</sup> grader. How will I know what my schedule will look like when I start EPAA?**

A: EPAA's head counselor, Ms. Ortez, will visit the majority of the feeder schools in March and meet with students in a group setting to choose their electives. If you are transferring from a private or out-of-district school, our registrar will contact you to make an appointment for testing and registration.

**Q: I'm interested in enrolling in a college class. How can I enroll?**

A: All students may begin to take college courses beginning in their 2<sup>nd</sup> semester of the 9<sup>th</sup> grade if there is space in the course. Students who wish to enroll in a college class must read minimally at the 9<sup>th</sup> grade level and have a 3.5 GPA or higher. Priority is given to 11<sup>th</sup> and 12<sup>th</sup> grade students.

**Q: I would like to ensure that I'm on an A-G track. How can I ensure that this happens?**

A: All students are expected to fulfill the A-G requirements and the majority is placed on an A-G trajectory starting in the 9<sup>th</sup> grade.



**EPAA GRADUATION & A-G REQUIREMENTS**

<b>SUBJECT</b>	<b>GRADUATION 220 CREDITS</b>	<b>UC/CSU A-G REQUIREMENTS</b>	<b>COURSES</b>
A. History	3 Years (30 Credits)	2 Years <i>(World History &amp; US History and/or US Government)</i>	World History, US History, US Government/Economics
B. English	4 Years (40 Credits)	4 Years	ELA III, English I, II, III, CSU Reading/Writing (all 4 years)
C. Science	2 Years (20 Credits)	2 Years, 3 rec. <i>(one biological and one physical)</i>	Physics, Biology, Chemistry
D. Mathematics	2 Years (20 Credits)	3 Years, 4 recommended <i>(Alg I, Geo, Alg II minimum)</i>	Algebra I, Geometry, Algebra II, Math Analysis, AP Statistics
E. World Language	1 Year (10 Credits)	2 Years, 3 recommended	Spanish I-II, Spanish I-2 NS, AP Spanish
F. Visual/Performing Arts	1 Year (10 Credits)	1 Year	Drama I, Acting
G. College Prep Elective	30 Credits	1 Year <i>College prep electives, or any course that meets an A- G requirement in another area and exceeds the minimum requirement can be used for area "G". For example, a third year of science or foreign language can meet the "G" requirement.</i>	BUILD, Creative Writing, Race Immigration Ethnicity, other college prep and non A-G electives
Advisory	4 Years (40 Credits)	None	Advisory 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
Exhibition	4 Years (20 Credits)	None	Exhibition 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>All students are required to fulfill 25 hours of community service per year. By senior year, all students are required to have fulfilled at least 100 hours of community service.</b>			



**SAMPLE 4-YEAR PLAN PATHWAY**

**University of California (UC)/4-Year Private College/University - Competitive**

<b>Graduation &amp; A-G Req.</b>	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
<b>A. History</b> 2 years - 30 credits		World History-P	US History-P	American Government-P/ Economics-P
<b>B. English</b> 4 years - 40 credits	English I-P/ AS English I-P	English II-P/ AS English II-P	English III-P/ AS English III-HP	CSU Exp. Reading/Writing-P/ AP English-HP
<b>C. Math</b> 3 years /4 recommended 20 credits	Algebra I-P/Geometry-P	Geometry-P /Algebra II-P	Algebra II-P/ Math Analysis-P/Statistics-P	Math Analysis-P/Statistics-P/ Calculus
<b>D. Science</b> 2 years/3 recommended 20 credits	Physics-P	Biology-P	Chemistry-P	Science elective
<b>E. Foreign Language</b> 2 years/3 recommended 10 credits	Spanish I-P or Spanish I NS-P	Spanish II-P or Spanish II NS-P	AP Spanish Language-HP	
<b>F. Visual/Performing Arts</b> 1 year - 10 credits	Drama I-P, Acting-P, Music Elective			
<b>G. Elective</b> 1 year - 10 credits	PE, BUILD, Study Skills*	Study skills, College course or other college prep elective	Study Skills, College Course, or other college prep elective	<ul style="list-style-type: none"> <li>• Senior Seminar (required for 4-year bound)</li> <li>• College Course</li> </ul>
<b>Advisory</b> 40 credits	Advisory 9th Grade	Advisory 10th Grade	Advisory 11th Grade	Advisory 12th Grade

\*Students who take study skills might have a slightly different course schedule

P=A-G approved course  
HP=A-G approved and honors



**BELL SCHEDULE AND ATTENDANCE POLICY**

EAST PALO ALTO ACADEMY BELL SCHEDULE 2018-2019				
BULLDOG TIME IS FIVE MINUTES AHEAD; ALL STUDENTS ON CAMPUS BY 8:35 A.M.				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 (90) 8:40-10:10	2 (90) 8:40-10:10	1 (90) 8:40-10:10	2 (90) 8:40-10:10	1 (55) 8:40-9:35
SNACK (10) 10:10-10:20	SNACK (10) 10:10-10:20	SNACK (10) 10:10-10:20	SNACK (10) 10:10-10:20	2 (55) 9:45-10:40
3 (90) 10:30-12:00	4 (90) 10:30-12:00	3 (90) 10:30-12:00	4 (90) 10:30-12:00	SNACK (10) 10:40-10:50
LUNCH (30) 12:00-12:30	LUNCH (30) 12:00-12:30	LUNCH (30) 12:00-12:30	LUNCH (30) 12:00-12:30	3 (55) 11:00-11:55
ADVISORY (80) 12:40-2:00	ADVISORY (80) 12:40-2:00	5 (90) 12:40-2:10	ADVISORY (80) 12:40-2:00	4 (55) 12:05-1:00
5 (90) 2:10-3:40	6 (90) 2:10-3:40	STAFF MEETING 2:25-4:35 (130)	6 (90) 2:10-3:40	LUNCH (30) 1:00-1:30
				5 (55) 1:40-2:35
				6 (55) 2:45-3:40

**EPAA ATTENDANCE POLICY**

EPAA adheres to the Sequoia Union High School District attendance policy. **If a student misses a class 12 times and has three (3) or more cuts (unexcused absences), a student may fail the course.** If you plan to attend a doctor's appointment, please have your parent or guardian call the attendance office *ahead of time* to get cleared for a missed course period or day.

**To clear an absence,** a parent or guardian must call the attendance clerk at the main office number **(650) 839-8900**. If an absence is not cleared, it will turn into a cut.





**COURSE OFFERINGS FOR 2019-2020**  
 (please see course descriptions that follow)

ENGLISH	MATHEMATICS	SCIENCE	SOCIAL STUDIES
English I-P AS English I-P English II-P AS English II-P English III-P AS English III-HP CSU Expository Read./Writ. Creative Writing-P	Algebra I-P Geometry-P Algebra II-P Math Analysis/Trig.-P Statistics-P AP Calculus-HP	Physics-P Biology-P Chemistry-P	World History-P US History-P US Government-P/ Economics-P Race, Immigration, and Ethnicity in the US-P
WORLD LANGUAGE	VISUAL/PERFORMING ARTS	NON-DEPARTMENTAL COURSES	
Spanish I-P Spanish II-P Spanish I-NS-P Spanish II-NS-P AP Spanish-HP  <i>"NS" stands for Native Speaker.</i>	Drama I-P Acting-P Music Elective*  *Applying for A-G status	Advisory 9 <sup>th</sup> -12th BUILD-P English Support Introduction to Engineering Design-P Makerspace Elective Senior Seminar Student Leadership Study Skills Early College courses (offerings vary depending on semester)	

*P: Denotes course has been A-G approved through the UC A-G management portal*

*HP: Denotes A-G approved and Honors level*



### ADVISORY & EXHIBITION

**Advisory (9<sup>th</sup>-12<sup>th</sup>):** Students are required to take Advisory every year at EPAA. The goal of Advisory is to help students gain the knowledge, skills, and passion necessary to graduate college-ready and be positive forces in their own lives, in their community, and in the global society. The course accomplishes this by focusing on three strands of the student's development: academic development, career, and college-readiness, and social-emotional development. Students loop with the same students and advisor in the 9<sup>th</sup> and 10<sup>th</sup> grade (lower house), before entering into a different loop with a new advisor and set of classmates in the 11<sup>th</sup> and 12<sup>th</sup> grade (upper house). **Advisory is a graduation requirement.**

**Exhibition (9<sup>th</sup>-12<sup>th</sup>):** At EPAA, we strive to provide students with authentic, project-based learning experiences that are also standards-aligned. Every spring semester, students in all four-grade levels create, develop, and present their exhibition project to a panel of judges. Each grade level's exhibition is different:

- **Freshmen** complete a STEM research proposal;
- **Sophomores** examine the effects of genocide through the literary and cultural lens;
- **Juniors** analyze the success and failures of historical social movements;
- **Seniors** work on a community based project, which is centered around the theme of compassion.

After students present their exhibitions to a panel of judges, judges score students on the quality of their performance and will reward students with distinction, honors, or a pass. **Students must pass every exhibition in order to graduate.**



## ENGLISH DEPARTMENT

**English I-P (9th grade):** This course is designed for entering ninth grade students and focuses on reading, writing, listening and speaking in accordance with the Common Core State Standards. Students study five genres of text: novel, short story, poetry, fiction, nonfiction, and drama. Students respond to texts in a variety of ways including discussion, essay writing, character analysis, dramatic simulations, and oral debates. Throughout the year students will develop their writing in a variety of genres (narrative, informative, and argumentative) and they will strengthen their command of the conventions of standard academic English.

**AS English I-P (9th grade):** *Enrollment in this course has specific criteria and guidelines. See the SUHSD English placement chart for more information.* In the AS English I course students will continue to work toward mastery of the Common Core State Standards for ELA by investigating Essential Questions about argumentation, individual choices, heroism, and social justice through reading literature and informational texts with an emphasis on a global perspective. Students will develop their own concepts of these abstract ideas through close readings, formal seminar discussions, and written analyses. Students will communicate and share ideas using academic language that fosters collaboration and will use assigned texts as models for their own writing. Students will develop voice, write for an audience, and use details or evidence to present and defend their own theme or thesis. Students will write and revise multiple drafts. In addition to working with a variety of prose and poetry, students will complete and workshop a variety of creative writing projects.

**AS English II-P (10th grade):** In the AS English II, students will continue to work towards mastery of the Common Core State Standards for ELA. They will learn to push themselves to ever high levels of analysis and written and oral expression and will examine more sophisticated and complex texts, both classic and contemporary. The class will be thematically-based and informational and literary texts as well as assignments, both academic and creative, will be chosen based on these themes.

**English II-P (10th grade):** This course is designed for tenth grade students who have successfully completed English I and focuses on reading, writing, listening, and speaking in accordance with the California State standards. Students study a variety of genres including non-fiction, novels, short stories, poetry, and drama. Students engage in a thematic study of literature that requires them to compare and contrast texts, as well as make connections between the literature and corresponding historical contexts. Students complete a variety of writing activities, including interpretive, narrative, persuasive, and descriptive writing that demonstrate critical thinking, organization, and drafting strategies. In addition, students will increase their vocabulary, further their knowledge and application of English mechanics, and learn important research skills that will be required of them in advanced English courses.



### ENGLISH DEPARTMENT (CONT.)

**English III-P (11th grade):** This course is designed for eleventh grade students who have successfully completed English I and English II for college-readiness. The course focuses on test-preparation along with the literacy skills of reading, writing, listening and speaking in accordance with the Common Core State standards. Students study a variety of genres including non-fiction, novels, short stories, poetry, and drama. As part of each unit of study, students will examine the cultural and social issues related to themes of injustice, persecution, literacy, and the American Dream. Students engage in a thematic study of literature that requires them to compare and contrast texts, as well as make connections between the literature and their own lives. Students complete a variety of writing activities, including narrative, argumentative, and expository writing that demonstrate critical thinking, organization, and drafting strategies. In addition, students will increase their vocabulary, further develop their command over the conventions of standard academic English, and learn important research skills that will be required of them in advanced English courses.

**AS English III-HP (10<sup>th</sup> grade):** New course for the 2019-2020 school year.

**CSU Expository Reading & Writing-P (12th grade):** Expository Reading and Writing Curriculum (ERWC) is a college-prep course for students who have successfully completed English III. The course was designed by CSU English professors and California high school English teachers. The purpose of this course is so high school seniors can be fully prepared for college English. In this class, students will: Read deeply, thoroughly, and repetitively nonfiction rhetoric, and analyze the readings; students will also write effective technical, analytical, and expository essays on a variety of subjects.

**Creative Writing-P (10th-12th):** This course is an introduction to creative writing. Students will be exposed to the basic compositional elements of poetry, fiction, and drama, and will both read and compose work in all three genres. First semester emphasis will be on exposure to an exploration of a wide range of genres and approaches. The main focus of second semester will be in depth work on a longer project in the genre of the students' choice. Revision strategies will be discussed at length, as will professional issues pertaining to the writing life including submission for publication and creating a class literary magazine. *This course meets the English "B" requirement and can only applied towards credit recovery in subsequent years.*



## ENGLISH DEPARTMENT (CONT.)

### ENGLISH LANGUAGE DEVELOPMENT

**ELA I:** This is the first level of English language development. Throughout the year students will focus on speaking, listening, reading, and writing basic English. They will do this through the study of grammar, engaging in a series of projects that will give them the opportunity to put their language skills to use, reading, and discussions and oral practice. The focus will be on developing a strong base vocabulary and a command of the essential concepts of English grammar. Students will learn the present and past progressive, the past and future tenses, as well as the use of past participles and the present and past perfect. They will learn the essential irregular verbs. They will learn to ask questions and form negatives correctly. They will learn how to correctly use adjectives and adverbs and to use comparatives and superlatives. They will practice using prepositions and learn key phrasal verbs.

**ELA II:** This is an intermediate course. Students will continue their study of English grammar and work on increasing their vocabularies. They will also begin writing analytical paragraphs and writing complete essays. They will work on reading strategies for informational and literary texts. Film will also be used to help students develop analytical thinking and writing. Oral communication will also be a focus. They will do two major oral presentations per quarter and will engage in numerous formal class discussions based on their readings and research.

**ELA III-P:** The class will concentrate on developing writing, reading, oral, and analytical skills. Students will learn to write essays in a variety of rhetorical modes including, classification, cause and effect, comparative, narration, and argumentation as well as to write literary analysis. Students will also complete creative writing projects. Readings for this course will include poetry, short stories, plays, a novel and a variety of non-fiction texts. Vocabulary building and advanced grammar and mechanics will also be a focus of this course. In this course, the students will write a series of analytical essays and also create their own works of literature—poetry, drama, short stories, and a monologue—and will learn to workshop their creative writing. These writing assignments will become part of their portfolios. Throughout the year, students will revise and improve their writing. This revision process will help them see their progress, become more independent writers, and aim for quality rather than completion. At the end of the year, the students will defend their portfolios at an oral defense. They will also write a synthesizing and critical paper about the texts in the essays that they choose to highlight at their portfolio defense.



## MATHEMATICS DEPARTMENT

**Algebra I-P:** Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. This Algebra course highly emphasizes the study of multiple representations of linear and non-linear functions. It includes working with rational numbers, various expressions, analyzing and solving linear equations & inequalities, data analysis, and polynomials. Students will learn to solve problems where the algebra concepts are applied. Students who complete Algebra I should take Geometry next.

**Geometry-P:** Prerequisite: Successful completion of Algebra I with a grade of C or higher. The primary goal of this course is to help students develop basic knowledge of geometry, reasoning skills, problem solving strategies and mathematical connections. The topics that will be covered in the course will include geometric art, inductive and deductive reasoning, using tools of geometry, transformations, Pythagorean Theorem, properties of lines, angles, triangles, polygons, and circles, perimeter, area, and volume, similarity, direct and indirect proofs.

**Algebra II-P:** Prerequisite: Successful completion of Geometry with a grade of C or higher.) This course complements and expands the mathematical content and concepts of Algebra 1 and Geometry. Students who master Algebra 2 will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.

**Math Analysis/Trigonometry-P:** Prerequisite: Successful completion of Algebra II with a grade of C or higher. This course combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems. These standards take a functional point of view toward those topics. The most significant new concept is that of limits.

**AP Statistics-HP:** Prerequisite: Successful completion of Algebra II with a grade of C or higher. The purpose of the AP course in statistics 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. (Course description taken from the College Board.)

**AP Calculus- HP:** New course for the 2019-2020 school year.



### SCIENCE DEPARTMENT

**Physics-P (9th grade):** Prerequisites: None. This course focuses on physics as a basis for the sciences as it is physics that attempts to explain natural phenomena using scientific inquiry. We will focus mostly on classical Newtonian Physics: Newton's Laws of Motion; projectile motion; planetary motion; universal gravitation; balanced and unbalanced forces; conservation of energy and momentum; impulse and change in momentum, elastic and inelastic collisions. The lab work will provide students with opportunities to apply conceptual understandings and provide a foundation for laboratory techniques and engineering design.

**Biology-P (10th grade):** Prerequisites: None. This is an introductory and comprehensive biology class. Students will study cell biology, genetics, evolution, ecology and physiology through lecture, discussion, readings, projects, simulations, and laboratory activities.

**Chemistry-P (11th grade):** Prerequisites: Biology, Physics, and Algebra. This is an introductory and comprehensive chemistry class. In this class, students will prepare for college and their career goals for after high school by embodying the 5 qualities of the Bulldog Way, developing their thinking skills, becoming an independent learning community, mastering important chemistry concepts, and building their problem-solving and engineering skills. Students will investigate the power of pressure and the explosiveness of precisely balanced chemical reactions, as well as develop arguments and analytical skills about real world issues like climate change.

**Introduction to Engineering Design-P (12<sup>th</sup> grade):** Engages students in authentic engineering practices and inspires them to embrace an engineer's habits of mind. Collaborative, student-directed projects build resilient problem-solving skills and empower students to think like engineers, to adopt engineering processes, and to pursue engineering disciplines for the betterment of our world. Students discover the design process by creating solutions for people with disabilities. They reverse engineer a consumer product to think about how someone else designed it – and how they could do it better. Students uncover the challenges and opportunities of working together to collect, analyze, represent, and argue from data. They use these skills to redesign a building for human safety. Once students know how engineers design and how to make data-driven decisions, they are ready to apply these abilities, along with basic coding skills, to design more complex solutions in a systems engineering capstone challenge.



### SOCIAL STUDIES DEPARTMENT

**World History-P (10th grade):** Throughout this course, students will examine the themes of individuals, identity, and community. Students will examine how people identify themselves, organize into communities, and interact with each other and other communities to resolve conflict. Students will examine the rise of democratic ideas in theory and reality, and trace the development of democracy over time as well as the formation of nations and the conflicts that have arisen since imperialism, World War I, World War II, and the drive for independence. Students will see how history shapes current conflicts and global issues as they trace issues of imperialism through the 20th century to modern day.

**US History-P (11th grade):** US History focuses on the role of conflict and how individuals, groups and nations engage with conflict throughout the history of the United States of America. Students will consider various historical interpretations over the course of history of this nation. History will be examined through multiple perspectives and students will learn to think like historians.

**Economics-P (12th grade – Fall semester):** Students in grade twelve will pursue a deeper understanding of economic concepts, applying the tools (graphs, statistics, quantitative analysis and deductive reasoning ) from other subject areas to the understanding of operations and institutions of economic systems. The course addresses that economics decisions involve making trade-offs that will include both costs and benefits. The theoretical content will cover all the basic economics principles and practices such as supply and demand, , employment, resource management, government spending, and economic stability-instability. This course provides opportunities to use analytical skills based on knowledge gained within the course. The course also provides a practical approach to address personal finance.

**US Government-P (12th grade – Spring semester):** Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

**Race, Immigration & Ethnicity in the US-P (grades 10th-12th):** Who makes America great? Students enrolled in this course will use historical inquiry and analysis to discover the ways in which people of color contribute to the United States socially, economically, and politically. *This course also meets the US History “A” requirement and can only be used for credit recovery in subsequent years.*





### VISUAL AND PERFORMING ARTS

**Drama I-P (all grades):** This course is a beginning exploration into all areas of the performing arts, is discussion-based, and places special emphasis on the historical and modern motivations for Drama and performing arts. Students in this Drama course will develop their creative expression, artistic perception, and their ability to connect and apply what is learned in drama to other art forms, subjects, and careers. Students learn through in-depth study of text, class discussion, active participation, and analysis of key aspects of the arts; students express their understanding in a variety of ways, including project-based final assessments.

**Drama II-P (all grades):** This course deepens and extends the skills and abilities explored in Drama I. With a focus on the use of performing arts to forward causes of social justice, students analyze and create art with purpose. Student focus on the connection between different forms of art, including in-depth study of world cultures. Students also learn all aspects required to produce a successful community arts performance.

**Acting-P (all grades):** This course provides a basic introduction to the elements of acting, including physical, vocal, spatial, textual analysis, and production foundations. It places special emphasis on the usage of theatre and performance across global cultures, especially the connections between them and their unique characteristics. It addresses some of the cross cultural aspects of the art of acting and emphasizes solo works, both original and scripted.

**Music Elective\* (all grades):** Music Fundamentals covers musical performance and music history from the Middle Ages forward, with an emphasis on popular music. Students learn to play an instrument to an advanced-beginner or intermediate level. The course also covers music reading and elementary music theory. *\*Submitting to the UC Management Portal for A-G approval.*



### WORLD LANGUAGE DEPARTMENT

**Spanish I-P:** Prerequisite: None. Students in Spanish I will develop an elementary understanding of the language, recognize alphabet and be able to read, write and speak at an elementary level. The course emphasizes three areas: Communication, Grammar and Culture.

**Spanish II-P:** Prerequisite: Successful completion of Spanish I with a grade of C or higher, or teacher recommendation. Students in Spanish II will continue to build skills to be able to understand routine speech and conversations, main ideas and facts from narratives, participate in communication tasks, write letters and essays, and perceive cultural differences of different Spanish speaking countries.

**Spanish III-P:** Prerequisite: Successful completion of Spanish II with a grade of C or higher, or teacher recommendation. Students participate at an in-depth level in the Spanish language by forming more complex sentences and sustaining lengthy conversations with well-learned sentence structure, vocabulary and grammar. Students will be introduced to Latin-American literature.

**Spanish NS-I-P:** Prerequisite: Native Spanish speaker or teacher recommendation. This course was developed for Spanish-speaking students who have received little or no formal instruction in Spanish. Emphasis will be placed in the development of the four basic language skills of speaking, listening, reading, and writing. Student will develop a concrete, logical, and fluid writing structure to support claims with textual evidence and reasoning as they access an array of authentic texts and audio-visual content. (OR)

**Spanish NS-II-P:** Prerequisite: Successful completion of Spanish I-NS with a grade of C- or higher, or teacher recommendation. The intent of this course is to enable Spanish native speakers to continue enhancing their literacy skills in Spanish. Students will improve and/or correct their competence in their native tongue. This course may include field trips, films, videos, and guest speakers to gain an appreciation and understanding for culture and geography of Spanish speaking countries. (OR)

**AP Spanish-HP:** This course is adopted from The College Board Advanced Placement Program. Please refer to their course list for a full course description.



### NON-DEPARTMENTAL COURSES/OTHER ELECTIVES/COURSES

**AP Computer Science Principles-HP (10th-12th):** Prerequisite: Successful completion of Algebra 1. AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cyber security concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. (Taken from College Board) **Not offered during the 2019-2020 school year.**

**BUILD-P (9th grade):** The BUILD Entrepreneurship introduces BUILD's six "Spark Skills," which are: Communication, Collaboration, Problem Solving, Innovation, Grit, and Self-Management. As BUILDers, students apply innovative ideas, build prototypes and business plans to pitch to a panel of investors, and manufacture and sell products at a Sales Bazaar. Students are expected to meet for a weekly mentor session after school to work in teams and receive insights from real-world business professionals.

**Mobile Apps Development-P (10th-12<sup>th</sup>):** This course is an introduction to the process of designing and building mobile applications. It will introduce students to the tools needed for mobile application development. It will also provide students with opportunities to enhance their critical and creative thinking skills while helping them gain skills that can be used in their future career endeavors. Finally, it will provide students with a basic understanding of programming languages, that can be followed by more programming courses in the future. **Not offered for the 2019-2020 school year.**

**Senior Seminar (12th grade only):** This course is intended for all seniors and takes students through an analysis of needs or wants after high school as it pertains to career, colleges, and majors. Students will complete college, financial aid, and scholarship applications in this course, as well as explore the various elements necessary for college graduation: general education requirements, course catalogs, placement exams, support programs, among others. By the end of this course, students should walk away with three concrete plans for life after high school.

**Student Leadership (f/Student Government):** The course focuses on building leadership at EPAA. Students will develop their own leadership abilities by learning about different leaders in the community. The students work on making the school a better place for everyone through organizing rallies, spirit weeks, fundraisers, dances, and more.

**Study Skills (for students with an IEP or by special arrangement):** The purpose of this class is to help students succeed at EPAA by providing a smaller class size and more individualized instruction. Most class periods will begin with direct instruction followed by time to complete assigned work in core classes and goals, while receiving appropriate accommodations.



**STAFF DIRECTORY**

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