

# GUAJOME LEARNING CENTERS

## 2011-2012 COURSE CATALOG

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## WELCOME TO GUAJOME LEARNING CENTERS

Guajome Learning Centers (“GLC”) is a public charter school of choice. Our main campus and administrative services center is located in Vista, 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.

GLC 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. GLC is located in proximity to both MiraCosta and Palomar Community College, as well as California State University San Marcos. GLC is an Independent Studies based school serving grades K-12 designed to meet the needs of a variety of learners, with standards-based curriculum which offers a variety of unique and innovative learning platforms.

GLC provides opportunities for students to participate in challenging learning experiences in and outside of the classroom. Every student who gives evidence of a sincere desire to remain in school, to be diligent in his/her studies, and to profit from the educational facilities provided, will be given every opportunity to do so.

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

GLC is a public school Independent Studies (“IS”) Program which accommodates students who would benefit from a non-classroom based program due to academic or personal needs. GLC provides a venue for students to continue their education within an alternative setting while pursuing a high school diploma. GLC is an individualized program and is only available to students who voluntarily enroll. The curriculum for grades 9-12 is provided online with APEX Learning Systems. The curriculum for grades K-8 is designated on the curriculum menu which provides parents to select grade level standards based curriculum of their choice. Parents can also supplement curriculum outside of the menu options provided. Formal assessments and evaluations for grades K-8 must be based on the curriculum provided by GLC. Students and parents are required to sign an agreement which outlines expectations and compliance to maintain enrollment. Additionally, students are required to meet the specific timelines and deadlines determined by the GLC Administrator or designee. Failure to maintain these timelines may result in dismissal from GLC.

### **General Policies and Protocols**

- For registration, enrollment, and re-enrollment policies; please refer to GLC Student Handbook.
- All classes and learning objectives will be reflected on the Personal Learning Plan (“PLP”) which is individually tailored for each student. Parents/Guardians are encouraged to meet weekly with GLC staff to review the PLP which reflects student progress during the course of the semester. Parent signatures on the PLP “must” be completed by designated timelines throughout the school year for GLC enrollment compliance.
- The GLC 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 GLC 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 each semester.
- Each class is worth five credits per semester. Students are expected to earn 30 credits each semester, with the exception of qualifying seniors. Students must maintain 20 units to maintain compliance in the program.
- Specific grading criteria for high school students are based on the school-wide grading rubric and indicators reflected on the Personal Learning Plan. Students in grades K-8 are evaluated and assessed on a standards-based report card indicating a pass/fail.
- 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 enrolling into GLC after a semester has begun may be required to make up missed work.

- School enrollment, course enrollment, and enrichment opportunities can determine courses offered. 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 GLC are required to commit to the academic program for the full year.

### **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 GLC 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**

GLC 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**

### **Student Entering GLC Late**

Students enrolling at GLC are highly encouraged to initiate enrollment at the start of each school year. 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.

A student entering GLC 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 GLC to assign a semester grade. GLC will only grant a weighted transfer grade to courses that match the curriculum GLC offers. After nine weeks into the semester, courses that were non-transferrable 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 GLC.

### **Student Voluntary Withdrawal During the Semester**

Students withdrawing from GLC before the semester has ended will receive withdrawal grades from student's teachers to take to the new school. GLC 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 GLC if space is available at the beginning of the following school year.

### **Elementary and Middle School Student Scheduling**

Students will be placed in their classes according to their grade level. They will have 4 core classes which include Math, Language Arts, Science and Social Studies. After school enrichment opportunities will be offered for students in 5<sup>th</sup> through 12<sup>th</sup> grades. Additionally, other enrichment alternatives may be provided based on GLC offerings or partnerships with other community organizations. Class or participation size may determine final offerings provided.

### **High School Student Scheduling and Class Change Policy**

#### **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 the student registers.
4. 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.

**High School Semester Credit Recovery**

The *Petition for Credit Recovery* form was designed for high school 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.

## GRADES AND CREDITS

### Grading Scale

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

Elementary and Middle School students who earn a mark of 70% or higher in their class shall receive a Passing grade. Students who score 69% or below will receive a Fail.

### 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

### High School 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,) is earned. The cumulative grade point average is computed by awarding grade points (A=4, B=3, C=2, F=0).
- 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 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.

### High School Repeated Classes

Failed classes earn no credit. Only a grade of “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 GLC 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.

### High School 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 all GLC high school 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. A student, who may need class rank information for scholarship or college applications, must see the High School Counselor.

### **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.

### **High School Early Graduation Policy**

Students may have the option to fulfill their graduation requirements in a more timely manner and be eligible for early graduation. Students will be considered a graduate of GLC 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. Diplomas will not be available until the end of the school year, even if graduation requirements have been met prior.

### **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 GLC student who passes the CHSPE may be allowed to dis-enroll 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.

### **High School 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 GLC 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**

GLC 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 GLC. GLC has approved off-campus course guidelines and forms for both MiraCosta and Palomar community colleges.

#### **Off-Campus Credit Forms**

A GLC student who wishes to receive credit at GLC for classes taken from accredited institutions off campus (i.e. other high school programs, college, on-line courses, etc.) must complete a *GLC 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 *GLC 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:

- Prior to receiving a GLC 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 GLC 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.

**GLC Alternative Credit Options for High School Students**

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

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

<b>Guajome Learning Centers</b>	<b>Palomar College</b>	<b>Mira Costa College</b>
<b><u>English</u></b>		
English 9-12	ENG 100	ENGL 100
<b><u>History</u></b>		
World History	HIST 107 <b>and/or</b> 108	HIST 100 <b>and/or</b> 101
US History	HIST 101 <b>and/or</b> 102	HIST 110 <b>and/or</b> 111
US Government	POSC 101	PLSC 101
Economics	ECON 100	ECON 100
<b><u>Mathematics</u></b>		
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
<b><u>Life Science</u></b>		
Biology	BIOL 101 <b>AND</b> 101L; or BIOL 100	BIO 101 <b>AND</b> 101L
<b><u>Physical Science</u></b>		
Chemistry	CHEM 100	CHEM 100
Physics	PHYS 101	PHYS 111
<b><u>Additional Science</u></b>		
Additional Science	ASTR 100 <b>AND</b> 105L	ASTR 101 <b>AND</b> 101L
Additional Science	OCN 100 <b>AND</b> 100L	OCEA 101 <b>AND</b> 101L
Additional Science	OCN 101	
<b><u>Foreign Language</u></b>		
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 GLC 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

	<b>Guajome Learning Centers Graduation Requirements</b>	<b>California State University Admission Requirements</b>	<b>University of California Admission Requirements</b>
<b>Social Science</b>	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
<b>English</b>	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
<b>Math</b>	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
<b>Science</b>	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
<b>Language (other than English)</b>		Two years of the same language	Two years of the same language other than English  Three years recommended
<b>Visual/ Performing Art</b>	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
<b>College Prep Elective</b>		One year*	One year*
<b>Physical Education</b>	Two years  <i>20 credits</i>		
<b>Electives</b>	<i>80 credits</i>		
<b>Additional Requirements</b>	CAHSEE GLC Exit Outcomes		
<b>Total Credits</b>	220		

\* Must be chosen from approved academic courses

## **Community Service**

All students in grades 6-12 at GLC are required to perform 30 hours of community service during each school year per the GLC 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. Community Service hours cannot be combined with student coursework. This service must be done outside the framework of assigned classes. Students must be officially enrolled into GLC to apply any service hours earned.

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 GLC 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 GLC for the following school year; may jeopardize his/her ability to participate in the graduation ceremony; and/or may not receive a diploma from GLC.

Community Service Forms are available on the GLC 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 GLC 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, GLC Foundation, business and community partnerships, recycling (in the community), ASB, peer mediation, assisting in a nursing facility, and serving food for homeless families. GLC 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 GLC and the state of California. A student who plans on attending a four-year college or university immediately after high school should also plan on completing the following minimum subject requirements (earning a grade of C- or better) to be eligible for admission. Please note that some classes are not offered through GLC, and may need to be taken off-campus.

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 9	English 10	English 11	English 12
Algebra I or Geometry	Geometry or Algebra II	Algebra II or Pre-Calculus	Financial Literacy or Pre-Calculus;
Elective	World History	U.S. History	American Government/ Economics
Physical Science or Biology (with lab)	Biology (with lab) or Chemistry (with lab)	Chemistry (with lab) or Elective	Elective
Language B (off-campus); Visual and Performing Art; ELD; or Intervention	Language B (off-campus); Visual and Performing Art; ELD; or Intervention	Language B (off-campus); Visual and Performing Art; ELD; or Intervention	Language B (off-campus); Visual and Performing Art; ELD; or Intervention
Physical Education	Physical Education	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 11<sup>th</sup> grade year.

**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 GLC students in Grades 2-11 must 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. GLC 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. GLC provides notification to all parents of GLC's responsibility for CELDT administration and of CELDT results within 30 days of receiving results from GLC'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 GLC 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 at several local high schools. 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](http://www.collegeboard.com) for more information about the PSAT.*

## Additional Assessments

- **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](http://www.collegeboard.com) for more information about AP Exams.*

- **Senior Exit Outcomes**

Senior Exit Outcomes may include a culminating representation of student learning consisting of assessments such as projects, portfolios, essays, 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](http://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](http://www.collegeboard.com) ACT: [www.actstudent.org](http://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](http://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](http://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](http://www.collegeboard.com) and ACT at [www.actstudent.org](http://www.actstudent.org)

### **University of California:** [www.universityofcalifornia.edu/admissions](http://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](http://www.collegeboard.com) and ACT at [www.actstudent.org](http://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](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 grade point average of **3.0** and meet the eligibility index. ELC is determined during the summer between the junior and senior years of high school. The GLC 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](http://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. GLC 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 is available online on the GLC Counseling Scholarships page at [www.guajome.net](http://www.guajome.net). GLC 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.

### **Letters of Recommendation**

Many colleges and scholarships require a letter of recommendation from a teacher and/or counselor. In order for GLC 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 GLC Website. Failure to complete the required documents may result in not receiving a letter of recommendation from a GLC 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](http://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](http://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](http://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 GLC Counseling page at [www.guajome.net](http://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](http://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 GLC scheduled time and date (usually October) or on own, and meet with a recruiter to determine eligibility.

#### **Other Important Information:**

- Check [www.guajome.net](http://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](http://www.fafsa.ed.gov) for the FAFSA and [www.calgrant.org](http://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](http://www.collegeboard.com) and [www.actstudent.org](http://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 GLC website, or contact the Counseling Department.

## **ELEMENTARY AND MIDDLE SCHOOL COURSE DESCRIPTIONS**

Students in Kindergarten through 8<sup>th</sup> grade will take grade-appropriate courses for their four core classes: Language Arts, Math, Science, and Social Studies. These classes will address the California state standards. For more information on specific grade level standards, please visit the California Department of Education website at [www.cde.ca.gov](http://www.cde.ca.gov). Parent/Guardians can supplement materials outside of the curriculum provided or courses offered. Students will be assessed on the standards-based curriculum and general assessments provided by GLC and will also be required to take all state mandated tests, e.g., STAR, etc.

### **LANGUAGE ARTS**

This year-long, grade-appropriate course will include knowledge of, and an appreciation for English literature and language. Students will learn and enhance their knowledge in the four core skills of language arts: reading, writing, listening and speaking. Students will accomplish this challenge by completing independent reading and comprehension tasks.

### **MATH**

This year-long course will include mathematical concepts, operational skills, and problem solving skills. Students will learn grade-appropriate math skills varying from basic addition and subtraction to more advanced pre-Algebra and Algebra skills. Students will learn how to use mathematical strategies, skills, and concepts in finding solutions.

### **SCIENCE**

This year-long course will include biological and physical aspects of science. Students will learn scientific information and skills as appropriate to their grade level. Scientific experiments and projects will be encouraged as appropriate to support the learning process.

### **SOCIAL STUDIES**

This year-long grade-appropriate course will draw upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology. It will be designed to fit the skill level of the student.

# **HIGH SCHOOL COURSE DESCRIPTIONS**

## **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)*

### **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. *(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.

## 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)

### 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)

## MATHEMATICS

### Algebra 1A

Algebra 1A and 1B provide an expanded, two-year course sequence designed for students who are not prepared for the academic challenges of the traditional one-year Algebra 1 curriculum. Algebra 1A is a year-long online course designed to cover the first half of a standard Algebra I class. Focusing on review of pre-algebra skills and introductory algebra content, Algebra 1A allows students to deepen their understanding of real numbers in their various forms and then extend their knowledge to linear equations in one and two variables. Algebra 1A features ample opportunity for students to hone their computational skills by working through practice problem sets before moving on to formal assessment. (UC “C” approved)

### Algebra 1B

Algebra 1A and 1B provide an expanded, two-year course sequence designed for students who are not prepared for the academic challenges of the traditional one-year Algebra 1 curriculum. Algebra 1B is a year-long online course designed to cover the second half of a standard Algebra I class. Algebra 1B course topics include a review of introductory algebra; measurement; graphing data; linear equations; systems of linear equations; polynomials; factoring of polynomials; factoring of quadratic functions; rational expressions; and radical expressions. Algebra 1B features ample opportunity for students to hone their computational skills by working through practice problem sets before moving on to formal assessment. This course, in combination with completion of Algebra 1A, meets the Algebra requirement for graduation from the State of California. (UC “C” approved)

### 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 1 Sem 1 is first semester; and Algebra 1 Sem 2 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)

### **Financial Literacy**

This year-long online course focuses on helping students recognize and develop vital skills that connect life and career goals with personalized strategies and milestone-based action plans. Students explore concepts and work toward a mastery of personal finance skills, deepening their conceptual understanding of key ideas and extending their knowledge in a variety of problem-solving applications. Course topics include career planning; income, taxation, and budgeting; savings accounts, checking accounts, and electronic banking; interest, investments, and stocks; cash, debit, credit, and credit scores; insurance; and consumer purchasing advice on how to buy a car or house, including buying, renting, and leasing options. This course is divided into two semesters: Financial Literacy A is first semester; and Financial Literacy B is second semester.

## **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. This is a non-lab course.

### **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. This is a non-lab course.

## **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. Students/Parents will maintain a GLC log which reflects activities which meet the eight domain areas identified by the State of California blue prints for Physical Education. The teacher of record will monitor and evaluate the activities for meeting this compliance component and communicate its objectives and parameters. 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.

## **VISUAL AND PERFORMING ARTS**

### **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. This course is divided into two semesters: Art 1A is first semester; and Art 1B is second semester.

### **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. This course is divided into two semesters: Art 2A is first semester; and Art 2B is second semester.

### **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. This course is divided into two semesters: Music Appreciation A is first semester; and Music Appreciation B is second semester.

## **SUPPORT COURSES**

### **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.

### **Algebra Support**

This semester class is designed to support students who are enrolled in Algebra 1 and need additional assistance to maintain the academic pace of the course. It is a non-credit class but students who choose to attend must commit to regular attendance and participation throughout the semester. The primary goal of this course is to provide focused instruction in a variety of foundational math skills that are critical to a student's mastery of key algebraic standards and academic success.

### **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.

### **English Support**

This semester class is designed to support students who are enrolled in English and need additional assistance to maintain the academic pace of the course. It is a non-credit class but students who choose to attend must commit to regular attendance and participation throughout the semester. The primary goal of this course is to provide focused instruction in a variety of foundational English and writing skills that are critical to a student's mastery of key English course standards and academic success.

## NON-DEPARTMENTAL

### 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. This course is divided into two semesters: Child Development A is first semester; and Child Development B is second semester.

### Creative Writing

*Pre-requisite: 10<sup>th</sup> Grade English*

This semester online course is an English elective that focuses on the exploration of short fiction and poetry, culminating in a written portfolio that includes one revised short story and three to five polished poems. Students draft, revise, and polish fiction and poetry through writing exercises, developing familiarity with literary terms and facility with the writing process as they study elements of creative writing. Elements of fiction writing explored in this course include attention to specific detail, observation, character development, setting, plot, and point of view. In the poetry units, students learn about the use of sensory details and imagery, figurative language, and sound devices including rhyme, rhythm and alliteration. They also explore poetic forms ranging from found poems and slam poetry to traditional sonnets and villanelles.

### 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.

### 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. This course is divided into two semesters: Parenting A is first semester; and Parenting B is second semester.

### **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. This course does not fulfill the Community Service requirement for students in grades 6-12.

### **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.

## **AGSEM AND SUPPLEMENTAL ACTIVITIES**

In partnership with the Antique Gas and Steam Engine Museum (located on the GLC campus), GLC will be providing a variety of classes and seminars for our GLC students. These themed classes could range from loom design, woodworking, pottery, agriculture and planting, and art. A course catalog which will identify courses, schedules, dates and times will be made available to in September.

Additionally, the following after-school enrichment courses will be offered to students on the GLC campus for grades 5-12:

- Choral
- Music
- Drumline
- Music Performance/Production (high school only)

Additional enrichment options are showcased on the course selection sheet that was filled out upon enrollment. Classes will begin in September with times, dates, and locations posted on our web site.