

Tulare County Office of Education

Jim Vidak, County Superintendent of Schools

High School Course Catalog 2015-16

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TCOE High Schools

Court and Community Schools

www.tcoe.org/EdOptions/CourtCommSchools.shtm

Nicole Rocha, Administrator (559) 651-2904
Karon Valdivieso, Learning Director (559) 735-1640

Juvenile Detention Facility Court School / Youth Facility Court School

11200 Avenue 368, Visalia 93291 (559) 735-1640

Farmersville Community School

477 East Ash St., Farmersville 93223 (559) 592-5968

Mid-County Community School

2101 N. Shirk Rd., Visalia 93291 (559) 651-9007

Success Community School

14871 Road 192, Porterville 93257 (559) 781-8162

Superior Community School

525 E. O'Neal St., Tulare 93274 (559) 685-2623

La Sierra Charter School

www.tcoe.org/lasierra

La Sierra Military Academy, Grades 9-12

1735 E. Houston, Visalia 93292 (559) 733-6963
Anjelica Zermeño, Administrator
Stephen Reid, College Readiness Counselor

University Preparatory High School

www.tcoe.org/uphs

on the College of the Sequoias Campus, Mariposa Building
915 S. Mooney Blvd., Visalia 93277 (559) 730-2529
Eric Thiessen, Principal
Helen Milliorn-Feller, Learning Director

For additional high schools located in Tulare County, please visit: www.tcoe.org/Districts.

High School Graduation Requirements

CALIFORNIA STATE MINIMUM REQUIREMENTS

To receive a high school diploma, students must fulfill state and school graduation requirements. State-mandated graduation course requirements (the state minimums) follow:

- Three years of English
- Two years of mathematics (including Algebra I)
- Three years of social science (including U.S. history and geography; world history, culture, and geography; one semester of American government; and one semester of economics)
- Two years of science (including biology and physical science)
- Two years of physical education
- One year of foreign language or visual and performing arts or commencing with the 2012–13 school year, career technical education. For purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language

Students who successfully complete Algebra I in middle school must still complete a minimum of two years of mathematics in high school. Recognizing that these 13 years of preparation are state minimum requirements, local school boards often set local graduation requirements that exceed the state-mandated requirements. Beginning in the 2005–06 school year, students must pass the California High School Exit Examination to receive a high school diploma. (Please refer to the Testing section for information on this requirement and two methods of earning a high school diploma or its equivalent: the California High School Proficiency Examination and the General Educational Development test.)

<http://www.cde.ca.gov/ci/gc/hs/cefhsgradreq.asp>

COURT AND COMMUNITY SCHOOLS

TCOE Court and Community Schools do not award high school diplomas. The schools are chartered to provide high-risk students an alternative educational setting where they can develop the social, academic, and life skills to be transitioned successfully back to their home schools to complete a high school diploma or to complete the general equivalency diploma (GED).

LA SIERRA CHARTER SCHOOL GRADUATION REQUIREMENTS



	FOR HS DIPLOMA	FOR UC/CSU & LA SIERRA DIPLOMA
Core Subject Area	Credit Requirements	Credit Requirements
English	8 Semesters / 40 Credits	8 Semesters / 40 Credits
Mathematics	4 Semesters / 20 Credits	6 Semesters / 30 Credits through Algebra 2 or IM3
Science	4 Semesters / 20 Credits	4 Semesters / 20 Credits
History/Social Science	6 Semesters / 30 Credits	6 Semesters / 30 Credits
Academic Breadth Includes Foreign Language, Visual Performing Arts & CTE Courses	2 Semesters / 10 Credits	Foreign Language / 20 credits
		Visual Performing Arts / 10 Credits
		Career Technical Education
Health	1 Semester / 5 Credits	1 Semester / 5 Credits
Physical Education	4 Semesters / 20 Credits	4 Semesters / 20 Credits
Speech	Embedded in English	Embedded in English
Electives	75 Credits	45 Credits
Total Possible Credits	220 Credits	220 Credits

The above table lists the required credits by content area for a student to graduate from La Sierra and receive a La Sierra diploma (center column), and also an example of the courses that would satisfy the credit and UC/CSU course requirements for a La Sierra diploma.

**UNIVERSITY PREPARATORY
HIGH SCHOOL
GRADUATION REQUIREMENTS**



SUBJECT	CREDIT
English English 9, English 10/English 10 Honors, English 11, and English 12/Expository Reading and Writing	40
History/Social Science:	30
World History and Cultures	10
United States History	10
American Government, Civics (<i>semester</i>)	5
Economics (<i>semester</i>)	5
Mathematics <i>All students must pass Algebra or an approved sequence of courses covering the Algebra standards (Ed. Code 51224.5) in grades 7-12. *Recommended</i>	30
Algebra I*, Geometry*, Algebra II*, and Pre-Calculus	
Science <i>(Students need a 1 year of a life science and 1 year of a physical science) *Required</i>	25
Physical-Earth Science/Chemistry* (<i>students must pick 1</i>)	10
Biological Science*	10
Anatomy/Physiology	10
Health (<i>semester</i>)*	5
Physical Education	20
Foreign Language	20
Fine Arts	10
Electives	55
Total to Graduate	230
College Unit/Credit (<i>required on top of total units for High School courses</i>)	20

TCOE Mission Statement

The mission of the Tulare County Office of Education is to provide quality service and support to the students and school districts of Tulare County. This is achieved by promoting life-long learning opportunities that will help individuals lead healthy and productive lives. We are dedicated to work in a collaborative manner with students, parents, school districts, public agencies and communities to prepare students to meet the challenges of the 21st Century.

Our Commitment

The Tulare County Office of Education exists to serve, support, encourage, develop and consistently improve on hundreds of programs and services to benefit over 100,000 students in 43 school districts across Tulare County. While the services and programs offered by the Tulare County Office of Education are broad, the commitment to students, support and service remains constant throughout the organization.

Tulare County school districts range from single school districts, such as Hot Springs with 17 students, to the Visalia Unified School District with over 27,000 students. In California, only Kern and Los Angeles Counties serve more districts than Tulare County. Tulare County's school districts are dotted among acres of the nation's richest agricultural land, located in urban areas and nestled in the Sierras on the eastern side of the county. Of the County's districts, eighty-five percent are considered small districts with less than 2,500 students. Seventy percent of the districts have less than 1,000 students each.

The challenge of serving the needs of a culturally and geographically diverse population in large and small, urban and rural districts is great. To do so, the Office of Education is organized into four primary divisions: Business Services, Human Resources, Instructional Services and Special Services. Together these divisions have developed and implemented some of the finest programs and services in the state.

Under the creative and administrative direction of County Superintendent of Schools Jim Vidak, the Tulare County Office of Education provides staff development and training programs related to new curriculum and instructional procedures; supports new teachers through the Beginning Teacher Support and Assessment (BTSA) and Intern programs; provides a full array of services to support curriculum and instruction, including library, media, and technology services; provides programs of instruction to students with special needs, pregnant minors, high school drop-outs, and students assigned to Court and Community schools; provides programs to transition students from school to work; and provides a myriad of student programs and activities such as Tulare County Spelling Bee, College Night, Academic Decathlon, Math Super Bowl, and Poetry and Prose, which allow students to use their skills, knowledge and abilities to create projects, problem solve and achieve State content standards.

College & Course Information

Course Selection

In selecting courses for each school year, students and families should review student transcripts and complete or revise the students' educational plan. Students must complete all TCOE graduation requirements. In addition, they should select courses that support their plans for college and career plans. The course descriptions contained in this catalog will help students and their families understand what each course will offer and will assist them in making their final selections for registration. Not all courses are offered in every high school. Courses are usually offered at a site when there is enough student interest. Please check with the office at your student's school for a list of courses offered at the school.

High School Report Cards

Students receive grades for each class in high school. Semester grades become part of a student's permanent record, called a transcript. The report card also shows tardies, absences, as well as the number of academic credits earned in each course.

High School Graduation

High school students must meet graduation requirements in order to graduate. Students who earn a failing grade (F) in a course will not earn credit for that course and will be referred to a credit recovery program.

Most four-year colleges require additional coursework beyond TCOE graduation requirements. To be eligible for application to any University of California or California State University college, a student must complete "a-g" requirements by earning a grade of C or better in a specific set of courses. It is very important to monitor your child's progress in fulfilling the "a-g" requirements for college eligibility. For a full listing of your school's "a-g" list, visit www.ucop.edu/agguide.

California Community Colleges

Community Colleges are publicly funded schools that offer two-year programs of study as well as many career track options. This system of two-year public institutions, composed of 112 colleges organized into 72 districts statewide, serves more than 2.6 million students and represents the largest system of higher education in the world. Students can attend community college for two years and then transfer as a junior to a four-year college or university.

California State University (CSU)

The California State University (CSU) public system was designed to accommodate the top 33% of California high school graduates. With 23 campuses, 412,000 students, and 43,000 faculty and staff, the California State University is the largest and one of the most diverse university systems in the country. Admission is determined by the student's GPA, plus either the ACT or SAT Reasoning Test score. The higher the GPA, the lower the test score required. An applicant must have at least a GPA of 2.0 and total score on the SAT or ACT which provides an eligibility index typically placing that student among the upper one-third of California High School graduates. A student (who is a resident of California) with a GPA of 3.00 or above qualifies with any test score. The GPA is based upon grades 10 and 11, and only includes college preparatory classes. For more information, visit: www.calstate.edu.

The University of California (UC)

University of California is a public post-secondary educational system designed to admit the top 12.5% of students in the state. The UC system includes 10 campuses, more than 222,000 students, and 121,000 faculty and staff. Admission is determined by the student's GPA, the SAT Reasoning Test or ACT score, SAT Subject Test scores, outreach program participation, leadership, extra-curricular activity participation, work experience, and/or community service. Seniors who meet minimum eligibility requirements are guaranteed admission into at least one school in the UC system, but are not guaranteed admission to the campus of their choice. For more information, visit: www.universityofcalifornia.edu.

Independent Colleges and Universities

There are 75 nonprofit independent colleges and universities in California. Students wishing to apply to private schools, whether in or out of state, or out of state public schools are advised to check the specific admission requirements for the schools in which they are interested. For more information, visit: www.aiccu.edu.

College Entrance Tests

- **The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)** is intended to help students prepare for the SAT. The test measures critical reading, mathematics and writing skills. While the PSAT is shorter than its SAT counterpart, it follows the same general format. Unlike the SAT, there is no essay requirement on the PSAT. The National Merit Scholarship Corporation uses PSAT scores of 11th grade students to determine how to distribute their national merit-based scholarships. The PSAT is given once per year in mid-October. All 10th grade TCOE students are given the PSAT, at no cost to students. For more information, visit: www.collegeboard.com.
- **The SAT Reasoning Test** is a measure of the critical thinking skills students need for academic success in college. The SAT has three sections including: Critical Reading, Writing, and Mathematics. Each section of the SAT is scored on a scale of 200—800, with two writing subscores for multiple-choice and the essay. The SAT includes several different question types, including: a student-produced essay, multiple-choice questions, and student-produced responses (grid-ins). The SAT is administered several times per year and is typically taken by 11th and 12th grade students. Fee waivers are available at school sites. For information on test dates and registration procedures, visit: www.collegeboard.com.
- **The SAT Subject Tests** is the collective name for 20 multiple choice standardized tests given on individual subjects. A student typically chooses which tests to take depending upon college entrance requirements for the schools in which he or she is planning to apply. Each test is one hour long and a student may take up to three SAT Subject Tests on any given date. The SAT Subject Tests are typically administered on the same dates as the SAT Reasoning Test. The language tests with listening are generally available only once a year, in November. Fee waivers are available at school sites. For information on test dates and registration procedures, visit: www.collegeboard.com.

California High School Exit Exam (CAHSEE)

All 10th grade students are required by state law to take the California High School Exit Exam (CAHSEE). This test assesses student achievement in English language arts (ELA) and mathematics. All students, including those with disabilities, are required to pass both the ELA and the math tests in order to graduate from high school. When provided for in their Individualized Education Plan (IEP) or 504 plan,

disabled students will be given appropriate accommodations and/or modifications as determined by the IEP or 504 team. The ELA section of the tests includes multiple-choice questions and a writing task. It covers vocabulary, informational reading, literary reading, writing strategies, writing applications, and writing conventions. The mathematics portion consists of multiple-choice questions covering statistics, data analysis, probability, number sense, measurement, geometry, algebra, functions, and mathematical reasoning. The report includes your child's scores, the scores required to pass, and your child's pass/fail status. It also includes a breakdown of how he or she performed in specific areas of ELA and math. All students have additional opportunities to take this test in grades 11 and 12 if they do not pass either or both sections of the test in grade 10. If your child needs to retake the test, speak with your student's counselor and teachers to understand the skills and concepts he or she most needs to improve in order to pass. Check www.cde.ca.gov for additional information on CAHSEE, including test questions and study guides, or with your child's teacher, counselor, or principal. For more information, contact the CAHSEE Coordination Office at 1025 Second Avenue. Phone: (510) 879-8859

Equal Access

Non-Discrimination Policy

Tulare County Office of Education programs, activities, and practices shall be free from unlawful discrimination, harassment, intimidation, and bullying of any pupil based on the pupil's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district (Education Code 234.1).

Married, Pregnant and Parenting Students

Tulare County Board of Education and Tulare County Superintendent of Schools recognize that early marriage, pregnancy, or parenting may disrupt a student's education and increase the chance of a student dropping out of school. The Tulare County Office of Education therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

The county office shall not discriminate against any student on the basis of the student's marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. (Education Code 230; 20 USC 1681-1688)

Any education program or activity, including any class or extracurricular activity, that is offered separately to such students shall be comparable to that offered to other students. A student's participation in such programs shall be voluntary.

Any complaint of discrimination on the basis of pregnancy or marital or parental status shall be addressed through the county office's uniform complaint procedures in accordance with 5 CCR 4600-4687 and BP/AR 1312.3 – Uniform Complaint Procedures.

For school-related purposes, a married student under the age of 18 years shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved. (Family Code 7002)

Pregnant and parenting students shall retain the right to participate in any comprehensive school or educational alternative program. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student and/or his/her child.

When necessary, reasonable accommodations shall be provided to pregnant and parenting students to enable them to access the educational program. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. A lactating student shall have access to a private location, other than a restroom, to breastfeed or express milk for her infant child.

A student may be required, based on her pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician indicating that she is physically and emotionally able to participate in an educational program or activity, if other students with physical

or emotional conditions or temporary disabilities are required to provide such certification. (34 CFR 106.40)

To the extent feasible, educational and related support services shall be provided, either through the county office or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting students and their children. Such services may include, but are not limited to:

1. Parenting education and life skills instruction
2. Special school nutrition supplements for pregnant and lactating students pursuant to Education Code 49553, 42 USC 1786, and 7 CFR 246.1-246.28
3. Tobacco, alcohol, and/or drug prevention and intervention services
4. Academic and personal counseling
5. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation

As appropriate, teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

Pregnant or parenting students may be excused for absences related to confidential medical appointments in accordance with BP/AR 5113 – Absences and Excuses.

The county superintendent or designee shall grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by her physician. At the conclusion of the leave, the student shall be reinstated to the status she held when the leave began.

A pregnant or parenting student also may request exemption from attendance because of a related physical or mental condition or because of personal services that must be rendered to a dependent.

California High School Exit Exam (CAHSEE)

What is CAHSEE?

All California public school students are required to pass the CAHSEE and meet all other state and local requirements to earn a high school diploma. The purpose of the CAHSEE is to improve student achievement in high school and to ensure that graduating students can demonstrate grade level competency in English language arts and mathematics, as defined by California State's academic content standards.

Who takes CAHSEE?

- 9th grade students: All students will receive notification in the fall of their freshman year regarding the requirement to take the CAHSEE as sophomores.
- 10th grade students: All students will take CAHSEE in March of their sophomore year.
- 11th grade students: All students who have not taken or passed one or more parts of the CAHSEE will have two opportunities to retake the test in November and February of their junior year.
- 12th grade students: All students who have not taken or passed one or more parts of the CAHSEE will have at least three opportunities to retake the test in their senior year. Students will be offered opportunities to retake the test for two years after 12th grade.

Is Help Available?

Most schools offer CAHSEE prep courses. Any student whose IEP or 504 plan specifies the need for accommodations or modifications must be allowed to use them. Students who use an accommodation and earn a score of 350 or higher have passed that part of the CAHSEE. Students who use a modification and have earned a score of 350 or higher may be eligible for a diploma, if the district school board grants a waiver of the requirement to pass the CAHSEE.

All English Learners are required to take the CAHSEE in the 10th grade. They are allowed some testing variations such as use of translation glossaries or word lists (English to primary language) that do not include definitions and oral directions that are translated into the student's primary language.

Program Resources for Parents

Additional information about CAHSEE is posted on the California Department of Education's website at: <http://www.cde.ca.gov/ta/tg/hs/faq.asp>.

Court and Community Schools

The Tulare County Office of Education (TCOE) services high-risk youth in its Court and Community Schools. Tulare County operates five separate community schools in addition to the Youth Facility Court School (Boot Camp) and Juvenile Detention Facility Court School. On a daily basis, the Court and Community Schools have approximately 500 students enrolled but will serve several multiples of that figure in one school year. This is due to the high transiency of students through individual programs.

TCOE Court and Community Schools serve those referred students ranging from seventh through twelfth grades who are expelled, adjudicated or incarcerated. TCOE currently operates two community school sites to serve group homes.

The adjudicated/incarcerated student category is considered high-risk because of the overlapping of juvenile offenders, those at risk for school failure, and children who have various disabilities. Low academic achievement and performance, teen parent status, physical or sexual abuse, chemical dependence, and school expulsion are some of the challenges these students face. These high-risk students are referred to Court and Community Schools by the Juvenile Court, the Probation Department, schools districts, and other public agencies.

TCOE Court and Community Schools are chartered to provide high-risk students an alternative educational setting where they can develop the social, academic, and life skills to be transitioned successfully back to their home schools or to complete a high school diploma or the general equivalency diploma (GED).

Volunteer work opportunities are available at many sites, strengthening positive experiences with the community and exposing students to practical career options. Job placement support from SEE, CSET, and JTPA are also provided at school sites.

Special features of Court and Community Schools include:

- Individualized programs that accommodate the age range and subject requirements of students.
- Modern facilities designed to meet the needs of at-risk youth.
- Opportunity for vocational training, possible part-time work experience and labor market counseling.
- Counseling for students and their families in the areas of substance abuse, anger management, gangs and violence prevention.
- Specialized curriculum to teach the CHARACTER COUNTS! program. This innovative and exemplary program teaches students to make better decisions by teaching responsibility, trustworthiness, respect, fairness, caring and citizenship.
- Working To Independence Program. A program that teaches work ethics to those interested in assisting severely handicapped children in a M.O.V.E. program.
- Additional school day on Saturdays for court school students.

Court and Community Schools Courses

ENGLISH/LANGUAGE ARTS SKILLS

Grade Level: 9-12

Description:

English Skills class is designed for students who are performing below their grade level. This class allows students to read and respond orally and in writing to a variety of literature. Students read and write each day in integrated language arts lessons which utilize all six of the language arts components: reading, writing, listening, speaking, viewing, and visually representing. Emphasis is placed on understanding and interpreting material through the writing process.

EARTH SCIENCE

Grade Level 9-12 (10 H. S. Credits)

Description:

The Earth Science course follow the guideless set in the California State Science frameworks. Earth Science is designed to be a first year course that introduces the student to the history and structure of the Earth. This course will explore the solid earth (tectonics, magnetism, and geologic history), and the fluid and biologic earth (water cycle and climate, radiation, ocean currents, biogeochemical cycles, and ecosystems/biomes). Throughout the course, students will consider the unique qualities of planets of the solar system. The observational aspects of science will be emphasized.

LIFE SCIENCE

Grade Level 9-12

Description:

Science is the systematic study of all of nature, from particles too small to see to the human body to the entire universe. However, no individual scientist can study all of nature. Therefore science is divided into many different fields. For example, some scientists are biologists, others are geologists, and still others are chemists or astronomers. This course will cover life science, physical science, and earth science. Students will learn about cells and heredity, earth and life history, structure and function in living systems, as well as physical principles in hearing and vision.

PHYSICAL SCIENCE

Grade Level 9-12

Description:

The Physical Science course follows the guidelines set in the California State Science frameworks. Students will learn and develop an understanding and appreciation of science by studying key concepts involving the scientific universe, motion, forces, gravity, density, buoyancy, chemical reactions, atomic structure, and astronomy.

BIOLOGY

Grade Level 9-12

Description:

A study of biology is basic to all students regardless of their educational goals. The course is designed around the State of California's academic standards for biology. Major areas of study include cell biology, genetics, ecology, evolution and structure and function of living things. Students will develop an understanding of the interaction of organisms within the environment.

UNITED STATES HISTORY: MODERN AMERICA

Grade Level 11

Description:

Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the 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 understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

PRE-ALGEBRA

Description:

By the end of Pre-Algebra, students will be adept at manipulating numbers and equations and understand the general principles at work. Students understand and use factoring of numerators and denominators and properties of exponents. They know the Pythagorean Theorem and solve problems in which they compute the length of an unknown side. Students know how to compute the surface area and volume of basic three-dimensional objects and understand how area and volume change with a change in scale. Students make conversions between different units of measurement. They know and use different representations of fractional numbers (fractions, decimals, and percents) and are proficient at changing from one to another. They increase their facility with ratio and proportion, compute percents of increase and decrease, and compute simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.

ECONOMICS

Description:

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

CIVICS: PRINCIPLES OF AMERICAN DEMOCRACY

Description:

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 such as the *Federalist Papers*. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

WORLD HISTORY; CULTURE; GEOGRAPHY: THE MODERN WORLD

Grade Level 10 (10 H.S. credits required)

Description:

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

US HISTORY/GEOGRAPHY

Grade Level 8

Description:

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, courses, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

WORLD HISTORY/GEOGRAPHY

Grade Level 7

Description:

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500-1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

LIFE SKILLS

Grade Level 7-12

Description:

Students will learn life skills including, but not limited to, creating and balancing a budget, simple tax information, completing an application to rent an apartment or house. Students will learn about purchasing car insurance, health insurance, home or renters insurance. They will also be exposed to information about living a healthy lifestyle (balanced diet, drug and alcohol abuse, etc.). This course will also encompass the study of interpersonal relationships, personal responsibility, problem solving, and goal setting skills.

COMPUTER LITERACY

Grade Level 7-12

Description:

Students will learn how to use Microsoft Word, be able to create various documents to include a resume and business letter. Students will learn how to use Microsoft Excel to create spreadsheets, charts, and graphs. Students will learn how to use Microsoft PowerPoint to create slideshow presentations. This course will explore jobs/careers related to skills taught. Students will also be exposed to multiple employment options based on their personal interests.

PHYSICAL EDUCATION

Grade Level 7-12

Description:

This course emphasizes health-related fitness and developing the skills and habits necessary for a lifetime of activity. These courses provide students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. The program includes skill development and the application of rules and strategies of complex difficulty in the following different movement forms.

HEALTH

Grade Level 7-12

Description:

Health Education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors and well-being. Health education curriculum: (1) Growth and Development, (2) Mental and Emotional Health, (3) Community and Environmental Health, (4) Nutrition, (5) Family Life, (6) Consumer Health, (7) Personal Health, (8) Alcohol, Tobacco and Other Drugs, (9) Intentional and Unintentional Injury, and (10) Health Promotion and Disease Prevention.

BUSINESS

Grade Level 7-12

Description:

Business Concepts presents the basics of business operations and business computer technologies that are needed to open and run a business. It is a foundation course where students learn basic business concepts, terminologies, principles, ideas and skill sets. These include small business structure, management, decision-making, human resources, production and operations, business math and finance, business marketing and sales, customer service, and business ethics and social responsibility. Additionally, students will use a variety of computer software programs and on-line resources to solve business problems, generate business documents, and simulate the business work environment.

FINE ARTS

Grade Level 7-12

Description:

Guitar: Students develop basic guitar techniques through performing solo and ensemble guitar literature from difficulty levels I and II. Skills emphasized include proper right and left hand technique, tone production, and tuning. Students also develop listening skills by identifying and analyzing the elements and structural characteristics of blues, folk, pop, and rock music. Additionally, students learn basic improvisational and compositional techniques using technology. This course develops skills for the beginning level guitarist.

Art Fundamentals: This course is an introduction to art skills through work in the fundamentals of design in both two-dimensional and three-dimensional art forms. Students work in poster paint, pencil, crayon, and other appropriate mediums.

Drama: This course is designed to acquaint the students with an appreciation of drama, its history and the fundamentals of acting.

La Sierra Charter School



La Sierra Charter School is designed for students who choose to be committed to honor, leadership, post-secondary ambition and service.

La Sierra Military Academies were established in 2000 and are approved by WASC (Western Association of Schools and Colleges), providing a tuition-free public education and governed by the Tulare County Office of Education. La Sierra provides a rigorous academic education in a strict military environment. La Sierra Charter School is one of three military academies in California, and offers the following programs:

- La Sierra High School Military Academy
- La Sierra Junior Military Academy
- La Sierra Charter Independent Studies

Mission

At La Sierra Charter School, we are committed to providing cadets with core values that develop a sense of camaraderie, self-discipline, character, and respect for others.

- Leadership to inspire, empower, and lead others through promotions and honorary ranks
- Service learning to develop personal honor and pride within the community and post-secondary pathways for students in pursuit of Academic Excellence and talent

Curriculum and Instruction

- **Advanced Certification**
 - Graphic Arts and Design certification
 - Youth Mental Health First Aid National Certification
 - Vocational Career Certification or Life Skills Certification
 - Microsoft Office 10 Certificate of Completion
 - Hospitality certification
- **Concurrent College Coursework**
 - Senior portfolio and exit interviews required
 - College of the Sequoias courses and Outreach Partnership
 - California State University, Fresno Advisory and Outreach Partnership
- **Military Etiquette and Preparedness**
 - Military Science Courses
 - Drill and Ceremony
 - Military Etiquette Courses

La Sierra Charter School Courses

ENGLISH LANGUAGE ARTS

ENGLISH 1 GRADE 9

Meets Graduation Requirement: English 1 Meets UC/CSU "a-g" subject area: b

Description:

English 9 builds upon the students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing, and usually includes the four aspects of language use: reading, writing, speaking, and listening. Various genres of literature, including expository and informational materials, are introduced, with written compositions in a variety of genres, often linked to the reading selections.

The purpose of this course is to prepare students for the rigor of college and career readiness. Students will demonstrate the ability to communicate clearly and coherently in many types of writing, as well as orally through discussions, debate, presentations, and addressing others. Students will be able to write arguments to support claims, using valid reasoning and relevant and sufficient evidence, write informative texts to examine and convey complex ideas and information clearly and accurately, and construct narratives to develop real or imagined experiences or events using effective techniques, well-chosen details and well-structured event sequences. This meets the first and fourth goal of the English requirement. In addition, their experimentation with new ideas and creativity, demonstrated in their written work, meets the seventh goal of the English requirement.

ENGLISH 1A/1B ONLINE GRADE 9

Meets Graduation Requirement: English 1 Meets UC/CSU "a-g" subject area: b

Description:

English 1A/B introduces students to various concepts of the study of language and presents strategies that will help students learn how to become successful readers, writers, and thinkers. Students will gain experience with fiction, nonfiction, short stories, drama, historical literature, technical and informational texts, oral communication the Writing Process, grammar and mechanics, and critical thinking and analysis. Students are asked to read and analyze major literary works such as *Dance Hall of the Dead* (Tony Hillerman), *The Grapes of Wrath* (John Steinbeck), *Farewell to Manzanar* (Jeanne Wakatsuki Houston), *Romeo and Juliet* (William Shakespeare), and *West Side Story* (Arthur Laurents and Jerome Robbins). Through directed reading and writing, students focus on the mechanics of language, vocabulary development, and evaluate recurring patterns and connections within the literature presented. Students engage in several writing assignments and oral presentations that include narrative, expository, persuasive, and descriptive essays which demonstrate proficiency in drafting, editing, revising, and research skills. Questions and activities are designed to engage higher order thinking processes and provide opportunities for practical applications of the concepts developed within the course.

English 1A and B is aligned with the Common Core State Standards, and grade level appropriate coursework and expectations are followed in this introduction to various English/Language Arts concepts. With rigor, depth, and breadth of content and assignments and through directed reading and writing assignments, students focus on critical reading, analysis, writing strategies, oral communication/speaking and listening, and media literacy.

ENGLISH 2 GRADE 10

Meets Graduation Requirement: English 2 Meets UC/CSU "a-g" subject area: b

Description:

English 10 builds upon the student's prior knowledge of grammar, vocabulary, word usage and mechanics of writing. This includes the four aspects of language which are reading, writing, speaking and listening. Various genres of literature, including expository and informational materials, are introduced with written compositions in a variety of genres linked to the reading selections.

The purpose of this course is to prepare student for the rigor of college and career readiness. Students will demonstrate the ability to communicate clearly and coherently in many types of writing, as well as orally through discussions, debate, presentations and addressing others.

ENGLISH 2A/B ONLINE GRADE 10

Meets Graduation Requirement: English 2 Meets UC/CSU "a-g" subject area: b

Description:

Introduces students to various concepts of the study of language and presents strategies that will help students learn how to become successful readers, writers, and thinkers. Students develop their reading, language, analysis, and critical thinking skills through the study of a variety of perspectives and genres. Students read selected short stories, mythology, poetry, historical literature, speeches, folklore/legends, novels, and nonfiction, as well as material that addresses the research process, oral communication, and the Writing Process. Students will also read full-length texts like *Of Mice and Men* and *To Kill a Mockingbird*. Through directed reading and writing, students focus on the mechanics of language, vocabulary development, and evaluate recurring patterns and connections within the literature presented. Students engage in several writing assignments and oral presentations that include narrative, expository, persuasive, and descriptive essays which demonstrate proficiency in drafting, editing, revising, and research skills. Questions, activities, and project-based learning tasks are designed to engage higher order thinking processes and provide opportunities for practical applications of the concepts developed within the course

ENGLISH 3A/B ONLINE GRADE 11

Prerequisite(s): English 9.10

Meets Graduation Requirement: English 3 Meets UC/CSU "a-g" subject area: b

Description:

English 3A and B is aligned with the Common Core State Standards, and grade level appropriate coursework and expectations are followed in this exploration of various English/Language Arts concepts. With rigor, depth, and breadth of content and assignments and through directed reading and writing assignments, students focus on critical reading, analysis, writing strategies, and oral communication/speaking and listening.

Students comprehend and evaluate complex texts of various genres with emphasis on American literature movements, nonfiction in the form of memoir, biography, and foundational documents of the United States, historical world literature, and early colonial literature. They work with fictional texts (novels, short stories, etc.) and demonstrate an understanding of the characteristics of fiction (character, plot, structure, theme, etc.) and literary analysis, nonfiction and informational texts, poetry, speeches, etc. Students learn to approach reading and writing rhetorically in that they critically think and analyze the meaning of texts by examining how they are designed, determining why they are crafted that way, and discovering how and why those decisions create meaning and helping them develop media literacy in a 21st century world. In addition, students read examples of oral communication and historical speeches as well as deliver their own oral presentations to develop and enhance their listening and speaking skills. Information about reading, vocabulary, and language is

presented in every Unit so that students can continue to work on their fluency and build upon their existing reading and writing skills as they progress through the course.

ENGLISH 4A/B ONLINE GRADE 12*Prerequisite(s): English 9.10.11**Meets Graduation Requirement: English 4 Meets UC/CSU "a-g" subject area: b*Description:

English 4A and B introduces students to various concepts of the study of language and presents strategies that will help students learn how to become successful readers, writers, and thinkers. Students develop their reading, language, analysis, and critical thinking skills through the study of a variety of perspectives and genres. Students read selected letters, American literature, poetry, historical literature from a variety of different cultures, drama, speeches, novels, nonfiction and informational texts, as well as material that addresses the research process, rhetoric and oral communication, and the Writing Process. Students will also read full-length works like Bless Me, Ultima, Hamlet, The Light in the Forest, and A Bintel Brief. Through directed reading and writing, students focus on the mechanics of language, vocabulary development, and evaluate recurring patterns and connections within the literature presented. Students engage in several writing assignments and oral presentations that include narrative, expository, and persuasive essays which demonstrate proficiency in drafting, editing, revising, and research skills. Questions, activities, and project-based learning tasks are designed to engage higher order thinking processes in a collaborative environment and provide opportunities for practical applications of the concepts developed within the course.

AMERICAN LITERATURE GRADES 11/12*Meets Graduation Requirement: English Elective Meets UC/CSU "a-g" subject area: none*Description:

The standards-based literature course includes a comprehensive reading list of American authors who are presented in a chronological format that relates history and literature. Students will improve argumentative writing and focus on timed essays in order to prepare for the EAP assessment in March. Students will, moreover, engage in critical thinking and higher-order thinking. This course is designed to prepare students for post-secondary education. The novels and plays read include The Scarlet Letter, The Great Gatsby, and To Kill a Mockingbird. Extensive reading in poetry, short stories, essays, and informational literature will augment this rigorous course.

AMERICAN LITERATURE A/B ONLINE GRADES 11/12*Prerequisite(s): English 10**Meets Graduation Requirement: English Elective Meets UC/CSU "a-g" subject area: none*Description:

American Literature A/B introduces students to various concepts of the study of language and presents strategies that will help students learn how to become successful readers, writers, and thinkers. Students develop their reading, language, analysis, and critical thinking skills through the study of a variety of perspectives and genres. Students read selected letters, American literature, poetry, historical literature from a variety of different cultures, drama, speeches, novels, nonfiction, technical and informational texts, as well as material that addresses the research process, rhetoric and oral communication, and the Writing Process. Students will also read full-length works Breaking Through, and Hunger of Memory. Through directed reading and writing, students focus on the mechanics of language, vocabulary development, and evaluate recurring patterns and connections within the literature presented. Students engage in several writing assignments and oral presentations that include narrative, expository, and persuasive essays which demonstrate proficiency in drafting, editing, revising, and research skills. Questions, activities, and performance-based learning projects are designed

to engage higher order thinking processes in a collaborative environment and provide opportunities for practical applications of the concepts developed within the course.

CSU EXPOSITORY READING AND WRITING (ERWC) GRADE 11/12 *Prerequisite(s): English 9. 10.*

Meets Graduation Requirement: English 4 Meets UC/CSU "a-g" subject area: b

Description:

The goal of the Expository Reading and Writing Course (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. Students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the ERWC Assignment Template—presents a scaffolded process for helping students read, comprehend, and respond to nonfiction and literary texts. The twelve instructional modules in the ERWC—from which adopting schools select eight-to-ten—are organized by semester. Most modules include multiple reading selections on a topic, often representing different genres. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, interviews, memos, assorted public documents, scholarly studies, and other nonfiction texts. Three modules include full-length works—a work of nonfiction in semester one and two novels in semester two. Adopting schools must select one full-length work in each semester. Schools are strongly encouraged to select modules in sequence and to consider the balance of text types and writing assignments in the eight-to-ten modules they select. All modules integrate text-based grammar study with rhetorical reading and writing; schools are strongly encouraged to incorporate these lessons based on the needs of their students. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them.

JOURNALISM GRADES 9-12

Meets Graduation Requirement: English Elective Meets UC/CSU "a-g" subject area: none

Description:

Journalism is the preparatory course for students who wish to get involved in the production of the school newspaper. The members of the class will be exposed to the fundamentals of journalism, including writing, copy preparation and photography. Students are accepted to be motivated, professional and responsible. Students contribute to the School newspaper.

WRITING COMPOSITION ONLINE GRADES 11/12

Prerequisite(s): English 9. 10.

Meets Graduation Requirement: English Elective Meets UC/CSU "a-g" subject area: none

Description:

This course is designed to introduce students to various concepts related to the study of critical reading, writing, and analysis. Students focus on the rhetorical, grammatical, and syntactical patterns of language and the Writing Process, with emphasis placed on how to write with intent and command over purpose, audience, ethos, and message. Each Unit includes concepts that build upon one another; early Units focus on grammar and mechanics, sentence and paragraph construction, etc., and later Units focus on the rhetorical framework (purpose, audience, ethos, message) and how to utilize it when critically analyzing texts or writing their own. Throughout the course, students practice a variety of different types of structured essay writing and by the end of the course, students demonstrate proficiency in drafting, editing, revising, critical analysis, rhetorical structure, and research skills.

VISUAL AND PERFORMING ARTS

GRAPHIC ARTS I GRADES 9-12

Meets Graduation Requirement: Fine Arts/CTE Meets UC/CSU "a-g" subject area: f

Description:

The graphic arts course is designed to give students training and experience in some of the many phases of design. This vocational class will combine theory with practice as part of the course instruction. The course is designed to accommodate a diverse learning audience. In design, it is crucial for individuals to learn in a visual, auditory, and tactile learning process. Students will be engaged in a variety of activities that include critique of class assignments, oral presentation and communication skills, team building and self-evaluation skills.

GRAPHIC ARTS II GRADES 9-12

Prerequisite(s): Graphic Arts 1

Meets Graduation Requirement: Fine Arts/CTE Meets UC/CSU "a-g" subject area: f

Description:

The graphic arts course is designed to give students training and experience in some of the many phases of design. This vocational class will combine theory with practice as part of the course instruction. The course is designed to accommodate a diverse learning audience. In design, it is crucial for individuals to learn in a visual, auditory, and tactile learning process. Students will be engaged in a variety of activities that include critique of class assignments, oral presentation and communication skills, team building and self-evaluation skills.

FOREIGN LANGUAGE

AMERICAN SIGN LANGUAGE ONLINE (9-12)

Meets Graduation Requirement: Foreign Language Meets UC/CSU "a-g" subject area: e

Description:

Learning a language other than English can open doors to business and personal interactions that might otherwise remain closed. As an exciting and vibrant means of communication with unique culture and heritage, ASL is recognized as its own language with its own syntax and presentation that may be taken beyond the classroom and applied to many areas of a student's life, including the work world and personal activities. Designed to present essential tools for clear communication and to encourage students to foster relationships with people who use ASL as their first language, this course is not meant to be an interpretation of word-for-word English (called Signed Exact English) but rather a language that is expressed through the hands, face, and body and that is then perceived through the eyes. A visual and gestural language, ASL carries as much information as an oral and aural language, just in a different manner. Each Unit explores a different aspect of American Sign Language, including fingerspelling, basic signs, syntax, and other related elements. The information presented in each Unit is meant to not only increase the language, reading, and content area skills of students but also to encourage students to develop and use their signing skills for communication within their own communities.

SPANISH 1 (9-12)

Meets Graduation Requirement: Foreign Language Meets UC/CSU "a-g" subject area: e

Description:

Spanish 1 is an introduction to the language. Vocabulary and grammatical structures will be presented through thematic units with an emphasis on oral, listening, reading and writing expressions. Students will develop an appreciation for the Hispanic culture and its influence throughout the world.

SPANISH 2 (9-12)

Prerequisite(s): Spanish 1

Meets Graduation Requirement: Foreign Language Meets UC/CSU "a-g" subject area: e

Description:

Spanish 2 continues to expand the students' knowledge of the language through additional and extended thematic units. Extensive oral communication and grammatical development will be obtained through projects, literature, written expression and cultural activities.

SPANISH 3 (9-12)

Prerequisite(s): Spanish 1 & 2

Meets Graduation Requirement: Foreign Language Meets UC/CSU "a-g" subject area: e

Description:

Spanish 3 is designed to expand and strengthen oral, reading and written communication with an emphasis on literature, composition and conversation.

HISTORY/SOCIAL SCIENCE

GEOGRAPHY GRADE 9, 10

Meets Graduation Requirement: Meets UC/CSU "a-g" subject area:

Description:

In the study of world geography, students utilize physical and cultural perspectives to examine people, places, and environments at local, regional, national, and international levels. Students describe the influence of geography on the events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution of movement of world population; relationships among people, places, and environments; and the concept of religion. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence the world's political divisions and they analyze how different points of view affect the development of public policies. Students compare how components of culture shape the regional characteristics and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

WORLD HISTORY GRADE 10

Meets Graduation Requirement: World History Meets UC/CSU "a-g" subject area: a

Description:

This course provides an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. Students study cultures of the western and nonwestern world. The course integrates geography with history and cultural studies.

World Geography is designed to provide understanding of the basics of physical geography and map-reading skills. We will start our class with crash course in basic geography from how to read a map, the five themes of geography and the tools including new technology that geographers use to make their work more accessible and precise. They will also understand the distribution and characteristics of the world's major cultures and of the dynamics of human migration and cultural diffusion. In the remainder of the class, students will study the mosaic of the world starting with Latin America, Eastern and Western Europe, the Middle East, Africa, Asia, the Pacific Basic and Australia. Finally we will study North America; Canada and the United States with an emphasis on cultural, social, geographical and political comparisons between these nations and their economic relationships today.

WORLD HISTORY A/B ONLINE GRADE 10

Meets Graduation Requirement: World History Meets UC/CSU "a-g" subject area: a

Description:

World History course begins with the study of the foundations of civilization and Western democracy, including concepts related to Judaism, Christianity, the Renaissance, the Enlightenment, the English Civil War, the American Revolution, the French, Latin American, and Russian Revolutions, the reign of different key monarchs, Napoleon Bonaparte, and various nationalist movements that spread throughout Europe and the resulting changes that took place. The course continues with an exploration of imperialism and provides detailed accounts of World War I, World War II, the Cold War, and the Vietnam War. It also explores the effects of these major events on various countries in the world, the spread of democracy vs. Communism, nuclear arms, the U.N., the struggle for peace, and the challenges faced by the modern world. With rigor, depth, and breadth of content and assignments, students study industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects, and build upon their ability to read, understand, analyze, and write about historical text and documents. The course incorporates two textbooks, World History for a Global Age: Ancient History to the Industrial Revolution and World History for a Global Age: Age of Imperialism to the Present, and are both required reading for this course. Questions, activities, and project-based learning tasks are designed to engage higher order thinking processes and provide opportunities for practical applications of the concepts developed within the course.

U.S. HISTORY GRADE 11

Meets Graduation Requirement: US History Meets UC/CSU "a-g" subject area: a

Description:

United States History students will examine the major turning points in American History in the 20th Century. We will emphasize in: expanding role of the federal government and federal courts; the struggle between states and federal power; the impact of technology on American society and culture; the change in ethnic diversity and the movements toward equal rights for racial minorities and woman; the role of the US as major world power. To do this, students will examine American culture, including religion, literature, art, drama, architecture, education and the mass media.

U.S. HISTORY A/B ONLINE GRADE 11

Meets Graduation Requirement: US History Meets UC/CSU "a-g" subject area: a

Description:

This course is a comprehensive study of the United States, beginning with the first semester that covers the vanishing frontier and the movement westward during the late 1800s to the rise of industry in the twentieth century, World War I, the turbulent twenties, and the Great Depression. In the second semester of the course, students study World War II, postwar America, equality and justice, and

searching for new values in changing times and in a changing world. Students trace the change in the cultural demographics of American society, the movement toward equal rights for racial minorities and women, and the role of the United States as a major world power. With rigor, depth, and breadth of content and assignments, students study industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects, and build upon their ability to read, understand, analyze, and write about historical text and documents. The textbook *America's History, Land of Liberty, Book Two: Since 1865* is required reading for this course. Questions, activities, and project-based learning tasks are designed to engage higher order thinking processes and provide opportunities for practical applications of the concepts developed within the course.

AMERICAN GOVERNMENT/ECONOMICS GRADE 12

Meets Graduation Requirement: Government Econ. Meets UC/CSU "a-g" subject area: a

Description:

Students will be made aware of the important people and ideals upon which the American democratic system is based. The actual operation of our governmental institutions (president, congress, courts) will be presented along with contemporary issues. State and local governments are included in this course. One semester deals with the American economic system. Both public and private sectors will be presented in order to understand the American "free enterprise" system. The emphasis is on microeconomics, macroeconomics and international trade.

ECONOMICS ONLINE GRADE 12

Meets Graduation Requirement: Government Econ. Meets UC/CSU "a-g" subject area: a

Description:

This course provides students with an understanding of fundamental economic concepts and principles. Students will be able to recognize, analyze, and understand economic terms and concepts as well as interpret data and draw conclusions about possible solutions. Major topics within the course include production, supply and demand, economic systems, market types and market equilibrium, economic and business cycles, business structures and organization, monetary and fiscal policy, income and taxes, price index, personal economics, the role of government in the economy, and international trade. Students are required not only to master the essential components of Economics, but also to understand and articulate (in writing, verbally, and visually) about economics in general, the dynamics that drive the marketplace, the outside forces that can stimulate or depress the economy, and the global economic system in which they live. The textbook, *Understanding Economics: A Case Study Approach*, is required reading for this course. Questions, activities, and project-based learning tasks are designed to engage higher order thinking processes and provide opportunities for practical applications of the concepts developed within the course.

MATHEMATICS

ALGEBRA READINESS

Meets Graduation Requirement: math elective Meets UC/CSU "a-g" subject area: none

Description:

This standard –based Math course focuses on the 4 cluster. The clusters are 1) Number Properties, Operations, and Linear Equations, 2) Graphing and System of linear Equations, 3) Quadratics and Polynomials, and 4) Functions and Rational Expressions. Students will work with symbols, variables, and

symbolic operations. Problems solving strategies are used to develop core concepts and solve challenging problems.

MATH SKILLS REVIEW ONLINE

Meets Graduation Requirement: math elective Meets UC/CSU "a-g" subject area: none

Description:

This course is aligned with the California State Mathematics Standards and Frameworks and the five strands adopted by the State Board of Education: Statistics and Data Analysis, Number Sense, Algebra and Functions, Mathematical Reasoning and Measurement, and Geometry. Proficiency in the California Mathematics Standards covered in the course will help students acquire rudimentary math skills and sharpen critical thinking skills. It will prepare students to be successful on the Mathematics portion of the California High School Exit Exam (CAHSEE) and it can also be used as an intervention methodology for students who do not pass the math portion of the CAHSEE.

MATH 360

Meets Graduation Requirement: Math elective Meets UC/CSU "a-g" subject area: none

Description:

This course is an aligned remedial course with local community college to support students to address foundational math skills as they prepare for college mathematics. A design created to help student pass the college placement exam.

ALGEBRA A/B GRADES 9-11

Meets Graduation Requirement: Algebra Meets UC/CSU "a-g" subject area: c

Description:

In this course, algebraic skills are applied in a wide variety of problem-solving situations and, in seeing the larger picture and in understanding the underlying concepts, students will be in a better position to apply their knowledge to new situations and problems. Students review Pre-Algebra skills (including variables, expressions, order of operations, and equations) and the fundamentals of the language of mathematics. As students progress through the course, they will study concepts like sequences and their graphs, independent and dependent relationships, how to simplify and solve equations and functions, monomials and polynomials, factorization, exponential graphs and functions, transformations, slope, how to solve systems, square roots, quadratic equations, inequalities, absolute value, statistics, etc. Much of the course covers abstract relationships and their manipulations, but it also involves algebraic thinking and the application of these skills to word problems and real life situations. Problems are designed to engage higher order thinking processes in a collaborative environment and provide opportunities for practical applications of the concepts developed within the course. Students have the opportunity to develop and utilize analytical skills, think critically, develop logical thought processes, and make valid inferences. The plan of instruction includes demonstration, modeling, guided practice, and independence which will lead students to broaden their scope of the problem-solving process. Questions, activities, and performance-based learning tasks are designed to engage higher order thinking processes and provide opportunities for practical applications of the concepts developed within the course.

GEOMETRY A/B ONLINE GRADES 9-11 *Prerequisite(s): Algebra, Integrated Math, Algebra Readiness*

Meets Graduation Requirement: Algebra Meets UC/CSU "a-g" subject area: c

Description:

In this course, geometric skills are applied to a wide variety of problem-solving situations and, in seeing the larger picture and in understanding the underlying concepts, students will be in a better position to

apply their knowledge to new situations and problems. Students begin by studying the basic essentials of geometry including points, lines, planes, angles, segments, geometric figures, patterns, logic, and reasoning. As students progress through the course, they will study concepts like parallel and perpendicular properties, coordinate geometry, translations and constructions, triangles, congruency and similarity, reflections and symmetry, ratios and proportions, trigonometry, sine and cosine, polygons, proofs, circles, perimeter, area, volume, etc. Students also cover a variety of statistical concepts and applications. Problems are designed to engage higher order thinking processes in a collaborative environment and provide opportunities for practical applications of the concepts developed within the course. Students have the opportunity to develop and utilize analytical skills, think critically, develop logical thought processes, and make valid inferences. The plan of instruction includes demonstration, modeling, guided practice, and independent application which will lead students to broaden their scope of the problem-solving process. Questions, activities, and performance-based learning tasks are designed to engage higher order thinking processes and provide opportunities for practical applications of the concepts developed within the course.

ALGEBRA 2A/B ONLINE GRADES 9-11 *Prerequisite(s): Algebra, Integrated Math, Algebra Readiness*
Meets Graduation Requirement: Algebra II Meets UC/CSU "a-g" subject area: c

Description:

In Algebra 2A and 2B, students build on mathematical concepts learned in Algebra and Geometry by extending their knowledge through the study of functions (polynomial, rational, radical, quadratic, exponential, and logarithmic), systems of equations and inequalities, modeling (linear, quadratic, and exponential), trigonometric functions, and probability and statistics. Problems are designed to engage higher order thinking processes in a collaborative environment and provide opportunities for practical applications of the concepts developed within the course. Students work with the concepts in various applications including practice exercises, solving word problems, and working with real-world situations, and they have the opportunity to develop and utilize analytical skills, think critically, develop logical thought processes, and make valid inferences. The plan of instruction includes demonstration, modeling, guided practice, and independent application which will lead students to broaden their scope of the problem-solving process. Activities and performance-based learning tasks are designed to engage higher order thinking processes and provide opportunities for practical applications of the concepts developed within the course.

INTEGRATED MATH 1 GRADES 9-11 *Prerequisite(s): Algebra Readiness C or better*
Meets Graduation Requirement: Algebra Meets UC/CSU "a-g" subject area: c

Description:

Integrated Math 1 is a 9th grade level math and is designed to incorporate Algebra 1, Geometry and Algebra 2. The course meets the requirements of California Common Core by building knowledge system of equations and inequalities, arithmetic and geometric sequences, linear and exponential functions, features of functions, congruence, construction and proof, connection algebra and geometry and modeling data.

INTEGRATED MATH 2 GRADES 9-11 *Prerequisite(s): Integrated Math 1 or Geometry*
Meets Graduation Requirement: Algebra Meets UC/CSU "a-g" subject area: c

Description:

Integrated Math II is a focus on Advanced Algebra 1, Geometry and Probability Common Core Standards. Students will begin the year learning the difference of functions and equations as it applies to quadratics. Then students will begin further research into geometric standards focusing on figures, such

as components of triangles and circles from the geometric prospective; then going into the more specific features of circles and other conics. Students will end the year focusing on Probability.

INTEGRATED MATH 3 GRADES 9-11

Prerequisite(s): Integrated Math 2 or Algebra II

Meets Graduation Requirement: Algebra Meets UC/CSU "a-g" subject area: c

Description:

Integrated Math III is a focus on Algebra II, Advanced Geometry/Trigonometry and Statistic Common Core Standards. Students will begin the year learning the difference of functions as it relates to inverses as well as logarithmic and polynomial. Students will then look into the relationship between rational expressions and functions. They will then begin to use modeling with geometry and then look at trigonometric functions and then modeling with functions. Students will end the year focusing on Probability.

MILITARY TRAINING

MILITARY SCIENCE GRADES 9-12

Meets Graduation Requirement: elective

Meets UC/CSU "a-g" subject area: none

Description:

This course provides an overview of subjects that are basic to leadership and life skills. Communications Skills, Goal Setting Strategies, Problem Solving Processes and Ethics will be examined. Traditions of America with recognition of the historically significant role of sea power and land navigation. Basic First Aid, Hand to Hand Techniques and Drill and Ceremonies will be introduced and implemented.

MILITARY ETIQUETTE GRADES 9-12

Meets Graduation Requirement: elective

Meets UC/CSU "a-g" subject area: none

Description:

Basic military course one, with emphasis on physical education, group dynamics, military customs, mannerisms, traditions, communications, and uniform etiquette.

PHYSICAL EDUCATION

PHYSICAL TRAINING GRADES 9-12

Meets Graduation Requirement: physical education

Meets UC/CSU "a-g" subject area: none

Description:

The theme for the course is "Fitness Programs for a Healthy Lifestyle." The standards aligned curriculum will provide development of motor skills, physical fitness, and prepare students for the California Fitness Exam. The core program will teach rules, strategies, conflict resolution skills, respect for diversity and safety as it relates to each activity. The program is designed to promote a student's positive self-image and develop socially desirable behavior, develop socially desirable skills, and create opportunities for leadership amongst their peers. The adopted curriculum will provide opportunities for continued improvement in students' performance and fitness level. Students will be encouraged to apply their knowledge of exercise physiology, planning and pursuing life styles conducive to maintaining optimum health.

La Sierra's PT provides an incentive to live a drug free life, an appreciation for the military services and their accomplishments, an opportunity to work as a member of a team, and encouragement to graduate from high school. It teaches leadership skills such as how to motivate others and personal skills which includes study skills, test taking strategies, and interview preparations. Students can earn tangible rewards for accomplishments including promotions, ribbons, medals, honors, and appointments to leadership positions within the academy. The course is structured around a component curriculum which emphasizes varied daily activities designed to meet student fitness goals, interests, and skill levels. Classroom instruction supports individual fitness and health, including instruction in nutrition, healthy lifestyle choices, and personal safety.

CROSS FIT 9-12

Meets Graduation Requirement: physical education Meets UC/CSU "a-g" subject area: none

Description:

CrossFit combines gymnastics, body-weight calisthenics, and weightlifting elements to develop capacity across Physical Skills, with additional focus on elements that encourage bone density and vestibular system development. Teens have a great opportunity to maximize their physical skills when exposed to this stimulus during years of peak development, and the elements are combined to keep children engaged and entertained, while teaching them proper movement mechanics and creating a broad athletic foundation. For CrossFit it is imperative to pair fitness and fun, thus creating a lifelong love of health and fitness for our students.

WEIGHT TRAINING 9-12

Meets Graduation Requirement: physical education Meets UC/CSU "a-g" subject area: none

Description:

The emphasis in this course is on muscular strength, endurance, flexibility, and safety. The core lifts in this course include parallel squats, power and hanging cleans, bench press, and incline press. Weight room safety, warm-up/cool down procedures, lifting technique and safety for all lifts, major muscle identification, and individual goal setting are all important components in this course. In addition, students will monitor and improve their fitness levels by participating in the Fitnessgram assessments throughout the semester. Students will conclude the semester by completing the Classroom Based Assessment (CBA) for Physical Education.

SCIENCE**BIOLOGY GRADE 9-11**

Meets Graduation Requirement: lab science Meets UC/CSU "a-g" subject area: d

Description:

The Biology course was designed to help develop students' ability to scientifically analyze the world around them, to learn scientific methodology, to know proper lab procedures, and to understand the connection between biological research and their life. In addition, students learn to develop their ability to communicate effectively a hypothesis, an experiment's data/variables, and the conclusions they can draw based on the evidence given to them. Students are introduced to critical thinking and reading skills as they work through the Biology textbook, which demands students to read academically structured chapters, articles, published studies, and academic journals related to the field of Biology. Class and Lab activities were developed to help students develop the critical observation and thinking skills needed to analyze the data/information being acquired in our Biology course. Students also receive explicit lessons

in collegiate-level scientific writing to help them develop their knowledge of the various applications of scientific writing in the world of science. Analytical and evaluation skills are deepened and sharpened through labs, class conversations, debates, lab reports, and by using scientific methodology when considering and discussing the complexities as they are presented in the world of Biology. Also, the course was designed to help students work on their listening skills. When directions are emphasized in class and during labs, students must directly follow the directions/steps given, demonstrate clear comprehension of the information, and be able to evaluate its application to the activity/lesson/lab currently taking place in class.

EARTH SCIENCE GRADE 9-11

Meets Graduation Requirement: lab science Meets UC/CSU "a-g" subject area:

Description:

The California Earth Science standard sets are Earth's place in the solar system, stars, galaxies and the universe. The Earth's processes are dynamic. Energy in the Earth's system such as solar energy enters, heat escapes, ocean, atmospheric convection, climate and weather. The Earth's biogeochemical cycles, structure and composition of the atmosphere and the study of California geology and investigation and experimentation.

ELECTIVES

CAREER READINESS GRADES 11/12

Meets Graduation Requirement: Elective Meets UC/CSU "a-g" subject area: none

Description:

Career Readiness is a course that prepares students for the real world and employment in various careers. Students take online coursework that prepares them with a career certification at the end of the semester course. Topics include Coping and Support Training (CAST), Child Care, Transportation Services, Protection Officer, Retail, Business Management, Food and Customer Service, General Education, Homeland Security, Microsoft Office Training and additional support that provides students with a connection to the workforce community. Special projects and presentations are also included to enhance certification courses as designed by the instructor. College credit is available.

CAST COPING AND SUPPORT TRAINING 9-12

Meets Graduation Requirement: Elective Meets UC/CSU "a-g" subject area: none

Description:

La Sierra highly recommends that students take Coping and Support Training coursework. CAST is a school-based indicated or selective program that targets youth that are faced with social risks. Included in the course is skills training with a focus on building self-esteem, monitoring and setting goals, decision making, and personal control, mood management, drug use control/prevention, including help & seeking support strategies. The course is designed in a group context of adult and peer support, developed to enhance the personal and social protective factors of suicide-vulnerable youth. Parent involvement is included for active parental consent, support of the CAST goals for their youth, and awareness of school and community support resources.

COLLEGE READINESS GRADES 9-12

Meets Graduation Requirement: Elective Meets UC/CSU "a-g" subject area: none

Description:

The purpose of this course is to introduce you to life skills and concepts that are pertinent to your success as a college student. In this course, you will learn about yourself and your classmates, but most importantly, you will be pushed to challenge yourself. Questions addressed in this course include: What is college readiness? What skills do I need to succeed in college? What are time management, networking and proper communication and presentation skills?

DIGITAL LITERACY GRADES 9-12

Meets Graduation Requirement: Elective Meets UC/CSU "a-g" subject area: none

Description:

In our multimodal society, the term "literacy" no longer refers exclusively to the reading and writing of printed texts. Scholars, educators, and professionals across disciplines are recognizing the importance of digital literacy to citizenship, education, information-sharing, and community-building. In response, this course will help deepen your understanding of a variety of digital writing technologies and to consider the ways in which our perceptions of self and other are mediated through these and other technologies. Over the course of the semester, you will craft and manage a digital identity at the same time that you learn about and experiment with a variety of digital composing tools, keyboarding, including web-authoring software, and web-based tools such as blogs, social networking sites. We will discuss the benefits and risks associated with digital footprinting and will discuss the importance of self-literacy in a digital culture, particularly as it pertains to managing an online identity. In short, this course aims to help you develop not only the skills involved with operating the technologies, but the rhetorical and critical attitude involved with being content- producers and critical analysts of technology.

DRIVER'S EDUCATION GRADES 9-12

Meets Graduation Requirement: Elective Meets UC/CSU "a-g" subject area: none

Description:

This model curriculum is to be used as an aid by an instructor in imparting the applicable laws and rules of the road in California and safe driving behavior to new drivers. The curriculum includes learning objectives for each required subject area that shall be imparted to new drivers, and are consistent with the Department of Education Guidelines for driver education. Driving school instructors are required to complete at least 60 hours of instructor training and have substantive knowledge in the teaching techniques of driver

HDEV 121 COLLEGE OF THE SEQUOIAS GRADE 12

Concurrent college credit is available, satisfies Gen. Ed. COS requirement course.

Meets Graduation Requirement: Elective Meets UC/CSU "a-g" subject area: none

Description:

This course is designed to help you create greater success in college and in life. This course will provide the student with an opportunity to learn and adopt techniques, tools, and methods that will enhance his/her success in college. In addition, this course will highlight key strategies for improving a student's understanding of personal responsibility and self- management. This course is designed to support and bridge high school students through to College. This course has many proven strategies for creating greater academic, professional, and personal success. We will use guided journal writings to explore these strategies, and as a bonus, you will learn to express yourself more effectively in writing. You may never again have an opportunity quite like this one to discover how to create a rich, personally fulfilling life in high school.

HEALTH

HEALTH

Meets Graduation Requirement: Elective Meets UC/CSU "a-g" subject area: none

Description:

Health is a course designed to provide students an opportunity to examine and increase their basic knowledge of healthful living. Thought and discussion are encouraged. A major goal is for each student to take personal responsibility for their health and well-being while attempting to make positive lifestyle changes.

HOMEROOM SUCCESS

Meets Graduation Requirement: Elective Meets UC/CSU "a-g" subject area: none

Description:

Homeroom success provides a mentorship model for students. This weekly course includes career readiness, self-reflection, and career planning as the students learn about life beyond high school. In depth exploration of career fields, college life, college tuition, finances, and organizational skills are addressed with students as they review and plan their future. Cadets will be given time to complete homework assignments, review class notes, work on projects, and receive personalized support from homeroom instructors.

HOME ECONOMICS 9-12

Meets Graduation Requirement: Elective Meets UC/CSU "a-g" subject area: none

Description:

This course will provide students with an understanding of the way in which society organizes its limited resources to satisfy unlimited wants. Students will be introduced to the major characteristics of the mixed market economic system in the U.S. and how basic economic questions are answered. Emphasis will be placed on the individual's role as producer, consumer, saver and taxpayer in relation to the system. Students will compete in an investment project. Students will be given the assignment of investing \$50,000 in the stock market. Each student is expected to keep a stock portfolio and company research notebook.

LEADERSHIP & NEWS GRADES 9-12

Meets Graduation Requirement: Elective Meets UC/CSU "a-g" subject area: none

Description:

Students will have the opportunity to increase their understanding and/or effectiveness in communications skills, group processes, managerial skills, self-awareness, and human relations skills. In this course students are the voice at La Sierra and develop school site activities in tandem with the school site council/advisory committee. Students also articulate and assist in communicating their goals as they are involved in interviewing, writing articles, and working together to create school newsletters, and distribute necessary information to the entire battalion.

LIFE SKILLS GRADES 7-12

Meets Graduation Requirement: Elective Meets UC/CSU "a-g" subject area: none

Description:

La Sierra highly recommends that students take the Life Skills course as part of their stay at La Sierra. This course promotes healthy alternatives to risky behavior through activities designed to teach students the necessary skills to resist social (peer) pressures to smoke, drink, and use drugs. This course

provides students with ways to develop greater self-esteem and self-confidence, enable students to effectively cope with anxiety, increase their knowledge of immediate consequences of substance abuse, and enhance cognitive and behavioral competency to reduce and prevent a variety of healthy risk behaviors.

MENTAL HEALTH/FIRST AID GRADES 9-12

Meets Graduation Requirement: Elective Meets UC/CSU "a-g" subject area: none

Description:

La Sierra highly recommends that students take Mental Health/First Aid as part of their stay at La Sierra. This course helps students familiarize themselves with illness in today's society and is a required course by Safety preparation programs. The course is designed to create awareness and assisting in reducing the stigma on mental health. The class will incorporate the Mental Health First Aid curriculum and teach students the basics of first aid assistance. At the end of the course students receive a certification in mental health and first aid.

MONDAY SUCCESS GRADES 9-12

Meets Graduation Requirement: Elective Meets UC/CSU "a-g" subject area: none

Description:

Monday Success is a weekly course designed for students to interact with the community, college and career awareness and character accounts activities. Students are provided with presentations from leaders in the community regarding specific skills in the areas of pathways, career readiness, college coursework and preparation, and the necessary tools needed for success in these areas.

HOMEROOM SUCCESS GRADES 9-12

Meets Graduation Requirement: Elective Meets UC/CSU "a-g" subject area: none

Description:

Homeroom success is a monthly course designed for students to specifically plan their future. Curriculum is provided for students to self-reflect on current coursework and the necessary skills to be college and career ready. Students will design an electronic portfolio required as seniors of college and career investigations, financial obligations, career assessments, resumes, sample student work, and community service.

RECONNECTING YOUTH GRADES 9-12

Meets Graduation Requirement: Elective Meets UC/CSU "a-g" subject area: none

Description:

La Sierra recommends that all students take a minimum of one RY course throughout their stay at La Sierra. RY is a school-based indicated prevention course that provides skills training, with a focus on building self-esteem, setting/monitoring goals, decision-making, personal control, and interpersonal communication. A small-group context of adult and peer support is used to enhance the personal and social protective factors of youth. Through this program social activities and school bonding are developed to foster health choices in friends and an increased repertoire of fun, safe, and drug-free activities.

SUCCESS LAB GRADES 9-12

Meets Graduation Requirement: Elective Meets UC/CSU "a-g" subject area: none

Description:

Success Labs serve as a support to help improve and maintain core class academics. Cadets will be given time to complete homework assignments, review class notes, work on projects, and receive support from instructor and peers. Reviewing foundational skills in mathematics and English language arts is required according to assessment scores. There will also be time allotted for computer based learning, research and remediation.

University Preparatory High School



a program of

Tulare County
Office of Education
Jim Vidak, County Superintendent of Schools



in partnership with



The Tulare County Office of Education (TCOE), in partnership with the College of the Sequoias (COS), has established a unique, high-performance high school on the COS campus. University Preparatory High School (UPHS) is a free, public high school chartered by the Tulare County Board of Education. The school opened in Fall 2009.

University Preparatory High School (UPHS) welcomes all highly-motivated students looking for an accelerated and rigorous academic program that prepares them for college success. UPHS students will experience their high school years in a college setting, participate in college classes and earn college credits.

UPHS also offers a robust arts program, including drama, dance, music and fine arts. Additionally, students have a growing number of sports options, including soccer and sports classes available at COS.

Early College Experience

One of the many strengths of University Preparatory High School is the opportunity it provides students to acclimate to college culture and develop the many skills required for college success while they are still in high school. They learn to navigate the complexities of the modern college experience, develop academic and social self-reliance, and effectively implement learning strategies that will serve them well for a lifetime. UPHS students also take a variety of interesting college courses that are transferable to four-year colleges and universities. Students earn college credits in a variety of ways. For example, they may enroll in regular COS courses, take online COS classes, or take articulated high school classes that simultaneously earn both high school graduation credits and transferable college units.

According to many studies conducted by Jobs for the Future, in partnership with The Bill and Melinda Gates Early College High School Initiative, the early college high school approach is a time-tested method proven to increase academic success and college readiness, as well as successful matriculation to and graduation from institutions of higher learning.

Service for Others

UPHS students work cooperatively on projects for the benefit of others. Sometimes these student-generated service projects are in the form of fundraisers and food or clothing drives for local, national or international communities at times of need. Other volunteerism and beautification projects serve the

needs of the College of the Sequoias community. At UPHS, there is an emphasis on service-learning, a form of community service in which students learn to ask a specific community what services would be of use to them. Students then work collectively to develop and implement a service plan. Afterwards, students write a reflection about what they have learned. In this way, UPHS is involved in serving many communities within the city of Visalia and Tulare County. Through service to others, UPHS students learn the values of leadership, goal-setting, and meaningful participation in civic life. Over 75 clubs on the campus of the College of the Sequoias also provide numerous opportunities for UPHS students to be of service to others.

Core Values

University Preparatory High School The educational model for curriculum and instruction at University Preparatory High School is based on these core values:

- The development of knowledge is a worthwhile pursuit in its own right, and its development requires dedicated effort.
- High expectations for all students will lead to all students performing at high levels.
- A supportive and caring school environment is essential to nurture students' abilities, talents, aspirations and desires.
- Participation in youth development activities, community service, mentoring and civic engagement empowers students to improve their communities, reach out to others, and become positive agents for change.
- All human beings are deserving of dignity and worth, and University Preparatory High School is a place where the ideals of equality of treatment and equality of opportunity contribute to a culture of tolerance and respect for each and every individual.

University Preparatory High School Courses

ENGLISH COURSES

COLLEGE PREPARATORY ENGLISH 9

Grade level: 9 Prerequisite: none

Recommendations: none A-G: meets B Graduation: required

Description:

College Preparatory English 9 includes the four aspects of language use: reading, writing, speaking, and listening. College Preparatory English 9AB builds upon the student's prior knowledge of grammar, vocabulary, word usage, and mechanics, including expository and informational materials. Students are introduced to written compositions in a variety of genres, often linked to the reading selections. In addition, CP English 9AB asks students to develop effective reading and writing strategies that will prepare them for college level English. Students move toward a more sophisticated sentence structure, learn the value of effectively implementing the writing process, use college level research techniques and formatting, employ critical reasoning skills to develop strong positions in their writing, move beyond basic comprehension as seen in simple plot summaries to developing a critical eye when analyzing literary pieces.

COLLEGE PREPARATORY ENGLISH 10

Grade level: 10 Prerequisite: English 9

Recommendations: none A-G: meets B Graduation: required

Description:

College Preparatory English 10AB offers students a balanced focus on composition and literature. Students learn to write persuasive, critical, and creative multi-paragraph thematic essays and research papers. The study of literature and other written material encompasses various genres as students improve their reading comprehension and develop the skills to determine the purposes and themes of authors and to recognize the techniques employed by authors to achieve their goals. In addition, CP English 10AB students learn effective reading and writing strategies to prepare them for college level English. The course focuses on a variety of literature pieces, sentence structure, the writing process, research techniques and writing, language acquisition, reading comprehension, literary analysis, and critical thinking.

COLLEGE PREPARATORY ENGLISH 10 HONORS

Grade level: 10 Prerequisite: English 9

Recommendations: by teacher A-G: meets B Graduation: required

Description:

This course centers around two themes: The evolution of the Global Society and Understanding the Human Condition. Students will focus on reading comprehension, literary analysis, critical thinking, grammar conventions, writing strategies, speaking/listening skills, and media/technology literacy, as students learn and demonstrate mastery of the California 10th grade English language arts common core state standards at an advanced level. Students will read short stories, novels, poetry, drama, speeches, business and technical documents, essays, articles, and digital media, as they develop identities as readers and learn to comprehend, analyze, evaluate, respond, and defend their arguments about a text as it connects to the themes of the evolution of the global society and the human condition. Through literary response and expository essays, several forms of persuasive writing, business letters,

and technical documents students will recognize and utilize fundamental writing structures, while sharpening their grammar, spelling, and vocabulary at advanced levels to help prepare them to take English 1 at our local community college during their junior year of high school. This course will promote the professional skills of a successful 21st century adult by requiring students to comprehend and critically analyze the complexities of literary materials, while utilizing technology in an outstanding manner, writing effectively and articulately, collaborating, and presenting and displaying insightful, elaborate ideas in both written and oral arguments.

COLLEGE PREPARATORY ENGLISH 11

Grade Level: 11 Prerequisite: English 9, 10

Recommendations: write 1000 words A-G: meets B Graduation: required

Description:

College Preparatory English 11AB develops students' ability to communicate effectively through written and oral formats. Exercises are introduced to help students learn to read more effectively for enjoyment and correctness in expression, as well as to continue their development of critical skills for evaluating fiction and expository texts from print, digital, and online sources. Students also receive collegiate-level writing instruction to prepare them for writing on demand and the heightened expectations of college courses. Analytical and evaluation skills are deepened and sharpened through literary response and discussion, debate, and persuasive, expository and research writing processes. Listening skills emphasize following directions, clear comprehension, evaluation and response to a speaker's position or argument and the relevance/validity/sufficiency of evidence supporting claims. Reading material is chosen from American Literature representing key periods in literary development, as well as historical documents and commentaries that reflect the dynamic evolution of American character and identity. In addition, CP English 11AB prepares students for college-level English by continuing to build vocabulary and mastery of grammar, conventions, syntax and sentence structure. The course focuses on developing students' understanding of American literature as a reflection of the dynamic and ongoing interplay of American history and spirit, and invites students to engage in the still—unfolding American story as thinkers, observers, commentators and participants.

COLLEGE PREPARATORY ENGLISH 12

Grade Level: 12 Prerequisite: English 9,10,11

Recommendations: write 1200 words A-G: meets B Graduation: required

Description:

College Preparatory English 12AB polishes our high school students' abilities to communicate effectively through written and oral formats. Activities are introduced to expose students to short fiction and poetry from authors around the world so students learn to read in preparation for collegiate level college English classes. The course focuses on two components. The first component helps students build their reading skills and critical analysis skills so they read more effectively for enjoyment and correctness in expression. In addition, they work at evaluating fiction, poetry, and expository texts from print, digital, and online sources to develop a better understanding of the writing process. The second component of the class expects students regularly engage in collegiate-level writing instruction to ensure their preparation for writing on demand and the heightened expectations of college courses. Students are also asked to create a writing portfolio where they take their technical knowledge of writing and form to create pieces of poetry, short fiction, and expository writing. Analytical and evaluation skills are sharpened through the constructive revision process, literary response and discussion, debate, and persuasive, expository and research writing processes. Listening skills emphasize following directions, clear comprehension, evaluation and response to a speaker's position or argument and the relevance/validity/sufficiency of evidence supporting claims. Reading material begins with

examining short fiction and poetry from our British literature anthology and moves to looking at short fiction, poetry, and expository pieces by authors from various countries, cultures, and time periods. All reading pieces used will address the following theme: The nature of life and success and failure in the modern world. In addition, CP English 12AB works to finalize our students' preparation for college-level English by continuing to build vocabulary and mastery of grammar, conventions, syntax and sentence structure. The course focuses on developing students' understanding of their own personal definitions of life as seen through the perceptions of success and failure; while at the same time, the course examines the human condition experienced throughout time and in all cultures. Overall, the course expects students to be thinkers, observers, commentators, and participants.

CSU EXPOSITORY READING AND WRITING

Grade Level: 12 Prerequisite: English 9, 10, 11

Recommendations: none A-G: meets B Graduation: required

Description:

The goal of the Expository Reading and Writing Course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. The course materials also include modules on two full-length works (one novel and one work of nonfiction). Written assessments and holistic scoring guides conclude each unit.

MATHEMATICS COURSES

ALGEBRA I

Grade Level: 9,10 Prerequisite: Passing Pre-Algebra "C" or better

Recommendations: Algebra Readiness Assessment (80% or better) A-G: meets C Graduation: required

Description:

This is a first year algebra course in which students will learn to reason symbolically. The key content involves writing, solving, and graphing linear and quadratic equations, including systems of two linear equations in two unknowns. Quadratic equations are solved by factoring, completing the square, graphically, or by application of the quadratic formula. The course also includes study of monomial and polynomial expressions, inequalities, exponents, functions, rational expressions, ratio, and proportion. Algebraic skills are applied in a wide variety of problem-solving situations.

GEOMETRY

Grade Level: 9, 10 Prerequisite: Passing Algebra I "C" or better

Recommendations: Geometry Readiness Assessment (80% or better) for incoming 9th graders A-G: meets C Graduation: required

Description:

This geometry course is a look at the study of geometric concepts including the basic elements of geometry, proofs, parallel and perpendicular lines, the coordinate plane, polygons, circles, trigonometry, congruence, similarity, solids, and transformations.

ALGEBRA II

Grade Level: 9, 10, 11, 12 Prerequisite: Passing Algebra I and Geometry "C" or better

Recommendations: none A-G: meets C Graduation: elective

Description:

This course complements and expands the mathematical content and concepts of Algebra I and geometry. Students 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. Course topics include absolute value, systems of linear equations and inequalities, matrices, operations on polynomials, rational expressions, quadratic equations and functions, conic sections, inverse functions, sequences and series, probabilities, and mathematical induction.

PRE-CALCULUS

Grade Level: 10, 11, 12 Prerequisite: Passing Algebra II "C" or better

Recommendations: none A-G: meets C Graduation: elective

Description:

Pre-Calculus instruction covers algebra and functions, with attention given to graphing and solving linear, quadratic, polynomial, rational, exponential, and logarithmic functions. Instruction during the first semester also includes maxima/minima problems, average rate of change, and compound interest. During the second semester, students work to develop an understanding of trigonometry. In trigonometry students learn mathematical analysis, and linear algebra. The course content includes trigonometric functions, the graphing of trigonometric functions, and trigonometric identities. In addition, the course provides instruction in inverse functions and equations, mathematical computation with complex numbers, representing lines as vectors in the plane, and incorporates a study of conic sections, transformation of coordinates, polynomial and rational functions, and polar coordinates. This course prepares students for calculus or other college math classes.

MATH 101

Grade Level: 9, 10, 11, 12 Prerequisite: none

Recommendation: none A-G: none Graduation: elective

Description:

Students review mathematical processes and theories closely and critically, to learn how to construct viable arguments and critique reasoning of others. Students apply abstract and quantitative reasoning for making sense when problem solving. Students create mathematical models and use appropriate tools strategically. Students are able to explain and communicate to a wide range of audiences mathematical and statistical information which is reasonable and correct through precision and perseverance. Students engage in research and inquiry to investigate mathematical topics and to present mathematical and statistical information. The Math 101 course puts more emphasis on working with numbers and data, the connections between Algebra and Geometry, and problem solving. There is

less emphasis on working pure algebra problems. The test provides the major geometric formulae for reference because its purpose is to assess understanding of mathematical concepts and problem-solving skills rather than recall of facts and equations.

SOCIAL SCIENCE/HISTORY

WORLD GEOGRAPHY

Grade Level: 9, 10, 11, 12 Prerequisite: none

Recommendations: none A-G: meets A Graduation: elective

Description:

This course provides an understanding of the distribution and characteristics of the world's major cultures and of the dynamics of human migration and cultural diffusion. Topics include basic physical geography, map reading, and studies of various regions of the world. The course emphasizes the traditional and contemporary roles of foreign nations in the growth of American culture.

WORLD HISTORY

Grade Level: 10, 11, 12 Prerequisite: none

Recommendations: none A-G: meets A Graduation: required

Description:

This course provides an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. Students study cultures of the western and nonwestern world. The course integrates geography with history and cultural studies.

UNITED STATES HISTORY

Grade Level: 11, 12 Prerequisite: none

Recommendations: none A-G: meets A Graduation: required

Description:

United States History students will examine the major turning points in American History in the 20th Century. We will emphasize in: expanding role of the federal government and federal courts; the struggle between states and federal power; the impact of technology on American society and culture; the change in ethnic diversity and the movements toward equal rights for racial minorities and woman; the role of the US as major world power. To do this, students will examine American culture, including religion, literature, art, drama, architecture, education and the mass media.

CIVICS/AMERICAN GOVERNMENT

Grade Level: 12 Prerequisite: Passing US History "C" or better

Recommendations: none A-G: meets A Graduation: required

Description:

Students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. They draw on their studies of American history and of other societies in the world today. This course prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. Topics include the Constitution and the Bill of Rights; the Courts and the Governmental Process; Our Government Today; the Legislative and Executive Branches; Federalism; and State and Local Government. Contemporary issues, including key passages from the Federalist Papers and similar primary sources are studied in light of democratic principles.

ECONOMICS

Grade Level: 11, 12 Prerequisite: none

Recommendations: none A-G: meets G Graduation: required

Description:

Economics for Grade 12 is a one-semester course designed to help students become responsible decision makers as they are exposed to economic issues at the personal, local, national and international levels. The course will focus on economic principles and concepts with emphasis on practical application as it relates to the consumer. The course is divided into four basic economic units: Fundamental economics concept, comparative economic systems, the principles of microeconomics, the principles of macroeconomics and international economics concepts.

SCIENCE**PHYSICAL EARTH SCIENCE**

Grade Level: 9, 11, 12 Prerequisite: Passing Algebra I or concurrently enrolled

Recommendations: none A-G: meets G Graduation: required if student does not take Chemistry

Description:

This introductory course covers the basic topics of chemical bonds, periodicity, kinetic molecular theory, kinetics, energies, dynamic equilibrium, conservation laws, atomic and molecular theory, and chemical systems. The course also includes applications of chemical principles. In addition, the course covers Earth Science including geology, weather, solar system and stars. This course provides opportunities for students to learn reasoning skills and a new way of thinking about their environment. Course will present applications of concepts and theories to topics of current interest.

BIOLOGY

Grade Level: 10 Prerequisite: Passing Algebra I "C" or better Recommendations: Passing English 9 "C" or better A-G: meets D Graduation: required

Description:

The Biology course was designed to help develop students' ability to scientifically analyze the world around them, to learn scientific methodology, to know proper lab procedures, and to understand the connection between biological research and their life. In addition, students learn to develop their ability to communicate effectively a hypothesis, an experiment's data/variables, and the conclusions they can draw based on the evidence given to them. Students also receive explicit lessons in collegiate-level scientific writing to help them develop their knowledge of the various applications of scientific writing in the world of science. Analytical and evaluation skills are deepened and sharpened through labs, class conversations, debates, lab reports, and by using scientific methodology when considering and discussing the complexities as they are presented in the world of Biology Also, the course was designed to help students work on their listening skills. Additionally, students must comprehend the relevance/validity/sufficiency of the evidence being presented. The Biology course has chosen to use material from the district adopted Biology textbook, current published research studies/scientific journals, and other collegiate-level research documents that have been recommended by our community college biology instructors. Lastly, our Biology course was specifically designed to prepare students for college-level biology by building their scientific vocabulary, their academic reading skills, as needed to comprehend scholarly published biology related studies, their understanding of scientific methodology through participation in regularly scheduled labs, and their ability to observe, analyze, evaluate, and draw conclusions when presented with various pieces of data.

CHEMISTRY

Grade Level: 11, 12 Prerequisite: Passing Algebra I "C" or better

Recommendations: none A-G: meets D Graduation: required

Description:

This is an introductory course in theories and concepts of modern chemistry. The course emphasizes the structure of the atom, solutions and equilibrium, periodic properties, bonding and common reactions, acid-base reactions, and oxidation-reduction reactions. The student will be introduced to quantum mechanics, nuclear chemistry, and stoichiometry. The laboratory work will develop students reasoning power, the ability to apply chemical principles; as well as acquaint students with chemical laboratory techniques. This introductory course covers the basic topics of chemical bonds, periodicity, kinetic molecular theory, kinetics, energies, dynamic equilibrium, conservation laws, atomic and molecular theory, and chemical systems. The course usually includes applications of chemical principles.

ANATOMY AND PHYSIOLOGY

Grade level: 11, 12 Prerequisite: Passing Biology "C" or better

Recommendations: Passing Geometry "C" or better A-G: meets G Graduation: elective

Description:

Human Anatomy and Physiology is a course designed to acquaint students with the anatomical and physiological principles necessary to understand the basic structure and function of the human body. Students will study the body systems and how they maintain homeostasis and how the body responds to disruptions of homeostasis. This course is designed for students who desire a third or fourth year of science or who have an interest in the medical field.

FOREIGN LANGUAGE**SPANISH I**

Grade Level: 9, 10, 11, 12 Prerequisite: none

Recommendation: none A-G: meets E Graduation: required

Description:

Spanish I is a college preparatory introductory course design for students who are native speakers of a language other than Spanish. This course focuses on the development of the four major language skills: listening, speaking, reading and writing in Spanish. Students will learn to communicate in Spanish through speaking and writing activities and comprehend Spanish through listening and reading activities at a basic level. In addition to these skills, students will learn basic grammar concepts and explore many aspects of Hispanic culture and heritage. In addition, this course follows a communicative information-based task approach, which comes from the idea that languages are best learned when real world information becomes the focus of students' activities. Therefore, students will exchange real-life information about themselves with their classmates.

SPANISH II

Grade level: 10, 11, 12 Prerequisite: Passing Spanish I "C" or better

A-G: meets E Graduation: elective

Description:

Spanish II is the second college preparatory course design for students who are native speakers of a language other than Spanish and who have successfully completed Spanish 1 level. This course focuses on the development of the four major language skills: listening, speaking, reading and writing in Spanish.

This course expands and improves communication and comprehension skills through speaking, writing, listening and reading activities. Students will increase their vocabulary and expand on grammar concepts presented in Spanish 1. Students will continue to explore many aspects of the Hispanic culture and heritage. In addition, this course follows a communicative information-based task approach, which comes from the idea that languages are best learned when real world information becomes the focus of students' activities. Therefore, students will exchange real-life information about themselves and their classmates.

SPANISH III

Grade Level: 11, 12 Prerequisite: Passing Spanish II "C" or better

A-G: meets E Graduation: elective

Description:

Spanish III is the third college preparatory course design for students who are native speakers of a language other than Spanish and who have successfully completed Spanish 2 level. This course focuses on the development of the four major language skills: listening, speaking, reading and writing in Spanish. Instruction emphasizes a higher level of communication and comprehension through speaking, writing, listening and reading activities. Instruction includes exploration of new and challenging topics and experimentation with more complex language structures. Students will continue to explore many aspects of the Hispanic culture and heritage. In addition, this course follows a communicative information-based task approach, which comes from the idea that languages are best learned when real world information becomes the focus of students' activities. Therefore, students will exchange real-life information about themselves and their classmates.

VISUAL PERFORMING/ FINE ARTS

ART APPRECIATION

Grade Level: 9, 10, 11, 12 Prerequisites: none

Recommendations: none A-G: meets F Graduation: required

Description:

This is an introductory course in art appreciation open to all students with an interest in developing an understanding of the historical timeline of the visual arts. Projects include two-dimensional arts projects which focus on the student's interpretation of specific art periods. Students will explore drawing and painting skills, as well as collage. Students will keep an altered book that gauges progress as well as interests and development of skill and exploration of art periods and specific artists. Students will explore modern art history, art criticism, and aesthetic perception, historical and cultural perspectives through lecture and discussion. Students will build visual arts vocabulary that generates articulate correlations of historical and social influences that stimulated the art process of that particular time and place. Students will be evaluated through participation in class discussions, art historical research papers, exams, and portfolio reviews throughout the semester. Instructor will grade artwork on effort, craftsmanship, creativity, and originality.

ART FUNDAMENTALS

Grade Level: 9, 10, 11, 12 Prerequisite: none

Recommendations: none A-G: meets F Graduation: required

Description:

Art Fundamentals provides a depth of exploration in developing understanding of artistic perception through personal responses to art works. Students will develop creative expression skills through studio work while connecting historical and cultural contributions of art history to the present. Students will demonstrate abilities in analyzing critical assessments based on aesthetic valuing and make applications to other academic disciplines as a method of enhancing critical and divergent thinking skills. Students will explore careers in the arts and research visual arts colleges and requisite training in the field. Art Fundamentals will build a visual vocabulary based on elements of art, principals of design and color theory. Exploration of materials and skill development will enhance understanding of fundamental constructs in the visual arts and continue to increase complexity and theory. Students will create a portfolio that contains class assignments, research papers, and independent projects that demonstrate originality based on personal understanding of functions of art and visual structures.

CONCERT CHOIR

Grade Level: 9, 10, 11, 12 Prerequisite: Audition with Instructor

Recommendations: Choir I A-G: meets F Graduation: elective

Description:

Concert Choir is an auditioned choir for grades 9-12. Concert Choir polishes our high school students' abilities to communicate effectively through the language of Music in a multiplicity of forms. Students in our Concert Choir sing the Classics, as well as Madrigals, Spirituals, Gospel, Jazz, Pop and more. The course focuses on two components. Students learn to read and comprehend the foreign language of Music while learning to perform it for personal experience and pleasure and for the benefit of the school and community. Listening skills emphasize following directions, clear comprehension, evaluation and response to the composer's position and the relevance/validity/sufficiency of evidence shown in each musical piece studied. The course focuses on developing students' understanding of their own personal definitions of life in their music as seen through the perceptions of success and failure; while at the same time, the course examine the human's musical condition experienced throughout time and in all cultures. In Concert Choir, an emphasis is placed on valuing music and how they may add their gifts and talents to this inexplicable art form by developing singing techniques and learning choral discipline. In addition, students learn performance styles, music vocabulary, and sight-reading. A limited number of rehearsals and performances outside of the school day are required.

DANCE I

Grade Level: 9, 10, 11, 12 Prerequisite: none Recommendations: none A-G: meets F Graduation: can fulfill Visual/Performing requirement or year two Physical Education

Description:

Dance I is a beginning class for the student who has had little or no background training in dance. In this class students will be learning ballet, jazz, tap, modern and Pilates technique. Through the introduction of these techniques, the students will begin to have a working vocabulary of movement that will help them progress into improvisational work as well as choreography. Students will also have a chance to perform throughout the year participating in the fall and spring performances. Students will have the opportunity to see live performances and respond critically through written form. Injury prevention, health, and diet for the dancer will also be covered. Dance in historical context and cultural diversity will be taught.

DRAMA I

Grade Level: 9, 10, 11, 12 Prerequisites: none

Recommendations: none A-G: meets F Graduation: required

Description:

The Course is designed to introduce the student to the world of Theater. Through various processes each student will discover what is encompassed in the history of drama and the dramatic profession. Through reading of the textbook and scripts: writing essays and scripts: design, acting, and lecture, students will have a beginning understanding of the history of drama and the dramatic profession.

DRAMA II

Grade Level: 9, 10, 11, 12 Prerequisites: Drama I

Recommendations: none A-G: meets F Graduation: required

Description:

This course is designed to take the skills learned in Drama I and improve on them. The students will write scenes, and monologues, and direct other student performances. Students will select, read, and edit scripts, just as a director is supposed to. Students will explore the technical aspect of theater through essays, daily journaling, and play critiques.

HISPANIC CULTURE THROUGH DANCE

Grade Level: 9, 10, 11, 12 Prerequisite: none

Recommendations: none A-G: meets F Graduation: can fulfill Visual/Performing requirement or year two Physical Education

Description:

This fine arts course teaches students Mexican Folk Dance from several different regions of Mexico. Students are taught the basic techniques of ballet and flamenco, which are beneficial in mastering the different styles of Mexican dance. Emphasis is on producing a high level of dancers, and to allow students to learn about the Mexican culture. Artistic perception, creative expression, historical and cultural context, and aesthetic valuing will be taught through dance, observation and written analysis. The course requires considerable time outside of class for rehearsals, behind the scene preparations and performances.

JAZZ ENSEMBLE

Grade Level: 9, 10, 11, 12 Prerequisite: Basic performance level on an instrument

Recommendations: none A-G: meets F Graduation: required

Description:

Jazz ensemble will perform material from various periods of musical history, including Swing, Ragtime, Blues, Latin jazz, Smooth Jazz, Rock and Funk. In addition to performance and rehearsal, students will achieve enhanced awareness of the history and events surrounding the creation of this music. Students will also have the opportunity to create their own compositions in the styles that we are studying.

INSTRUMENTAL ENSEMBLE

Grade Level: 9, 10, 11, 12 Prerequisites: none

Recommendations: none A-G: none Graduation: elective

Description:

In this course students will develop an interest in Instrumental Music and performing. The goals of the course include; encouraging music participation, teaching to play an instrument and listening skills, preparing students for Concerts/Performance. An introduction to Composers with a variety of styles and work will also be integrated.

PHYSICAL EDUCATION

PHYSICAL EDUCATION

Grade Level: 9 (required), 10, 11, 12 Prerequisite: none

Recommendation: none A-G: none Graduation: required

Description:

Physical Education is an essential and basic part of the total education program. It is a process that contributes to the total development of every student through physical activity and recognizes the physical, mental, emotional and social characteristics of students. The Physical Education program provides a variety of movement experiences to help all students develop the skills, knowledge, and attitudes necessary to function effectively in society.

HEALTH

Grade Level: 9, 10, 11, 12 Prerequisite: none

Recommendation: none A-G: none Graduation: required

Description:

This class has been carefully designed to provide students with the knowledge, skills and understanding that will enable them to make healthy life style choices, both with respect to their immediate health needs and the long-range consequences of behaviors they initiate during this period. This course addresses both the state and federal mandates in the health area.

ELECTIVES

ACADEMIC EXCELLENCE IN READING AND WRITING

Grade Level: 9, 10, 11, 12 Prerequisite: none

Recommendations: none A-G: none Graduation: elective

Description:

In this course, students will be applying all the effective reading and writing strategies they have learned in their college preparatory English classes. The course will focus on project based and collaborative learning. Students will be asked to think of, design, create, and publish various projects throughout the semester. An emphasis will be placed on application of the writing process, research techniques, reading comprehension, literary analysis, critical thinking, and publishing/graphic/video programs as they apply to real world jobs. This is a Friday course only, earning 1.5 elective credits per semester.

CAREER EXPLORATION

Grade Level: 9, 10, 11, 12 Prerequisite: none

Recommendation: none A-G: none Graduation: elective

Description:

This class has been carefully designed to introduce students to the process of career decision-making, educational planning, and job searching. Topics include analyzing personal career interests, values, and aptitudes; surveying and researching fields with related educational and training requirements; practicing the decision-making process; and basic job search skills such as completing applications, writing letters of application, developing and using resumes, and interviewing. This is a semester class.

ENGLISH LAB/ SAT PREP

Grade Level: 10, 11, 12 Prerequisite: none

Recommendations: none A-G: none Graduation: elective

Description:

In this course, students will learn to effectively and efficiently read, understand, and dissect the SAT/ACT standardized tests. Students will improve their understanding of test design, and they will learn to deconstruction test questions. Students will participate in activities that develop their ability to score well on these two college entrance tests. This is a Friday course only, earning 1.5 elective credits per semester.

FX OF MUSIC

Grade Level: 9, 10, 11, 12 Prerequisite: none

Recommendation: none A-G: none Graduation: elective

Description:

In this course students will develop an interest in Music and Music Film Scoring as well as get to know the amazing artists who created the Musical Scores in the Films. Goals are to encourage music understanding and the Impact it can have on emotion and the world around us. Students will learn instrumental analyzation skills that will prepare them for comprehensive listening skills. In addition, this class will introduce composers with a variety of styles.

GRAPHIC STORYTELLING AND LITERARY MAGAZINE

Grade Level: 9, 10, 11, 12 Prerequisite: none

Recommendation: none A-G: none Graduation: elective

Description:

In this course, students will be learning how to tell a story effectively using pictures and dialogue. They will also be compiling, and construction a Literary Magazine for the school. Lessons will alternate between effective graphic-based storytelling, and the ways and means of publishing a professional literary magazine. This is a Friday course only, earning 1.5 elective credits per semester.

INTRAMURAL SPORTS

Grade Level: 9, 10, 11, 12 Prerequisite: none

Recommendation: none A-G: none Graduation: elective

Description:

The UPHS Intramural Program is a club sports program. The Club Program's mission is to serve the students, faculty, and staff by providing an opportunity for a quality competitive and social outlet while maintaining a fun and safe environment. Our student led program (with the guidance of staff members) strives for excellence by emphasizing the values of good sportsmanship, integrity, and cooperation; aiming to create a diverse experience that all participants want to return to year after year. On occasion UPHS is able to include other similar schools in a friendly competition. This is a Friday course only, earning 1.5 elective credits per semester.

JOURNALISM I AND II

Grade Level: 9, 10, 11, 12 Prerequisite: teacher recommendation

Recommendation: write 750-1000 words A-G: meets G Graduation: elective

Description:

Journalism prepares students for work on school newspaper and literary magazines by fostering habits of clear, concise, written expression and by developing the ability to write interestingly. The course improves students' use of grammar, spelling, punctuation, sentence and paragraph form, style, and

structure and offers basics training in techniques of interviewing and news writing. The course helps students develop advanced word processing skills, and it teaches them to create an Internet presence through the designing of both an on-line newspaper and literary magazine using Google Sites. In addition, it fosters a critical thinking and an analytical attitude toward news and develops the ability to evaluate the worth of publications through wide and intelligent readings of newspapers and periodicals.

LEADERSHIP AND SERVICE LEARNING I, II, III

Grade Level: 9, 10, 11, 12 Prerequisite: none

Recommendation: none A-G: none Graduation: elective

Description:

In this course, students will learn to work effectively and efficiently with other students to develop a service learning project or run a Club Organization that benefits all students. Students will improve their understanding how to create and run a volunteer organization/design and run a service learning project. Students will participate in activities, conversations, and/or group work to extend or more critically analyze the process need to create and run a Club/Volunteer Organization. Students will work primarily on their Club Organization/ Service Learning Project once a week with their teacher; however, time outside of class may be required to complete their project each semester. This is a Friday class only, earning 1.5 elective credits per semester.

MATH LAB

Grade Level: 9, 10, 11, 12 Prerequisite: none

Recommendation: none A-G: none Graduation: elective

Description:

In Math Lab, students will work on their assigned homework for their particular high school or COS math class and seek assistance. Students can collaborate with other students to complete their assigned homework. Students will also work on developing new strategies and problem solving skills for the math course they are enrolled in. Students will also work on being proficient in the math concepts or math standards for their particular math course. This is a Friday course only, earning 1.5 elective credits per semester.

MUSIC PERFORMANCE

Grade Level: 9, 10, 11, 12 Prerequisite: none

Recommendation: none A-G: none Graduation: elective

Description:

In this course students will develop an interest in singing or playing an instrument. Goals are to encourage music participation, teaching to play an instrument and listening skills, preparing students for Concerts/Performances, introduce Composers with a variety of styles and works, and develop a fascination and recognition of musical styles. This is a Friday course only, earning 1.5 elective credits per semester.

SERVICE LEARNING

Grade Level: 9, 10, 11, 12 Prerequisite: none

Recommendation: none A-G: none Graduation: elective

Description:

Service learning is a core value here at University Preparatory, and this class is where students learn the fundamentals of how to combine our ideal of being of service to the community with active learning processes and strategies. Projects will involve applying what we are learning at school in a way that benefits the communities we belong to and/or learning important academic and civic skills from the

community service work projects we embrace. This is a Friday course only, earning 1.5 elective credits per semester.

SOCIAL SCIENCE LAB

Grade Level: 10, 11, 12 Prerequisite: none

Recommendation: none A-G: none Graduation: elective

Description:

In this course, students will learn to effectively and efficiently read, understand, and take notes. Students will improve their understanding of test design, and they will learn to deconstruct test questions. Students will participate in activities, conversations, and/or group work to extend or more critically analyze the content being taught. Students will receive more clarity for class assignments/homework through modeling and guided practice. This is a Friday course only, earning 1.5 elective credits per semester.

SPEECH AND DEBATE

Grade Level: 9, 10, 11, 12 Prerequisite: none

Recommendation: none A-G: none Graduation: elective

Description:

In this course, students will learn various aspects of Public Speaking and Debating. Students will work in groups, partners and individually to prepare at least one speech and compete in a public debate. Student performance in these two assignments will determine their grade for the class. Throughout the course students will also receive lectures on the different elements of speech as they are preparing for their speech. This is a Friday course only, earning 1.5 elective credits per semester.

