



Program Planning Handbook

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TABLE OF CONTENTS

Welcome Message	3
Department of Counseling	4
Department of Counseling Team Members	5
Frequently Asked Questions	5
Graduation and A-G Requirements	6
Sample 4-Year Plan Pathway	7
Bell Schedule and Attendance Policy	8
EPAA Attendance Policy	8
Course Offerings for 2020-2021	9
Advisory & Graduate Student Profile	10
Advisory (9th-12th)	10
Graduate Student Profile (f/Exhibition)	10
English Department	11
English Learners (EL) Program	13
Mathematics Department	16
Science Department	17
Social Studies Department	18
Visual and Performing Arts	19
World Language Department	20
Non-Departmental Courses/Other Electives/Courses	21
Staff Directory	22



WELCOME MESSAGE

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 Foothill 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 M. Guillaume, Principal,

Joanna Ho, Vice Principal

Glenda Ortez-Galán, Head Counselor



DEPARTMENT OF COUNSELING

The Department of Counseling includes three areas:

- School Counseling
- College & Career Center
- 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/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 counselors meet 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 9th grade. If for some reason a 9th 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. The 12th grade counselor emphasis is on helping students secure their post-secondary placements.

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 earn college credit and a GPA bump on their high school transcript (UC/CSU transferable courses). 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!
#epaagoestocollege!*

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



DEPARTMENT OF COUNSELING TEAM MEMBERS

TEAM MEMBER	TITLE	CONTACT INFORMATION
Glenda Ortez-Galán	Head Counselor (Grades 10 th -12 th) SST Coordinator	(650) 839-8900, ext. 78046 gortez@seq.org Counseling Office - Room 207(A) Office Hours: Brunch, lunch, after school, advisory, or by appointment.
José Heredia	College Information Specialist AP/PSAT Coordinator	(650) 839-8900, ext. 78101 jheredia@seq.org Office Hours: By appointment
Jeanette Lok	Counselor (Grade 9) AVID/Advisory Coordinator	(650) 839-8900, ext. 78205 Counseling Office – Room 205 jlok@seq.org Office Hours: 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 9th grader. How will I know what my schedule will look like when I start EPAA?

A: EPAA’s head counselor, Ms. Ortez-Galán, 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 2nd semester of the 9th grade if there is space in the course. Students who wish to enroll in a college class must read minimally at the 9th grade level and have a 3.5 GPA or higher. Priority is given to 11th and 12th 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 9th grade.



GRADUATION AND A-G REQUIREMENTS

SUBJECT	GRADUATION 220 CREDITS REQUIRED	UC/CSU A-G REQUIREMENTS	COURSES
A. History	3 Years (30 Credits)	2 Years <i>(World History & US History and/or US Government)</i>	Race, Ethnicity, Immigration-P, World History-P, US History-P, US Government-P/Economics-P
B. English	4 Years (40 Credits)	4 Years	ELA II/II/III-P, English I-III-P, AS English II-III-P, CSU Reading/Writing-P, AP Language & Comp. -HP
C. Science	2 Years (20 Credits)	2 Years, 3 rec. <i>(one biological and one physical)</i>	Physics-P, Biology-P, Chemistry-P
D. Mathematics	2 Years (20 Credits)	3 Years, 4 recommended <i>(Alg I, Geo, Alg II minimum)</i>	Algebra I-P, Geometry-P, Algebra II-P, Math Analysis/Trig-P, AP Calculus AB-HP
E. World Language	1 Year (10 Credits)	2 Years, 3 recommended	Spanish I-II-P, Spanish II/IIINS-P, AP Spanish-HP
F. Visual/Performing Arts	1 Year (10 Credits)	1 Year	Drama I-P, Music Elective-P, Art-P
G. College Prep Elective	50 Credits* <i>*Electives still under discussion for the class of 2024+</i>	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".</i>	BUILD-P, Creative Writing-P, other college prep and non A-G electives
Advisory	4 Years (40 Credits)	None	Advisory 9 th , 10 th , 11 th , 12 th
Exhibition - Defense of Learning Portfolio	4 Years(Must Pass Each Year to Graduate)	None	Exhibition 9 th , 10 th , 11 th , 12 th

**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.**



SAMPLE 4-YEAR PLAN PATHWAY

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

Graduation & A-G Req.	9th Grade	10th Grade	11th Grade	12th Grade
A. History 2 years - 30 credits	Race/Ethnicity/ Immigration in the US-P <i>(Class of 2023 & above)</i>	World History-P	US History-P	American Government-P/ Economics-P
B. English 4 years - 40 credits	English I-P/ AS English I-P	English II-P/ AS English II-HP	English III-P/ AS English III-HP	CSU Exp. Reading/Writing-P/ AP English-HP
C. Math 3 years /4 recommended 20 credits	Algebra I-P/Geometry-P	Geometry-P /Algebra II-P	Algebra II-P/ Math Analysis-P	Math Analysis-P/AP Calculus AB-HP
D. Science 2 years/3 recommended 20 credits	Physics-P	Biology-P	Chemistry-P	Science Elective (Intro to Engineering-P)
E. Foreign Language 2 years/3 recommended 10 credits	Spanish I-P or Spanish II NS-P	Spanish II-P or Spanish III NS-P	AP Spanish Language-HP	
F. Visual/Performing Arts 1 year - 10 credits	Drama I-P, Music Elective-P			
G. Elective 1 year - 50 credits* <i>*Credits under discussion for the class of 2024+</i>	BUILD-P, Makerspace Engineering, English Support	College Elective or other elective course	College Elective or other elective course	Senior Seminar College Course or other elective
Advisory 40 credits	Advisory 9th	Advisory 10th	Advisory 11th	Advisory 12th



BELL SCHEDULE AND ATTENDANCE POLICY

EAST PALO ALTO ACADEMY BELL SCHEDULE				
BULLDOG TIME IS 5 MINUTES AHEAD; ALL STUDENTS ON CAMPUS BY 8:35 AM				
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. Parents/guardians have 5 days to clear their student’s absence; after the 5th day, the absence converts to a “cut.” **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.

If your student will be absent for an extended period of time, please contact either the attendance office or the school counselor directly to make arrangements for possible make-up work. Please note that not all absences from school are excusable.

To clear an absence, a parent or guardian must call the attendance clerk at the main office number **(650) 839-8900**.



COURSE OFFERINGS FOR 2020-2021

(please see course descriptions that follow)*

ENGLISH	MATHEMATICS	SCIENCE	SOCIAL STUDIES
English I-III-P AS English II-III-HP English III-P CSU Expository Read./Writing/-P AP English Language-HP Creative Writing-P	Algebra I-P Geometry-P Algebra II-P Math Analysis/Trig.-P AP Calculus AB-HP	Physics-P Biology-P Chemistry-P Introduction to Engineering Design-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 II-NS-P Spanish III-NS-P AP Spanish-HP <i>“NS” stands for Native Speaker.</i>	Drama I-P Music Elective-P Art I-P	Advisory 9 th -12 th BUILD-P English Support Makerspace Engineering Phoenix Senior Seminar Service Learning Leadership-P Foothill 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

****Please that the course descriptions that follow may not be offered during the current school year.***

We are not a dual-language school.



ADVISORY & GRADUATE STUDENT PROFILE

Advisory (9th-12th)

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 advisors in the 9th and 10th grade (lower house), before entering into a different loop with a new advisor and set of classmates in the 11th and 12th grade (upper house). Advisory is a graduation requirement.

Graduate Student Profile (f/Exhibition)

A graduation requirement is the annual passing of the exhibition, which is a defense of learning based on our graduate profile. It is important for our students to reflect on their learning, while exhibiting the elements of the EPAA graduate profile: communication, growth mindset, critical and creative mindset, collaboration and impact.

Students will present their learning to a panel of judges at the end of the academic year. Students will work with their content class teachers to help identify evidence of learning they would like to share. Students will also work with their Advisor to prepare for the presentations.



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 (11th grade): In AS English III, students will further their development toward mastery of the Common Core State Standards for ELA through continued opportunities in writing, reading, speaking and listening to investigate themes such as perspective, persecution, and literacy. Through their critical and creative thinking, students will develop an awareness of and be able to articulate their relationships to social justice and the modern American Dream by analyzing various text types for key ideas and details and author's craft, structure, and style while reading texts of varying complexity and origin.

AP English Language-HP (12th grade): AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. *From the College Board website.*

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 be applied towards credit recovery if taken after the grade level English course. Some exceptions may apply per principal approval.*

English Learners (EL) Program

The program for English Learners (EL) is designed to ensure that students receive systematic instruction in English to reach full academic proficiency in English as rapidly as possible. English Learners are also provided a full spectrum of courses that meet graduation requirements and prepare them for postsecondary educational opportunities, with the goal of graduating A-G eligible. English Learners (EL) entering the EPAA, Sequoia Union High School District from middle schools are registered, and tested to ensure appropriate placement in both required A-G courses and support courses if necessary. English Learners at advanced levels are placed in a general English course based on their GMRT results.

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.

This level is for beginning English Learners as courses follow the state and district ELA and ELD standards for beginning English Learners. It prepares the English Learner to follow simple oral directions, to understand everyday vocabulary, to develop English literacy and to write complete sentences and paragraphs, with minimal errors, following familiar formats. (Does NOT meet the “B” English requirement for UC/CSU)

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 II (cont.) This level is for early intermediate English Learners. The course follows the state and district ELA and ELD standards for early intermediate English Learners. The course prepares the EL student to demonstrate basic conversational skills in a variety of settings, to deliver short oral reports, to read and understand both fictional and expository text, to engage in an analysis of literature, and to write short essays and stories. (Does NOT meet the “B” English requirement for UC/CSU)

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.

This level is for intermediate English Learners. The course follows the state and district ELA and ELD standards for intermediate English Learners. Students read narrative and nonfiction, level-appropriate materials. They use knowledge of word parts and word relationships to increase fluency. Students identify and analyze figurative language in text, including idioms. Students write short, persuasive essays in which they take a position on an issue and justify it with evidence. (Meets the “B” English requirement for UC/CSU)

Long Term English Learners/LTEs, Designated ELD intervention class: This class is for students who no longer qualify for the ELA I/II/III course of study, but have not met the requirements to be Redesignated Fluent English Proficient. All LTEL students are enrolled in an A-G eligible mainstream English class, meeting the “B” English requirement for UC/CSU Proficient. Additionally, ELD intervention students will participate in designated small groups focused on intensive literacy circles to emphasize reading comprehension, working towards reading stamina for grade-level reading of nonfiction and fiction texts, writing, listening and speaking in standard academic English. It is our plan to pilot the ERWC-ELD curriculum for the 2020-2021 school year (or Edge and Get Ready as part of the SUHSD adoption), with access to the Winsor Learning Souday System for the LTEL students with specific reading difficulties.



Integrated ELD is provided through the history department. All EPAA students, grades 9th-12th have a required history department course for each year. All history teachers have participated in a series of workshops with Kelly Smith, specifically around integrating the California English Language Development standards with the history standards, scope and sequence. Additionally, 75% of the history department has been trained in Constructing Meaning by EL Achieve.

Redesignated Fluent English Proficient (RFEP) students who no longer qualify for the ELA I/II/III course of study, and have met the requirements to be Redesignated Fluent English Proficient are enrolled in an A-G eligible mainstream English class, meeting the “B” English requirement for UC/CSU Proficient. Their progress as RFEP students will be monitored regularly using the Ellevation system, by the Bilingual Resource team.



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 AB- HP: Explore the concepts, methods, and applications of differential and integral calculus. You'll work to understand the theoretical basis and solve problems by applying your knowledge and skills. *From the College Board website.*



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 (12th 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

Race, Immigration & Ethnicity in the US-P (9th grade): 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.

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.



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.

Music Elective-P (10th-12th): 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.

Art I-P (10th-12th): This class will explore drawing as an art form and as a method of communication. Students will create realistic and abstract drawings from still life, the figure, nature and imagination and will develop observational and technical drawing skills as well as a new way of seeing, and translating what is seen into the drawn image. A variety of traditional drawing media and digital drawing media will be introduced, in an attempt to broaden students' appreciation of, and fluency in, the expressive possibilities of each.



WORLD LANGUAGE DEPARTMENT

Spanish I-P: Prerequisite: None. Students in Spanish I will develop an elementary understanding of the language, recognize the 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 NS-II-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. Students 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-III-P: Prerequisite: Successful completion of Spanish II-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 the culture and geography of Spanish speaking countries. (OR)

AP Spanish-HP: *From the College Board website.* AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.



NON-DEPARTMENTAL COURSES/OTHER ELECTIVES/COURSES

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.

Phoenix (all grades): This course is intended to serve students who need to recover credits either through independent study work or Edgenuity.

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.

Service Learning Leadership-P: Service Learning Leadership is a course that empowers students to hone their leadership, project management, philanthropic, critical thinking, communication, and community building skills. In this course, students combine high-level critical thinking, reading, writing and analytical skills in order to create and implement service-based and entrepreneurial projects.

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.

Makerspace Engineering: This elective will be a “taster” in design, engineering, and technology skills and tools in our makerspace, the Dream Lab. Students will learn a variety of analog and digital fabrication tools by completing challenges, building projects from a template first then iterating more complex versions, and finally completing a portfolio of completed reflections on projects. Tools explored may include 3D printers, laser cutting, vinyl cutting, soldering and electronics, coding and physical computing, robotics, cardboard engineering, woodworking, sewing, and classic graphic and multimedia design.



STAFF DIRECTORY

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