

GUAJOME PARK ACADEMY

2011-2012

HIGH SCHOOL COURSE CATALOG



Turning Knowledge into Life

2000 North Santa Fe Avenue
Vista, CA 92083
(760) 631-8500

<http://www.guajome.net>

Superintendent
Bob Hampton

Fax
(760) 631-8503

Attendance Phone
(760) 631-8500 ext. 1

Counseling Phone
(760) 631-8500 ext. 1210

TABLE OF CONTENTS

Welcome to Guajome Park Academy	4	GPA Alternative Credit Options	16,17
ACADEMICS	5	High School Graduation Requirements	18
Main Campus High School Program	5,6	Community Service	19
ELC Program	6	Sample College Prep Course Sequence	20
IS Program	6	Sample IB Diploma Course Sequence	21
General Policies and Protocols	6,7	ASSESSMENTS	22
Student Study Team	7	California Standardized Testing and Reporting Program (“STAR”)	22
Section 504 of the Rehabilitation Act	7,8	Early Assessment Program (“EAP”)	22
Special Education and Other Special Circumstances	8	California High School Exit Exam (“CAHSEE”)	22
STUDENT COURSE AND CLASS SCHEDULE	9	California English Language Development Test (“CELDT”)	22
High School Program	9	California Physical Fitness Test	23
ELC Program	9	PSAT/NMSQT	23
IS Program	9	Additional Assessments	23
Semester Credit Recovery (For IS and ELC)	9	College Entrance Testing	23
Student Entering GPA Late	9,10	College Placement Exams	24
Student Voluntary Withdrawal During the Semester	10	COLLEGE & UNIVERSITY ENTRANCE INFORMATION	25
Main Campus High School Scheduling and Class Change Policy	10,11	California Community Colleges	25
Class Audits	11	California State University	25
GRADES AND CREDITS	12	University of California	25
Grading Scale	12	UC ELC Program	25
School-wide Rubric	12	Private Colleges and Universities	25
Grade Point Average	12	Out-of-State Public Colleges and Universities	25
Repeated (Remedial) Classes	13	Vocational and Technical Schools	26
Incomplete Grades	13	Cal Grant	26
Student CST Incentive	13	Scholarships	26
Class Status	13	Letters of Recommendation	26
Class Rank	13	Additional College/Career Information for Juniors and Seniors	26,27
Valedictorian/Salutatorian Selection	14	UC/CSU Subject Requirements – GPA UC Approved Courses	28
Honors Recognition	14	MAIN CAMPUS HIGH SCHOOL COURSE DESCRIPTIONS	28-38
Early Graduation Policy	14	IS COURSE DESCRIPTIONS	39-47
ELC/IS Early Graduation Policy	14	ELC COURSE DESCRIPTIONS	48-54
California High School Proficiency Exam	14	RECENT COLLEGE ACCEPTANCES	55
Transcripts and Records	14	SCHOOL MAP	56
Off-Campus Credit Policy	14,15		

WELCOME TO GUAJOME PARK ACADEMY

Vista is located in the northern region of San Diego County in California, approximately eight miles from the Pacific Ocean, and has a population of approximately 95,000. Guajome Park Academy (“GPA”) is a public, college preparatory charter school of choice with approximately 1,500 students in Grades 6-12. Our main campus offers a Grade 6-8 Middle School and a Grade 9-12 High School. GPA also offers two alternative high school programs, the Expeditionary Learning Center (“ELC”) and Independent Study (“IS”) which meet state graduation requirements.

Since its inception in 1994, the school has endeavored to establish and maintain a student body that is diverse in nature, and generally reflective of the state of California and the sponsoring Vista Unified School District (“VUSD”) in terms of race, ethnicity, and socio-economic status. GPA opened it’s brand-new, state of the art campus in 2004, and is located in proximity to both MiraCosta and Palomar Community College, as well as California State University San Marcos.

GPA is a school designed to meet the needs of a variety of learners, with standards-based curriculum that includes two tracks for high school students, an International Baccalaureate Diploma Programme (“IBDP”) and college-prep program for Grades 9-12. GPA’s alternative education opportunities through the ELC Program for Grades 10-12 is designed for students who are better served with a more individualized approach. Within the ELC Program is the IS Program for Grades 9-12 for students whose work, personal commitments, pursuit of personal passions, and/or other opportunities make them unable to attend school during traditional school hours. GPA’s mission is to inspire and mentor all learners to become responsible, critical thinking, global leaders through excellence and innovation in education.

ACADEMICS

GPA provides opportunities for students to participate in challenging learning experiences in and outside of the classroom. GPA's multi-tiered programs for Grades 6-12 are based on college preparatory expectations which meet California Content Standards, International Baccalaureate ("IB"), and/or Advanced Placement ("AP") course standards. Additional value is added through opportunities provided in programs such as the IB Diploma Programme ("IBDP"), AP, college courses, admissions requirements (A-G) of the University of California, career counseling and preparation, college preparation counseling, and community service hours. Every student who gives evidence of a sincere desire to remain in school, to be diligent in his/her studies, and to profit by the educational facilities provided, will be given every opportunity to do so.

The goal of GPA is to educate all members to strive to achieve the qualities of the GPA Expected School-wide Learning Results ("ESLRs"): self-directed learners, critical thinkers, effective communicators, and responsible citizens. GPA is a school designed to meet the needs of a variety of learners, with curriculum that provides personal achievement and is challenging for students. GPA also encourages upper divisional high school students to participate in the concurrent enrollment program with the local community colleges. GPA strives to offer students an educational program which is flexible, demanding, and appropriate.

Main Campus High School Program

GPA has a six-period schedule that runs for two semesters within the yearly school calendar. For college purposes, the first semester is considered the mid-year report. GPA assigns letter grades using a 4.0 system (pluses and minuses are not factored into grade point average calculations), with IB and AP classes receiving weighted value. Class rank is determined by academic, weighted 9-12 grade point average. High school students are provided with a choice of two educational pathways – college prep or IBDP. Courses in both pathways meet University of California A-G college entrance requirements, which prepare all students for a higher education opportunity after GPA.

International Baccalaureate

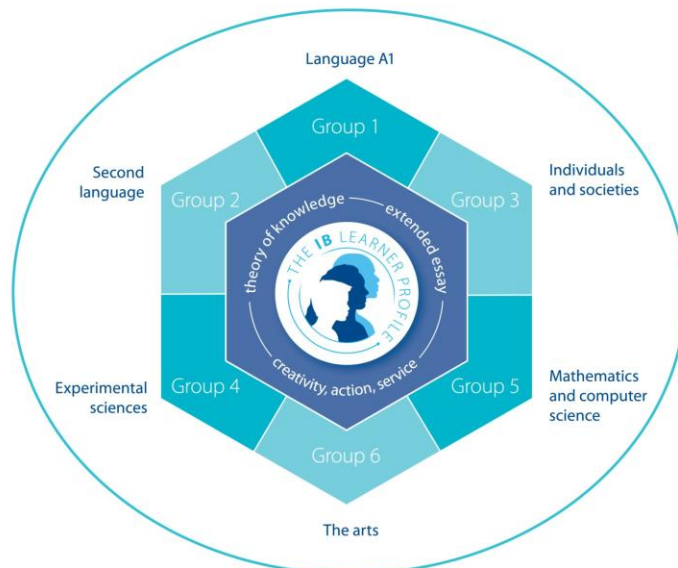
The International Baccalaureate Organization ("IBO") is a recognized leader in the field of international education, encouraging students to be active learners, well-rounded individuals, and engaged world citizens.

Diploma Programme

Students in Grades 11-12 have the option of participating in the IBDP, a college-level, rigorous course of study. The two-year curriculum includes a strong emphasis on the ideals of international understanding and responsible citizenship. The program is designed to meet the needs of highly motivated secondary students. Students who are planning on attending college or university are highly encouraged to participate in the IBDP.

Students may participate in the IBDP as diploma or certificate candidates. Diploma candidates are required to study six subjects: Language A1; Language B; Individuals and Societies; Experimental Sciences; Mathematics; and Arts/Electives. A minimum of three and not more than four courses must be taken at an IB designated higher level (recommended 240 teaching hours); the other courses are taken at the standard level (recommended 150 teaching hours). In addition, diploma candidates must complete the core requirements: Theory of Knowledge ("TOK"); Extended Essay; and Creativity/Action/Service ("CAS").

The IBDP curriculum is illustrated by a hexagon with six subject groups surrounding the core requirements and IB Learner Profile:



Students who do not pursue the diploma may earn certificates in one or more IB subjects by completing the course requirements and earning a passing score on the exam(s). Certificate candidates are not required to complete the additional core requirements.

All IB courses are year-long with the exception of TOK. Student performance and achievement is assessed using international standards. Registration information for IB exams is available during the fall semester. All registration deadlines must be met in order for students to be eligible to take IB exams. IB candidates must take the corresponding exam(s) in May of the year in which they complete the course(s). IB exam results are available in July. IB exam scores have no effect on the final grade in the course, only on the awarding of the IB diploma, certificate, or possible advanced standing in college coursework.

The IBDP is recognized by colleges and universities worldwide. IB candidates may earn college credit by earning certain scores on IB exams. For more information on how individual colleges and universities recognize the IBDP, please visit: <http://www.ibo.org/diploma/recognition/directory/>.

For more information about GPA's IBDP, please contact the IB Diploma Coordinator or visit: <http://www.guajome.net/academics/ibdip>.

Expeditionary Learning Class

GPA recognizes that students prosper in a variety of educational settings. ELC serves Grades 10-12 and candidates include credit-deficient students and those who face personal barriers in obtaining their high school diploma. Students in the ELC Program receive standards-based and remedial curriculum in a smaller class-size setting with the extra teacher contact and encouragement needed to reach this goal. ELC students benefit from fieldwork and classroom-based instructional experiences, and are also engaged in project-based and interdisciplinary learning.

Independent Study

GPA offers an IS Program to accommodate students who would benefit from a non-classroom based program due to academic or personal needs. The IS Program is another venue for students to continue their education and receive a high school diploma. The IS Program is an individualized program and is only available to students who voluntarily enroll. The IS curriculum is a core curriculum provided online with APEX Learning Systems. Students and parents are required to sign a contract with the IS Administrator or designee upon enrollment. Additionally, students are required to meet the specific timelines and deadlines determined by the IS Administrator or designee. Failure to maintain these timelines may result in dismissal from the program and GPA.

General Policies and Protocols

- For registration, enrollment, and re-enrollment policies; please refer to GPA Student Handbook.
- The GPA Course Catalog lists all *possible* course offerings for the school year. The actual courses offered may vary dependent upon staffing, course enrollments, fiscal impact, and facilities.
- All courses offered at GPA are year-long unless otherwise noted. Students are expected to remain enrolled in the scheduled courses for the entire school year. Schedule changes will only be considered during the first two weeks of the start of the school year.
- Each class is worth five credits per semester. Students are expected to earn 30 credits each semester, with the exception of qualifying seniors.
- Specific grading criteria for classes differ. Classroom grading policies are distributed during the first week of class.
- Students will be placed in grade-level designated courses. Students who have previously failed grade-level courses will be required to make the courses up in addition to the grade-specific classes.
- Students must attend school regularly, behave appropriately, and participate actively.
- Students enrolling into GPA after a semester has begun may be required to make up missed work.
- School enrollment and course enrollment can determine courses offered. Minimum students required: 21 students; maximum size varies. Courses can be cancelled for failing to meet these expectations.
- The charter school will hold the parents minimally liable for damages up to \$16,765 (Civil Code 1714.1) for any equipment, materials, and/or school property.
- Students enrolled in ELC or IS are required to commit to that academic program for the full year. Students may not be eligible to transfer back and forth between GPA programs. Also, while ELC and IS students are able to participate in GPA-sponsored athletics, clubs, and events, ELC and IS students shall not be enrolled in main campus elective courses.

Furthermore, IS students who are dropped from the program due to non-compliance issues will need to seek education options outside of GPA.

- GPA has two graduation ceremonies – one for students who meet the Main Campus program requirements, and another for students who meet the ELC and IS requirements. Students who transfer within the different programs will only be eligible to participate in the graduation program for which they have met the corresponding graduation requirements.

Student Study Team

A student receiving a progress report showing one or more failing grade(s) may first be contacted by a teacher, Counselor, or Administrator or designee. A Student Study Team (“SST”) meeting may be arranged with teachers, parent/guardian, Counselor, Administrator or designee, and the student in attendance. For students who exhibit a consistent pattern of academic challenges, a SST meeting may also be arranged. A possible Intervention Action Plan may be initiated to support the student in addressing the academic concerns. If the student is credit deficient and in danger of not graduating on time, a plan is established to get the student caught up and on track for graduation. At the SST meeting, the student learning style, strengths, and weaknesses are discussed. A plan is implemented in order to encourage and support student success. During the SST meeting, a follow-up meeting may be arranged so the student’s progress can be re-evaluated.

An SST uses a systematic problem solving approach to assist students with concerns that are interfering with academic success. The SST identifies the student’s strengths; clarifies problems and concerns; develops strategies and offers resources; provides a system for school accountability; and serves to assist the parent, teacher, and student.

Additionally, anyone who has a concern for a student can refer that student to the Counselor for SST consideration. Anyone who is connected with that student can be included in the SST in order to provide information to share about the student’s strengths, concerns, and strategies that may have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administrators, social workers, and law enforcement officers.

The GPA Counseling Department works in collaboration with the teachers and administration to develop an SST informational packet for parents, students, and teachers. The packet may include but is not limited to a flow chart of procedures to follow, checklists, notification forms, and a template for taking notes at the SST meetings.

The SST meeting may include the following steps:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified, and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to use are chosen; concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

After implementation of an SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for Special Education or Section 504 assessment might be deemed necessary by the SST.

Section 504 of the Rehabilitation Act

GPA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team is assembled by the appropriate teachers, Counselors, and/or Administrator or designee and does include the parent/guardian, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team reviews the student’s existing records including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504

services is appropriate. If the student has already been evaluated under the Individuals with Disabilities in Education Improvement Act (“IDEIA”) but found ineligible for Special Education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team who evaluates the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual, or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for Special Education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the Free Appropriate Public Education (“FAPE”). In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team participants, parents, guardians, teachers, and any other participants in the student’s education, including substitutes and tutors, must have a copy of the student’s 504 Plan. The Administrator or designee will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that a review of the 504 Plan is conducted with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

Special Education and Other Special Circumstances

Identified Special Education students may take an alternative course of study as specified in their IEP to meet state and local graduation requirements for a diploma. Additionally, within the guidelines of the IEP, if a student with a disability does not meet all state and local requirements for earning a high school diploma, then the local education agency may award the student a certificate of completion in lieu of the traditional diploma.

STUDENT COURSE AND CLASS SCHEDULE

High School Program

GPA's main campus High School Program consists of a six-period schedule with two semesters in the school calendar. Grade 9-11 students are scheduled for six periods.

Seniors are scheduled for a minimum of four periods per day but may be scheduled for a full day. Unscheduled blocks for seniors will be offered during periods five and six. Seniors who elect to have an unscheduled period/block in their schedule will not be allowed on the GPA campus during the unscheduled period/block.

Expeditionary Learning Class (ELC)

GPA's ELC Program consists of a six-period schedule with two semesters in the school calendar. The ELC Program consists of contained classrooms. The opportunity for credit recovery is available for students who are deficient in credits. See "Semester Credit Recovery" for more information.

Independent Study Program (IS)

GPA's IS program provides high school students the opportunity for credit recovery and/or accelerated learning. A range of courses are offered, including remediation courses and UC-approved AP courses through an online learning system (APEX). The IS program offers flexibility within the student's schedule. Students are required to attend a weekly on-campus meeting with their IS teacher.

GPA's middle school IS provides parents the opportunity to home school their students through a rich array of enrichment courses and standards based curriculum. Students and parents are required to attend weekly on-campus meetings with their IS teacher who will provide support, guidance, and instruction with a non-classroom based environment.

Credit deficient main campus high school and ELC students may have the option to take courses through the IS online program during the school year to make up required core courses. Students who wish to enroll in this credit recovery option should select a virtual class in their class schedule. Space is limited; and enrollment priority goes to current seniors. The student is required to meet the specific timelines and deadlines determined by the Administrator or designee. Failure to maintain the timelines will result in being dropped from that class and an "F" grade posted on the student's transcripts. All online courses must be completed at least two weeks prior to the end of the corresponding semester to allow for processing and grading. *Students interested in enrolling in online courses for credit recovery should see a GPA Counselor.*

Semester Credit Recovery (for IS and ELC)

The *Petition for Credit Recovery* form was designed for ELC and IS students who are credit deficient and would like to increase the semester earned credit in addition to the currently scheduled classes. In order to conduct a formal review of a student's Petition for Credit Recovery, a *Checklist for Petition for Credit Recovery* form (#S151.1), and the following packet of information must be submitted to the Counseling Department **no later than three weeks after the start of each semester**:

- Completed Petition for Credit Recovery Form (#S151)
- Completed Teacher Recommendation Form (#S151.2)
- Recent STAR (CST) test scores
- Transcript
- Recent progress report
- Attendance records
- Discipline records

Students with excessive tardies or absences, and/or disciplinary issues, may be denied approval for credit recovery. Petition for Credit Recovery and Teacher Recommendation Forms can be found in the Counseling Department. To obtain the additional required information (test scores, transcript, etc), please call 760-631-8500 x1210 or visit the Counseling Department to schedule an appointment. Please contact a Counselor directly if you have any questions.

Student Entering GPA Late

Students enrolling at GPA are highly encouraged to initiate enrollment at the start of each school year. If enrollment at the start of the school year is not possible, GPA encourages a student to enroll at the beginning of the semester in order for the student's educational needs to be best met. For a student transferring to or from Vista Unified School District, the deadline of two weeks after the beginning of each semester for either the transferring school or GPA, whichever is later,

applies. In order for grades and credits to be transferable, the same timeline is preferred, and many times necessary, for students transferring from surrounding school districts. For those who will be transferring from out-of-area, out-of-state, or under special circumstances, every attempt will be made to try to accommodate enrollment, space permitting. Enrollment of a student in the ELC or IS Program after the semester has begun will be managed by the ELC or IS Administrator or designee.

A student entering GPA after the semester has started will be required to submit withdrawal grades from student's previous school. Counselors will attempt to align courses accordingly, and teachers will make every effort to average correlating withdrawal grades with the grades a student earns while at GPA to assign a semester grade. GPA will only grant a weighted transfer grade to courses that match the curriculum GPA offers. After nine weeks into the semester, courses that were non-transferable will receive a NM (no mark) on the transcript, and the student will not receive credit. Grades and credit will not be given to courses that are not offered at GPA.

A student who transfers to GPA after the first six weeks of the semester and who brings NO check-out grades from the previous school will receive grades of NM for that semester at GPA and will receive NO credit for that semester.

Student Voluntary Withdrawal During the Semester

Students withdrawing from GPA before the semester has ended will receive withdrawal grades from student's teachers to take to the new school. GPA does not grant partial credit for courses; and it will be up to the student's new school to decide how to grant credit for these courses. The Counseling Departments at most local and traditional high schools operate on a five or zero credit policy. A student who has voluntarily withdrawn may return to GPA if space is available.

Main Campus High School Student Scheduling and Class Change Policy

Philosophy:

The underlying considerations when reviewing student schedules and class changes are three-fold; to support student in meeting graduation requirements and A-G University pre-requisites, to provide student/parent choice when possible, to effectively utilize and be good stewards of GPA's fiscal resources so GPA can continue to provide educational choices for the community.

Background and Process:

During scheduling, student and parent/guardian have a variety of opportunities to provide input regarding the course selections,

1. In February/March, High School Counselors provide student with a transcript showing work completed and work in progress during the scheduling sequence. Additionally, graduation status letters are also mailed home to all sophomores and juniors. The student and parent/guardian should check the transcript and/or graduation status letter carefully to ensure that student is meeting graduation requirements and to use the document as a guide in selecting classes for the following school year.
2. In March, High School Student Request Forms are distributed to current students enrolled in Grades 9 - 11, and the course catalog is available for review prior to class selections. A parent signature is required on all Request Forms.
3. In March, if there are concerns or questions regarding classes and requirements, contact should be made with the Counselor before student registers.
4. In April/May, students are automatically placed in core courses to meet graduation requirements and A-G expectations.
5. Electives are determined by student preference, class size, class availability, and grade-level placement with seniors receiving priority.
6. Once the semester starts, class changes will only be considered during the first two weeks of school.

Criteria for courses changes:

- Student has failed pre-requisites
- Student has taken the course in question over the summer and no longer needs the class
- Student needs a schedule change due to graduation requirements
- Student has been placed in an incorrect skill level class
- Student is a senior who is on track for graduation and is requesting a minimum class schedule
- Occurrence of over-enrollment in a class where numbers must be reduced or under-enrollment where numbers must be increased

Further Understandings:

- A. Elective changes will be considered *only if* it is for a class that is offered during the same period and is an appropriate grade-level placement.
- B. Once a course change is accommodated per request, additional class changes will not be made for the remainder of the school year.
- C. Schedule change request forms *must be* returned *within 24 hours* to the Counseling Department with parent and Administrator or designee signatures, or the change request will be voided.
- D. Submitting a schedule change request form does not guarantee a spot in a class. All classes are subject to availability and the aforementioned criteria.

Class Audits

Upon approval by Administrator or designee, some courses may allow an eligible student to audit a class by enrolling for “information only” and attending class regularly (no credit or grade will be earned). This option is open to seniors who have fulfilled their graduation requirements but would like to gain further content knowledge and/or experience in a specific course. A student who is interested in auditing a class will still be required to be enrolled in the minimum number of required courses. Instructor permission is required along with an audit expectations contract and a completed *Audit Petition Form* within the first two weeks of the semester. For more information, meet with the High School Counselor.

GRADES AND CREDITS

Grading Scale

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	59% and below

School-wide Rubric

	Excellent	Good	Satisfactory	Mediocre	Poor
Percentage Grade	Completed requirements with 90% or better	Completed requirements with 80% or better	Completed requirements with 70% or better	Completed requirements with 60% or better	Completed 59% or less of basic requirements
Knowledge/Conceptual	Read, analyze, and synthesize multiple sources of information	Read and interpret text	Read and understand text	Read with limited understanding	Read with little to no understanding
Demonstrates Understanding	Thoroughly expresses varied ideas written/verbal/oral	Effectively expresses ideas written/verbal/oral	Expresses ideas written/verbal/oral	Limited expression of ideas written/verbal/oral effectively	Does not express ideas written/verbal/oral effectively
Communication Skills	Creative and clear usage of communication conventions	Good control of communication conventions	Simple usage of communication conventions	Ineffective control of communication conventions	Little to no control of communication conventions
Technology Skills	Professional and artistic use of technology to complete class assignments	Creative use of technology to complete class assignments	Use of packaged technology to complete assignments	Limited use of technology to complete class assignments	Little to no use of technology to complete class assignments

Grade Point Average

- A student receives five semester credits or units for each class during a semester in which a passing grade (A, B, C, D) is earned. The cumulative grade point average is computed by awarding grade points (A=4, B=3, C=2, D=1, F=0) for the classes, with the exception of the scale A=5, B=4, C=3, D=1, F=0, which is used for classes offered at an AP or IB level. Plusses and minuses are not factored into grade point average calculations. [*Note: Not all IB courses are recognized by the University of California as Honors courses/credit.*]
- A student's grade point average for admission to the UC and CSU system is computed using classes taken in Grades 10-11, which are on the approved A-G course list. A student must check the UC Course List (<https://doorways.ucop.edu/list>) for the UC approved IB and AP weighted courses when calculating grade point averages for admissions purposes. Student is expected to continue with a similar or higher grade point average during senior year for admission to the UC/CSU system, or other four year college/university.
- Grades are never removed from the transcript; if a student repeats a course and earns a higher grade, both grades will still appear. A student who retakes a failed course will have an "r" placed next to the original grade on the transcript, and the new grade with the appropriate credit will be recorded in the year the course is repeated. Only the new grade will be used in computing the grade point average.
- A student who repeats a course in which a C grade or higher was received, will not receive additional credit for the course.

Repeated (Remedial) Classes

Failed classes earn no credit. Only a grade of D or F can be repeated for credit. A student who fails a course required for graduation should meet with the Counselor to determine options for making up the requirements. Students are strongly encouraged to pass courses with a C or better, as most four year colleges do not accept grades of D or lower.

Incomplete Grades

A student may receive an incomplete ("I") only when some occurrence beyond the student's control prevented completion of the class requirements on time. A student will be required to make up an incomplete grade within two weeks of the end of the term following the term which the "I" was given. If course requirements are not completed within two weeks, a "zero" will be given for the incomplete work and a final grade will be determined and recorded.

Student CST Incentive

Students are provided an opportunity to receive a grade bump on their transcript as an incentive to score proficient or advanced and/or improve performance on the CST's.

- A student who scores **proficient** or **advanced** on a CST will receive a **half letter grade bump** for the respective year long course.
- A student who **increases any level** on the CST will receive a **half letter grade bump** for the respective year long course.
- If a student qualifies for a grade bump, the parent/guardian will be responsible for initiating the petition with the Registrar for a grade change.
- The grade bump will be posted on the student's transcripts prior to the spring semester of the following school year.

Examples:

- A student who scores proficient on the Language Arts Grade 6 CST will receive a grade bump for each semester of the Grade 6 Language Arts course. If the student earned a C for the fall semester, the student's grade for the course would be bumped to a C+; and if the student earned a D+ for the spring semester, the student's grade for the course would be bumped to a C-.
- If a student previously scored far below basic on Mathematics Grade 6 CST earns below basic on the Mathematics Grade 7 CST, the student will receive a grade bump for each semester of their Grade 7 Mathematics course. If the student earns an F for the fall semester, the student's grade for the course would be bumped to a D-; and if the student earned a B for the spring semester, the student's grade for the course would be bumped to a B+.

The form used to petition for a grade bump is available in the Counseling Department and on the GPA website. Petitions must be completed and submitted to the Registrar on or before September 30 for grade changes to be made for the previous year. The grade bump will be posted on the student's transcript prior to the spring semester of the school year in which the petition is submitted.

Class Status

Class status determination (freshman, sophomore, junior, senior) will be made every August and remain the same for the school year with the exception of second semester seniors. Class status for the graduating Class of 2014 and beyond, as well as all ELC and IS students will be determined as follows:

Freshman Standing	0 - 49 credits
Sophomore	50 - 104 credits
Junior	105 - 159 credits
Senior	160 - 220 credits

Class Rank

For purposes of determining class rank, cumulative (9-12) academic, weighted grade point average is used. Class rank is not published to students and parents, and will only be included on transcripts sent directly from the Registrar's Office to colleges and/or scholarships. For a student who may need class rank information for scholarship or college applications, must see the High School Counselor.

Valedictorian/Salutatorian Selection

To be considered for valedictorian or salutatorian, a student must graduate with his/her cohort senior class, according to the official class status determined in August of the graduation school year. The graduating senior with the highest cumulative academic, weighted grade point average at the end of the second semester of the senior year will be designated as the valedictorian. The student with the second highest cumulative academic, weighted grade point average will be named salutatorian. In case of a tie for valedictorian or salutatorian, co-valedictorians and/or co-salutatorians will be recognized.

Honors Recognition

Students with the following grade point average will be recognized towards the end of the school year: 3.5 – 3.84 = Honors; 3.85+ = High Honors.

Early Graduation Policy (Main Campus)

GPA's Main Campus High School program does not offer an early graduation option. If a student is seeking early graduation, student may transfer to the IS Program (space permitting). Within the IS Program, students may have the option to fulfill their graduation requirements in a more timely manner and be eligible for early graduation.

Early Graduation Policy (ELC/IS)

An ELC or IS student will be considered a graduate of GPA on the day that the student's final graduation requirements are completed and will not be required to attend school beyond the official graduation date. However, a student who graduates early will continue to have the opportunity to participate in the graduation commencement ceremony and other senior year activities for the graduation school year.

California High School Proficiency Exam

Students who are planning to take the California High School Proficiency Exam (CHSPE) must continue to attend school while awaiting test dates and/or results. A GPA student who passes the CHSPE may be allowed to disenroll from school with parent permission, and will be allowed to participate in the graduation ceremony for the program in which the student was previously enrolled in. Student will receive a Certificate of Completion in lieu of the diploma.

Transcripts and Records

College and job applications may require that a student send a copy of student's school transcript. Transcripts are maintained by the GPA Registrar. A student may request that transcripts be sent to another school or agency by completing a transcript request form in the Registrar's Office. Transcript request forms will require a parent/guardian signature. If the student is 18 years of age or older, the student may sign the transcript request form. Please allow five (5) business days for the request to be processed. There is no charge for the first transcript. For the second request and beyond, a \$2.00 charge must be paid at the time of the request (cash or money order only).

Off-Campus Credit Policy

Off-Campus Courses

GPA encourages students to attend community college and complete credits that will be applied towards either high school credit to meet graduation requirements or college credit after graduation from GPA. GPA has approved off-campus course guidelines and forms for both MiraCosta and Palomar community colleges.

Off-Campus Credit Forms

A GPA student who wishes to receive credit at GPA for classes taken from accredited institutions off campus (i.e. other high school programs, college, on-line courses, etc.) must complete a *GPA Off-Campus Credit Approval Form* **PRIOR TO ENROLLING IN AN OFF-CAMPUS CLASS**. Forms may be obtained from a Counselor. The Counselor will maintain a copy of the completed and approved form.

College Credit for High School Diploma

College or university courses may be taken for high school credit if prior permission is received using the *GPA Off-Campus Credit Approval Form*. Arrangement to apply this credit toward high school graduation must be made prior to the first meeting of the course, and in accordance with the following:

- A student may apply a maximum of 20 high school credits from college courses toward graduation requirements (IS students are exempt from this limit) if prior permission is received via the *GPA Off-Campus Credit Approval Form*. In addition, student may repeat a class that has been attempted and failed at the high school level.
- Prior to receiving a GPA high school diploma, all earned credits to be considered for meeting graduation requirements must be posted on the high school transcript. Student is responsible for requesting the official transcript from the college, which must be sent directly to the GPA Registrar.
- A student who attends classes provided by a college will be allowed high school credit according to the following scale:

a) *College classes at the “100” level or equivalent:*

3.3 high school credits per college unit (maximum 10 H.S. credits per course)

b) *College classes below the “100” level:*

<u>College credits</u>	<u>Equivalent High School credits</u>
1 credit	no credit
2 or 3 credits	5 credits
4 or 5 credits	10 credits

A student who receives 1.5 - 2 college credits for physical education will receive five high school credits in physical education. Prior administrative approval is required.

GPA Alternative Credit Options

Although it is highly recommend that students complete all required coursework through GPA, it is understood that certain situations may require alternative options. The following is a list of equivalent courses approved for graduation from GPA.

Student must fill out a *GPA Off-Campus Credit Approval Form* prior to enrollment.

Guajome Park Academy	Palomar College	Mira Costa College
<u>English</u>		
English 9-12	ENG 100	ENGL 100
<u>History</u>		
World History	HIST 107 and/or 108	HIST 100 and/or 101
US History	HIST 101 and/or 102	HIST 110 and/or 111
US Government	POSC 101	PLSC 101
Economics	ECON 100	ECON 100
<u>Mathematics</u>		
Algebra 1	MATH 50 (or 50 A&B)	MATH 830 (or 830 A&B)
Geometry	MATH 55	
Algebra 2	MATH 56, 60, or 110	MATH 101 (or 101 A&B)
Trigonometry	MATH 115	MATH 130
Pre-Calculus	MATH 135	MATH 135
Calculus	MATH 140	MATH 150
<u>Life Science</u>		
Biology	BIOL 101 AND 101L; or BIOL 100	BIO 101 AND 101L
<u>Physical Science</u>		
Chemistry	CHEM 100	CHEM 100
Physics	PHYS 101	PHYS 111
<u>Additional Science</u>		
Additional Science	ASTR 100 AND 105L	ASTR 101 AND 101L
Additional Science	OCN 100 AND 100L	OCEA 101 AND 101L
Additional Science	OCN 101	
<u>Foreign Language</u>		
German 1	GERM 101A or 101	GERM 101
German 2	GERM 101B or 101	GERM 101
German 3	GERM 102A or 102	GERM 102
Spanish 1	SPAN 101A or 101	SPAN 101
Spanish 2	SPAN 101B or 101	SPAN 101
Spanish 3	SPAN 102A or 102	SPAN 102

A student, who wishes to earn five credits towards GPA physical education requirements may enroll in any of the following classes, provided the course is at least 1.5 units:

Aerobics/ Step	Golf	Soccer
Aquatics/ Swimming	Life Fitness	Tennis
Badminton	Physical Fitness	Volleyball
Basketball	Softball	Weight Training

Transfer credit is subject to change. Please check college course catalogs or speak with a college counselor for updated information.

High School Graduation Requirements

	Guajome Park Academy Graduation Requirements	Guajome Park Academy ELC and IS Graduation Requirements	California State University Admission Requirements	University of California Admission Requirements
Social Science	Three years of approved courses, including World History, US History or IB History of Americas HL1, American Government/ Economics or IB History of Americas HL2 <i>30 credits</i>	Three years, including World History, US History, American Government/Economics <i>30 credits</i>	Two years, including one year of US History or one semester of US History and one semester of Civics or American Government AND one year of other approved social science	Two years of history/ social science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics
English	Four years of approved courses <i>40 credits</i>	Four years, including English 9, 10, 11, and 12 <i>40 credits</i>	Four years of college preparatory English	Four years of college preparatory English
Math	Three years – minimum Geometry <i>30 credits</i> Four years recommended	Two years– 10 credits Algebra 1 or higher, 10 credits other math <i>20 credits</i>	Three years of college preparatory mathematics including Algebra 1, Geometry, Algebra 2, or higher mathematics Four years recommended	Three years of college preparatory mathematics including Algebra 1, Geometry, and Algebra 2 Four years recommended
Science	Two years, including one year each of biological and physical science with lab <i>20 credits</i> Three years recommended	Two years, including one year of life and one year of physical science <i>20 credits</i>	Two years of approved laboratory science, including one biological science and one physical science	Two years of approved laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics. Three years recommended
Language (other than English)	Two years of the same language <i>20 credits</i> Three years recommended		Two years of the same language	Two years of the same language other than English Three years recommended
Visual/ Performing Art	One year of visual and performing arts chosen from UC approved courses <i>10 credits</i>	One year of visual and performing arts or foreign language <i>10 credits</i>	One year of visual and performing arts chosen from UC approved courses	One year of visual and performing arts chosen from UC approved courses
College Prep Elective	One year* <i>10 credits</i>		One year*	One year*
Physical Education	One year <i>10 credits</i>	Two years <i>20 credits</i>		
Computer Literacy	One year <i>10 credits</i>	One year <i>10 credits- ELC only</i>		
Electives	<i>40 credits</i>	<i>70 credits – ELC</i> <i>80 credits - IS</i>		
Additional Requirements	CAHSEE Minimum 2.0 cumulative gpa GPA Exit Outcomes	CAHSEE GPA ELC/IS Exit Outcomes		
Total Credits	220	220		

* Must be chosen from approved academic courses

Community Service

All students at GPA are required to perform 30 hours of community service during each school year per the GPA Charter. Community service is a donated service or activity performed by someone in order to make a difference for an individual person, a given group, or the greater community. The purpose of community service is to get involved, contribute, and be engaged in the community.

Students are encouraged to complete 15 hours each semester. First semester graduates will be required to complete 15 hours of community service. Students who enter GPA during the second semester will only be required to complete 15 hours of community service.

Students should complete the community service requirement by April 15. Students who do not complete community service hours may not receive priority registration of courses for the following school year; may lose eligibility to re-enroll at GPA for the following school year; may jeopardize his/her ability to participate in the graduation ceremony; and/or may not receive a diploma from GPA.

Community Service Forms are available on the GPA website, and must be submitted to the appropriate person at the end of each progress period. The organization/supervisor at which the community service hours are conducted must be someone other than the student's parent/guardian; and contact information and a signature must also be provided for verification purposes.

Guidelines to fulfill the GPA community service requirement are as follows:

1. Students may choose many different types of community service. The type of service that a student chooses to complete will involve giving of time to the community or school.
2. Students should keep a record of community service on the designated Community Service Forms, and submit them to the appropriate person.
3. All community service hours must be completed during the school year. Community service hours completed during the summer immediately preceding the school year WILL NOT count towards fulfillment of the community service requirement.
4. Students will be informed of community service opportunities, but are also expected to seek out other opportunities. Opportunities for community service may include but is not limited to: peer tutoring, Key Club, GPA Foundation, business and community partnerships, recycling (in the community), ASB, peer mediation, assisting in a nursing facility, and serving food for homeless families. GPA believes that service should be a way of life, and student is encouraged to humbly serve others and the community as often as possible.
5. The chosen service must be for someone outside of the immediate family and the form must be signed off by that third-person (for example: grandparent(s), teacher(s), counselor, etc).

SAMPLE COLLEGE PREP COURSE SEQUENCE

A student who successfully follows the college preparatory course sequence will meet the high school graduation requirements for GPA and the state of California. A student will also meet the minimum subject requirements for admission into a four-year college or university immediately after high school if a C- or better in A-G courses is earned.

9th Grade	10th Grade	11th Grade	12th Grade
English 9	English 10	English 11 or AP English Language (OL)	English 12 or AP English Literature (OL)
Algebra I or Geometry	Geometry or Algebra II	Algebra II; AP Statistics (OL); or Trig/Pre- Calculus**	AP Statistics (OL); Trig/Pre-Calculus**; AP Calculus; or Elective
Computer Literacy	World History	U.S. History or AP US History (OL)	American Government/ Economics; or AP Govt. and Politics/AP Microeconomics (OL)
Geophysical Science or Biology	Biology or Chemistry	Chemistry; Physics or AP Physics	Physics; AP Physics or Elective
Language B/ ELD/Intervention	Language B/ ELD/Intervention	Language B/ ELD/Intervention	Language B/ ELD/Intervention or Elective
Physical Education	Elective*/ELD /Intervention	Elective*/ELD /Intervention	Elective

Study Skills, ELD, interventions TBD based on individual students' needs.

* Students must complete a Visual/Performing Arts Elective by the end of their 11th grade year.

**Students may also take Trig/Pre-Calculus at a community college in order to take AP Calculus during 12th grade.

SAMPLE IB DIPLOMA COURSE SEQUENCE (IB Diploma or Certificate Candidate)

A student seeking a more challenging curriculum while in high school has the option to pursue IB and AP courses. These courses prepare student for external assessments, which colleges and universities may recognize for credit. A student is advised to contact the colleges and universities directly because each school has a policy on accepting IB and AP exam scores for college credit. Schools generally award college credit based on AP exam scores of three or higher and IB Higher Level exam scores of four or five and higher.

AP courses offer a cost-effective way for a high school student to obtain college-level coursework experience and credit. Standards-based, online AP courses may be offered, depending on fiscal resources and course provider selections. AP exams are open to any interested high school student, and student may opt to take AP exams for AP courses not offered at GPA. A student interested in pursuing AP exams should visit <http://www.collegeboard.com/student/testing/ap/about.html> and contact the AP Coordinator.

IB exams are also a cost-effective way for a high school student to obtain college-level coursework experience and credit. A student in Grades 11-12 may take IB exams if the student is enrolled in the corresponding IB course(s). A student may choose to pursue certificates in individual subjects or the IB diploma, which requires studying six subjects and completing the Extended Essay, Creativity/Action/Service, and TOK core requirements. All IB courses are year-long with the exception of TOK. A student who is interested in participating in the IB Diploma Programme as diploma or certificate candidates should contact the IB Coordinator or visit <http://www.guajome.net/academics/ibdip>.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
English 9	English 10	IB English 11 HL1	IB English 12 HL2
Geometry	Algebra II	Math Studies IB	AP Statistics (OL); Trig/Pre-Calculus; AP Calculus A/B**
Computer Literacy	World History	IB History of Americas HL1	IB History of Americas HL2
Biology	Chemistry	IB Biology SL	IB Biology HL; AP Physics
Spanish or German (level 1 or 2)	Spanish or German (level 2 or 3)	Spanish or German (level 3 or 4)	IB Spanish or IB German (level 4 or 5) or Elective (non-IB)
Physical Education	Arts Elective	IB Theater Arts; IB Film SL	IB Theater Arts; IB Film SL; Bus. & Mgmt HL2; or Elective (non-IB)
		<i>Period 0, 7 or Seminar Courses: Trig/Pre- Calculus** and TOK</i>	<i>Period 0, 7 or Seminar Courses: TOK</i>

Study Skills, ELD, interventions TBD based on individual students' needs.

Students must complete a Visual/Performing Arts Elective by the end of their 11th grade year.

Apply for the IB Programme in the Spring of 10th grade year.

**Students may also take Trig/Pre-Calculus at a community college in order to take AP Calculus during 12th grade.

ASSESSMENTS

California Standardized Testing and Reporting Program

One part of the state testing system is the Standardized Testing and Reporting (“STAR”) Program. This program is administered annually, and was authorized in 1997 by state law (CCR, Title 5, Div. 1, Ch 2, §3.75). The purpose of the STAR Program is to measure how well a student is learning basic academic skills based on California State Standards. *The results from STAR may be used as one measure for placement in academic classes.* All GPA students in Grades 6-11 participate in the STAR Program.

The STAR Program includes four elements:

- The California Standards Tests (“CST”) are a major component of the STAR Program. The CST’s are developed by California educators and test developers specifically for California. The tests measure Grades 6-11 student progress toward achieving California’s state-adopted academic content standards, which describe what a student should know and be able to do in each grade and subject tested.
- The Standards-Based Tests (“STS”) in Spanish are multiple choice tests that are required for Spanish-speaking English learners. The STS is administered to students in Grades 6-11 and to students who meet the criteria for taking the end-of-course Algebra I and Geometry tests. Items on these tests are developed by bilingual, biliterate California educators and test developers, and are written specifically to assess a student’s achievement of California’s content standards in reading/language arts and mathematics.
- The California Modified Assessment (“CMA”) is a grade-level test for students who have an IEP, are receiving grade-level instruction, and, even with interventions, will not achieve grade-level proficiency within the year covered by the student’s IEP. The purpose of the CMA test is to allow a student with disabilities a greater opportunity to demonstrate achievement of the California content standards in English-language arts, mathematics, and science. Eligible students in Grades 6-7 will complete a writing assessment as part of the CMA English-language arts test.
- The California Alternate Performance Assessment (“CAPA”) is administered to students in Grades 6-11 with significant cognitive disabilities who are unable to take the CST or the CMA.

STAR information and results are posted on the Internet at <http://www.cde.ca.gov/ta/tg/sr/>

Early Assessment Program

The Early Assessment Program (“EAP”) was developed in collaboration with the California Department of Education, the State Board of Education, and the California State University (“CSU”) system. The program is a voluntary assessment program designed to provide students in the eleventh grade early indicators for college-level English and mathematics readiness. Students who seek to enroll in a CSU or California Community College (“CCC”) should fill in the bubble in the EAP Readiness for College English and Mathematics EAP Augmentation sections on their answer sheets during STAR testing. The EAP results can only be released to the CSU or CCC through this process. By taking this assessment, students may be exempt from having to take an English and/or mathematics placement exam for the CSU or CCC system. It is strongly encouraged that all juniors take this test.

California High School Exit Exam

California public school students must pass the California High School Exit Exam (“CAHSEE”) in order to receive a high school diploma. This graduation requirement was authorized by *California Education Code 60851*, and became state law in 1999. The purpose of the CAHSEE is to ensure that a student who graduates from high school can demonstrate grade-level competency in the state content standards for reading, writing, and mathematics. Tenth grade students have one opportunity to take the CAHSEE during the school year. Students in eleventh grade, who have not yet passed both parts of the exam, have two opportunities to take the test and twelfth grade students have five opportunities. GPA sends testing notifications to all eligible students prior to each testing date. CAHSEE information is posted on the Internet at <http://www.cde.ca.gov/statetests/cahsee/>.

California English Language Development Test

All students who indicate home language is other than English are California English Language Development Test (“CELDT”) tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient. GPA provides notification to all parents of GPA’s responsibility for CELDT administration and of CELDT results within 30 days of receiving results from GPA’s publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

California Physical Fitness Test

The state mandated Physical Fitness Test, required for Grades 7 and 9, is administered annually to GPA students. Students are made aware of the state standards for gender and age group – beginning in Grade 6. Class time is spent preparing students by benchmark testing, goal setting, and providing strategies for improvement.

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test is a program co-sponsored by the College Board and National Merit Scholarship Corporation. It is a standardized test that provides firsthand practice for the SAT, as it measures critical reading skills, math problem-solving skills, and writing skills. The PSAT is an optional assessment (yet highly encouraged) for students in Grades 9 -11, and is offered in October. Student must sign up and pay a registration fee for this test. *See the Counseling Department to register for this test, or visit www.collegeboard.com for more information about the PSAT.*

Additional Assessments

- **Full IB Diploma/IB Certificates in Single Subject Areas**

IB Diploma tests are administered annually per the IBO protocol. Student must be enrolled in an IB course in order to qualify to take the corresponding IB exam. A student successfully completing IB exam(s) may earn college credit. (Please contact the colleges directly to learn about IB policy.)

- **Advanced Placement Examinations**

AP courses offer a cost-effective way for high school students to obtain college-level coursework experience and credit. A student may take an AP exam without having to take the corresponding AP course. *See the Guidance Department for information on registering for this test, or www.collegeboard.com for more information about AP Exams.*

- **Tenth Grade Personal Project**

IBMYP and GPA require that main campus Grade 10 students complete a personal project. The personal project is a significant body of work produced over an extended period and is a product of the student's own initiative. The personal project offers a student a great deal of flexibility and many opportunities for differentiation of learning and expression according to individual needs. It is a rich opportunity for students to complete an extended piece of work that challenges individual creativity and thinking about issues of concern to the student. Creativity is encouraged by the aims and objectives of the personal project; the results are usually rewarding, and sometimes spectacular.

- **Senior Exit Outcomes**

Senior Exit Outcomes may include a culminating representation of student learning consisting of assessments such as projects, portfolios, essays, senior defense, etc.

- **Armed Services Vocational Aptitude Battery**

The Armed Services Vocational Aptitude Battery (“ASVAB”) assesses academic ability and predicts success in a wide variety of occupations. This assessment is highly recommended for all Grade 10-12 students, as the ASVAB Career Exploration Program serves as a valuable career exploration and planning tool. For more information on the ASVAB, please visit www.asvabprogram.com.

- **Core and Elective Classes**

A variety of assessments are used in core and elective classes including, but not limited to, projects, essays, quizzes, tests, performance, presentations, etc. Placement exams are also required for some of the math and foreign language classes, as well as for students seeking exemption from enrollment in the Computer Literacy course.

College Entrance Testing

Many colleges require entrance exams to measure and compare the student's ability with other students from different schools to college-level work. College entrance exams are not the only criteria that colleges look at for admission. They also consider the student's academic performance, submitted application with essays and recommendations, and the student's outside activities. However, college entrance exams are a key measurement, so student should prepare thoroughly in order to perform well.

There are two major college entrance exams. Check with each applicable college to see which exam(s) is required. Student should consider taking the ACT and/or SAT tests by the spring of the eleventh grade year. A student may repeat the tests to improve the scores for college eligibility. A student applying for admission to the fall term must take these tests no later than

the fall of senior year, preferably earlier, to ensure that student's application receives prompt and full consideration. Visit the following websites to register for the tests, given in numerous locations:

SAT: www.collegeboard.com ACT: www.actstudent.org. A student should register on time to avoid expensive late registration fees.

College Placement Exams

Many colleges require placement exams in subjects such as English, reading, and mathematics to assess a student's current skills to help determine appropriate placement in courses. A student who meets specific college requirements may be exempt from college placement exams. Student should contact individual colleges to determine placement exam policies and procedures.

COLLEGE & UNIVERSITY ENTRANCE INFORMATION

California Community Colleges: www.cccco.edu

Community college admission is open to anyone who is a high school graduate, has a high school equivalency certificate, or is 18 years of age or older and shows evidence of being able to benefit from instruction. Student will need to apply online for the Community Colleges prior to the college's placement testing dates, and is highly encouraged to meet with a Transfer Counselor as soon as student is enrolled at the campus of choice.

Community colleges may also admit a student in Grades 9-12 with **prior approval** of the school Administrator, Counselor, and parent/guardian. Enrollment in certain classes may be restricted.

California State University: www.csumentor.edu

Undergraduate Admission - qualification for admission is based upon:

- Graduation from high school
- Having met the ACT/SAT eligibility index with grade point average and test scores
- Higher education requirements may be required for impacted programs

Subject Requirements – a student will have completed the pattern of courses known as the A-G requirements with a grade of “C” or better, which total 15 units (a “unit” is one year of study in high school). Students must have the minimum ACT/SAT eligibility index with grade point average and test scores. Register online for SAT Reasoning at www.collegeboard.com and ACT at www.actstudent.org

University of California: www.universityofcalifornia.edu/admissions

The University of California sets the sequence of high school courses (“A-G” requirements) as the minimum to be eligible for admission and as the minimum academic preparation a student is expected to achieve in high school before undertaking university level work.

A student must have the minimum ACT/SAT eligibility index with grade point average and test scores. Entrance tests include ACT plus writing or SAT Reasoning. Beginning with the Class of 2012, students will no longer be required to take the SAT Subject Exams, but are encouraged to check with the individual schools to see if they are still recommended. The SAT Subject tests are in the areas of history/social science, English literature, mathematics (level 2 only), laboratory science, or language other than English. Register online for SAT Reasoning & Subjects at www.collegeboard.com and ACT at www.actstudent.org. For details on how to meet UC eligibility, visit the following:

http://www.universityofcalifornia.edu/admissions/undergrad_adm/paths_to_adm/freshman/state_eligibility.html

UC ELC Program

Eligibility in the Local Context (“ELC”) is one of three paths to freshman eligibility for the University of California, along with Eligibility in the Statewide Context and Eligibility by Examination Alone. Under ELC, the top nine percent of students in each participating California high school class will be designated University of California eligible based on the coursework taken while in high school. To be statewide eligible, student must satisfactorily complete a specific pattern of 15 UC-approved courses by the end of the senior year, take either the ACT Assessment plus Writing or the SAT Reasoning test no later than December of the senior year, have a minimum UC GPA of **3.0** and meet the eligibility index. ELC is determined during the summer between the junior and senior years of high school. The GPA Registrar will mail information regarding this program to juniors who may qualify in student's spring semester. A signed release form must be returned to the Registrar before student information can be submitted to the UC ELC Program. A student is notified of his/her eligibility directly by the ELC Program in the fall semester of senior year of high school before he/she applies to the University. For more information on the UC ELC Program, please visit <http://www.ucop.edu/sas/elc/>

Private Colleges and Universities: www.aiccu.edu

Entrance requirements at private colleges and universities (i.e. Notre Dame, Stanford.) can vary significantly. A student should contact individual schools to obtain information.

Out-of-State Public Colleges and Universities

Public colleges and universities in other states (Oregon State University, University of Colorado, etc.) have entrance requirements which can vary significantly. A student should contact individual schools to obtain information. As a general rule, a student who meets University of California entrance requirements will be eligible to attend most public colleges and universities. Out-of-state students usually pay significantly higher fees.

Vocational and Technical Schools

Admission requirements for technical and vocational schools vary greatly. A student should contact individual schools for requirements, which may include an entrance exam (SAT or ACT) and/or portfolio.

Cal Grant

Cal Grant awards are state funded monetary grants given to students to help pay for college expenses. Graduating high school senior that meets academic, financial, and eligibility requirements and submit both the Cal Grant Grade Point Average Verification form and the Free Application for Federal Student Aid (“FAFSA”) by March 2 of senior year may be eligible to qualify for a Cal Grant for college or career or technical school. GPA does not automatically submit grade point averages for this program, and an interested student is required to return a completed Cal Grant Grade Point Average Verification form to the Registrar’s Office by February 25 of senior year. A student who submits forms late, or does not submit forms, may lose eligibility for this program.

Scholarships

Scholarship information for Grades 6-12 is available online on the GPA Counseling Scholarships page at www.guajome.net. GPA has national, as well as local scholarship information available year round. Throughout the year, multi-grade scholarships are advertised, and student is encouraged to apply. In the spring semester, there is a big push for seniors to apply for scholarships before the end of the year. There is a senior award’s night ceremony every year to celebrate the students’ hard work and accomplishments.

Letters of Recommendation

Many colleges and scholarships require a letter of recommendation from a teacher and/or counselor. In order for GPA staff to provide student with the best letter in the timeliest manner, the following is required **at least 20 working days prior to the stated deadline**. A good rule to follow is **earlier is better!** Remember, vacation days DO NOT apply to the minimum 20 days.

For a *Counselor Recommendation*, student should complete and return the following to the counselor:

- 1) Letter of Recommendation Counselor Packet

For a *Teacher Recommendation*, student should complete and return the following to the teacher who is requested to provide a recommendation:

- 1) Letter of Recommendation Teacher Packet
- 2) Letter of Recommendation Resume OR Extracurricular Activities Section of Counselor Packet (pp. 6-7)

To access the above mentioned forms, see Counselor, or visit the Counseling page of the GPA Website. Failure to complete the required documents may result in not receiving a letter of recommendation from a GPA staff member.

Additional College/Career Information for Juniors and Seniors

Four Year College Path:

- Juniors who plan to apply to four year colleges should take the SAT and ACT at least once before the end of junior year. Preferably, all entrance exams will be completed prior to the start of senior year.
- SAT Reasoning tests are recommended to be taken no later than October of senior year (register online at www.collegeboard.com). It is recommended that a student does not take the exam more than three times (two attempts is typical).
- Requirements for SAT Subject tests will vary by college. Schools should be contacted directly to determine if a specific subject test is required. SAT Subject tests should be taken no later than December of senior year (although November is highly recommended). Register online at www.collegeboard.com
- The ACT is an alternative to the SAT Reasoning test. Student is encouraged to try both the SAT and ACT, as a student may do better on one test. Please be advised that most schools will accept the **ACT w/ writing** in place of the SAT Reasoning test, but student should check with each school individually regarding testing requirements, as this will vary by school. Register for the ACT at www.actstudent.org
- Student is responsible for sending SAT Reasoning, SAT Subject Exam, and ACT test scores to chosen colleges. Many colleges will NOT provide notification if the student scores are not received, so it is the student’s responsibility to follow up with the colleges.

- All juniors should have colleges picked out by the end of junior summer. Utilize college search websites, College Board, college fairs, and the local library to search for colleges. Additional college resources and information is available on the GPA Counseling page at www.guajome.net
- If student is not applying with an online application, paper applications for colleges should be collected by September of senior year.
- The Counseling Department has fee waivers for college applications and college entrance exams if student qualifies.
- Applications for UC and CSU schools are due on November 30 of senior year. Application deadlines will vary among other schools, so check with each school directly for deadlines.
- Most private and some out-of-state public colleges request a midyear report or seventh semester transcript. The midyear report/seventh semester transcript should be mailed to the colleges in late January. Midyear reports/seventh semester transcripts will automatically be sent to colleges if the student is using the online version of the Common Application. Otherwise, the student needs to request the transcript from the registrar, allowing plenty of time for it to be mailed to the college.
- Senior Grades: It is important to maintain a consistent level of grades during senior year. While students do not have a senior record until seventh semester is completed, acceptance into college is based on a pattern of grades up to that time. Colleges may withdraw acceptances if the grade point average and/or grades upon which the acceptance is based are not maintained.
- If a student is applying to a highly selective school (Stanford, Berkeley, USC, Harvard, Princeton, Cornell, etc.), contact should be made with the school's admissions office to determine if an interview is required.

Sports in College:

- Student wanting to play sports in college need to work closely with the coach, take videos of student playing sports, and contact the coaches at the colleges of interest. Also, it is *critical* that student fills out the NCAA application and complete the Amateurism form online at www.eligibilitycenter.org at the end of the junior year if applying to a NCAA Division I, II, or III school. Fee waivers are available if a student qualifies.

Military:

- Students need to take the ASVAB at the GPA scheduled time and date (usually October) or on own, and meet with a recruiter to determine eligibility.

Other Important Information:

- Check www.guajome.net and visit the Counseling Department link for career, college, scholarship, and other useful information and websites.
- Financial aid forms need to be submitted during senior year. Visit www.fafsa.ed.gov for the FAFSA and www.calgrant.org for Cal Grant information.
- Test preparation is strongly recommended, as it can help with pacing, test anxiety, and test questions. Test preparation information is available in the Counseling Department. Practice SAT and ACT questions are also available for free at www.collegeboard.com and www.actstudent.org or by visiting the local library for SAT and ACT prep packets.
- Four year college workshops for juniors and seniors are hosted by the High School Counselor. A student who is planning to attend a four year college immediately after high school is advised to attend the four year college workshop for juniors in the spring of junior year, and seniors in the fall of senior year.
- Four year college information nights are offered to parents and students in Grades 9 – 11 in the fall semester of each school year. Four year college information nights for senior parents are offered in the spring of junior year, with a repeat session in the fall of senior year. For more information, visit the Counseling Department page of the GPA website, or contact the Counseling Department.

UC/CSU SUBJECT REQUIREMENTS
GUAJOME PARK ACADEMY UC APPROVED COURSES

<p>A) History/Social Science – 2 years</p> <p><i>Two years of history/social science, including one year of World History, Cultures, or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics</i></p>	<p>World History US History AP US History (OL) History of Americas IB HL1 American Government AP Govt. and Politics (OL) History of Americas IB HL2</p>
<p>B) English – 4 years</p> <p><i>Four years of college preparatory English</i></p>	<p>English 9 English 10 English 11 English 11 IB HL1 AP English Language (OL) English 12 English 12 IB HL2 AP English Literature (OL)</p>
<p>C) Mathematics – 3 years (4 years recommended)</p> <p><i>Three years of college preparatory mathematics that includes the topics covered in Algebra 1, Geometry, and Algebra 2</i></p>	<p>Algebra I ♦ Geometry ♦ Algebra II ♦ Math Studies IB SL Trigonometry/Pre Calculus AP Statistics (OL) AP Calculus A/B AP Calculus B/C</p>
<p>D) Laboratory Science – 2 years (3 years recommended)</p> <p><i>Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry, and Physics</i></p>	<p>Biology 1 Chemistry 1 Physics 1 Physics AP IB Biology SL IB Biology HL</p>
<p>E) Language Other than English – 2 years (3 years recommended)</p> <p><i>Two years of the same language other than English</i></p>	<p>Spanish I ♦ Spanish II, III, IV IB SL, V IB HL2 German I ♦ German II, III, IV IB SL, V IB HL2</p>
<p>F) Visual & Performing Arts – 1 year</p>	<p>Art 1 ♦ Art 2, Art 3, Art 4 New Media, New Media 2 Vocal Music ♦ Drama 1 ♦, Drama 2 ♦ Theater Arts IB SL Film IB SL ♦ - pending</p>
<p>G) Elective – 1 year required</p> <p><i>One year (two semesters), in addition to those required in "a-f" above. All courses must be listed under "a-f" above with the exception of courses marked with a diamond (♦) in Mathematics, Language other than English, and VPA; plus the following:</i></p>	<p>Physics 1 IB Theory of Knowledge 1 or 2 Economics AP Microeconomics (OL) AP Calculus A/B AP Psychology (OL) Geophysical Science - pending</p>

Visit <https://doorways.ucop.edu/list> to access GPA's UC Course List, and to see which courses have been designated as "Honors" by the UC/CSU system.

MAIN CAMPUS HIGH SCHOOL COURSE DESCRIPTIONS

SOCIAL SCIENCE DEPARTMENT

World History

This year-long college-preparatory course for Grade 10 students provides an examination of the major developments that have shaped the modern world from the late eighteenth century to the present. The political, economic, and social conflicts are examined, with emphasis on Asia, Europe, Africa, Latin America, and the Middle East. These themes will also be analyzed and developed within the context of their history and geography. (UC "A" approved)

US History

This year-long college-preparatory course for Grade 11 students provides a survey of American history, beginning with a review of the colonial period and ending at present day. This course is organized annually around themes, such as Community and Change, and performance tasks are developed for each theme. This course encourages the systematic and critical study of human experience and behavior and the history and development of social and cultural institutions. (UC "A" approved)

History of Americas IB HL1

Pre-requisite: teacher recommendation and/or Counselor approval; recommended grade of B or better in World History

This year-long IB course for Grade 11 students is the first of a two-year IB course. This course addresses a systematic and critical study of human experience, social, economic, political and cultural, through the 19th and 20th centuries. This course covers the causes and effects of historical continuity and change. This course is offered in place of US History, and is required for students who want to continue on to History of Americas IB HL2, or who want to pursue the IB History Certificate or IB Diploma. (UC "A" approved)

American Government /Economics

American Government and Economics are each a semester-long course required for Grade 12 students. The American Government course stresses citizenship and studies the origins and institutions of our government. This course surveys the American political system, and is designed to meet the needs of students continuing their education at the vocational or college/university level. Emphasis is placed upon decision-making, writing skills, and high-order thinking skills. In the Economics course, students survey the American economic system. (American Government – UC "A" approved, Economics - UC "G" approved)

History of Americas IB HL2

Pre-requisite: teacher recommendation and/or Counselor approval; recommended grade of B or better in History of Americas IB HL1

This year-long IB course for Grade 12 students is the second half of a two-year IB course. This intensive college preparatory study of 20th century world history/diplomacy/economics and Latin American history prepares students for the IB exam. This course is offered in place of American Government/Economics, and is required for students who want to pursue the IB History Certificate or IB Diploma. *An individual research project and a summer assignment are required for this course.* (UC "A" approved)

ENGLISH DEPARTMENT

English 9

This year-long college-preparatory course addresses California State Standards to prepare students for higher level English courses. Students may be assessed through essays, exams, written and oral responses, projects, and creative writing pieces. Vocabulary and grammar development is emphasized. Students will analyze patterned themes, historical and cultural context, and character development by reading novels, short stories, poetry, drama, and non-fiction pieces. Students will further develop necessary writing, reading, analytical, and comprehension skills in order to critically think about the meaningful connection between literature and their world. Students will be required to write in a variety of writing styles, focusing particularly on narrative, descriptive, expository, and persuasive writing. Students will be required to utilize their understanding of the drafting and editing processes and organizational strategies in their writing assessments. (UC "B" approved)

English 10

This year-long college-preparatory course addresses the California State Standards to prepare students for higher level English courses. This course continues the critical analysis of literature through essay writing and oral responses that were introduced

in English 9. Correct grammar, punctuation, and spelling usages are emphasized. The course curriculum and assessments, of both oral and written components, are designed to prepare students for both college-preparatory and IB English courses and testing. (UC “B” approved)

English 11

This year-long college-preparatory course aims to encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism. Students are exposed to a range of literary works of different genres, periods, and styles with the aim of broadening a student’s perspective, primarily through the study of works in World and American Literature. Students are introduced to different approaches of studying literature, which leads to an understanding and appreciation of the relationship between different works. Students continue to develop the ability for supporting structured ideas and arguments, both orally and in writing, in a logical manner and with relevant examples. (UC “B” approved)

English 11 IB HL1

Pre-requisite: teacher recommendation and/or Counselor approval; recommended grade of B or better in English 10

This year-long IB course helps students develop a personal appreciation of literature, strong written and oral skills, skills in literary criticism, respect for literary heritage, and an international perspective over a two year period. In this first year course, students will study works from a variety of genres such as drama, poetry, short stories, novel, and prose non-fiction. Through the study of literature, students will develop their oral and written communication and read, discuss, and analyze quality literature. Students then write compositions of increasing length and complexity, or orally present their interpretations. By practicing different techniques, they learn to present their ideas with insight, clarity, fluency, and unity. This course is required for students who want to continue on to English 12 IB, or who want to pursue the IB English Certificate or IB Diploma. Preparation for the IB English HL exam is integrated throughout the course. (UC “B” approved)

English 12

This year-long college-preparatory course builds upon the concepts learned in English 11. Focused primarily on World Literature, it aims to encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism. Students are exposed to a range of literary works of different genres, periods, and styles with the aim of broadening a student’s perspective through the study of works from other cultures and languages. Students are introduced to different approaches of studying literature, which lead to an understanding and appreciation of the relationship between different works. The student continues to develop the ability for providing structured ideas and arguments in a logical manner, both orally and in writing, and to provide relevant examples from the works. (UC “B” approved)

English 12 IB HL2

Pre-requisite: teacher recommendation and/or Counselor approval; recommended grade of B or better in English 11 IB

This year-long IB course (second year continuation from English 11 IB HL1) continues to help students develop a personal appreciation of literature, strong written and oral skills, skills in literary criticism, respect for literary heritage, and an international perspective. In this course, students will continue to study works from a variety of genres such as drama, poetry, short stories, novel, and prose non-fiction. Through the study of literature students will develop their oral and written communication. Students read, discuss, and analyze quality literature. Students then write compositions of increasing length and complexity, or orally present their interpretations. By practicing different techniques, students present their ideas with insight, clarity, fluency, and unity. This course is required for students who want to pursue the IB English Certificate or IB Diploma. Preparation for the IB English HL exam is integrated throughout the course. (UC “B” approved)

MATH DEPARTMENT

Algebra I

This year-long college-preparatory course aims to develop fluency in working with linear equations. Students will extend their experiences with tables, graphs, and equations and solve linear equations and inequalities and systems of linear equations and inequalities. Students will extend their knowledge of the number system to include irrational numbers, generate equivalent expressions, use formulas, simplify polynomials, and begin to study quadratic relationships. Students will also use technology and models to investigate and explore mathematical ideas and relationships, and develop multiple strategies for analyzing complex situations. Analysis will be done verbally, numerically, graphically, and symbolically. Lastly, students will apply mathematical skills and make meaningful connections to life experiences through projects. (UC “C” approved)

Geometry

This year-long college-preparatory course focuses on essential concepts of angle relationships and lines, logical reasoning, proofs, polygons and circles, volume and areas, and trigonometry. The curriculum is designed around clustered state standards for Geometry which may include student produced constructions, investigations, real-world applications, and/or assessments. (UC “C” approved)

Algebra II

Pre-requisite: completion of Algebra I

This year-long college-preparatory course builds on what students have learned in Algebra I. The focus will be on using functions to represent real-world situations and to solve problems. The study of functions will include linear, absolute-value, quadratic, cubic, exponential, logarithmic, and rational functions. Students will learn new concepts such as complex numbers, logarithms, conic sections, probability, and statistics. (UC “C” approved)

Mathematical Studies IB SL

Pre-requisite: teacher recommendation and/or Counselor approval; recommended grade of B or better in Algebra II

This year-long IB course explores a wide range of mathematics including advanced algebra, geometry, trigonometry, set theory, logic, probability, statistics, and differential Calculus. The curriculum is based around real-world applications and emphasizes problem solving skills. All students will complete a challenging project where they will demonstrate their ability to collect and analyze data, make evaluations, and reflect upon the process. This course is required for students who want to pursue the IB Diploma. Students may have the opportunity to enroll in the course and take the IB Math Studies exam without enrolling in the IB Diploma Program. Preparation for the IB Math Studies SL exam is integrated throughout the course. (UC “C” approved)

Trigonometry/Pre-Calculus

Pre-requisite: teacher recommendation or grade of A in Algebra II or “Advanced” score on previous year’s CST Math test

This year-long college-preparatory course explores trigonometry and pre-calculus concepts. In trigonometry, students will be asked to analyze trigonometric functions and their graphs. In pre-calculus, students learn a variety of topics that include polynomial and rational functions, vector analysis, linear algebra, sequences and series, conic sections, and limits. This is a preparation course for students interested in taking Calculus A/B AP. (UC “C” approved)

Calculus A/B AP

Pre-requisite: teacher recommendation or grade of A in Algebra II or “Advanced” score on previous year’s CST Math test

This year-long AP course is designed to develop an understanding of Calculus. Students will learn various methods and applications of Calculus. Topics include differential and integral calculus, rates of change, limits, and continuity. Students will solve problems in four different ways: numerically, graphically, analytically, and verbally. Students will learn to solve problems with the use of a graphing calculator as well as without. Preparation for the AP exam is integrated throughout the course using multiple choice and free response questions. (UC “C” approved)

Calculus B/C AP

Pre-requisite: teacher recommendation or grade of A in Calculus A/B AP or “Advanced” score on previous year’s CST Math test

This year-long AP course is designed to further an understanding of Calculus. Students will learn various methods and applications of Calculus. Topics include differential and integral calculus, rates of change, limits, continuity, vector calculus, and infinite sequences and series. Students will solve problems in four different ways: numerically, graphically, analytically and verbally. Students will learn to solve problems with the use of a graphing calculator as well as without. Preparation for the AP exam is integrated throughout the course using multiple choice and free response questions. (UC “C” approved)

Business & Consumer Math

This year-long, practical course develops skills that students will use in daily life. The course will cover personal finance and money management such as banking, taxes, budgeting, buying a car, shopping for an apartment, trading stocks, getting a loan, etc. The course also covers all aspects of running a business such as accounting, inventory, sales & marketing, entrepreneurship, etc. The computer will be used as a tool to facilitate these investigations and to complete projects. Projects will involve doing research, writing reports and sometimes, an oral presentation. Not every unit will have a project, although most units will. Some units will have an exam. ***This course is offered to Grade 12 students only.***

SCIENCE DEPARTMENT

Geophysical Science

This year-long college-preparatory course is designed to introduce students to the topics of astronomy & the universe, geology, meteorology, oceanography, the atmosphere, and environmental science. The California Earth Science standards will be used as a criterion for mastery. Students will gain knowledge and skills that will enable them to better understand the world they live in—a planet that continually has new discoveries, changes in climate and ecosystems, natural disasters, and geological transformations. This course will fulfill the physical science requirement for graduation and is typically a freshman offering which will provide successful students with a firm foundation allowing students to pursue additional high school science coursework. (*pending UC “G” approval*)

Biology 1

Co-requisite: concurrent enrollment in Geometry or higher

This year-long college-preparatory life science course strives to tie life science to the students’ personal experience in the everyday world, offering a minimum of 25% of class time spent in laboratory work. The main goals of this class are to help students develop a conceptual framework for modern biology and to gain an appreciation of science as a process. Primary emphasis of this class will be developing an understanding of concepts, rather than memorizing terms and technical detail. Essential to this understanding are the following: a grasp of science as a process, rather than the accumulation of facts, personal experience in scientific discovery, recognition of unifying themes that integrate the major topics of biology, and the application of biological knowledge and critical thinking to environmental and social concerns. (*UC “D” approved*)

Chemistry 1

Co-requisite: concurrent enrollment in Algebra 2 or higher

This year-long college-preparatory physical science course helps students attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the students’ abilities to think clearly and express their ideas. The course will strive to tie physical science to the students’ personal experience in the everyday world, so students learn to see chemistry not as classroom or laboratory experience, but as part of everyday living. This course offers a minimum of 25% of class time spent in laboratory work. (*UC “D” approved*)

Physics 1

Pre-requisite: teacher recommendation and/or Counselor approval; recommended grade of B or better in Algebra II

This year-long college-preparatory course helps students learn the essential concepts of physics through demonstrations, laboratory work, and discussion. In this class, students will gather and analyze data of observations to increase skills in the making, acquiring, graphing, and interpretation of information. Experimental design and mathematics is the focus of this course. This course is offered to Grade 11-12 students. (*UC “D” approved*)

Physics AP

Pre-requisite: teacher recommendation and/or Counselor approval; recommended grade of B or better in Algebra II

This year-long AP course emphasizes the logical, mathematical, and scientific study of the physical world through inquiry and experiment. The course content for Physics B AP is determined by the College Board and is consistent with a first-year college physics course. This course is intended to prepare students for the Physics B AP exam. This course is offered Grade 11-12 students. (*UC “D” approved*)

IB Biology SL

Pre-requisite: teacher recommendation and/or Counselor approval; recommended grade of B or better in Biology and Chemistry

This year-long IB course is intended to fulfill the requirements of the IB Diploma. Students may take this course as an elective, but should be aware that it is a college level biology course. More in depth instruction and more detailed laboratory activities in the Biological sciences will be the focus of this course. The course will take a micro to macro approach and begin with a more in depth look at the cellular organization and end with comprehensive instructional units involving mammalian physiology. This course is required for students who want to continue on to IB Biology HL, or who want to pursue the IB Biology Certificate or IB Diploma. Preparation for the IB Biology exam is integrated throughout the course. This course is offered to students in Grades 11-12, with enrollment priority given to IB Diploma Candidates. (*UC “D” approved*)

IB Biology HL

Pre-requisite: teacher recommendation and/or Counselor approval; recommended grade of B or better in IB Biology SL

IB Biology HL is a continuation of IB Biology SL. This year-long course is offered to seniors only, with enrollment priority given to IB Diploma Candidates. This course is required for students who want to pursue the IB Biology Certificate or IB Diploma. Preparation for the IB English HL exam is integrated throughout the course. (UC "D" approved)

FOREIGN LANGUAGE DEPARTMENT

German I

This year-long college-preparatory course focuses on the development of the ability to comprehend and produce standard language (memorized words, phrases, and sentence, etc.) through basic vocabulary and grammar that deals with separate elements of daily life in highly predictable common daily settings. Aspects of German culture will also be taught through the development of the four language skills: listening, speaking, reading, and writing. (UC "E" approved)

German II

Pre-requisite: completion of German I or teacher recommendation and/or Counselor approval; or passing score on 8th grade assessment

This year-long college-preparatory course further develops the ability to comprehend and produce language (sentences and strings of sentences) that deals with everyday courtesy requirements and topics related to self and the immediate environment, in both informal and transactional settings, through intermediate grammar and vocabulary. (UC "E" approved)

German III

Pre-requisite: completion of German II or teacher recommendation and/or Counselor approval

This year-long college-preparatory course further develops the ability to comprehend and produce planned language (paragraphs and strings of paragraphs) that deals with factual topics of public interest in most informal and some formal settings. Students move from the comfort of learned material to creating with the language. Vocabulary and grammatical structures increase with the course. (UC "E" approved)

German IV IB SL

Pre-requisite: teacher recommendation and/or Counselor approval; recommended grade of B or better in German III

This year-long IB course allows students to demonstrate increasing mastery of German III performance outcomes, and develop the ability to comprehend and produce extended language (oral and written essays) that deals with unfamiliar, abstract, practical, social, and professional topics in most formal and informal settings and problem situations. Preparation for the IB German SL exam is integrated throughout the course. (UC "E" approved)

German V IB HL2

Pre-requisite: teacher recommendation and/or Counselor approval; recommended grade of B or better in German IV IB SL

This year-long IB course focuses on the mastery of German, extending the student's ability to comprehend and produce more forms and styles of extended language tailored to various audiences from within the target-culture framework. All grammatical structures are reviewed along with vocabulary in many specialized areas in the target language. Preparation for the IB German SL or HL exam is integrated throughout the course. (UC "E" approved)

German Seminar

Pre-requisite: teacher recommendation and/or Counselor approval; completion of German V

This year-long seminar focuses on continuing the mastery of German. This course is designed to assist students who are pursuing the IB Diploma in meeting program requirements. Preparation for the IB German SL or HL exam is integrated throughout the course. Students will not receive high school credit for this course, although a grade will be reported on the transcript.

Spanish I

This year-long college-preparatory course focuses on basic grammar structures such as: subject/verb agreement, adjective/noun agreement, and syntax. Vocabulary units will focus on: school/classes, sports, family, vacation/leisure activities, restaurants, health, and travel. The language skills that will be used to learn Spanish I include listening, speaking, reading, and writing. Aspects of culture will also be taught. (UC "E" approved)

Spanish II

Pre-requisite: completion of Spanish I or teacher recommendation and/or Counselor approval; or passing score on 8th grade assessment

This year-long college-preparatory course offers a continuation of a basic/intermediate level. The grammar focus of this course is: various past tense verbs, as well as future tense. Vocabulary will consist of shopping, leisure activities, hotels/travel, and medical emergencies. The language skills that will be used to learn in Spanish II include reading, writing, speaking, and listening comprehension. Aspects of culture will also be taught. (UC "E" approved)

Spanish III

Pre-requisite: completion of Spanish II or teacher recommendation and/or Counselor approval

This year-long college-preparatory course is designed for students with an understanding of the basic vocabulary and grammatical concepts of Spanish. In addition to reviewing basic concepts, the grammar focus of this course is: object pronouns and the future, conditional, perfect, and imperative tenses of verbs, as well as an introduction to the subjunctive mood. Vocabulary will consist of words related to traveling, medical emergencies, the city, the kitchen, driving, celebrations, errands, and professions. The language skills that will be used to learn Spanish include reading, writing, speaking, listening. Aspects of culture will also be taught. (UC "E" approved)

Spanish IV IB SL

Pre-requisite: teacher recommendation and/or Counselor approval; recommended grade of B or better in Spanish III

This year-long IB course refines students' speaking, reading, and writing skills. Students write compositions, learn advanced grammatical structures and review basic grammar, and expand vocabulary through literary study. Students read and analyze works of literature and explore cultural topics in preparation for the IB Spanish SL examination. (UC "E" approved)

Spanish V IB HL2

Pre-requisite: teacher recommendation and/or Counselor approval; recommended grade of B or better in Spanish IB SL IV

Spanish V is a year-long IB course that continues the mastery of Spanish, extending the student's ability to comprehend and produce more forms and styles of extended language tailored to various audiences from within the target-culture framework. All grammatical structures are reviewed along with vocabulary in many specialized areas in the target language. Preparation for the IB Spanish SL or HL exam is integrated throughout the course. (UC "E" approved)

VISUAL AND PERFORMING ARTS DEPARTMENT

Art 1

This year-long college-preparatory course focuses on the study of art using a variety of media including both 2-dimensional and 3-dimensional techniques. (UC "F" approved)

Art 2

Pre-requisite: teacher recommendation and/or Counselor approval; completion of Art 1

This year-long college-preparatory course offers a more in-depth study of art and concept development using a variety of media, including 2-dimensional and 3-dimensional techniques. (UC "F" approved)

Art 3

Pre-requisite: teacher recommendation and/or Counselor approval; recommended grade of B or better in Art 2

This year-long college-preparatory course offers an advanced level study of art in a variety of media, including 2-dimensional and 3-dimensional techniques. (UC "F" approved)

Art 4

Pre-requisite: teacher recommendation and/or Counselor approval; recommended grade of B or better in Art 3

This year-long college-preparatory course consists of self-directed studio art instruction in a variety of media, with teacher guidance and feedback on art work, concept development, presentation, written reflection, and development of a college art portfolio. (UC "F" approved)

New Media 1

This year-long college-preparatory course provides a foundation in graphic design principles, typography, and specific instruction in software used in design, layout, and illustration. Projects include advertisements, packaging, logos, posters/cd covers, and other publications as well as images for book and article illustrations. (UC "F" approved)

New Media 2

Preferred Pre-requisite: completion of GPA Middle School Art, Art 1, or New Media 1

This year-long college-preparatory course includes photography using film and digital cameras and photo manipulation using computer software. *(UC "F" approved)*

Film and Video Production

This year-long course introduces students to the art of and language of film and video production. Students are required to learn specialized vocabulary and use it to express themselves clearly in their writing about film and video. The course will focus on film and television history, criticism, analysis of video and film, and shooting and editing techniques using video cameras and digital and linear editing systems. *(pending UC "F" approval)*

IB Film SL

Preferred Pre-requisite: completion of Film and Video Production

This year-long IB course aims to develop students' skills so that they become skillful in both interpreting and making film texts. Through the student and analysis of film texts and exercises in film-making, this course explores film history, theory and socioeconomic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures. This course is offered to students in Grades 11-12, with enrollment priority given to IB Diploma Candidates. Preparation for the IB Film SL exam is integrated throughout the course. *(UC "F" approved)*

Drama 1: Introduction to Theater

This year-long college-preparatory course is an introduction to the fundamentals of drama including theater history, basic elements of performance, technical theater elements, and theater terminology and theater criticism. A large part of the class will be spent on performance, including theater games, improvisation, monologue study, and scene study. *(UC "F" approved)*

Drama 2: Acting Fundamentals

Pre-requisite: completion of Drama 1 with a "C" or better or teacher approval

This year-long college-preparatory course focuses on the development of the performer. The course combines theater games, improvisation, monologue work, and scene study including many styles of theater, with a particular emphasis on the classics of theater, including Shakespeare, Moliere, Sheridan, Brecht, etc. The class ends with a one-act play festival. *(UC "F" approved)*

Theatre Arts IB SL

Pre-requisite: teacher recommendation and/or Counselor approval; recommended grade of B or better in Drama 1

This year-long IB course includes the Group 6, Arts and Electives component to the IB Diploma Program. The aim of the class is to help students understand the nature of theater, to understand it by studying it and making it. There is a primary focus on other cultures and world theater. The class takes a look at theater from an analytical and directorial point of view. The class focuses on four major components: Performance Skills, World Theater, Play Analysis and Theater production. This course is offered to students in Grades 11-12, with enrollment priority given to IB Diploma Candidates. Preparation for the Theater Arts IB SL exam is integrated throughout the course. *(UC "F" approved)*

Stage Production: Rehearsal and Performance

Pre-requisite: completion of Drama 1; audition required

This year-long course focuses on the rehearsal and performance of a production. It concentrates on the performer, providing the acting company or ensemble for all GPA productions. This is a class for the serious acting student, and requires a strong commitment level. This course is open to Grade 11 -12 students, and may be repeated for credit.

Concert Band

This year-long performance based course is designed for students who have experience playing a woodwind, brass, or percussion instrument. A wide variety of musical styles, periods, and cultures will be studied. This course is open to Grade 10-12 students, with previous band experience. This course may be repeated for credit. *(pending UC "F" approval)*

Music Production

This year-long course is designed to provide exposure to a variety of music genre's that support and promote performance and musical ensemble productions. Students will have the opportunity to look at production, recording, orchestration of musical pieces while working with live musicians and vocals to develop a finished product. Students will develop skills that enhance

and promote their musical talents, learn to work together as a group, understand the dynamics of blending musical, vocals, stagecraft and production for both recorded and live performances. (*pending UC "F" approval*)

Rhythm Appreciation

This year-long course is designed to cover the fundamentals of playing percussion instruments and the application of musicianship skills to the genre. It is designed to improve the playing skills and knowledge in the areas of intermediate rhythm reading. Students will receive feedback on their progress throughout the semester. Assessments for this class will be based on effort, not ability. Class participation, completion of homework, and projects are expected. All of the California music content standards will be addressed in this course. This course may be repeated for credit. (*pending UC "F" approval*)

Vocal Music

This year-long college-preparatory course provides students with the opportunity to learn healthy singing technique and to perform as soloists, in small groups, and in a large choral ensemble. A variety of genres will be explored, including Musical Theater, Madrigals, Traditional American Folksongs, and songs from global cultures and in a variety of languages. No previous experience is required for this class. Music fundamentals and reading skills will also be taught. This course may be repeated for credit. (*UC "F" approved*)

Culinary Arts

This year-long course focuses on the basic principles of food preparation including cooking measurements, terms, equipment, and techniques; safety and sanitation; nutrition; meal planning; table setting; dishwashing; and food presentation. Students also study food groups and prepare recipes for breakfast, lunch, dinner, and desserts using ingredients from all food groups. This course is offered to students in Grades 11-12.

Advanced Culinary Arts

Pre-requisite: completion of Culinary Arts or teacher recommendation

This year-long course is designed for students who are interested in exploring the Culinary Arts as a career. Students study food preparation from the commercial perspective and prepare foods appropriate for restaurant service. Students study food presentation as well as preparation. This course is offered to students in Grades 11-12.

PHYSICAL EDUCATION DEPARTMENT

Physical Education

This year-long course is designed to introduce skills and strategies involved in team sports and individual sports. Physical fitness activities, testing, and health instruction will be given. This course fulfills the state health requirement. Health instruction is designed to reinforce and enhance knowledge of a healthy lifestyle. Included is the study of the following topics: physical fitness, hygiene, good nutrition, personal relationships, family life, communicable disease, substance abuse, and safety. This course will fulfill the physical education requirement for graduation, and is required for Grade 9 students. Students who have met their physical education requirement may also enroll in this class for elective credits. This course may be repeated for up to 30 credits.

Sports PE

Pre-requisite: Athletic Director or Coach approval

Students who participate in GPA individual or team sports may earn 5 elective credits per semester, as long as participation and co-curricular eligibility is maintained throughout the entire sport season. This course is open to Grade 9-12 students, and may be repeated for up to 30 credits. A letter grade will be indicated as a 7th period class for students who complete the athletic season. Students who do not complete the entire season will not receive a grade or credit. Students should contact the Athletic Director for a course syllabus and/or more information.

NON-DEPARTMENTAL

Academic Support

This year-long course is designed to support students who score Far Below Basic or Below Basic on their STAR English and/or Math CSTs, and to provide additional assistance to students who have not passed their CAHSEE requirement. This course will be repeated until the student fulfills the CAHSEE requirement or achieves a minimum of Basic scores on the English and Math CSTs. Placement in this course is determined by the Counselor for Grade 9-12 students and is worth five credits per semester.

Computer Literacy

This year-long course uses computer technology to generate solutions to real world problems or tasks. Projects will require students to demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, creativity and innovation. Students will specifically demonstrate mastery of basic productivity tools such as word processing, spreadsheet, database, electronic research, e-mail and applications for presentations, PowerPoint, Excel, web page development, and graphic design. Additionally students will understand the concepts underlying hardware, software, and connectivity including the ethical dimensions of digital citizenship. This course will fulfill the computer literacy requirement for graduation, and is required for Grade 9 students, and for Grade 10 students who have not met the computer literacy requirement. This course is also open to any student who would like to enroll for elective credit. *Students who pass the Computer Literacy assessment will be exempt from taking this course.*

English Language Development (ELD)

The English Language Development (ELD) course is a language acquisition program designed to enhance a student's skills in acquiring English as a second language. Students take core academic courses in English. Placement in ELD is determined by individual student English proficiency scores. This course provides students with the following skills: listening and speaking, reading comprehension, reading fluency, vocabulary and grammar development, and writing. This course will also serve to increase each student's team collaboration abilities through interactive teamwork activities. A year-long ELD course may help fulfill the foreign language requirement at GPA.

IB Business and Management HL

Pre-requisite: Completion of IB Business and Management SL

This year-long IB course integrates all aspects of business management. IB Business and Management HL is designed for any student that has an interest in the world around them and who wish to develop skills of analysis and evaluation that they can apply to international real-world situations. This is the 2nd course in a 2-year sequence. IB Business and Management HL builds depth & breadth to each of the concepts and topics examined in the SL course (1st year), which examined how business decisions are made and how those choices make an impact on the internal and external environments. The ideals of international cooperation and responsible citizenship are at the heart of IB Business. Course topics include: Business Organizations and Environment, Marketing, Human Resources, Operations Management, and Accounting and Finance. This course is offered to students in Grade 12, with enrollment priority given to IB Diploma Candidates. Preparation for the IB Business and Management exam is integrated throughout the course.

IB Theory of Knowledge I

This IB course examines the origins and validity of various forms of knowledge. The process of the course is a critical reflection on what the student claims to know. The focus of the class is on inquiry. The goals are to gain an understanding of what it means to know something as a scientist, an artist or historian, etc. and how the forms of knowledge relate to one another. This course is required for Full IB Diploma Candidates in Grade 11 and may be offered as a 0 period, 7th period, or as a seminar class. *(UC "G" approved)*

IB Theory of Knowledge II

Pre-requisite: Completion of IB Theory of Knowledge I

This IB course is a continuation of IB Theory of Knowledge I and examines the origins and validity of various forms of knowledge in a more in-depth manner. The focus of the course remains on inquiry and further explores what it means to know something as a scientist, an artist, or a historian. This course is required for Full IB Diploma Candidates in Grade 12 and may be offered as a 0 period, 7th period, or as a seminar class. *(UC "G" approved)*

Office Assistant

Pre-requisite: 2.5 cumulative gpa; approval of counselor

This course allows a student to work with an office staff member as an assistant. Students receive experience in filing, public contact, and other office skills. This course gives students experience in various office support activities under the guidance of office staff. Regular and consistent attendance is required and confidentiality is expected. This course is open to students in Grades 11-12 and may be repeated for up to 20 credits (in combination with credits as a Teacher Assistant). Students who receive a non-compliance letter during the corresponding school year will be ineligible to serve as an Office Assistant. Enrollment is limited.

Study Skills (Special Education)

Study Skills is a class offered in the accelerated learning lab where students of all grades can access the special education staff, support materials, texts, technology, and instructional support to help address their individual goals and needs. This class is

structured to meet the needs of the students as outlined in their Individual Education Plan under Individuals with Disabilities in Education Improvement Act (“IDEIA”). A year-long Study Skills course may help fulfill the foreign language requirements at GPA. Only students who have qualified for Special Education services are eligible for this course. This class is graded on a Pass/Fail basis, and does not affect grade point average.

Teacher Assistant

Pre-requisite: 2.5 cumulative gpa; approval of teacher and/or counselor

This course allows a student to work with a teacher as an assistant. This course gives students experience in various classroom support activities under the guidance of the teacher. Regular and consistent attendance is required and confidentiality is expected. This course is open to students in grades 11-12 and may be repeated for up to 20 credits (in combination with credits as an Office Assistant). Students who receive a non-compliance letter during the corresponding school year will be ineligible to serve as a Teacher Assistant. Teachers are limited to one assistant per school year. Enrollment is limited.

Virtual Classes

This option provides students with a variety of online courses, including college-preparatory and Advanced Placement offerings. Online courses provide a unique opportunity for students who are self-motivated, disciplined, and independent learners to pursue educational choices outside the traditional classroom. This 21st century learning environment provides students the ability to collaborate and communicate with a virtual instructor. GPA faculty act as a classroom facilitator between the student and online instructor. Students desiring to take these rigorous course offerings must meet the established criteria and have Counselor approval based on space available. Eligible seniors will receive priority enrollment. Once enrolled, the student will be obligated to complete the course full term. Failure to do so will represent an “F” on student’s transcript. Parent and student must attend an orientation and submit a Guajome Park Academy Virtual Class Master Agreement before the student is officially enrolled in these courses. The following are AP courses that may be offered. Course descriptions for AP courses can be found in the IS section of this course catalog. For more course information (including a class syllabus), visit the APEX Learning Course Catalog at http://apexlearning.com/Catalog.htm?id_catalog=10

AP United States History (OL)

AP Government and Politics United States (OL)

AP Microeconomics (OL)

AP English Language (OL)

AP English Literature (OL)

AP Statistics (OL)

AP Psychology (OL)

Through the virtual/online course option, students also have the opportunity for credit recovery to meet graduation requirements. Course descriptions for credit recovery courses can be found in the IS section of this course catalog. Credit recovery courses are designated with an *, and may include the following core subjects:

***English 9**

***English 10**

***English 11**

***English 12**

***Algebra 1**

***Geometry**

***Algebra 2**

***Pre-Calculus**

***Physical Science**

***Biology**

***Chemistry**

Per available space, students who are enrolled in virtual class period may also have the opportunity to take additional online non-departmental courses that are listed in the IS section of the course catalog. Classes may include, but are not limited to the following:

Art Appreciation

Geography and World Cultures

Health

Music Appreciation

Psychology

IS COURSE DESCRIPTIONS

IS SOCIAL STUDIES

World History

This year-long online college-preparatory course covers major events in world history, including the development and influence of human-geographic relationships, political and social structures, economics, science and technology, and the arts. Students investigate the major religions and belief systems throughout history and learn about the importance of trade and cultural exchange. Other topics include the development of agriculture, the spread of democracy, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th century. Students learn to use primary historical documents as evidence as they learn about past events. Students develop confidence in their analytic writing through a scaffold sequence of short analytic pieces and short essays, including document-based questions. Primary documents are embedded in the instruction to encourage students to make frequent connections to evidence from the past. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards. This course is divided into two semesters: World History A is first semester; and World History B is second semester. (*UC "A" approved*)

U.S. History

This year-long online college-preparatory course describes the emergence of the United States as an industrial nation and then focuses on its role in modern world affairs. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups. The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards. This course is divided into two semesters: U.S. History A is first semester; and U.S. History B is second semester. (*UC "A" approved*)

AP United States History (OL)

Pre-requisite: B or better in most recent social science course

This year-long online AP course analyzes and explores the economic, political, and social changes in America since Columbus. Students master historical knowledge and critical analysis, build reading, writing, and communication skills, and discover how historical events have contributed to American culture. In the process, they'll learn how decisions and events of the past continue to have profound effects on the world today and how knowledge of the causes behind past events can influence future decisions. By the end of the course, students will be ready to put their factual knowledge to work by weighing evidence and interpreting problems presented by historians. The equivalent of an introductory college-level course, AP U.S. History prepares students for the AP Exam and for further study in history, political science, economics, sociology, and law. This course is divided into two semesters: AP US History A is first semester; and AP US History B is second semester. (*UC "A" approved*)

U.S. Government and Politics

This semester online course offers a tightly focused and scaffold curriculum that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It covers the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court. U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffold series of analytic assignments and written lesson tests. Students read annotated primary documents and apply those documents to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

AP Government and Politics United States (OL)

Pre-requisite: US History

This semester online AP course studies the operations and structure of the US government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they'll learn how to gather data about political behavior and develop their own theoretical analysis of American politics. They'll also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP US Government and Politics prepares students for the AP Exam and for further study in political science, law, education, business, and history. This is a semester course. (UC "A" approved)

U.S. and Global Economics

This semester online course offers a tightly focused and scaffold curriculum that provides an introduction to key economic principles. The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East. U.S. and Global Economics are designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffold series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read selections from annotated primary documents and apply those readings to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

AP Microeconomics (OL)

Pre-requisite: Algebra I

This semester online AP course studies the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students will learn why the same product costs different amounts at different stores, in different cities, at different times. They'll also learn to spot patterns in economic behavior and how to use those patterns to explain buyer and seller behavior under various conditions. Microeconomics studies the economic way of thinking, understanding the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in promoting a healthy economy. The equivalent of a 100-level college course, AP Microeconomics prepares students for the AP Exam and for further study in business, history, and political science. This is a semester course. (UC "G" approved)

IS ENGLISH

English 9

This year-long online college-preparatory course provides an introduction to literature and composition. This course covers literature study, reading, writing, and language. Students read literature from around the world, including the following genres: short story, poetry, memoir, autobiography, drama, and epic. They read examples of informational writing, such as a letter, Web site, magazine article, newspaper article, speech, editorial, and movie or book review. Along the way, they acquire and practice reading skills and strategies that are directly applicable to these literary and informational reading materials. Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills. In addition, students develop and practice writing and language skills. They employ the writing process to create narrative, expository, and persuasive compositions. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards. This course is divided into two semesters: English 9A is first semester; and English 9B is second semester. (UC "B" approved)

English 10

This year-long online college-preparatory course focuses on critical reading and effective writing. This course develops both academic and life skills. Concepts are presented in creative and lively ways that reinforce learning goals and engage students. Literary selections include short fiction and poetry from around the globe, modern drama works, and a contemporary novel. Nonfiction selections feature historical correspondence, diaries, logs, and famous courtroom arguments. Life reading skills

target forms, applications, and work-related communication. Grammar review and vocabulary development are included in every unit. Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills. The writing program builds confidence in young writers by targeting control of organization, effective sentences, and word choice. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards. This course is divided into two semesters: English 10A is first semester; and English 10B is second semester. *(UC “B” approved)*

English 11

This year-long online college-preparatory literature and composition course is organized as a survey of American literature. It can stand alone as a complete year of general study in English without a specific prerequisite, but its modular design allows flexibility in how the program is used in the classroom; teachers may use a single unit, lesson, or activity to supplement regular class content. The course builds literary and communication skills, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research. Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills. Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They learn and practice workplace communication skills in special activities. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research reports. Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards. This course is divided into two semesters: English 11A is first semester; and English 11B is second semester. *(UC “B” approved)*

AP English Language (OL)

Pre-requisite: B or better in most recent English class

This year-long online AP course assists students in understanding and analyzing complex styles of writing by reading works from a variety of authors. They’ll explore the richness of language, including syntax, imitation, word choice, and tone. They’ll also learn about their own composition style and process, starting with exploration, planning, and writing, and continuing through editing, peer review, rewriting, polishing, and applying what they learn to a breadth of academic, personal, and professional contexts. The equivalent of an introductory college-level survey class, this course prepares students for the AP Exam and for further study in communications, creative writing, journalism, literature, and composition. This course fulfills the English 11 requirement for graduation, and is divided into two semesters: AP English Language A is first semester; and AP English Language B is second semester. *(UC “B” approved)*

English 12

This year-long online college-preparatory course offers a streamlined survey of British literature, illustrating the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature. Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on their own terms and within a larger context — while providing them with the tools and encouragement they need in order to do so. Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards. This course is divided into two semesters: English 12A is first semester; and English 12B is second semester. *(UC “B” approved)*

AP English Literature (OL)

Pre-requisite: B or better in most recent English class

This year-long online AP course immerses students in novels, plays, poems, and short stories from various periods. Students will read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and class discussions to assess and improve their skills and knowledge. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. The equivalent of an introductory college-level survey class, this course prepares students for the AP Exam and for further study in creative writing, communications, journalism, literature, and composition. This course fulfills the English 12 requirement for graduation, and is divided into two semesters: AP English Literature A is first semester; and AP English Literature B is second semester. (*UC "B" approved*)

IS MATHEMATICS

Algebra 1

This year-long online college-preparatory course provides a curriculum focused on the mastery of critical skills and the understanding of key algebraic concepts, preparing students to recognize and work with these concepts. Through a "Discovery-Confirmation-Practice" based exploration of algebraic concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include an Introductory Algebra review; measurement; an introduction to functions; problem solving with functions; graphing; linear equations and systems of linear equations; polynomials and factoring; and data analysis and probability. This course is divided into two semesters: Algebra 1A is first semester; and Algebra 1B is second semester. (*UC "C" approved*)

Geometry

This year-long online college-preparatory course provides a curriculum focused on the mastery of critical skills and the understanding of key geometric concepts. Through a "Discovery-Confirmation-Practice" based exploration of geometric concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include reasoning, proof, and the creation of a sound mathematical argument; points, lines, and angles; triangles; quadrilaterals and other polygons; circles; coordinate geometry; and three-dimensional solids. The course concludes with a look at special topics in geometry, such as constructions, symmetry, tessellations, fractals, and non-Euclidean geometry. This course is divided into two semesters: Geometry A is first semester; and Geometry B is second semester. (*UC "C" approved*)

Algebra 2

Pre-requisite: Algebra 1

This year-long online college-preparatory course provides a curriculum that builds on the algebraic concepts covered in Algebra 1. Through a "Discovery-Confirmation-Practice" based exploration of intermediate algebra concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include conic sections; functions, relations, and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students also cover topics relating to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis and probability. This course is divided into two semesters: Algebra 2A is first semester; and Algebra 2B is second semester. (*UC "C" approved*)

Pre-Calculus

Pre-requisite: successful completion of two years of Algebra and one year of Geometry

This year-long online college-preparatory course combines reviews of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers. This course is divided into two semesters: Pre-Calculus A is first semester; and Pre-Calculus B is second semester. (*UC "C" approved*)

AP Statistics (OL)

Pre-requisite: Algebra 2

This year-long online AP course gives students hands-on experience collecting, analyzing, graphing, and interpreting real-world data. They will learn to effectively design and analyze research studies by reviewing and evaluating real research examples taken from daily life. The next time they hear the results from another poll or study, they will know whether the results are valid. As the art of drawing conclusions from imperfect data and the science of real world uncertainties, statistics plays an important role in many fields. The equivalent of an introductory college-level course, AP Statistics prepares students for the AP Exam and for further study in science, sociology, medicine, engineering, political science, geography, and business. This course has been authorized by the College Board to use the AP designation. This course is divided into two semesters: AP Statistics A is first semester; and AP Statistics B is second semester. (*UC "C" approved*)

AP Calculus A/B (OL)

Pre-requisite: Algebra 2, Geometry, Pre-Calculus with Trigonometry

This year-long online AP course assists students in understanding change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Instead of simply getting the right answer, students learn to evaluate the soundness of proposed solutions and to apply mathematical reasoning to real-world models. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. The equivalent of an introductory college-level calculus course, AP Calculus A/B prepares students for the AP Exam and further studies in science, engineering, and mathematics. This course has been authorized by the College Board to use the AP designation. This course is divided into two semesters: AP Calculus A/B A is first semester; and AP Calculus A/B B is second semester. (*UC "C" approved*)

Personal Finance

This year-long online course focuses on real-world financial literacy, personal finance, and business subjects. Students apply what they learned in Algebra I and Geometry to topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, stocks, insurance, and retirement planning. They then extend their investigations using more advanced mathematics, such as systems of equations when studying cost and profit issues and exponential functions when calculating interest problems. This course aligns to state standards as they apply to Mathematics of Personal Finance and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards. This course is divided into two semesters: Personal Finance A is first semester; and Personal Finance B is second semester.

IS SCIENCE

Physical Science

This year-long online course offers a focused curriculum designed around the understanding of critical physical science concepts, including the nature and structure of matter, the characteristics of energy, and the mastery of critical scientific skills. Topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the Periodic Table of Elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy. Teacher-graded labs encourage students to apply the scientific method. The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards. This course is divided into two semesters: Physical Science A is first semester; and Physical Science B is second semester.

Biology

This year-long online course offers a curriculum that focuses on the mastery of basic biological skills, concepts, and models that are important for students to know and apply in everyday life. The course begins with the study of cell and molecular biology and covers experimental design; chemistry and the biochemical basis of life; cell structure and function; basic metabolism; and genetics. Building on this foundation is an exploration into evolution, biodiversity, organismal biology, and ecology. As part of the study of vertebrates, the structure and function of major organ systems and biological processes in humans are introduced. Teacher-graded labs encourage students to apply the scientific method. The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards. This course is divided into two semesters: Biology A is first semester; and Biology B is second semester.

Chemistry

This year-long online course offers a curriculum that facilitates students' understanding of chemistry concepts and critical scientific skills. Topics include the nature of matter; the structure of atoms and molecules; bond formations; the qualitative and

quantitative aspects of chemical reactivity; the physical and chemical properties of solids, liquids, and gases; the states of matter; phase transitions; equilibrium; kinetics; thermodynamics; electrochemistry; nuclear chemistry; and an introduction to organic chemistry. Teacher-graded labs encourage students to apply the scientific method. The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards. This course is divided into two semesters: Chemistry A is first semester; and Chemistry B is second semester.

PHYSICAL EDUCATION

Personal Physical Education

This semester course is designed to give students the opportunity to learn through an individually based Physical Education program. Students will be empowered to make personal choices and meet personal challenges, with emphasis placed on students developing a personalized fitness program for a healthy lifestyle. Acceptable means for credit are limited to two hours per day, Monday through Friday, with a maximum of sixty hours total for each semester. This course may be repeated for up to 30 credits.

Physical Education

This semester online course combines the best of online instruction with actual student participation in weekly cardiovascular, aerobic, and muscle toning activities. This semester course promotes a keen understanding of the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives. Specific areas of study include: Cardiovascular exercise and care, safe exercising, building muscle strength and endurance, injury prevention, fitness skills and FITT benchmarks, goal setting, nutrition and diet (vitamins and minerals, food labels, evaluation product claims), and stress management. The course requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities and on weekly participation reports to verify the student is meeting his or her requirements and responsibilities. Physical Education is aligned to national and state standards and the Presidential Council on Physical Fitness and Sports. This course may not be repeated for additional credit.

Sports PE

Pre-requisite: Athletic Director or Coach approval

Students who participate in GPA individual or team sports may earn 5 elective credits per semester, as long as participation and co-curricular eligibility is maintained throughout the entire sport season. This course is open to Grade 9-12 students, and may be repeated for up to 30 credits. A letter grade will be indicated as a 7th period class for students who complete the athletic season. Students who do not complete the entire season will not receive a grade or credit. Students should contact the Athletic Director for a course syllabus and/or more information.

NON-DEPARTMENTAL

AP Psychology (OL)

Pre-requisite: Biology

This semester online AP course provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think the process of human development and human aggression, altruism, intimacy, and self-reflection. They'll study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of a 100-level college survey course, AP Psychology prepares students for the AP Exam and for further studies in psychology and life sciences. This course may not be repeated for additional credit.

(UC "G" approved)

Art Appreciation

This semester online course provides a survey of the history of Western visual arts, with a primary focus on painting. Students begin with an introduction to the basic principles of painting and learn how to critique and compare works of art. Students then explore prehistoric and early Greek and Roman art before they move on to the Middle Ages. Emphasis is placed on the Renaissance and the principles and masters that emerged in Italy and northern Europe. Students continue their art tour with the United States during the 20th century, a time of great innovation as abstract art took center stage. While Western art is the course's primary focus, students will finish the course by studying artistic traditions from Africa, Asia, Oceania, and the

Americas. Coverage of each artistic movement highlights historical context and introduces students to key artists that represent a variety of geographic locations. Throughout the course, students apply what they have learned about art critique to analyze and evaluate both individual artists and individual works of art. Art Appreciation is based on national standards developed by the Consortium of National Arts Education Associations, as well as key state standards. It encompasses a variety of skills to enable students to critique, compare, and perhaps influence their own works of art. This course may not be repeated for additional credit.

Art 1

This year-long course designed for the beginning to intermediate art student. Art 1 focuses on learning the elements and principles of design and incorporating this knowledge into a variety of art projects utilizing a wide variety of media.

Art 2

This year-long course offers a broad use of a variety of media, techniques, processes, and tools to create original, complex compositions that reflect personal growth, solve visual art problems, and communicate ideas.

CAHSEE Mathematics

This semester online course prepares students for success on the exit exam. In this course, students complete a Diagnostic Pretest that simulates the Mathematics section of the CAHSEE. The Diagnostic Pretest provides students with individualized study plans that direct them to the most relevant practice content. After multiple opportunities to practice the concepts and skills tested on the CAHSEE, students complete a Posttest that shows their progress preparing for the CAHSEE. Content strands include statistics, data analysis, and probability (grades 6 and 7); number sense; algebra and functions; measurement and geometry; mathematical reasoning; and Algebra I. All practice and assessment opportunities in the course simulate the format and terminology of the official exam. In addition, the course provides students with an overview of the exam and test-taking tips. Course content is aligned to the official blueprint for the CAHSEE Mathematics exam. This course may be repeated for up to 10 credits.

CAHSEE English-Language Arts

This semester online course prepares students for success on the exit exam. In this course, students complete a Diagnostic Pretest that simulates the English-Language Arts section of the CAHSEE. The Diagnostic Pretest provides students with individualized study plans that direct them to the most relevant practice content. After multiple opportunities to practice the concepts and skills tested on the CAHSEE, students complete a Posttest that shows their progress preparing for the CAHSEE. Content strands include writing applications, word analysis, reading comprehension, literary response and analysis, writing strategies, and writing conventions. All practice and assessment opportunities in the course simulate the format and terminology of the official exam. In addition, the course provides students with an overview of the exam and test-taking tips. Course content is aligned to the official blueprint for the CAHSEE English-Language Arts exam. This course may be repeated for up to 10 credits.

Child Development

This year-long course studies the stages of growth and development in young children, from conception to teen years. Piaget, Spock and other experts will be studied as well as the latest in theories of learning and theories of child development and parenting skills.

Culinary Arts

This year-long course is designed to give students information about food and nutrition that they can apply every day. This will focus on the most recent diet and physical activity guidelines to help students make healthy food and fitness choices. This course also covers consumer guidelines which include choosing appliances, setting up a budget, and the buying and proper storing of foods. Other topics discussed include; tips on space, time and energy while managing your resources, basic cooking methods, and health, business etiquette, safety, business and consumer tips.

Geography and World Cultures

This semester online course offers a tightly focused and scaffold curriculum that enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them. Geography and World Cultures is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards. Geography and World Cultures is designed as the first course in the social studies

sequence. It develops note-taking skills, teaches the basic elements of analytic writing, and introduces students to the close examination of primary documents. This course may not be repeated for additional credit.

Health

This semester online course offers valuable, skills-based health education course designed for general education in grades 9 through 12. Skills for Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health; nutrition; physical activity; substance use and abuse; injury prevention and safety; and personal health, environmental conservation, and community health resources. Through use of accessible information and real-life simulations, students apply the seven health skills. These include access to valid health information; self-management; analysis of internal and external influences; interpersonal communication; decision-making; goal setting; and advocacy. Students who complete Skills for Health build the skills they need to protect, enhance, and promote their own health and the health of others. The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards. This course may not be repeated for additional credit.

Independent Projects

This semester course allows students to create educationally valuable presentations or projects which emphasize self-directed learning, group collaboration, complex thinking, community involvement, and /or creation of products.

Credit is based on:

- Independent Project proposal must be submitted and approved prior to beginning of the project.
- Documented and verified hours (100 hours earns five units of credit).
- Complexity of project.
- Meeting the project's learning objectives and timelines.
- Completing reflection paper at end of course.

This course is open to Grade 10-12 students and may be repeated for up to 30 credits.

Music Appreciation

This year-long online course introduces student to the history, theory, and genres of music, from the most primitive surviving examples, through the classical to the most contemporary in the world at large. The course is offered in a two-semester format: The first semester covers primitive musical forms, classical music, and American jazz. The second semester presents the rich modern traditions, including: gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop. The course explores the interface of music and social movements and examines how the emergent global society and the Internet are bringing musical forms together in new ways from all around the world.

Parenting

This year-long course will focus on the range of roles and responsibilities that parents in our society may assume. Students will be examining parenting practices such as nurturing, communication, and guidance to help them to develop knowledge and skills that will aid in parenting roles now and/or in their future. Students will also examine the biological processes of parenting and the impact of lifestyle, emotional factors, and the technology of this process. The topics that will be covered in the course will include: parenting roles and responsibilities; the impact of attitudes, culture and society on parenting, opinions; nurturing, discipline, communication, and guidance; conception; prenatal development through birth; services and resources for parents; and regulations and laws related to parenting.

Psychology

This semester online course provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior. By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as "What is happiness?" Students answer these questions before, during, and after they interact with direct instruction. Students learn about all the domains the American Psychological Association (APA) emphasizes: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior. The content is based on the American Psychological Association's National Standards for High School Psychology Curricula. The teaching methods draw from the National Science Teachers Association (NSTA) teaching standards. This course may not be repeated for additional credit.

Service Learning

This semester course integrates the community service experience with the student's academic curriculum. Service Learning requires active student participation in organized service that is coordinated between the school and the community. In addition to fostering civic responsibility and individual development, service learning allows the student to make meaning of the

curriculum through participation in the design and implementation of a service project. The student will reflect on the experience through personal writing, directed reading and small group discussion. Students must complete a minimum of 100 hours of documented community service to receive 5 credits. This course is open to Grade 11-12 students and may be repeated for up to 10 credits.

Study Skills - Special Education

Study Skills is a class offered in the accelerated learning lab where students of all grades can access the special education staff, support materials, texts, technology, and instructional support to help address their individual goals and needs. This class is structured to meet the needs of the students as outlined in their Individual Education Plan under IDEA (Individuals with Disabilities Education Act). A year-long Study Skills course may help fulfill the foreign language requirement at Guajome Park Academy. Only students who have qualified for Special Education Services are eligible for this course.

Work Experience

Pre-requisite: 16 years of age, 2.0 grade point average, and students must be employed or obtain employment within one month of being in the class.

This semester course gives students the opportunity to acquire general and specific occupational skills through a combination of supervised paid employment and related classroom instruction. Students attend one period class per week. The subjects covered in class include the following topics: applying for work, how to keep a job, how to be promoted, labor laws, on-the-job safety, general employment information and career explorations. This course gives 5 credits per semester for outside employment. Attendance is required at weekly meetings held on campus. The students must be employed on a regular basis (minimum of 10 hours of work per week for 5 units of credit and 15 hours of work per week for 10 units of credit).

As part of the enrollment process, students must complete and return a work permit application, training agreement form (signed by parents and employer), and an information sheet. A 2.0 grade point average must be maintained throughout the semester. This course is open to Grade 11-12 students and may be repeated for up to 20 credits.

ELC COURSE DESCRIPTIONS

ELC SOCIAL SCIENCE

World History

This year-long course offers a survey of world history ranging from the roots of democracy to issues in the modern world. Students will learn and study the following topics: the moral and ethical principles behind western democracy, the roots of western democracy, the cause and long term effect of the Glorious, American, and French Revolutions, and the effects of the Industrial Revolution of 1700's. Students will also explore the causes, effects, and course of WWI, the patterns of global change as a result of post-WWI imperialistic policies, the rise of totalitarian governments, the causes, course, and effect of WWII, international developments after WWII, and the issues found in the new nations founded after WWII. The new global technology will also be examined in light of its consequences on the global economy and political structure. Using primary and secondary sources, students will utilize critical thinking and problem solving skills as they conduct inquiry-based research, participate in interactive discussions, and complete assignments establishing real-world connections while covering the state standards. This subject is divided into two semesters: World History A is first semester; and World History B is second semester.

United States History

This year-long course offers thorough coverage of the following topics: analyzing the significant events in the founding of our nation including a thorough study of the Declaration of Independence, studying the philosophy behind the government that was created, studying the causes of mass urbanizations and immigrations and their impact on cities, analyzing the role religion played in the founding of America, tracing the rise of the US to a world power in the twentieth century including our role in WWI, analyzing the major developments of the 1920's, tracing the causes and effects of the Great Depression, studying the rise and impact of the New Deal, examining America's involvement, strategy, and impacts of WWII, studying the economic boom and social transformation after WWII, examining US foreign policy after WWII and in the modern era, studying the modern 'non-wars' like Vietnam, and finally, examining the development of civil rights among various groups and the major social problems contemporary American society. Using primary and secondary sources, students will utilize critical thinking and problem solving skills as they conduct inquiry-based research, participate in interactive discussions, and complete assignments establishing real-world connections while covering the state standards. This subject is divided into two semesters: US History A is first semester; and US History B is second semester.

American Government/Economics

American Government is a semester course in which students will study the founding of the United States government and how that government functions. Students will also study the fundamental principles of American democracy and where ideas of democracy originated, explain the origin of the balance of powers in the structure of the government, study the rights and obligations of citizens, evaluate the debate between free society and the need for government, analyze the roles and responsibilities of the three branches of the government as established by the Constitution, carefully debate and examine landmark Supreme Court cases which have interpreted our Constitution and changed our society, study the powers and responsibilities of state, local, and tribal governments, examine the role and influence of the media in American political life, and finally, analyze the origins and development of different political systems across time emphasizing how they relate to the democracy we have achieved. Using primary and secondary sources, students will utilize critical thinking and problem solving skills as they conduct inquiry-based research, participate in interactive discussions, and complete assignments establishing real-world connections while covering the state standards.

Economics is a semester course that provides an overview of microeconomic and macroeconomic issues and an understanding of the economic choices that individuals, firms, and governments face. It also introduces the concept of scarcity and the working process of a market economic system. Furthermore, in this course, students will examine the different market structures, the role of the firm, and the impact of government intervention on markets. This course discusses the meaning and computation of national income, inflation, unemployment, economic growth, international trade, and the impact of fiscal and monetary policies on the economy.

This subject is divided into two semesters: American Government is first semester; and Economics is second semester.

ELC ENGLISH

English 9

This year-long course focuses on literature and composition. This course is designed to engage students in the careful reading and analysis of all genres of literature (short story, poetry, novel, etc.). By reading selected literary works, students deepen their understanding and enhance their interest in literature. Students analyze a variety of aspects of literature to derive meaning from their experience of reading. Students consider literary works in relation to their own lives and experience as well. This subject is divided into two semesters: English 9A is first semester; and English 9B is second semester.

English 10

This year-long course is designed to provide thorough English instruction in literature, including a novel study, and practice in grammar/vocabulary skills in writing. Students will read, evaluate, and interpret a variety of literature and poetry while discussing such elements as character development, plot, imagery, figurative language, theme, paradox, setting, the short story, narrative poetry, form, and rhyming patterns. This subject is divided into two semesters: English 10A is first semester; and English 10B is second semester.

English 11

This year-long course focuses on American literature. Its emphasis is the analysis of various genres of literature produced by American writers. Through the exploration of literary analysis, the course develops critical thinking skills in both verbal and the written form. This subject is divided into two semesters: English 11A is first semester; and English 11B is second semester.

English 12

This year-long course emphasizes communication skills, listening, talking, reading, and writing. This course develops the student's skills in reading, thinking, and writing, listening, and speaking through in-depth study of literature in a variety of genres and through researching informational materials. It is based on the California standards for Grade 12 Language Arts as set forth in the *Reading/Language Arts Framework for California Public Schools*. This subject is divided into two semesters: English 12A is first semester; and English 12B is second semester.

ELC MATHEMATICS

Algebra 1

This year-long course is the foundation for high school mathematics courses. It is the bridge from the concrete to the abstract study of mathematics. Topics include simplifying expressions, evaluating and solving equations and inequalities, and graphing linear and quadratic functions and relations. Real world applications are presented within this course content and a function's approach is emphasized. This course meets the Algebra requirement for graduation from the State of California. This subject is divided into two semesters: Algebra 1 Sem. 1 is first semester; and Algebra 1 Sem. 2 is second semester.

Algebra 1A

This year-long course is designed to cover the first half of a standard Algebra I class. The first semester includes topics such as number patterns, graphing on a coordinate plane, the real number system, operations with real numbers, and solving equations. The second semester continues with solving simple inequalities, along with compound and absolute value inequalities, graphing linear functions in various forms, defining functions and relations, and graphing various types of data.

Algebra 1B

This year-long course is the second of a two-year sequence and emphasizes algebraic language, structure, concepts and skills. Major topics include algebraic properties and the real number system, functions and their graphs, linear equations and inequalities, linear regression and modeling, systems of linear equations and inequalities, polynomial and factoring, algebraic fractions, and real world applications. This course, in combination with completion of Algebra 1A, meets the Algebra requirement for graduation from the State of California.

Geometry

This year-long course includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include logic and proof, parallel lines and polygons, perimeter and area analysis, volume and surface area analysis. Emphasis will be placed on developing critical thinking skills as they relate to logical reasoning. This subject is divided into two semesters: Geometry A is first semester; and Geometry B is second semester.

Algebra 2

This year-long course extends the topics first seen in Algebra I and provides advanced skills in algebraic operations. Additionally, linear and quadratic functions and relations, exponential and logarithmic functions, graphing, and sequences and series will be explored. This subject is divided into two semesters: Algebra 2A is first semester; and Algebra 2B is second semester.

Business & Consumer Math

This year-long course develops the practical math skills that students will use in daily life. The course will cover personal finance and money management such as banking, taxes, budgeting, buying a car, shopping for an apartment, trading stocks, getting a loan, etc. The course also covers all aspects of running a business such as accounting, inventory, sales & marketing, entrepreneurship, etc. The computer will be used as a tool to facilitate these investigations and to complete projects. Projects will involve doing research, writing reports and sometimes, an oral presentation. Not every unit will have a project, although most units will. Some units will have an exam. This course is offered to Grade 12 students only.

Statistics

This year-long class is an introduction to statistical reasoning. The emphasis relates to concepts rather than in-depth coverage of traditional statistical methods. Topics include sampling and experimentation, descriptive statistics, probability, normal distributions, estimation, single sample, and two sample hypothesis tests for means and proportions.

ELC SCIENCE

Life Science A

This semester course focuses on the study of plants, animals, and other living things that encompass the sciences of biology (non-lab), botany, and genetics. This course provides a study of the structure and behavior of living things, and how they relate to each other and their surroundings. Examples of topics covered in this course include: principles of heredity and related concepts, roles of genes and chromosomes, identification of the steps of mitosis, differentiation of mitosis and meiosis, inheritance of specific traits, and comparisons. This class will help fulfill the life science graduation requirement at GPA's ELC Program.

Life Science B

This semester course focuses on ecology, evolution, and physiology. This course provides a study of the stability of an ecosystem, including distinction between the accommodation of an individual and their environment, and the concepts of evolution. Along with these topics, students will acquire knowledge in the areas of physiology that include coordinated structures and functions of organ systems, the internal environment of the human body, and the immune system. This class will help fulfill the life science graduation requirement at GPA's ELC Program.

Physical Science A

This semester course focuses on topics in physics, such as motion and forces. Students will also study conservation of energy and momentum, and heat and thermal dynamics. Additional course topics will include solving problems involving heat flow, the internal energy of an object, and the characteristics and properties of waves. This class will help fulfill the physical science graduation requirement at GPA's ELC Program.

Physical Science B

This semester course focuses on topics such as electric and magnetic phenomena, atomic and molecular structure, chemical bonds, and the conservation of matter. Additional course topics will include nuclear processes, chemical equilibrium, and chemical thermodynamics. This class will help fulfill the physical science graduation requirement at GPA's ELC Program.

Environmental Science A

This semester course serves as an introduction to the broad aspects of environmental science and environmental studies. Topics will include the study of plants and animals, and how they interact with the environment. Students will study ecology, the structure and behavior of living things, and the impact of how environmental surroundings change competing effects in an ecosystem. This class will help fulfill the physical science graduation requirement at GPA's ELC Program.

Environmental Science B

This semester course allows students to investigate the natural environment and the relationship of its biotic and abiotic components. Topics include the how motion and forces influence ecosystem concepts, population growth, and regulation.

Students will also study how energy and momentum influence and modify the environment, the role of energy transferring through the environment as heat, and the state of matter in an environment. This class will help fulfill the physical science graduation requirement at GPA's ELC Program.

ELC PHYSICAL EDUCATION

Physical Education (PE)

This semester course is designed to introduce skills and strategies involved in team sports and individual sports. Physical fitness activities, testing, and health instruction will be given. This course fulfills the state health requirement. Health instruction is designed to reinforce and enhance knowledge of a healthy lifestyle. Included is the study of the following topics: physical fitness, hygiene, good nutrition, personal relationships, family life, communicable disease, substance abuse and safety. This course may be repeated for up to 40 credits.

Sports PE

Pre-requisite: Athletic Director or Coach approval

Students who participate in GPA individual or team sports may earn 5 elective credits per semester, as long as participation and co-curricular eligibility is maintained throughout the entire sport season. This course is open to Grade 9-12 students, and may be repeated for up to 30 credits. A letter grade will be indicated as a 7th period class for students who complete the athletic season. Students who do not complete the entire season will not receive a grade or credit. Students should contact the Athletic Director for a course syllabus and/or more information.

ELC NON-DEPARTMENTAL

Academic Support

This year-long course is designed to support students who score Far Below Basic or Below Basic on their STAR English and/or Math CSTs, and to provide additional assistance to students who have not passed their CAHSEE requirement. This course will be repeated until the student fulfills the CAHSEE requirement or achieves a minimum of Basic scores on the English and Math CSTs. Placement in this course is determined by the Counselor for Grade 9-12 students and is worth five credits per semester.

Agricultural Science

This semester course provides an exposure to a wide range of basic animal and plant science principles, such as genetics, anatomy, physiology/nutrition, disease, pests, and management practices. Basic agri-business principles, as they relate to plant and animal production, will also be covered. Career opportunities and education preparation are examined. Learning activities are varied, with classroom and field experiences emphasized.

Art 1

This semester course designed for the beginning to intermediate art student. Art 1 focuses on learning the elements and principles of design and incorporating this knowledge into a variety of art projects utilizing a wide variety of media. This course may be repeated for up to 10 credits.

Art 2

This semester course offers a broad use of a variety of media, techniques, processes, and tools to create original, complex compositions that reflect personal growth, solve visual art problems, and communicate ideas. This course may be repeated for up to 10 credits.

ASB Leadership

This semester course designed for students who want to get involved in the planning and implementation of ELC school activities. This course may be repeated for up to 40 credits.

Business 1

This semester course is intended for any student wishing to improve written communication skills, but especially for those students who want to gain skills in writing clear and effective business-related prose. The course focuses on the business and technical writing skills necessary to communicate effectively in a variety of professional settings.

Business 2

This semester course introduces basic business concepts and critically analyzes issues facing business in its interactions with government, people and the environment. Basic business finance, human resources, operations, marketing, management and strategy concepts and practices are studied through the lens of their impact on society.

CAHSEE Mathematics (Apex Learning)

This semester course prepares students for success on the exit exam. In this course, students complete a Diagnostic Pretest that simulates the Mathematics section of the CAHSEE. The Diagnostic Pretest provides students with individualized study plans that direct them to the most relevant practice content. After multiple opportunities to practice the concepts and skills tested on the CAHSEE, students complete a Posttest that shows their progress preparing for the CAHSEE. Content strands include statistics, data analysis, and probability (grades 6 and 7); number sense; algebra and functions; measurement and geometry; mathematical reasoning; and Algebra I. All practice and assessment opportunities in the course simulate the format and terminology of the official exam. In addition, the course provides students with an overview of the exam and test-taking tips. Course content is aligned to the official blueprint for the CAHSEE Mathematics exam. This course may be repeated for up to 10 credits.

CAHSEE English-Language Arts (Apex Learning)

This semester course prepares students for success on the exit exam. In this course, students complete a Diagnostic Pretest that simulates the English-Language Arts section of the CAHSEE. The Diagnostic Pretest provides students with individualized study plans that direct them to the most relevant practice content. After multiple opportunities to practice the concepts and skills tested on the CAHSEE, students complete a Posttest that shows their progress preparing for the CAHSEE. Content strands include writing applications, word analysis, reading comprehension, literary response and analysis, writing strategies, and writing conventions. All practice and assessment opportunities in the course simulate the format and terminology of the official exam. In addition, the course provides students with an overview of the exam and test-taking tips. Course content is aligned to the official blueprint for the CAHSEE English-Language Arts exam. This course may be repeated for up to 10 credits.

Career Planning

This course provides a thorough study of a variety of careers. Students will take career and personality inventories, visit career centers, and compile a career inventory for themselves.

Child Development

This course studies the stages of growth and development in young children, from conception to teen years. Piaget, Spock, and other experts will be studied as well as the latest in theories of learning and theories of child development and parenting skills.

Computer Literacy

This course will involve using computer technology to generate solutions to real world problems or tasks. Projects will require students to demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, creativity and innovation. Students will specifically demonstrate mastery of basic productivity tools such as word processing, spreadsheet, database, electronic research, e-mail and applications for presentations and graphics. Additionally students will understand the concepts underlying hardware, software, and connectivity including the ethical dimensions of digital citizenship. This course is required for graduation for students in the Class of 2014 and beyond.

Contemporary Living

This course provides an examination of the historical development of urbanization and industrialization in America. Problems of urban growth, including housing, environment, crime, race, ethnicity, and class are explored.

Creative Writing

This is a course in how to write fiction, from short stories to myths and children's literature. Also included in this course will be a study of Campbell's "Hero of a 1000 Faces".

Criminology

This course provides a study of the criminal justice system in the United States. The police system, court, and penal system as well as controversial issues such as the death penalty are examined.

English Language Development (ELD)

The English Language Development (ELD) course is a language acquisition program designed to enhance a student's skills in acquiring English as a second language. Students take core academic courses in English. Placement in ELD is determined by individual student English proficiency scores. This course provides students with the following skills: listening and speaking, reading comprehension, reading fluency, vocabulary and grammar development, and writing. This course will also serve to increase each student's team collaboration abilities through interactive teamwork activities. A year-long ELD course may fulfill the foreign language requirement at GPA's ELC Program.

Geography

This year-long course provides an introduction to the basic concepts, technology, and methodology used in the study of geography. Using lecture and multi-media, students learn to think spatially about their surroundings. This course is designed to provide a broad overview of the major regions of the world with emphasis on the increasing interconnectedness of people and places due to the influence of globalization on world trade, travel, communication, culture, and the natural environment.

Independent Projects

This semester course allows students to create educationally valuable presentations or projects which emphasize self-directed learning, group collaboration, complex thinking, community involvement, and /or creation of products.

Credit is based on:

- Independent Project proposal being submitted and approved prior to beginning of the class.
- Documented and verified hours (100 hours earns five units of credit).
- Complexity of project.
- Meeting the project's learning objectives and timelines.
- Completing reflection paper at end of course.

This course is open to Grade 10-12 students and may be repeated for up to 30 credits.

Internship

Pre-requisite: teacher and counselor approval; proposal to be submitted in advance

This semester course integrates academic and applied learning by providing students the opportunity to gain first-hand experience in a career field. This experience will provide the intern with a vision of the skills necessary for this career, the multiple facets of a business setting, and exposure to related career fields unknown to the student prior to the internship. This course is open to Grade 11-12 students and is worth 5 credits per semester (may be repeated once).

Life Skills

This is a course in modern living. Topics covered include how to survive in an increasingly complex world, the Internet and the various applications, financing and credit, home purchasing, and email and email protocol.

Oceanography 1

This course provides a holistic view of fundamental principles of ocean science; the geography and geology of ocean basins; chemistry of sea water; physical dynamics of currents, waves, and tides; coastal processes; and the biology of diverse ecosystems such as deep sea vents, coral reefs, and estuaries.

Oceanography 2

This course includes historical case studies of research on the ancient oceans, deep-sea exploration, climate change and the oceans, and human impacts on marine life. Students consider societal factors affecting progress in marine science, changing popular attitudes toward the oceans, and key current policy implications of marine science.

Philosophy

This course provides a study of philosophy concentrating on the development of western thought. The course includes the big names of philosophy like Plato, Aristotle, Bertrand Russell, Hegel, and Kant.

Psychology

This course surveys the major principles of psychology. It introduces the history of psychology, human development, personality, abnormal behavior, social psychology, feelings and emotions, and research methodologies.

Science of Ecology

This course is designed to provide hands-on field research experiences. Students will be introduced to quantitative field science methodology, regional natural history, current research issues, and will participate in data collection for ongoing research projects. The ecological concepts that underlie modern questions in population and community ecology will be explored through discussions, readings and speakers. Conducting regionally-based ecological service-learning projects are a major component of this course. The first part of the course will focus on demographic characteristics of populations and simple models of population growth and natural regulation. The second part of the course will concentrate on discussions of community structure. Topics include competition, predation, species diversity, niches, disturbance succession, island biogeography, and wetlands conservation. Students will also learn quantitative methods, field techniques, and conduct an independent ecological research project.

Senior Project

Individual or group research projects under direct supervision of an ELC teacher.

Service Learning

This semester course integrates the community service experience with the student's academic curriculum. Service Learning requires active student participation in organized service that is coordinated between the school and the community. In addition to fostering civic responsibility and individual development, service learning allows the student to make meaning of the curriculum through participation in the design and implementation of a service project. The student will reflect on the experience through personal writing, directed reading and small group discussion. Students must complete a minimum of 100 hours of documented community service to receive 5 credits. This course is open to Grade 11-12 students and may be repeated for up to 10 credits.

Sociology

This course offers an examination of sociology both as a practicing profession and scientific discipline, with an introduction to research methods, concepts, theories, and findings about the social world.

Study Skills (Special Education)

Study Skills is a class offered in the accelerated learning lab where students of all grades can access the special education staff, support materials, texts, technology, and instructional support to help address their individual goals and needs. This class is structured to meet the needs of the students as outlined in their Individual Education Plan under Individuals with Disabilities in Education Improvement Act ("IDEIA"). A year-long Study Skills course may help fulfill the foreign language requirements at GPA. Only students who have qualified for Special Education services are eligible for this course. This class is graded on a Pass/Fail basis, and does not affect grade point average.

Teacher Assistant

Pre-requisite: 2.5 cumulative gpa; approval of teacher and/or counselor

This course allows a student to work with a teacher as an assistant. This course gives students experience in various classroom support activities under the guidance of the teacher. Regular and consistent attendance is required and confidentiality is expected. This course is open to students in grades 11-12 and may be repeated for up to 20 credits (in combination with credits as an Office Assistant). Students who receive a non-compliance letter during the corresponding school year will be ineligible to serve as a Teacher Assistant. Teachers are limited to one assistant per school year. Enrollment is limited.

Water Systems – Fundamentals of Hydrology

This course provides students with an introduction to the global hydrological cycle and the influence of climate, geology, and human activity. Students study the principles of precipitation, evaporation, surface and groundwater flow; storage in natural and artificial reservoirs; water quality and pollution; and water resource management and regulation. This class offers a scientific study of water including its properties, occurrences, distribution, movement, utilization, and control, both on and beneath the surface of the ground. An introduction to techniques for obtaining and testing water samples and the equipment necessary for determining pH, dissolved oxygen, carbon dioxide, and various nutrients and pollutants. Students will study applied hydrology with emphasis on analysis of rainfall, runoff and stream flow processes, hydrologic forecasting and simulation, and urban hydrology.

Work Experience

Pre-requisite: 16 years of age, 2.0 grade point average, and students must be employed or obtain employment within one month of being in the class.

This semester course gives students the opportunity to acquire general and specific occupational skills through a combination of supervised paid employment and related classroom instruction. Students attend one period class per week. The subjects covered in class include the following topics: applying for work, how to keep a job, how to be promoted, labor laws, on-the-job safety, general employment information and career explorations. This course gives 5 credits per semester for outside employment. Attendance is required at weekly meetings held on campus. The students must be employed on a regular basis (minimum of 10 hours of work per week for 5 units of credit and 15 hours of work per week for 10 units of credit).

As part of the enrollment process, students must complete and return a work permit application, training agreement form (signed by parents and employer), and an information sheet. A 2.0 grade point average must be maintained throughout the semester. This course is open to Grade 11-12 students and may be repeated for up to 20 credits.

RECENT COLLEGE ACCEPTANCES

Recent graduates of Guajome Park Academy have been accepted to, have attended, or are currently attending the following institutions, as well as others that may not be included on the list. Graduates of the Class of 2010 have been accepted to the italicized schools.

Air Force Academy	Franklin College	Santa Clara University
Arcadia University	George Fox University	Seton Hall University
<i>Arizona State University</i>	<i>George Washington University</i>	<i>Simpson University</i>
Art Institute of California—Orange County	Georgia Southern University	Sonoma State University
Art Institute of California—San Diego	Germanna College	Southern Catholic College
<i>Azusa Pacific University</i>	Gymnasium Ulricianum Aurich	Southern Methodist University
Baylor University	Hampshire College	Southwestern College
Bethune-Cookman University	<i>Humboldt State University</i>	<i>Syracuse University</i>
<i>Biola University</i>	Idaho State University	State University of New York at Oswego
<i>Boise State University</i>	Illinois Institute of Technology	Texas Christian University
Boston College	Illinois State University	Tulane University
<i>Brigham Young University</i>	International Professional School of Bodywork	United Educational Institute
Brooks Institute	ITTP Prague	<i>Universal Technical Institute</i>
California College of the Arts	<i>Johnson & Wales University</i>	University of Advancing Technology
<i>California Lutheran University</i>	<i>Kaplan College</i>	University of Arizona
<i>California State Polytechnic Pomona</i>	LDS Business College	<i>University of California Berkeley</i>
<i>California State Polytechnic San Luis Obispo</i>	LaVerne University	<i>University of California Davis</i>
California State University Bakersfield	Liberty University	<i>University of California Irvine</i>
California State University Channel Islands	Loyola Marymount University	<i>University of California Los Angeles</i>
<i>California State University Chico</i>	Maric College	<i>University of California Merced</i>
California State University Dominguez Hills	<i>Mira Costa College</i>	<i>University of California Riverside</i>
<i>California State University Fresno</i>	Mesa College	<i>University of California San Diego</i>
<i>California State University Fullerton</i>	<i>Mills College</i>	<i>University of California Santa Barbara</i>
<i>California State University Long Beach</i>	New School of Architecture and Design	<i>University of California Santa Cruz</i>
<i>California State University Los Angeles</i>	North Carolina Central University	University of Colorado at Boulder
California State University Maritime	North Dakota State University	University of Evansville
<i>California State University Monterey Bay</i>	<i>Northern Arizona University</i>	<i>University of Idaho</i>
<i>California State University Northridge</i>	Northwestern University	University of Montreal
<i>California State University Sacramento</i>	New York University	<i>University of Nevada Las Vegas</i>
California State University San Bernardino	<i>North Idaho College</i>	<i>University of Nevada Reno</i>
<i>California State University San Marcos</i>	<i>Northwest Vista College</i>	<i>University of North Carolina Wilmington</i>
<i>California State University Stanislaus</i>	Occidental College	University of Ottawa
<i>Carnegie Mellon University</i>	Ohio Wesleyan University	<i>University of the Pacific</i>
Chapman University	Oklahoma State University	<i>University of Redlands</i>
<i>Claremont McKenna College</i>	Otis College of Art and Design	University of Richmond
Clark Atlanta University	<i>Palomar College</i>	<i>University of San Diego</i>
Coast Guard Academy	Paul Mitchell School	<i>University of San Francisco</i>
<i>Coastal Carolina College</i>	Pepperdine University	University of Southern California
<i>College of William & Mary</i>	Peralta Community College	University of Tulsa
College of St. Catherine	<i>Platt College</i>	<i>University of Utah</i>
<i>Concordia University</i>	Point Loma Nazarene University	University of Washington
Cornell University	Purdue University	Wagner College
Cottey College	Randolph-Macon College	<i>Warner Pacific College</i>
Culinary Institute of America	Reed College	<i>Washington and Lee University</i>
<i>Davis & Elkins College</i>	<i>Rice University</i>	Western Washington University
Drexel University	Rollins College	<i>Westmont College</i>
<i>Duke University</i>	Saint John's University	<i>Westwood College</i>
Dominican College of California	<i>Saint Mary's College</i>	<i>Whittier College</i>
Embry-Riddle Aeronautical University	<i>San Diego State University</i>	Wooster College
Emerson College	Sage College	
Fashion Institute of Design & Merchandising	<i>San Francisco State University</i>	
Fordham University		

SCHOOL MAP

