The Charter School of
SAN DIEGO

Student and Parent Resource Guide

Updated Spring 2017

In order to comply with United States Department of Education Office for Civil Rights (OCR) requirements for career and technical education programs, school districts must have in place basic procedures regarding federal statues and implementing OCR regulations, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, as well as Vocational Education Guidelines for Eliminating Discrimination and Denial of Service on the basis of race, color, national origin, sex, handicap, potential parental, family, or marital status or the exclusion of any person because of pregnancy or related conditions, age, creed, religion, marital status, ancestry, health condition or sexual orientation. These basic procedures include an annual public notice, continuous notification, designation of a person(s) to coordinate activities under Title IX, Section 504, and Title II and a grievance procedure that will allow students and parents an avenue for dealing with alleged discrimination. Also, all educational programs and activities under the jurisdiction of the State Board of Education receiving or benefiting from state or federal financial assistance shall be available to all qualified persons without regard to sex, sexual orientation, gender, ethnic group identification, race ancestry, national origin, religion, color, or mental or physical disability pursuant to the California Code of Regulations, Title 5, Chapter 5.3, section 4900 et seq.

Con el fin de cumplir con los requisitos para carreras y programas pedagógicos de la Oficina de derechos civiles (OCR, por sus siglas en inglés) del Departamento educativo de Estados Unidos, los distritos escolares deben contar con procedimientos básicos sobre estatutos federales e implementación de regulaciones OCR, Título VI de la Ley de derechos civiles de 1964, Título IX de las Enmiendas pedagógicas de 1972, Sección 504 de la Ley de rehabilitación de 1973 y el Título II de la Ley para norteamericanos con discapacidades de 1990; así como, los Lineamientos para eliminar la discriminación y negación de servicios con base en raza, color, origen nacional, sexo, discapacidad, potencial paternal, familiar, o estado civil o la exclusión de cualquier persona a causa de embarazo o condiciones relacionadas, edad, credo, religión, estado civil, ascendencia, estado de salud o orientación sexual. Estos procedimientos básicos incluyen un aviso anual, continuas notificaciones, designación de una persona(s) para coordinar actividades bajo el Título IX, Sección 504 y Titulo II y un procedimiento de quejas que brindará a alumnos y padres una manera de tratar con presunta discriminación. También, todos los programas y actividades pedagógicos bajo la jurisdicción de Secretaría de educación pública o que se beneficien de ayuda financiera estatal o federal deberán estar disponibles para todas las personas calificadas sin importar sexo, orientación sexual, género, grupo de identificación étnica, raza de ascendencia, origen nacional, religión, color o discapacidad mental o física de acuerdo al Código de regulaciones de California, Título 5, Capítulo 5.3, sección 4900 y ss.

Welcome to
The Charter School of San Diego
Transforming Lives

You are enrolled in one of the best charter schools in California. The Charter School of San Diego (CSSD) has been repeatedly recognized for its quality instructional program and strong operational performance.

Here at CSSD, we focus on academic improvement, high caliber teaching, and safe and supportive learning environments. By developing our students into role models, we can achieve educational reform!

This booklet offers an overview of the expectations we have of our students and parents and key information for the success of students at CSSD. Our students' progress and academic achievement is important to us. We ask that students and parents commit to working closely with your teachers. They will guide you toward the achievement of the goals you have identified as your own.

CSSD is proud to offer safe and supportive environments that are conducive to learning. Teachers are trained to focus on specific student needs, and parent involvement is welcomed. Our school's standards and expectations are high. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. Our "university model" is an excellent preparation for future study.

We look forward to working with our new students. Please do not hesitate to keep in touch with us and let us know how we are doing.

Official School Correspondence

All correspondence for the school and its staff should be mailed to:
10170 Huennekens Street
San Diego, CA 92121

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About Our School

The Charter School of San Diego is a public school designed for students who seek an alternative option to the traditional approach to education. Students receive a personalized and rigorous academic experience from a high quality staff in a safe and supportive environment. CSSD is the school of choice with open enrollment policies that serve a diverse student community. The flexible scheduling and around-the-year calendar better serves many students who seek a non-traditional environment in which to learn. The Charter School of San Diego was founded in 1994 and serves students in grades 7-12.

Core Competency: Transforming Lives

Mission - Why We Exist

- To implement personalized educational programs to facilitate student achievement.
- To provide a prototype for changing the way teachers teach and students learn in the future.

Vision - What We Strive to Be

- An educational option that offers a personalized instructional program that demonstrates positive outcomes for each student.
- A prototype for educational reform that creates instructional, service, organizational, and governance role models.
- A collaboration of efforts that improve the quality of life for students, their families, our employees, and the Southern California community-at-large.

Values - How We Do Our Work

- Kids come first.
- Education is personalized, individualized and high quality.
- Highly professional individuals are accountable for their work, and are independent, self-motivated, high-energy people who speak for themselves.
- We create a positive, challenging environment that is centered on teaching and learning.
- People-centered teams focus on supporting quality teaching and learning.
- Manage the school with proven business principles focusing on continuous improvement.
- Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of The Charter School of San Diego.

Instructional Program

Instructional Program

Our school is accredited by the Western Association of Schools and Colleges (WASC). At The Charter School of San Diego, students receive a rigorous California Common Core standards-based curriculum. We provide University of California (UC) approved courses for those students planning to attend a UC or California State University (CSU) school after the completion of high school. Additionally, we offer NCAA-approved courses for students who are interested in pursuing NCAA athletic scholarships. Our "university model" is an excellent preparation for future studies.

The primary method of instruction is independent study that is supplemented with guest speakers, tutoring, and field trips. These activities are required and provide opportunities for basic skills development, career exploration, higher-level thinking skills, interpersonal relationship skills, and enrichment within the core curriculum. This method of instruction is very similar to university studies in which students take one course at a time and are required to take charge of their education.

CSSD recently added a blended learning option for its students. Blended learning is a formal educational program in which a student learns at least in part through online delivery of content with some element of student control over time, place, path, and pace. This option allows students to complete the majority of their academic coursework at home.

CSSD serves a wide geographic region and diverse student population. Students may choose to stay at CSSD to complete the requirements for their high school diploma, the California High School Proficiency Exam (CHSPE), the HiSET or return to their resident school.

Upon enrollment, a Pathways Personalized Education Plan (PPEP) is prepared by the counselor that outlines high school graduation requirements. This PPEP is delivered to the teacher. The student, parents, and teacher complete the planning with a discussion of the student's short and long term goals, transcripts from previous schools, learning styles, current interests, academic achievement, career interests, skills development, and standardized test scores. The PPEP is reviewed and updated by the parents, student, and teacher on a regular basis throughout the student's enrollment.

Students study one or two subjects/courses at a time and are expected to complete an average of one course every three-to-four weeks. Within these parameters students can progress at an individualized pace, receiving tutoring or enrichment as needed.

CSSD students earn course credits and attendance by successfully completing the prescribed lessons that demonstrate mastery of the state standards. Unlike traditional schools where attendance is accumulated by being physically present in a classroom, CSSD measures attendance by completion of a work product.

The student's primary academic support person for student success is the teacher. The teacher becomes fully acquainted with his/her students, their families, and other factors that affect their learning and academic success. In addition to

the services provided by staff, CSSD has many partnerships and alliances to provide community resources for students and their families.

Home/School Partnership

The most important relationship we build is the one between the teacher, student, and the student's family. CSSD encourages parent/guardian involvement through the monitoring of his/her student's regular and required attendance of Resource Center appointments, completion of high quality work according to scheduled dates, and attendance of testing days and field trips. With parents actively involved in their student's lives, we can create a successful learning environment.

Two-way communication between all staff and parents is a building block for student success. Teachers are available for parent-student conferences, phone calls, interventions and home visits. In addition, there are scheduled opportunities throughout the year for dialogue such as open house, master agreement signings, college information meetings, and senior meetings. A climate that continually promotes open communication and dialogue is expected and supported.

Attendance, Lessons, and Course Credits

A student's academic days of attendance (ADA) is determined by the professional judgment of the teacher as it relates to the time spent on the successful completion of each lesson. Students are expected to complete an average of 12 courses every 12 months at an acceptable level of competency to demonstrate learning and proficiency of state standards. To meet this expectation at CSSD, students should complete an average of 7 assignments per week and complete 1 semester course in 3-to-4 weeks.

Year-round School Year

CSSD has a year-round school year that is designed to maximize the amount of days and time that a student is able to earn credits. (See school holiday calendar on your school's website.)

Student Assessments

Students at CSSD are part of the public school system in the State of California. Participating in the state testing system is a requirement. All students must take state mandated assessments which include the California Assessment of Student Performance and Progress (CAASPP), California English Language Development Test (CELDT), and Physical Fitness Test scheduled throughout the school year. Additionally, all students who enroll in our CSSD program take the school mandated NWEA Measures of Academic Progress (MAP). These tests are very critical. They tell us how students are progressing in their learning.

CSSD staff members are dedicated to making sure students receive the instruction they need to do well on these tests to demonstrate learning. Students are offered many opportunities for special assistance if it is needed. These opportunities include diagnostic assessment and one-to-one tutoring. Please review your student's test results and be sure he or she is working on improving his/her weak areas. It is important that we work together to help your student succeed. If you have any questions about testing and/or a specific test you may contact the your student's teacher. The table below provides basic information about the standardized tests and

approximate administration dates. Additional information about state tests is posted on the California Department of Education website at http://www.cde.ca.gov/statetests/.

Assessments		Subject(s)	Grade Level(s)	Approximate Dates
NWEA Measures of Academic Progress (MAP)		Reading, Language Usage, Mathematics	7-11	Sept.-Oct. & March-April
California English Language Development Test (CELDT)		English Language- Reading, Writing, Listening and Speaking	7-12 English Learners	October
Physical Fitness Test (PFT)		Physical Fitness Evaluation	7, 9	February
California Assessment of Student Performance & Progress (CAASP)	Smarter Balanced	English Language Arts, Mathematics	7-8, 11	May-June
	California Standards Tests (CST)/ California Modified Assessment (CMA)	Science	8, 10	May-June

CSSD Graduation Options

The Charter School of San Diego provides multiple graduation options for our students. As part of our pathways personalized education plan, we seek to ensure that our students pursue the best option for their needs. The staff at CSSD is dedicated to offering many opportunities for students to succeed. CSSD offers three options for graduation:

1. Option 1 High School Diploma
2. Option 2 High School Diploma
3. HiSET Option

Option 1 High School Diploma

Students graduating with an Option 1 High School Diploma from CSSD must complete 42 Semester Credits in grades 9-12. CSSD's graduation requirements may fulfill the University of California (UC) and California State University (CSU) admissions requirements. Items that have an asterisk (*) are the courses that UC or CSU-bound students should take.

CSSD Graduation Course Requirements

<table>
<tr><th colspan="2">English (8 semester credits)</th><th colspan="2">Mathematics (6 semester credits)</th></tr>
<tr><td colspan="2">4 credits - English 1-4*
2 credits - American Literature* or Honors American Literature*
2 credits - World Literature*, Contemporary Voices in Literature*, English Literature*, AP English Language & Composition*, AP English Literature & Composition*
*4 years required</td><td colspan="2">2 credits - Algebra or Integrated Math I
2 credits - Geometry or Integrated Math II
2 credits - Intermediate Algebra* or Integrated Math III
2 credits - Pre-calculus* or Honors Pre-calculus
2 credits - Statistics*
*3 years required, 4 years recommended</td></tr>
<tr><th colspan="2">Science (4 semester credits)</th><th colspan="2">History-Social Science (6 semester credits)</th></tr>
<tr><td colspan="2">2 credits - Physical Science (Earth Science, Physics*, Chemistry*, or Honors Chemistry*)
2 credits - Life Science (Biology*)
2 years required, 3 years recommended</td><td colspan="2">2 credits - World History, Geography & Economics*
2 credits - US History* or Honors US History*
1 credit - Government*
1 credit - Economics
2 credits - AP Human Geography (elective)</td></tr>
<tr><th colspan="2">Electives (13 semester credits)</th><th colspan="2">Pathways Portfolio (1 semester credit)</th></tr>
<tr><td colspan="2">PE credits earned prior to enrollment at CSSD will be counted as elective credits.
UC/CSU: 2 credits - Approved electives in the same area</td><td colspan="2">All students must present a senior portfolio (met through the Pathways Exhibition course).</td></tr>
<tr><th colspan="4">World Language OR Visual/ Performing Arts (2 semester credits)</th></tr>
<tr><td>Option A:
2 credits - World Language (both semesters must be the same language)</td><td>Option B:
2 credits - Visual/ Performing Arts</td><td colspan="2">UC/CSU Option:
4 credits - World Language (all semesters must be the same language; 2 years required, 3 years recommended)
2 credits - Visual/Performing Arts (both semesters need to be the same course)</td></tr>
<tr><th colspan="4">CTE/Service Learning/WEE (2 semester credits)</th></tr>
<tr><td colspan="2">Option A:
2 credits - CTE (Career Technical Education)</td><td>Option B:
2 credits - Service Learning (120 hours total of community service)</td><td>Option C:
2 credits - Work Experience Education (240 hours of paid employment)</td></tr>
<tr><th colspan="4">Grade Point Average (GPA)</th></tr>
<tr><td colspan="4">All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.</td></tr>
<tr><td colspan="4">*Courses required for UC/CSU Admissions. Students planning on applying to a UC or CSU can request a meeting with a college counselor to develop a course plan.</td></tr>
</table>

Option 2 High School Diploma

Our Option 2 High School Diploma seeks to assist those students who will have reached their 18th birthday by the graduation deadline and have at least 26 credits in the required courses and a minimum 2.0 GPA in those courses designated for the state of California Option 2 diploma.

Eligibility Criteria

The eligible student is at least 17 and has less than 20 credits. Option 2 allows students to obtain a high school diploma, participate in vocational training and/or attend the community college of their choice. The process is selective and is monitored by the CSSD Option 2 Committee, consisting of school counselors, learning leads, administrators, and/or teacher representative.

Admission Requirements and Process

- Student must be enrolled at a CSSD school and must be earning credits at the rate of one per month, with a minimum attendance rate of 75% per month.
- The teacher/school counselor recommends student for Option 2 diploma.
- School counselor meets with parent, teacher, and student to review eligibility of requirements.
- The teacher presents the student records, which includes parent consent documents, to the CSSD Option 2 Committee, outlining why this option best meets the needs of this student.
- CSSD Option 2 Committee may decide to accept the recommendation of the teacher or may decide to deny the request to admit the student as a candidate for this diploma.
- When the student is accepted as a candidate, the school counselor develops a new course plan.

Additional requirements include:

- Senior Exhibition
- One year of CTE, service learning, or work experience education

HiSet Option

The new HiSet, one of the new state approved High School Equivalency Exams, is included as an option for students to finish their secondary education with "Completer" status. CSSD students will be able to take the HiSET on-site at a CSSD resource center, exclusively open to CSSD students. It is a web-based exam. If you are interested in this option, please contact your teacher and counselor.

Option 2 Graduation Course Requirements

<table>
<tr><th>English (6 semester credits)</th><th colspan="2">Mathematics (4 semester credits)</th></tr>
<tr><td>English 1,2 or higher</td><td colspan="2">Including Algebra 1, 2 OR Integrated Math 1, 2 or higher</td></tr>
<tr><th>Science (4 semester credits)</th><th colspan="2">History - Social Science (6 semester credits)</th></tr>
<tr><td>Including Biology 1, 2, and one year of a physical science</td><td colspan="2">World History
Geography & Economics 1, 2
US History 1, 2
Government 1
Economics 1</td></tr>
<tr><th>Electives (1 semester credit)</th><th colspan="2">Pathways Portfolio(1 semester credit)</th></tr>
<tr><td>Recommended courses from our current General Electives list</td><td colspan="2">All students must present a senior portfolio (met through the Pathways Exhibition course).</td></tr>
<tr><th colspan="3">World Languages and Visual/Performing Arts (2 semester credits)</th></tr>
<tr><td>Option A:
2 credits - World Language (both semesters must by the same language)</td><td colspan="2">Option B:
2 credits - Visual/Performing Arts</td></tr>
<tr><th colspan="3">CTE/Service Learning/WEE (2 semester credits)</th></tr>
<tr><td>Option A:
2 credits - CTE (Career Technical Education)</td><td>Option B:
2 credits - Service Learning (120 hours total of community service)</td><td>Option C:
Work Experience Education (240 hours of paid employment)</td></tr>
<tr><th colspan="3">Grade Point Average (GPA)</th></tr>
<tr><td colspan="3">Students must have a minimum GPA of 2.0 in the required courses for Option 2.</td></tr>
</table>

College Admission Requirements

At CSSD, we provide a rigorous curriculum that prepares students for higher education. The admission requirements to the local community colleges, California State Universities (CSU), and University of California (UC) are listed in the table.

For more information about the college entrance requirements and exams, contact the college counselor (with assistance from your teacher) and/or visit the following websites: www.actstudent.org or www.collegeboard.org

Elements	Community College	California State University (CSU)	University of California (UC)
High School Education	Diploma, GED, or CHSPE	Diploma *(including UC/CSU-approved coursework)*	Diploma *(including UC/CSU-approved coursework)*
GPA	Any	Calculated from UC a-g list courses taken after 9th grade	Calculated from UC a-g list courses taken after 9th grade
Entrance Exams	No entrance exam; assessments for course placement	ACT or SAT Reasoning Test with Reading & Math	ACT Assessment plus Writing ***OR*** SAT Reasoning Test with Critical Reading, Math & Writing

NCAA Eligibility

The NCAA Eligibility Center has launched a new website at NCAA.org/playcollegesports to help high school student-athletes successfully transition to college. The enhanced online content gives student-athletes and counselors a broad look at the initial eligibility process and detailed information about common eligibility situations.

The new content is part of the NCAA Eligibility Center's continuing response to customer requests for key pieces of information student-athletes should know as they consider college. Student-athletes are guided through current and upcoming initial eligibility requirements, recruiting guidelines, and timelines for staying on track in high school. Additional webpages address initial eligibility situations unique to international, home-school and non-traditional students.

A wide range of frequently-asked questions addressing issues from academic and amateurism eligibility to high school and core-course review are easily searchable and will be expanded in the future.

To ensure your student is taking the right courses for NCAA eligibility, please contact your student's teacher/counselor.

Grade Suppression

Students wishing to suppress a "D" or "F" grade earned from a CSSD - approved accredited school or district outside of CSSD must repeat the same course/s based on course descriptions from the school or district where the course/s originated. The course/s must be approved by a school counselor or administrator.

Grade Validation

If a student earns an "F" grade for the first semester of a year-long course but earns a passing grade of "C" or better for the second semester of that same course, credit shall be allowed for both semesters and a passing grade of "D" shall be recorded for the first semester. This applies only to students designated as 11th or 12th graders by a school counselor or administrator from CSSD.

If a student earns a passing grade for the first semester of a year course and an "F" grade for the second semester of that course, credit (and passing grade) shall be allowed for the first semester only. The second semester "F" grade shall be recorded as a final grade.

CSSD will accept for credit full or partial coursework satisfactorily completed by a pupil while attending a public school, juvenile court school, or nonpublic, nonsectarian school or agency.

College Course Credit

With school counselor or administrator approval, college courses may be taken in lieu of high school courses. One 2-unit college course is equivalent to two semesters of high school credit.

Graduating Class Year Determination

Students who satisfy graduation requirements by the end of July of the school year (i.e., 16-17, 17-18, etc.) will be designated graduates of the school year.

Students who did not complete all the graduations requirements by the end of July will receive their diploma with the next year's graduating class.

Graduation Ceremony

Graduation is a special and dignified event. CSSD commencement ceremonies are typically held at the beginning of June.

Students wishing to participate in a graduation ceremony from CSSD must complete the following requirements:

- Complete all stated requirements for a high school diploma, ***OR*** complete all stated requirements for the California High School Proficiency Exam (CHSPE), ***OR*** complete all requirements for and pass all portions of a High School Equivalency Test (GED, HiSET or TASC) that has been approved by the State Board of Education and the California Department of Education.
- Attend a Senior Exit Orientation.
- Complete all requirements by the official due dates as listed on the Annual Master School Calendar.
- Attend both Graduation Rehearsals.
- Follow all graduation ceremony rules and regulations.

Graduation Ceremony Expectations

- The graduates must wear the designated cap and gown.
- Gentlemen should wear a white collared dress shirt with a tie, dark slacks (not jeans), and dress shoes.
- Ladies should wear a nice dress, pant-suit, or outfit with dress shoes.
- No decorations on caps or gown are permitted.
- Dress appropriately for the occasion.
- No flip-flops or tennis shoes are permitted.
- No air-horns, beach balls, or anything else that will take away from this dignified event.
- Guests must act appropriately and be respectful of the event and its participants.

Senior Exit Orientation

Students and a parent or guardian are required to attend this important meeting. During this meeting, graduation requirements are reviewed, and expectations and logistics for the graduation ceremony are presented. Information is also available to prepare parents and students for post high school options, including financial aid filing, scholarship information, college application process (with a focus on post-secondary pathways). Attendance at this meeting may be waived for students who do not plan to participate in a CSSD June graduation ceremony.

Pathways: Education with a Purpose

From their entrance into CSSD, with support from counselors and teachers, students focus on their future through various Pathways. Pathways is designed to introduce and engage students in grades 9-12 in formal post-high school planning and to improve student learning and high school completion rates. Working with counselors and teachers, students will focus on choice, including four-year colleges and universities, community college, military, and vocational studies.

Students' choices are supported by Naviance, a web-based resource. Naviance provides students and parents access to information from colleges and vocational schools, scholarships and financial aid application tools, extensive career research, and learning styles tools. Targeted student activities are available to support Pathways such as career days, college days, military days, guest speakers, field trips, work experience, service learning and internships.

Pathways/Naviance Family Connection

Our PATHWAYS/Naviance Family Connection program uses a variety of interest and personality type surveys and research tools to help you develop your chosen path.

Do What You Are: Learn about your personality strengths and gain insight into your educational and career needs.

Learning Style Inventory: Learn what environment and methods make learning optimal for you.

Career Interest Profiler: Complete a Career Interest Profiler and explore what careers appeal to you.

Game Plan: Create targeted goals for after high school, including college interests, athletic programs, chosen references, etc.

College Search/Lookup: Lookup schools that you are interested in applying to, compare requirements, school programs, student life, and more.

Test Scores: Enter and track your PSAT, SAT I, SAT Subjects Tests, PLAN, and ACT test scores.

MI Advantage: Multiple intelligences theory reveals that people employ various intelligences to process information. This assessment empowers students to develop and make optimal use of their strengths in the pursuit of goals and interests, both inside and outside of school.

Scholarships: Use several scholarship tools, such as searches, matches, lists, national college

searches, and scholarship applications.

Resume: Use the resume tool to create your own resume.

Enrollment, Student, & Health Services

Enrollment, Student, & Health Services

Resource Center Transfer Requests

Students may apply for a transfer to another Resource Center under the following conditions:

- Parent approval
- Student is currently meeting attendance requirements
- Reasonable justification
- Resource Center availability

Contact the teacher to initiate the Resource Center transfer process.

Enrollment/Transfer Process

Students who choose to discontinue enrollment at CSSD may attend other District schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or area of residence.

Student and/or the parent/guardian need to notify the teacher about the desired transfer. The teacher will work with the parent and counselor to process the transfer. Students are expected to continue to meet CSSD attendance requirements until the student is officially transferred to the new school.

For any student that transfers to another high school, please be informed that it is as the sole discretion of the new school district or charter school to decide which completed credits they will accept on their transcripts.

Transcripts and Records Requests

Transcripts and records requests must be made in writing. Transcript requests may be submitted using the online form found on the school's website, www.charterschool-sandiego.net.

Attendance Verification

Students and families that need official verification of the student's status (attendance, enrollment, projected graduation dates, etc.) should coordinate with their teachers. Parent/guardian signatures are required. These documents often require research into student records and a signature of a school official. Please allow at least one week lead time.

Work Permits

Work permit applications are available for students who meet and maintain the following eligibility requirements:

- Currently meeting attendance requirement
- 14 years or older
- Parent and teacher approval

Work permit applications can be obtained from the teacher. The application must be filled out completely by the student, parent and employer. Incomplete applications will not be considered. Work permit applications must be returned to the teacher. It will take approximately 3-5 days to receive a temporary 30-day work permit from the school counselor if the application is approved. This is a temporary permit and the Work Permit Office has the right to decline any student from receiving an official approved work permit.

Release of Student and Parent/ Guardian Information

UNLESS PARENTS/GUARDIANS REQUEST OTHERWISE, DIRECTORY-TYPE INFORMATION will be released, in accordance with State law, to any

person, official or organization as defined below except private profit-making entities other than employers, potential employers, media, and private trade/professional schools. Directory information includes the student's name, address, dates of attendance, and degrees and awards received.

Parents who prefer that this type of information not be released need to notify the school office in writing. Notification can be made by:

- Checking the "No" box to "Authorize school to release student's directory information" on the Enrollment Form.
- Submitting a written note or letter to the school office.

Health Program

Our comprehensive health program is designed to promote wellness and to support the educational mission of our school. The role of the school nurse is to promote student attainment of optimum physical and mental health to achieve student success. Since the student's health status and needs may affect his or her school performance, the school nurse ensures to provide education on health promotion and illness prevention practices, perform mandated health screenings, provide counseling, crisis management, referrals and community resources.

Health Screenings

State-mandated assessments will be provided for the indicated grade levels: 8th and 10th or 11th grade hearing screening and 8th grade vision screening. A wellness screening is also provided for 9th graders: vision screening, blood pressure, nutrition assessment, height, weight, and body

Individuals and Organizations Authorized to Receive Directory-Type Information *(unless prohibited by parent/guardian)*	**Student Information (Directory-Type)**
Press, television, radio, school publications, and other media organizations	Name and address; interview comments and photographs of students participating in school activities; students receiving scholastic or other honors and awards
Law-enforcement agencies	Name and address; home telephone number of parent(s), if not unlisted
Employers or potential employers to whom a student has applied for employment	Name and address; birthplace; birth date; age
Military recruiters upon request (as required by federal legislation)	Name and address; telephone number of student's parent(s), if not unlisted, of secondary students
Civic and nonprofit organizations	Name and address; telephone number; enrollment status; degrees and awards received; and dates of attendance
Prospective grantors and financial institutions to which students have applied for financial aid	Name and address; telephone number; enrollment status; degrees and awards received; and dates of attendance

mass index. New students and students referred by parents, student or school staff will be assessed as indicated. Note: A student needs a written parent request to be excused from health assessment screenings.

Health Curriculum
Health education encompassing nutrition, dental health, disease processes, life skills, community health, physical fitness, drugs, alcohol, and tobacco, mental and emotional health, human reproduction and sexuality, sexually transmitted diseases and HIV/AIDS, peer pressure resistant skills, problem solving and decision making is incorporated into the curriculum. Parents may request to preview instructional and audiovisual materials dealing with human reproduction and sexuality and the state law pertaining to HIV/AIDS and sex education. Please note that a student may be excused from health instruction upon written request from the parent.

Immunizations and Control of Communicable Disease
California law requires proof of an immunization record from the parent or guardian indicating the student has met all the immunization requirements prior to admission to our school. Effective January 2016, Senate Bill 277 will eliminate the option of personal belief exemptions for students in public and private schools. Students enrolled in home-based private schools and independent study program who do not receive classroom-based instruction will still need to provide immunization records to their schools before entry. All public and private schools will still need to report to the California Department of Public Health (CDPH)/Division of Communicable Disease Control the immunization status of all students in kindergarten and 7th grade.

We are required to cooperate with the Department of Public Health to prevent and control communicable disease in students. Whenever there is good reason to believe a student has a contagious disease, the parent will be contacted and the student will be sent home. The student may return when well and/or released by a physician.

Immunization laws currently in effect may be found at http://www.shotsforschool.org/laws/ .

Medications at School
No state laws allow the administration of any over-the-counter or prescribed medications by unlicensed school staff without a physician's order and written parent permission on file for each individual student. California Education Code, Section 49480 requires a parent to notify school staff of any medications their student is taking on a continuing basis for chronic health conditions, including name, dose, physician phone number, and permission to contact the physician for further information about the medication.

Other Services/Resources Available
CSSD partners with many community service organizations and agencies to support students and families. This is to ensure that the focus for the student is on learning and academic success. To learn more about these services/resources, contact your teacher, the School Nurse at (858) 678-2020, OR visit www.charterschool-sandiego.net.

Key School Policies

Key School Policies

Student Responsibilities

- Attend Resource Center meetings according to the schedule on the master agreement, arrive on time, and return directly home after each appointment.
- Complete ALL assignments as scheduled.
- Participate in Resource Center activities.
- Follow all rules and procedures.
- Follow school rules, including the Internet Use, Student Citizenship and the Zero Tolerance Policies, and obey the Loitering Law.
- Cooperate with adults and other students and respect the rights of others to learn and help to create a positive learning environment for everyone.
- Refrain from using profanity or making derogatory statements ("put-downs").
- Respect the property of the school, the community, and others.
- Be responsible for the care and return of all instructional materials and textbooks.
- Maintain honesty and integrity in completing all work, tests, and evaluations.

Student Academic Integrity & Citizenship

At CSSD, we expect our students to be good citizens and to be honest. We expect students to complete assessments without outside assistance, not to plagiarize, respect instructional materials and school resources, and to make a good-faith effort when completing exams and required tests.

Internet/Technology Use Policy

Technology and access to the Internet are part of the learning opportunities available at CSSD. We strongly believe in the educational value of such services and recognize their potential to support our curriculum and student learning. Time using technology, the computer and/or the Internet must be used productively to support academic progress. The school will make every effort to protect students from any misuses or abuses as a result of their experience with the Internet. All users must be continuously on guard to avoid inappropriate and illegal interactions with the Internet.

Loitering Law

It is unlawful for any juvenile who is subject to a compulsory alternative education program to loiter, idle, wander or be in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds, public places, public buildings, or the premises of any establishment, vacant lots or unsupervised place between the hours of 8:30 a.m. and 2:30 p.m. on any day when that juvenile otherwise would be required to attend a regular compulsory education school (Municipal Code Section 58.05). This means that students should either be in the Resource Center or at home between the hours of 8:30 a.m. and 2:30 p.m., Monday through Friday. Students are permitted to be in other locations during these hours only if the student is accompanied by a parent or guardian.

Zero Tolerance

CSSD subscribes to the Zero Tolerance Policy which mandates expulsion of students who come to school with any sort of weapon or anything which can be used as a weapon, who

cause serious fights, or who offer drugs for sale on or near the campus. In addition to discipline, if a student is found to have violated the law, he or she may be arrested or taken to a juvenile detention facility.

The following offenses will require immediate action:

- Fighting/open rebellion
- Possession or use of drugs
- Bullying, cyber-bullying or harassment
- Defiance/unprovoked attack
- Smoking
- Stealing
- Vandalism
- Profanity, Vulgarity, or Obscene Acts
- Severely inappropriate behavior

Expulsion Policy

A full Board of Directors approved policy is listed on the school's web site under the "Enrolled Students"/"School Policies" tab.

Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to Resource Centers. Parents/guardians will be notified and students will be asked to change or sent home if they are found to be in violation of the dress code.

Dress code violations include, in part, the following:

- Pants sagging below the waist
- Beachwear or sleepwear, including bedroom slippers
- Shorts/skirts that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses suggestive/vulgar/profane language and/or images
- Head coverings such as, hats, bandanas, beanies, or do-rags

Cell Phone/Electronics Policy

Student possession and use of cellular phones, pagers and other electronic devices (iPods, mp3 players, etc.) at school facilities while under the supervision and control of school employees is permitted under the circumstance described herein. All students may use these devices before school begins and after school ends. These devices must be kept out of sight and turned off during the instructional program. Students are not allowed to step outside of the facility to use their cell phones during scheduled Resource Center hours. This includes making or accepting phone calls. During Resource Center hours phone calls should be limited to arranging for transportation or possible unexpected emergencies. If a student needs to contact their parent/guardian or the parent/guardian needs to contact the student it should be done through the student's teacher. Unauthorized use of such devices disrupts the instructional program and distracts from the learning environment. Therefore, unauthorized use is grounds for confiscation of device by teachers. Devices will be returned at the end of the day to the student/parent. Repeated unauthorized use of such devices may lead to disciplinary action.

Parents' Responsibilities

- Ensure that students get to their scheduled appointment on time. If this is not possible, contact the teacher to arrange an alternate time.
- Hold high expectations for your student, regularly monitor his or her daily work.
- Support school rules and the independent study definition of attendance—students complete school work rather than spending time in the Resource Center.
- Establish a schedule with the student and provide a space for study time at home.
- Arrange for student to attend appropriate field trips and supplemental tutoring sessions.
- Meet with staff when requested, particularly during master agreement signing conferences.
- Participate in decisions related to the education of your student.
- Ensure that students are clothed properly for school and school events.

Parents' Role in Discipline and Behavior

Parents are expected to cooperate with school staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help him/her to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

Emergency Procedures

CSSD Resource Centers have plans and preparations for major emergency situations. We believe that the reactions of people in emergencies depend largely upon their training. Our staff has been trained, and drills are held regularly to make certain that the students understand emergency procedures.

Please assure students that they are as safe at school as they are at home in a serious emergency. The safety and welfare of the students is our primary concern in the event of an emergency. Your child should be instructed to obey the directions of their teachers.

If you have questions about our emergency preparedness program, please contact your teacher.

CSSD defines a crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff. In the event of a crisis, such as a natural disaster, we ask the following:

- Please do not telephone the school. Telephone lines will be needed for emergency communications.
- Please do not drive to the Resource Center if possible. Streets should be as open as possible for emergency vehicles.
- Listen to your local radio station and news for information and advice.

In conjunction with the National Association for Search and Rescue, we urge every family to make home emergency plans and preparations.

Student Sexual Harassment Policy

CSSD is committed to making the schools free

from sexual harassment. This means that we prohibit harassment made by someone from or in the educational setting. Sexual harassment can be such actions as: unwelcome sexual advances, requests for sexual favors, verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational setting.

CSSD prohibits conduct that has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile, or offensive educational environment.

CSSD further prohibits sexual harassment in which a student's grades, benefits, services, honors/awards program or activities are dependent on submission to such conduct.

Students should report any sexual harassment to their teacher. Students who violate this policy shall be disciplined appropriately. This includes suspension or possible expulsion. Employees who violate this policy shall be disciplined according to personnel procedures. All CSSD employees sign a Code of Ethics outlining appropriate ethical conduct and expected staff-student interaction. We believe that we can resolve harassment issues at the school site. If not, students may contact: Lynne Alipio, Chief Business Officer, (858) 678-2020; 10170 Huennekens St., San Diego, CA 92121 or email at lalipio@altusschools.net.

Title IX

Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance.

CSSD is committed to providing an environment free from discrimination based on sex and provides a number of resources and services to assist students, faculty and staff in addressing issues involving sex discrimination.

Executive Director, Alissa Tuter, has been designated as the Title IX coordinator for CSSD. You may contact her at any time by calling (858) 678-2020 or email at atuter@charterschool-sandiego.net.

Student Non-Discrimination

CSSD is committed to equal opportunity for all individuals in education. CSSD shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English will not be a barrier to admission and participation in school programs.

No student may discriminate, injure, intimidate, interfere with, oppress, or threaten any student or anyone from CSSD because of race, color, religion, ancestry, national origin, physical and mental disability, gender or sexual orientation. Any student who engages in such activities may be subject to disciplinary action up to and including expulsion and the police may be contacted to take further action.

Any employee who permits or engages in discrimination may be subject to disciplinary

action up to and including dismissal.
Any student or parent who feels that discrimination has occurred should immediately contact a teacher.

Teacher Qualifications

Our school focuses on delivering a strong standards-based and personalized educational program. Many parts of the law, including professional development for teachers, communication with parents, opportunities for tutoring, and school choice have always been common practice at the school.

We have a rigorous selection process and we believe our teachers are outstanding. We not only hire teachers who are strong academically, we choose people

- who will work with both the family and the student,
- who will go above and beyond in helping your child develop workplace skills like responsibility and dependability,
- who will assess your child's strengths and build on them,
- who will provide support for their areas of weakness, and
- who will help your child succeed both personally and academically.

We are sure you know your child's teacher and qualifications very well, but the law gives you the right to request information about:

- Whether the teacher has met the criteria for grade levels and subject areas taught;
- Whether the teacher is teaching under an emergency credential or license, or other provisional status;
- The baccalaureate degree major of the teacher and any graduate degree held by the teacher, and the field of discipline of that degree;
- The qualifications of the paraprofessional in your child's classroom.

Parents are invited to seek further information on their specific teacher or paraprofessional.

To further support students working on courses in core subject areas (English, mathematics, sciences, social science, and the fine and practical arts), additional certificated teachers with subject-matter expertise are available to students at their assigned Resource Center, via email or telephone within 24 hours.

Communication

CSSD seeks to convey the most current, accurate information possible to our parents and students. This includes the use of surveys and periodic ***AlertNow*** automated messages to your contact numbers. These messages will contain timely, important information. In addition, please "Like" our Facebook page (www.facebook.com/CharterSchoolSD) to keep up-to-date on all CSSD information.

As we encourage our students to succeed and be accountable for their work, we expect the same for our organization and our employees. If you have suggestions, ideas, or concerns, please feel free to discuss it with your student's teacher.

LEA Uniform Complaint Procedures Policy

The school shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code 35186; 5 CCR 4681, 4682, 4683)

Textbooks and instructional materials:

a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.

b. A student does not have access to textbooks or instructional materials to use at home or after school.

c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

Filing of Complaint

A complaint alleging any condition(s) specified in items a-c above shall be filed with the Executive Director or designee. The Executive Director or designee shall forward a complaint about problems beyond his/her authority to the President/CEO or designee in a timely manner, but not to exceed 10 working days. (Education Code 35186; 5 CCR 4680)

Investigation and Response

The Executive Director or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186; 5 CCR 4685)

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the Executive Director or designee shall report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. If a response is requested, the response shall be made to the mailing address of the complainant as indicated on the complaint form. At the same time, the Executive Director or designee shall report the same information to the President/CEO or designee. (Education Code 35186; 5 CCR 4680, 4685)

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186)

If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Governing Board at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686)

Reports

The President/CEO or designee shall report summarized data on the nature and resolution of all complaints to the Board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting. (Education Code 35186; 5 CCR 4686)

Forms and Notices

The President/CEO or designee shall ensure that the schools complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. However, complainants need not use the schools complaint form in order to file a complaint. (Education Code 35186)

The President/CEO or designee shall ensure that a notice is posted in each resource center

containing the components specified in Education Code 35186. (Education Code 35186)

Student Fees Policy

This student fees policy has been adopted by the school's Board of Directors in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 ("AB 1575") (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school.

General Statement of Policy

CSSD operates free public charter schools, and no student enrolled in CSSD shall be required to pay a student fee for participation in their educational activity unless specifically authorized by law.

Definitions

For purposes of this policy and pursuant to AB 1575, "educational activity" means any activity offered by CSSD that constitutes an integral fundamental part of a student's education, including, but not limited to, curricular and extracurricular activities. "Educational activity" does not include: (a) transportation (bus) to and from school; (b) child care services for students whose parents cannot pick up their student immediately after school.

For purposes of this policy and pursuant to AB 1575, "student fee" means a fee, deposit, or other charge imposed on students, or a student's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Pursuant to Education Code section 49010, prohibited student fees include: (a) fees charged as a condition for registering for school or classes, or as a condition for participation in a class or any extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit; (b) a security deposit, or other payment, that a student is required to make to obtain a book, class apparatus, laptop, iPad, e-reader or other materials or equipment; (c) purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

Specific Student Fee Provisions

1. All supplies, materials, and equipment needed for students to participate in CSSD's educational activities shall be provided to students by the school free of charge.
2. CSSD does not use a fee waiver policy to make any student fee permissible.
3. CSSD does not have a "two-tier" educational system. Students who purchase additional supplies not provided free-of-charge by their school, or students who make voluntary donations to their school's programs and activities, are not provided a higher educational standard than students who do not.
4. CSSD does not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a student, and they do not remove course credit or privileges related to educational activities, or otherwise discriminate against any student who does not or will not provide money or donations of goods or services to the school.
5. All students at CSSD participate at Graduation. A cap and gown will be provided by the student's school to students and will be returned to the school after the Graduation ceremony. CSSD may solicit

voluntary donations of funds from students and parents of students to help cover the cost of cap and gown, but all students are permitted to participate, and provided necessary cap and gown, regardless of student or parent donation. Alternatively, students have the option to purchase their own cap and gown.

6. CSSD may charge students a reasonable fee for the replacement of lost, damaged or unreturned school supplies, such as school ID cards, library books, laptops, iPads, e-readers, or library late return fees.
7. All students at CSSD participate in field trips that are part of the curriculum, which are provided to students by their school free of charge. CSSD may solicit voluntary donations of funds or services from students and parents of students to help fund the field trips that are part of the curriculum, but all students may participate regardless of student or parent donation.
8. Students and parents of students will be provided a copy of this policy at the start of each school year as part of the CSSD Student and Parent Resource Guide.
9. Students, parents or guardians who believe they are being charged an impermissible fee under AB 1575 should contact the Executive Director at (858) 678-2020, and all complaints will be addressed pursuant to the CSSD Uniform Complaint Procedures Policy set forth in Student and Parent Resource Guide on page 31. As outlined in the Uniform Complaint Procedures Policy, some complaints related to school fees may be made anonymously. In the event any complaint is found to have merit, CSSD will reimburse all affected students, parents and guardians.

Course Catalog

Course List

English

Middle School

English 7-1, 7-2
English 8-1, 8-2

High School

English 1, 2
English 1, 2 Accelerated
English 3, 4
English 3, 4 Accelerated
American Literature 1, 2
Honors American Literature 1, 2
Contemporary Voices in Lit. 1, 2
English Literature 1, 2
Honors English Literature 1, 2
World Literature 1, 2
AP English Language & Composition
AP English Literature & Composition
Writer's Workshop 1, 2

Mathematics

Middle School

Math 7-1, 7-2
Math 8 -1, 8- 2
Algebra 1, 2
Integrated Math 1a, 1b

High School

Algebra 1, 2
Unifying Algebra & Geometry 1, 2
Integrated Math I a-b
Integrated Math II a-b
Integrated Math III a-b
Geometry 1, 2
Intermediate Algebra 1, 2
Pre-Calculus 1, 2
Honors Pre-Calculus 1, 2
AP Calculus AB
Statistics 1, 2
AP Statistics

Science

Middle School

Life Science 7-1, 7-2
Physical Science 8-1, 8-2

High School

Earth Science 1, 2
Biology 1, 2
Honors Biology 1, 2
Physics 1, 2
Chemistry 1, 2
Honors Chemistry 1, 2
AP Environmental Science

History - Social Science

Middle High School

World History & Geography 7-1, 7-2
US History & Geography 8-1, 8-2

High School

World History, Geography & Economics 1, 2
AP World History
US History & Geography 1, 2
Honors US History & Geography 1, 2
AP US History
Government 1
AP Government & Politics: US

Economics 1
Geography 1
AP Human Geography

Electives

Middle School

World Language

Spanish 1-2
Spanish 3-4
German 1-2
German 3-4

Visual & Performing Arts

Art 7-1, 7-2
Art 8-1, 8-2

General Electives

Altus Study Skills 7-8

High School

World Language

German 1-2
German 3-4
Spanish 1-2
Spanish 3-4
Spanish 5-6

Visual & Performing Arts

Art 1, 2
Art History 1
Commercial Art 1, 2
Music Appreciation 1, 2
Photography 1, 2
Drawing 1

Career Technical Education

3D Art 1 - Modeling
3D Art 2 - Animation
Business Careers 1,2
Business Law 1, 2
CA Cadet Corps 1, 2
Career Planning & Development
Child Development/Parenthood Ed.
Computer Applications: Office® 2010
Computer Science 1, 2
Digital Arts 1, 2
Entrepreneurship 1, 2
General Work Experience Ed. 1, 2
General Work Experience Ed. 3, 4
Health Science Concepts 1,2
Health Science and Medical Technology 1, 2
Information and Communication Technology 1, 2
Intro to Business 1, 2
Journalism 1, 2
Microsoft Office Specialist
Nursing Assistant 1, 2
Nutrition 1, 2
Parenting and Infant Development
Personal Finance
Projects in Game Design
Psychology 1, 2
Service Learning 1, 2

General Electives

Career and Life Management 1, 2
Driver's Education
Health
Intro to Careers 1
Literacy 1, 2
Literature & Comprehension 1, 2
Military Science 1, 2
Pathway Exhibition
Philosophy 1
AP Psychology
Sociology 1
Altus Success 1

Strategies for Academic Success
Altus Study Skills (options for CHSPE PREP)

English

English 7-1, 7-2 (A1501a, A1501b)
Blended Learning Course:
Common Core English Language Arts 7
Grade: 7

This two-semester course includes the study of literature in major genres: short story, drama, nonfiction, poetry, fable, myth, legend and the novel. Activities emphasize writing, oral communication, spelling, vocabulary, grammar and usage. A variety of writing styles and essay types are emphasized.

English 8-1, 8-2 (A1520a, A1520b)
Blended Learning Course:
Common Core English Language Arts 8
Grade: 8

This two-semester course includes the study of literature in major genres: short story, drama, nonfiction, poetry, fable, myth, legend and the novel. Activities emphasize writing, oral communication, spelling, vocabulary, grammar and usage. A variety of writing styles and essay types are emphasized.

***+English 1, 2 (A1540, A1541)**
Blended Learning Course:

***Common Core English Language Arts 9**
Grade: 9

In this two-semester course, the students will be exploring the human condition and the discovery of the self, in an attempt to address the Essential Question, "What does it mean to be human?" They will be asked to examine the reasons why we behave in the ways that we do, how humans interact with one another, and express their beliefs and values. Required readings will focus on analysis and making historical connections with the classic literature, as well as developing reading, vocabulary, and writing skills that are aligned with the California Common Core Standards. Students will grapple with the theme of self-discovery in various formats by using Web 2.0 technology.

Online Learning Course:
***+Accelerated English 1, 2 (1552, 1553)**
Grade: 9

This freshman-year English course invites students to explore diverse texts organized into thematic units. Students will engage in literary analysis and inferential evaluation of

great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer's The Odyssey, Shakespeare's Romeo and Juliet, and Richard Connell's "The Most Dangerous Game." They will study also short but complex texts, including influential speeches by Dr. Martin Luther King Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course.

***+English 3, 4 (A1570, A1571)**
Blended Learning Course:
***Common Core English Language Arts 10**
Grade: 10

In this two-semester course, the students will be exploring the themes of prejudice, equality, and self-advocacy in an attempt to address the Essential Question, "What does it mean to find one's voice and question one's rights?" They will be asked to examine focusing questions such as, "Are people essentially good or essentially evil?" Required readings will focus on analysis and making historical connections with the classic literature, as well as developing reading, vocabulary, and writing skills that are aligned with the California Common Core Standards. Students will grapple with the themes of social injustice and social advocacy using a variety of mediums including textbooks, novels, videos and the various web 2.0 technology.

Online Learning Course:
***+Accelerated English 3, 4 (A1572, A1573)**
Grade: 10

Focused on application, this sophomore English course reinforces literary analysis and 21st-century skills with superb pieces of literature and literary nonfiction, application e-resources, and educational interactives. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling and application, they also expand on training in media literacy, 21st-century career skills, and the essentials of grammar and vocabulary. Under the guidance of the eWriting software, students will also compose descriptive, persuasive, expository, literary analyses, research, narrative, and compare-contrast essays.

***+American Literature 1, 2 (A1583, A1584)**
Blended Learning Course:
***Common Core English Language Arts 11**
Grade: 11
This two-semester course emphasizes skills

and strategies for independent reading, analyzing, and writing about works of American literature, with a focus on how that literature reflects the development of the American Dream and its permeation through American culture. Reading, writing, oral communication, and language study are emphasized in this course. The goal is to encourage students to communicate effectively in various forms.

***+Honors American Literature 1,2 (A1589, A1590)**
Grade: 11

Honors Preparatory Course (HP): This course meets the University of California's b (English) subject-area requirement.

Altus Honors American Literature 1, 2 is a college-level course designed to emphasize independence and responsibility in critical analysis of a variety of literary texts, including poetry, essays, short stories, historical documents, drama, and novels. The course is granted weighted credit by the University of California.

Class content is arranged chronologically and/or thematically. Students examine the development of American Thought, ambition, and imagination through the heritage and history of the country's diverse peoples. Different point of view—and the ways in which the prevalent philosophical, political, ethical, and social influences of the times affected those views—will be explored through a historical look at literature. Emphasis will also be placed on studying the craft of the writers, including the techniques they used to express ideas.

Students in this course are not only active participants in ongoing intellectual dialogue, but they gain increasing ability to facilitate discussions and mediate divergent views with respect and confidence. Cousework, including homework, consists of a variety of college-level academic endeavors including crafted analysis and research-based essays, in-class essays, reading response, Socratic seminars, debates, presentations, vocabulary development, and self-directed reading. In all their coursework, students should show evidence that they are increasing the depth and complexity of their knowledge of American literature, representing other's ideas responsibly, and developing academic writing skills. As preparation for college, the course's writing and reading activities are designed to deepen and extend discourse in the pursuit of knowledge.

All student enrolled in this course must take the UC-required comprehensive, written final examination, the purpose of which is to permit students to exhibit their depth of knowledge and their independent ability to write original analysis at a college level. This exam is required for students to earn

weighted credit.

***+Contemporary Voices in Literature 1, 2 (A1612, A1613)**
Grade: 11, 12

This two-semester course meets the English requirements for grades 11 or 12, or it can be taken as an elective. Students explore issues by American and world writers who are writing today. These writers come from diverse cultural and ethnic backgrounds. Students write for various purposes and audiences. The course integrates all aspects of literacy: reading, writing, speaking, and listening.

***+English Literature 1, 2 (A1641, A1642)**
Blended Learning Course:
***Common Core English Language Arts 12**
Grade: 12

In this two-semester course students will explore classic works of literature developed in the British Isles over the last 1,000 years. Students develop the ability to use varying approaches to writing and ability to use new vocabulary terms within this writing. Activities emphasize reading, writing, and standard English grammar and usage.

Online Learning Course:
***+ Honors English Literature 1, 2 (A1643, A1644)**
Grade: 12

Honors-College Preparatory Course (HP). This course meets the University of California's b (English) subject-area requirement.

In this two-semester course 12th grade students will have varied and multiple opportunities to read, analyze, discuss, and write about literature produced in the British Isles in the last 1,000 years. Literary criticism will focus on the political as well as philosophical approach, as required by the current state standards. This weighted course meets the requirements for an Honors course.

***+World Literature 1, 2 (A1705, A1706)**
Grade: 11, 12

In this two-semester course students will explore genres through exposure to works by writers from various cultural and ethnic backgrounds. Students explore how the development of technology has impacted language usage. Students write for various purposes and audiences and exhibit their ability to integrate all aspects of literacy: reading, writing, speaking, and listening.

***+Blended Learning Course: AP English Language and Composition 1, 2 (A1655, A1656)**
Grade: 11-12

This course meets the University of California's b (English) subject-area requirement.

This Advanced Placement English course is designed to help students become more skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience, expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. The overall purpose of the AP English Language and Composition course, then, is to enable students to read complex texts with understanding and to write prose that is rich enough and complex enough for mature readers.

***+Blended Learning Course: AP English Literature and Composition 1, 2 (A1653, A1654)**
Grade: 11-12

This course meets the University of California's b (English) subject-area requirement.

This Advanced Placement English course involves students in both the study and practice of writing and the study of literature. They learn to use the characteristic modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Through speaking, listening, and reading, but chiefly through the experience of their own writing, students become more aware of the resources of language. Advanced Placement English Literature and Composition 1,2 is not a survey course; it is, rather, a course to help students develop critical judgment and expressive skill. Students are encouraged to read analytically and sensitively a few carefully chosen high-quality selections, to develop personal communicative styles, and to reflect honesty and precision in the use of the language. The course prepares students for the Advanced Placement Examination in Literature and Composition.

***+Writer's Workshop 1, 2 (A1745N, A1746N)**
Grade: 9-12

This two-semester elective course provides instruction in the process of writing for different purposes and audiences. Students will demonstrate competency in the process of composition, while becoming familiar with various styles of writing. Students will gain practice editing and revising their own original works, while developing critical thinking skills and improving their use of the English language.

Mathematics

Math 7-1, 7-2 (A4001a, A4001b)
Blended Learning Course:
Common Core Math 7
Grade: 7

This course is required of all 7th grade students. This course lays the foundation for Algebra 1 and focuses on the following key strands: number sense; functions and algebra; measurement and geometry; statistics, data analysis, and probability; and mathematical reasoning. Basic operations, problem solving, and communication in math are also emphasized. (Ref. California Math Content Standards for Math 7)

Math 8-1, 8-2 (A4080a, A4080b)
Blended Learning Course:
Common Core Math 8
Grade: 8

This course is designed for grade 8 students who need additional time and support to build the fundamental skills necessary for success in algebra. The course is organized around five major strands: number sense, algebra and functions, measurement and geometry, Algebra 1, and mathematical reasoning. It reinforces the skills and concepts needed to meet the standards on which these students will be assessed. Students will study an array of principles including: Operations and properties; solving one-step equations and inequalities; working with ratios, proportions and percents; solving linear functions; graphing; analyzing data; and probability.

***+Algebra 1, 2**
(A4041, A4042)
***Blended Learning Course:**
Common Core Algebra I
Grade: 8-10

This course in elementary algebra is a college preparatory course in which the student learns the fundamentals of solving problems by methods that were not previously available at the arithmetic level. Students develop an understanding of the symbolic language of math. Algebraic skills and concepts are developed in various problem-solving situations with symbolic reasoning and calculations with symbols serving as the focus of the course. (Ref. California Math Content Standards and Framework for

Algebra 1).

Unifying Algebra and Geometry 1, 2 (A4121, A4122)
Grade: 10-12
Prerequisites: Satisfactory completion of one year of algebra and one year of geometry; recommendation of teacher and/or counselor

Type of graduation credit earned: for the classes of 2014-15, Mathematics (Intermediate)

Note for the graduating classes of 2016 after: Because this course does not meet the University of California's c (mathematics) subject-area requirement, it may no longer be used to meet the high school mathematics graduation requirement. It will earn elective credit instead or may be used to meet the Option 2 graduation requirement.

This course is designed for students to further develop their understanding of algebra and geometry concepts prior to progression into sequential courses, Statistics and Data Analysis 1, 2 or Intermediate Algebra 1, 2.

***+Integrated Math I a-b (A4157, A4158)**
***Blended Learning Course:**
Common Core Mathematics I
Grade: 9-10

Integrated Math I is the first course in a three-year series of integrated mathematics courses incorporating the Common Core State Standards. The purpose of this course is to formalize and extend the mathematics students learned in middle school. Students extend their understanding of linear relationships, contrasting them with exponential phenomena, and applying linear models to data that exhibit a linear trend. They develop fluency in writing, interpreting, and translating between various forms of linear equations and inequalities, and experiment with transformations in the plane. The Mathematical Practice Standards are applied throughout, and give context to the math concepts by applying them to real-world situations.

***+Integrated Math II a-b (A4159, A4160)**
***Blended Learning Course:**
Common Core Mathematics II
Grade: 10-11

Integrated Math II is the second course in a three-year series of integrated mathematics courses incorporating the Common Core State Standards. The focus of the second year of study is on quadratic expressions, equations, and functions, building on conceptual knowledge developed in Integrated Math I. Students learn how to write geometric proofs, and use their knowledge of similarity to begin work in right triangle trigonometry, especially as it connects to the Pythagorean theorem. Probability and data, along with circles and

their quadratic algebraic representations round out the course. The Mathematical Practice Standards are applied throughout to provide real-world context to the concepts being learned in class.

***+Integrated Math III a-b (A4163, A4164)**
***Blended Learning Course:**
Common Core Mathematics III
Grade: 11-12

This course synthesizes previous mathematical learning in four focused areas of instruction. First, students relate visual displays and summary statistics to various types of data and to probability distributions with a focus on drawing conclusions from the data. Then, students embark on an in-depth study of polynomial, rational, and radical functions, drawing on concepts of integers and number properties to understand polynomial operations and the combination of functions through operations. This section of instruction builds to the Fundamental Theorem of Algebra. Students then expand the study of right triangle trigonometry they began in Mathematics II to include non-right triangles and developing the Laws of Sines and Cosines. Finally, students model an array of real-world situations with all the types of functions thy have studied, including work with logarithms to solve exponential equations. As they synthesize and generalize what they have learned about a variety of function families, students appreciate the usefulness and relevance of mathematics in the real world.

***+Geometry 1, 2 (A4141, A4142)**
***Blended Learning Course:**
Common Core Geometry
Grade: 9-11

Students will learn many geometry skills and concepts that are useful in their daily lives. In addition to learning these skills and concepts, students will develop the ability to construct formal, logical arguments and proofs in geometric settings and problems.

***+Intermediate Algebra 1, 2 (A4151, A4152)**
***Blended Learning Course:**
Common Core Algebra II
Grade: 11-12

This course complements and expands the mathematical content and concepts of Algebra 1 and Geometry. In this course, students gain experience with algebraic solutions of problems in various content areas including the solution of systems of quadratic equations, permutations and combinations, logarithmic and exponential functions, the binomial theorem, and the complex number system.

***+Pre-Calculus 1, 2 (A4161, A4162)**
***Blended Learning Course:**
Common Core Pre –Calculus

Grade: 11-12

This college preparatory course is normally offered only to twelfth-grade students. The course includes two semesters of integrated concepts of trigonometry and advanced algebra in such a form as to make them most useful for later study of analytic geometry and calculus. This course also includes an introduction to topics in discrete mathematics. This course is intended to help students meet mathematics content standards AT.1 through AT.7 and performance standards.

***+Honors Pre-Calculus 1, 2 (A4181, A4182)**
Grade: 11-12
Prerequisites: A "B" grade or better in Intermediate Algebra 1, 2; recommendation of teacher and/or counselor. Progression to advanced courses is based on achievement of a "B" grade or better.

Honors Preparatory Course (HP): This course meets the University of California's c (mathematics) subject-area requirement.

This course is offered to grade 11 students who have demonstrated superior achievement and motivation in mathematics. The course is designed to be a third-year course in algebra. It includes a strong treatment of trigonometry, limits, and algebraic functions. After successful completion of this course, the student will be prepared for the first course of calculus.

***+AP Calculus AB (A4189, 4190)**
Grade: 11-12

AP Calculus AB course covers all of the material outlined by the College Board as necessary to prepare students to pass the AP Calculus AB exam. This course is divided into two semesters and is designed to acquaint students with calculus principles such as derivatives, integrals, limits, approximation, and applications and modeling. During this course students will gain experience in the use of calculus methods and learn how calculus methods may be applied practically.

***+Statistics 1, 2 (A4171, A4172)**
Grade: 10-12

This college preparatory course provides an additional mathematics option for students in grades 10-12. This course meets the University of California's c (mathematics) subject area requirement and may be taken after the successful completion of one year of algebra and a year of geometry. This course is beneficial to students who plan to pursue a college major in mathematics, business, the sciences, or related fields.
The course focuses on probability, interpretation of data, and statistical problem solving. Students learn key concepts via hands-on activities, technology explorations, and the design of a statistical study. They

collect data by doing an observational study and perform and experiment using a simulation or a survey. The collection, investigation, and analysis of data paired with technology exercises extend and enhance the conclusions drawn or inferences made from the studies or experiments. Key components of this course include exploration of data, data collection, the organization and analysis of data, probability, making inferences, and the justification of conclusions or decisions made.

***+AP Statistics (A4055, 4056)**
Grade: 11-12

AP Statistics covers the College Board themes of exploring data; sampling and experimentation; anticipating patterns; and statistical inference. The content is organized into six units: Sampling and Data and Descriptive Statistics; Probability Topics and Discrete Random Variables; Continuous Random Variables and Normal Distribution; Central Limit Theorem and Confidence Intervals; Hypothesis Testing; and ChiSquare Distribution and Linear Regression.

Science

Life Science 7-1, 7-2 (A6003)
Blended Learning Course: MS Life Science
Grade: 7

This two-semester course is designed to meet the California Content Standards for Life Science which includes an introduction to the topics of cell biology, genetics, evolution, earth science, and living systems. Students in this course will use the inquiry method supplemented by conducting and analyzing experiments in order to explore the nature of living things. Students will also use technology to collect data and communicate ideas.

Physical Science 8-1, 8-2 (A6005)
Blended Learning Course: MS Physical Science
Grade: 8

This two-semester course is designed to meet the California Content Standards for Physical Science which includes motion, forces, structure of matter, earth and life science, chemistry, density and buoyancy. Students will use the inquiry method supplemented by conducting and analyzing experiments to explore the nature of the physical and chemical world. Students will also use technology to collect data and communicate ideas.

***+Earth Science 1, 2 (A6023, A6024)**
Blended Learning Course: Earth Science
Grade: 9-12
This course meets the University of California's g (elective) subject area requirement.

This two-semester course is designed to meet the California Content Standards for Earth Science which includes astronomy, chemistry, geology, oceanography, meteorology, and paleontology, and serves as a foundation for further study in physics, chemistry, marine and environmental science. Students will use the inquiry method to investigate those principles and processes that bring about changes in the physical environment, supplement their understanding by conducting and analyzing experiments, and utilizing technology to collect data and communicate ideas.

***+Biology 1, 2 (A6111, A6112)**

***Blended Learning Course: Biology**
Grade: 10-12

This two-semester course is designed to meet the California Content Standards for Biology which includes cell biology, genetics, ecology, evolution, and physiology. It also serves as a foundation for further study in physics, chemistry, marine and environmental science. Students in this course will use the inquiry method supplemented by conducting and analyzing experiments to investigate the fundamental processes of living and non-living systems, as well as the interrelationships between them. Students will also use technology to collect data and communicate ideas. In addition, students will explore the impact of human society and technology on the biosphere.

***+Blended Learning Course: Honors Biology 1, 2 (A6121, A6122)**
Grade: 10-12

This compelling two-semester course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This is a year-long course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology.

***+Physics 1, 2 (A6311, A6312)**
Grade: 9-12

This two-semester course is designed to meet the California Content Standards for Physics which includes motion, forces, conservation of energy, momentum, heat and thermodynamics, wave phenomena, electricity and magnetism. It also serves as a foundation for further study in biology, chemistry, marine and environmental science. Students will use the inquiry method supplemented by conducting and analyzing experiments to investigate the physical laws that govern nature and the universe. Students will also use technology to collect data and communicate ideas.

***+Chemistry 1, 2 (A6211, A6212)**
***Blended Learning Course: Chemistry**
Grade: 10-12

This two-semester course is designed to meet the California Content Standards for Chemistry which includes atoms and bonding, conservation of matter, stoichiometry, properties of gases, acids and bases, solutions, chemical thermodynamics, reaction rates, chemical equilibrium, organic and nuclear chemistry. This course serves as a foundation for further study in college science courses. Students will use the inquiry method supplemented by conducting

and analyzing experiments to investigate the nature of elements, compounds and mixtures, and how they interact through chemical reactions. Students will also use technology to collect data and communicate ideas.

***+Honors Chemistry 1, 2 (6221, 6222)**
Grade: 9–12
Prerequisites: Above-average achievement in previous science course(s) and in Integrated Math I or equivalent; Physics 1, 2 and Chemistry 1, 2 recommended; concurrent enrollment in Integrated Math II or equivalent recommended; a desire to succeed in a rigorous college-level course environment.

Type of graduation credit earned: Science (physical science); weighted

Honors Preparatory Course (HP): This course meets the University of California's d (laboratory science) subject area requirement.

Successful completion of this course earns recognition of honors (i.e., weighted) credit by the University of California. Courses meeting UC criteria for honors designation must be comparable in workload and emphasis to Advance Placement, International Baccalaureate, or introductory college courses. A course syllabus, with laboratory activities, and a comprehensive final examination are required. Students who complete this course successfully will gain a depth of understanding of chemical concepts and processes. They will also develop their critical thinking and analytical skills. The class includes experimental laboratory activities, class discussions, reading, and critical analysis leading to deeper understanding, and it emphasizes human inquiry and the nature of science. This course is intended to help students meet state science standards.

*+**AP Environmental Science (A6455, 6456)**
Grade: 10-12

AP Environmental Science covers all of the material outlined by the College Board as necessary to prepare students to pass the AP Environmental Science exam. This course is designed to acquaint students with the physical, ecological, social, and political principles of environmental science. The scientific method is used to analyze and understand the interrelationships between humans and the natural environment. The course shows how ecological realities and the material desires of humans often clash, leading to environmental degradation and pollution. The course covers the following topics: Earth's Systems, Human Population Dynamics, Natural Resources, Environmental Quality, Global Changes, and Environment and Society.

History - Social Science

World History and Geography 7-1, 7-2 (A6521)
Blended Learning Course:
MS World History and Geography-Medieval and Early Modern Times
Grade: 7
In this two-semester course students will learn about the social, cultural, and technological changes that occurred throughout the world in the years A.D. 500-1789. After reviewing the ancient world and the ways in which history is uncovered, students will study the history of great civilizations that were developing throughout the world during medieval and early modern times. Students explore the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire. Students learn all aspects about civilizations in the Middle Ages such as Islam, Ghana, Mali, Japan, China, and Latin America. Students examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students learn about the continuing impact of these civilizations in the world today. (Ref. California Grade 7 History-Social Science Content Standards)

United States History & Geography 8-1, 8-2 (A6551)
Blended Learning Course: MS United States History and Geography
Grade: 8

In this two-semester course students will study the ideas, issues, and events from the framing of the U.S. Constitution up to World War I, emphasizing America's role in the war. After studying the birth and rise of America's democratic institutions, students examine the shaping and the establishment of the Constitution. Students trace the development of American politics, society, culture, and economy and connect them to the emergence of major regional differences. They learn about the struggles facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions. (Ref. California Grade 8 United States History-Social Science Content Standards)

***+World History, Geography, and Economics 1, 2 (A6605, A6606)**

***Blended Learning Course: World History, Culture, and Geography**
Grade: 10

In this two-semester course students will study major turning points that shaped the modern world, from the late Eighteenth Century through the present, including the cause and course of World Wars One and Two. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, with a focus on international relations. They learn from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. (Ref. California Grade 10 History- Social Science Content Standards)

***+Blended Learning Course: AP World History (A6639, A6640)**
Grade: 10

AP® World History is a yearlong college-level course designed to prepare students for the Advanced Placement (AP) World History Exam. The goal of this course is to explore historical themes common to societies around the world and across time periods, from prehistory to the present day. Emphasis is placed on critical and evaluative thinking skills, essay-writing, interpretation of original documents, and historiography. Students will demonstrate their understanding and acquisition of skills through written work, document-based questions, project-based activities, and practice exams.

***+United States History and Geography 1, 2 (A6701, A6702)**
***Blended Learning Course: U.S. History and Geography**
Grade: 11

In this two-semester course students will study the major turning points in American history in the twentieth century. Following a review of early American history and the impact of the Enlightenment on the U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. Students will trace the change in the ethnic composition of American society; the movement towards equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider

the major social problems of our time and trace their causes in historical events. Students understand that our rights under the U.S. Constitution are vital to maintain in order to continue our freedoms. (Ref. California Grade11 History/Social Science History Content Standards)

***+Honors United States History and Geography 1, 2 (A6711, A6712)**
Grade: 11

Honors Preparatory Course (HP): This course meets the University of California's a (history) subject-area requirement.

This course is designed for the rigorous study of U.S. history and geography. The content includes a study of American history from the late nineteenth century to the present, with major emphasis on the development of American ideals and institutions. Students examine important issues and historical forces that have shaped the nation, including race, gender, politics, economics, foreign policy, culture, and the environment. Original documentary sources are used to supplement the text and enrich the student's experience. Research techniques are taught. All students must pass an end-of-course examination.

***+Blended Learning Course: AP United States History 1, 2 (A6721, A6722)**
Grade: 11

This year-long AP U.S. History course provides an in-depth study of American history from the pre-Columbian era to the present and is aligned to the new 2015 AP U.S. History exam. The course emphasizes themes such as national identity, economic transformation, immigration, politics, international relations, geography, and social and cultural change. Students learn to assess historical materials, weigh the evidence and interpretations presented in historical scholarship, and analyze and express historical understanding in writing.

***+Government 1 (A6757)**
Blended Learning Course:
***Principles of American Democracy**
Grade: 12

In this one-semester course, students will study and seek a deeper comprehension of cultural and political institutions in American government. Students will apply their knowledge of American political institutions as they compare other systems of government in the world today. They will analyze the history and pattern of change in interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. Students will focus in particular on relationships among federal, state and local governments and specific emphasis on the significance of historical documents, such as the Federalist Papers. (Ref. California Grade

12 History-Social Science State Standards)

***+AP Government and Politics: US (A6839)**
Grade: 12

AP Government and Politics is a one semester survey covering the Constitution, political beliefs, political parties, and interest groups, institutions of government, public policy and civil rights. The course teaches students how this country's government works. Students become familiar with and develop knowledge of the institutions, documents, policies, political groups, beliefs and theories central to the politics of the United States. Emphasis is placed on critical and evaluative thinking skills, data analysis, collaborative discussion, timed, free response essay writing, and interpretation of original documents. The curriculum covers the six topics required by the College Board: Constitutional underpinnings of the U.S. government; political beliefs and behaviors; political parties, interest groups and mass media; national government institutions; public policy; and civil rights and civil liberties.

***+Economics 1 (A6758)**
***Blended Learning Course: Economics**
Grade: 12

In this one-semester course, students will establish a foundation of understanding of fundamental economic concepts. They will expand their ability to analyze and apply tools such as graphs, statistics, and equations from other subject areas to the understanding of operations and institutions of economic systems. Students will comprehend and analyze basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement and methods in an historic context. (Ref. California Grade 12 History-Social Science State Standards)

+Geography 1 (A6538)
Grade: 9-12

This one-semester course is offered as an elective. Students will demonstrate knowledge and understanding of human and physical geography. They will be able to explain the uses of geography and various ways that the world is organized. This will include proficiency in reading various maps, charts, and graphs. Major topics will include the solar system, weather and climate, land forms, water, and natural resources, human systems, North America, South America, and Europe. (ref. History-Social Science Framework for California Public Schools)

***+Blended Learning Course: AP Human Geography 1, 2 (A6536, A6537)**

AP Human Geography is a yearlong, college-level course that prepares students for the

Advanced Placement Human Geography Exam. This fast-paced, upper-level course is designed for highly motivated students. Critical readings, writing activities, classroom assignments, and discussion activities provide multiple opportunities to develop a deep understanding of concepts and skills. Practice assessments and essays based on the Advanced Placement Human Geography Exam are found throughout the course. The course asks students to differentiate among geographic concepts, theories, and models; to analyze relationships among human systems; to explore human-environment interactions; and to study the role of land use and economic development across time periods in various geographic regions.

Topics of Study:

- Geographic Concepts
- Population
- Culture
- Politics and Boundaries
- Agriculture and Land Use
- Industrialization and Economic Development
- The Urban Environment, Land Use, and Economic Development

World Language

Blended Learning Course: Spanish Year 1 (A2321, A2322)
Grade: 6-8

Middle school students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas.

Blended Learning Course: Spanish Year 2 (A2323, A2324)
Grade: 6-8
Prerequisites: Spanish Year 1

Middle school students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas.

***+German 1, 2 (A2051, A2052)**
***Blended Learning Course: German 1, 2**
Grade: 7-12
Prerequisites: None

College Preparatory Course (P): This course meets the University of California's e (language other than English) subject-area requirement.

This functions-based course is open to all students who wish to begin the study of German language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation.

Programmed instruction and technology, under the direction of the German teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in German as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level German course.

***+German 3, 4 (A2053, A2054)**
***Blended Learning Course: German 3, 4**
Grade: 8-12
Prerequisites: German 1, 2 with a grade of C or higher; recommendation of teacher.

College Preparatory Course (P): This course meets the University of California's e (language other than English) subject-area requirement.

This functions-based course is designed for students who have successfully completed German 1, 2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the German teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in German as evidenced by an informal primary language assessment or other language assessments. It is recommended tat fluent or nearly fluent students enroll in a higher-level German course if offered.

***+Spanish 1, 2 (A2321, A2322)**
***Blended Learning Course: Spanish 1, 2**
Grade: 9-12
Prerequisites: None

College Preparatory Course (P): This course meets the University of California's e (language other than English) subject-area requirement.

This functions-based, introductory course is open to all students who wish to begin the study of Spanish language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. The course is not designed for student s who are fluent or nearly fluent in Spanish as evidenced by the Spanish I.P.T. or other language assessments. It is recommended that fluent

or nearly fluent students enroll in a Spanish for Spanish Speakers course or a higher-level Spanish course.

***+Spanish 3, 4 (A2323, A2324)**
***Blended Learning Course: Spanish 3, 4**
Grade: 9-12
Prerequisite: Spanish 1, 2 or Blended Learning Spanish I with a grade of C or higher; recommendation of teacher.

College Preparatory Course (P): This course meets the University of California's e (language other than English) subject-area requirement.

This functions-based course is designed for students who have successfully completed Spanish 1, 2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains on development of oral-language proficiency. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. It is recommended that fluent or nearly fluent students enroll in a Spanish for Spanish Speakers course or a higher-level Spanish course.

***+Spanish 5, 6 (A2325, A2326)**
***Blended Learning Course: Spanish 5, 6**
Grade: 9-12
Prerequisite: Spanish 3, 4 or Blended Learning Spanish II with a grade of C or higher; recommendation of teacher.
College Preparatory Course (P): This course meets the University of California's e (language other than English) subject-area requirement.

This functions-based course is designed for students who have successfully completed Spanish 3, 4. It is intended to move students' oral proficiency to the intermediate level and to develop both reading comprehension and writing accuracy at that level. As the need for accuracy increases, grammar instruction becomes more significant. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. This course may meet the needs of Spanish-speaking students whose literacy skills are not fully present.

Visual/Performing Arts

Art 7-1, 7-2 (A0101, A0102)
Grade: 7

In this two-semester course, students will be introduced to the elements and principles of art, art theory, and art criticism. Students will create and critique works of art that use various mediums such as pencil, paint, and ink. Students will learn self-expression through basic art concepts.

Art 8-1, 8-2 (A0120, A0121)
Grade: 8

In this two-semester course, students will continue to discover the elements and principles of art, art theory, and art criticism. Students will create and critique works of art that use various mediums such as pencil, paint, and ink. Students will learn self-expression through basic art concepts.

***Art 1, 2 (A0191, A0192)**
Grade: 9-12

This two-semester course is an introduction to elements and principles of art, art theory, and art criticism as it applies to master works and their own work. The course introduces a variety of media, including pencil, paint, cardboard, and ink to complete expressive compositions. Assignments based on an articulation of realistic space and three-dimensional forms provide a foundation for more complex projects integrating the principles of art. Students will investigate the historical context of art throughout projects and evaluate the role of art in contemporary society, including the social/political uses of art. Students will analyze the role and influence of mass communication in the arts.

Blended Learning Course: Art History I (one semester only) (A0192)
Grade: 9-12

Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this one-semester course will cover topics including early Medieval and Romanesque art; art in

the 12th, 13th, and 14th centuries; 15th-century art in Europe; 16th-century art in Italy; the master artists; high Renaissance and Baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; 18th- and 19th-century art in Europe and the Americas; and modern art in Europe and the Americas.

***Commercial Art 1, 2 (A0201, A0202)**
Grade: 9-12

In this two-semester course students will explore and design basic computer based two-dimensional and three-dimensional works of art. Students are introduced to the elements and principals of visual design, such as line, shape, and balance, through various media. Students will develop design skills to be applied to real-world applications of design by creating various commercial art products.

Music Appreciation 1, 2 (A5381, A5382)
Grade: 9-12

This two-semester course introduces the historical contributions and cultural dimensions of music throughout the world. Students have an opportunity to respond to, analyze, and make judgments about specific works of music. Students investigate music from several cultures and different time periods. Students develop an understanding of cultural diversity as it relates to music and composers. Students also critically assess and derive meaning from works of music according to the elements of music, aesthetic qualities, and human responses.

***Photography 1, 2 (A3691, A3692)**
Grade: 9-12

In this course students will acquire the ability to complete all of the processes involved in taking various kinds of photographs and producing finished prints. Students are taught the terminologies and techniques of photographic production, and camera operation. Students will study sensory, formal, expressive, and aesthetic properties of photographic art. Students will understand the principles of good composition (texture, shape, light, motion, perspective) and the application of photographic principles to industrial processes.

Drawing 1 (A0271)
Grade: 9-12

This one semester course includes discussion in the meaning, major forms, and components of two-dimensional art. Students study elements and principles of design used in creation of two-dimensional works, art appreciation, and art history. Students are exposed to various media and techniques used in drawing. Drawing is created and enjoyed by many people around the world for many reasons. Drawing is a

means of communication or expression. Each work of art can be seen as a reflection of the artist's values, culture, historical period, religion, and even personal experience and personality. Drawing serves several purposes. Drawing allows people to share their thoughts and experiences with a wide audience without needing a common language or time. It is a visual history of the human experience.

Career & Technical Education

***3D Art I – Modeling (A8511)**
Grade: 9-12

The 3D Art I – Modeling design course focuses on the fundamental concepts of 3D modeling and explores the basic concepts and skills of 3D animation. Students learn Blender® software to create 3D models such as a house, a creature, an animation of the creature walking, and a landscape terrain. Activities include using points on a grid to create mountains and a color gradient to create a sun and a moon. Students learn 3D space and 3D objects; creating, scaling, and rotating objects; materials and textures; poses and key frames; extruding and mirroring 3D objects; rendering animations; and appending materials, textures, objects, armatures, and animations.

***3D Art II – Animation (A8512)**
Grade: 9-12
Prerequisite: 3D Art I - Modeling

The 3D Art II Animation design course focuses on building animation skills including realistic movement and lighting. Students learn the Blender® software workspace and tools; location and rotation properties; scripts; IP curves; vector handles; rendering and baking animations and simulations; and particle systems and emitters. Activities and projects promote key 3D animation concepts including frames and key frames, squash and stretch, action strips, walk cycles and poses, and trajectories. Students develop the skills needed to design and create animations with an understanding of the skills needed to succeed as professional animators.

Business Careers 1, 2 (A0701, A0702)
Grade: 9-12

These courses are designed to introduce modern business practices that include training in math, vocabulary, writing, communication, and proper business manner. Students will also learn about the American economic system, entrepreneurship, leadership, money management, and consumerism. Included are units on banking services, finances, paying taxes and Social Security services.

Business Law 1, 2 (A0561, A0562)
Grade: 9-12

This two-semester course provides students with an understanding of the legal aspects of business. The first semester focuses on the intricacies of law and recognizing situations that may require legal assistance. Included units are contractual agreements, the court system, consumer protection and product liability and warranties. The second semester examines a variety of contracts. Included units are agency relationships, employment law, transferring and negotiable instruments, marriage, divorce, renting and buying a home, and retirement.

Cadet Corps 1, 2 (A4511, A4512)
Grade: 6-12

This two semester career and technical education course was developed to assist students in understanding and demonstrating knowledge of basic Cadet Corps concepts in order for them to complete their orientation phase and promote to the rank of Cadet. Students will explore Cadet Corps history, objectives, rank structure, chain of command as well as academic skills that will make them more successful in the classroom.

Career Planning & Development (A1169)
Grade: 8-12

Introducing high school students to the working world, this course provides the knowledge and insight necessary to compete in today's challenging job market. This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This one-semester course includes lessons in which students create a self-assessment profile, a cover letter, and a résumé that can be used in their educational or career portfolio.

Child Development/ Parenthood Education (A1125, A1126)
Grade: 9-12

This two-semester course will introduce students to the vital skills in parenting and will provide information in the growth and development of infants and children as well as provide "real-life" opportunities to observe a daycare setting, care for a simulated infant, and explore essential parenting skills. Students will further explore the vital skills needed by a parent to ensure the positive development of all family members. Students will also explore "real-life" opportunities by seeking out community resources for children and their families.

Blended Learning Course: Computer Applications–

Office® 2010 (A4421)
Grade: 9-12

Offering insight into the suite of products most used by working professionals, this course challenges high school students to become proficient in Microsoft® Word®, Excel®, PowerPoint®, and Outlook® through engaging lessons and coursework. This one-semester course is designed to provide students with hands-on experience with tasks such as creating flyers, brochures, schedules, presentations, and mail merge.

Blended Learning Course:
***Computer Science 1, 2 (A4411, A4412)**
Grade: 9-12
Computer Science 1, 2 introduces students to the basics of computer science through a series of Python® programming projects that encourage creativity and experimentation. Students create a diverse portfolio of projects as they learn commands and functions, values and variables, Graphical User Interface, modular and object-oriented programming, and events and event-driven processes. Students learn loops, debugging techniques and software development processes including iterative and incremental models. Students explore careers in programming, including profiles from a wide variety of programming professionals.

Blended Learning Course:
***Digital Arts 1, 2 (A8081, A8082)**
Grade: 9-12

The Digital Arts 1 course focuses on building a solid foundation of the basic elements of visual art: line, shape, form, color, value, space, and texture. This course teaches core skills using Inkscape, a free open-source alternative to Adobe® Illustrator®. Topics include learning processes for evaluating artworks, and identifying selected artists' works, styles, and historical periods. Students learn 3D space in a 2D environment; filters, gradients and highlights; and methods of working with color. Students express themselves creatively in original digital drawings and artwork. The Digital Arts 2 course focuses on the more advanced principles and elements of art and design. By the end of this course, students will have created a unique portfolio of digital artwork, including repeating images to be used as a computer's desktop background, a logo with text, two images scaled proportionally to one another, and a poster image and layout. Projects include creating movement with objects; images emphasized through the use of color, shape, and size; and the principles of art including: repetition and pattern, contrast, movement and rhythm, proportion and balance, and harmony and unity. Students advance their skills using Inkscape tools and learn new tools such as the Spiral, Bezier, and Paint Bucket Tools.

Blended Learning Course:
***Entrepreneurship 1, 2 (A0505, A0506)**
Grade: 9-12

The Introduction to Entrepreneurship course teaches the skills and key business concepts students need to know to plan and launch a business, whether they are interested in creating a money-making business or a nonprofit to help others. Students learn about real-life teen entrepreneurs; characteristics of successful entrepreneurs; pros and cons of self-employment; sales stages, opportunities and strategies; planning and budgeting; and interpersonal communication in the workplace. Students also learn how to generate business ideas; create a business plan, mission, and vision; promote and market a company; attract investors; manage expenses; and set personal visions and goals. Topics include exploring factors of business success and failure; core business concepts; economic systems; competition; production; the global economy; financing a business; costs, pricing, and accounting; bookkeeping and financial reporting; the role of the government in business; regulations and laws; working with others; and successfully managing employees.

General Work Experience 1-4 (A8502, A8505)
Grade: 9-12
The major goal of General Work Experience Education is to enable students to become productive, responsible individuals through supervised, paid employment experiences.

The description of General Work Experience Education is that it is an instructional course, which has as its purpose the application of the basic skills of reading, writing and computation. General Work Experience Education students will acquire general and specific occupational skills through a combination of supervised paid employment in any occupational field and related classroom instruction in Work Experience Education (WEE). (5 CCR §10071)
In order for a student's job to qualify for the WEE Program, the student must earn at least minimum wage, be covered by Worker's Compensation Insurance, and work a minimum number of hours per week. The minimum hours allowable for students to work is outlined in the District Plan (See Chapter I on District Plans). Unlike Career Technical WEE, students enrolled in a General WEE Program may have a paid job that does not necessarily relate to Career Technical course work.

The rationale for having a General WEE program is the changing nature of work in our society, which requires students to develop appropriate work habits and attitudes that may be transferred to a variety of employment situations.

***Online Learning Course: Health Science Concepts 1, 2 (A3005, A3006)**
Grade: 9-12

This high school course introduces students to a variety of healthcare careers as they develop the basic skills required in all health and medical sciences. In addition to learning the key elements of the U.S. healthcare system, students will learn terminology, anatomy and physiology, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of medical emergency care. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the healthcare field.

***Online Learning Course: Health Science and Medical Technology 1, 2**
Grade: 9-12

Health Science and Medical Technology is a year-long course in the Health Services and Medical Technology industry sector and is aimed at all students interested in pursuing a career in health care. The course covers the common set of skills and knowledge needed by all healthcare workers, and prepares students for the more-advanced, occupation-specific courses offered in this field. Instruction covers medical terminology, communications skills, socioeconomics, safety and health maintenance, body structure and function, and ethical and legal responsibilities. The course is designed to help students determine their specific area of interest within the field of health care. This course satisfies the Concentrator Course requirement of the Patient Care Career Pathway.

***Online Learning Course: Information and Communication Technology 1, 2**
Grade: 9-12

This year long course is designed for students who are interested in the Information Technology Industry Sector. In this course, students will explore different careers within the industry sector, create their own professional portfolio highlighting their strengths and plan for a career within this industry. Students also learn about IT and Computer Hardware including legal and ethical issues, wireless IT, and computing basics and system maintenance/ computer hardware. Operating systems and application software development, network administration, copyright, and programming/ coding is also presented. This course satisfies the Concentrator Course for the Information and Support Services Career Pathway.

***Blended Learning Course: Introduction to Business 1, 2 (A0514, A0515)**
Grade: 9-12

In this two-semester introductory course, students will learn the principles of business using real-world examples—learning what it takes to plan and launch a product or service in today's fast-paced business environment. This course covers an introduction to economics, costs and profit, and different business types. Students are introduced to techniques for managing money, personally and as a business, and taxes and credit; the basics of financing a business; how a business relates to society both locally and globally; how to identify a business opportunity; and techniques for planning, executing, and marketing a business to respond to that opportunity.

+Journalism 1, 2 (A1961, A1962)
Grade: 9-12
This two-semester elective course introduces students to the basic techniques of journalistic writing. Students will explore the concept of freedom of press and its implications for contemporary American culture. This course will prepare students for involvement with both local and school-related publications. Students will learn to meet deadlines, conduct interviews, perform evaluations, and familiarize themselves with editing procedures. In addition, students will learn to utilize a variety of informational sources, critique the unique aspects of a newspaper, and apply grammar, punctuation and vocabulary appropriately. In addition to these activities, students will maintain an individual portfolio which will contain major course assignments along with reflections regarding course activities. This portfolio will be representative of the course goals and objectives.

Microsoft Office Specialist (A0723, A07024)
Grade: 9–12

This two-semester course introduces students to the features and functionalities of Microsoft® Office® 2010 while preparing them for the Microsoft Office Specialist (MOS) certification program. Through video instruction, interactive skills demonstrations, practice assignments, and unit-level assessments, students become proficient in Microsoft Word, Excel, PowerPoint, Access, and Outlook. By the end of the course, students are prepared to take one or more MOS certification exams.

***Nursing Assistant (A8426, A8427)**
Grade: 10–12

This two-semester course prepares students to provide and assist with all aspects of activities of daily living and nursing care for the adult patient in hospital, long-term care, and home settings. Through direct instruction, interactive skills demonstrations, and practice assignments, students are taught the basics of nurse assisting, including interpersonal skills, medical terminology, care

procedures, legal and ethical responsibilities, safe and efficient work, gerontology, nutrition, emergency skills, and employability skills. Successful completion of this course from an approved program prepares the student for state certification for employment as a Nursing Assistant.

Nutrition 1, 2 (A1165, A1166)
Grade: 9-12

This two-semester course will introduce the principles of being a smart consumer, proper food selection and preparation, basic nutrition, and preparing meals for both the individual and family. Students will develop necessary skills for meeting nutritional needs through exposure to food and ecology, special nutrient needs, and kitchen organization. Food customs and traditions in the U.S. will also be explored.

Parenting and Infant Development (A1171)
Grade: 9-12

This one-semester course will teach students necessary skills for parenting. It will also introduce students to infant and child development. Students will learn how to prepare for a newborn baby and what to expect each month of the first year of life. They will also learn about prenatal care, being an educated consumer, budgeting, and decision making. This course teaches the theory of aspects of parenting and child development.

Personal Finance (A2505)
Online Learning Course: Personal Finance
Grade: 9-12
Prerequisites: basic math skills.

This introductory finance course teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn more about economics and become more confident in setting and researching financial goals as they develop the core skills needed to be successful. In this one-semester course, students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases, and more. Students will be inspired by stories from finance professionals and individuals who have reached their financial goals.

Projects in Game Design (A4473)
Grade: 9-12

Utilizing the Multimedia Fusion 2® software program, this supplemental course allows students to build a solid foundation in the fundamentals of game design and development. Students create an impressive portfolio of interactive, engaging games such as a classic two-player ping pong game,

a Block-breaking action game, and a maze game with moving obstacles. Students learn the MMF2 language of events, conditions, and actions; game objects that track scores, lives, time; and more, automated, random, and user-controlled movement. Topics include libraries and game sounds and game design concepts including objects, layers and frames, cursors and crosshairs, pixels and coordinates, calculations, title and end screens, and looping animations.

General Electives

Altus Study Skills (7th – 8th) (A8030)
Grade: 6-8

This one-semester course is designed to help students improve in and provide added support for study skills, organization, reading, mathematics, and courses in which the student is concurrently enrolled. The activities in this course will help enhance higher level thinking, problem solving, and basic skills via workshops and personalized assignments developed to support and ensure student success.

Career and Life Management 1, 2 (A1169, A1163)
Grade: 9-12
Blended Learning Course: Career Planning and Development (one semester only) (A1169)
Grade: 11-12

This course provides the knowledge and insight necessary to compete in today's challenging job market. This relevant and timely course helps student investigate careers as they apply personal interests and abilities, develop skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This course includes lessons in which students create a self-assessment profile, a cover letter, and a résumé that can be used in their educational or career portfolio.

Driver's Education (A2750)
Grade: 9-12

Driver's Education prepares students to pass the state driving exam. The units covered in this course are: Assessing and Managing Risk, Handling Social Pressures, Rules of the Road, Basic Driving Skills, Light and Weather Conditions, Buying a Car, and Getting your State Driving Test.

Health (A2550)
Grade: 9-12

This one semester course teaches students how to care for their bodies. Units covered in this course are: consumer and community health, injury prevention, alcohol, tobacco

and other drugs, nutrition, environmental health, family living and communicable and chronic diseases.

Introduction to Careers 1 (A8103)
Grade: 9-11
This one-semester course allows students the opportunity to explore post secondary career and educational possibilities. Students will begin career exploration and research using interest surveys and learning style inventories. The course allows students to examine and create a budget for real life application. Students will create a final multimedia presentation that describes their specific actions to prepare for their career.

Literacy 1, 2 (A1562, A1556)
Grade: 9-12

Students receive Embedded assessments and teacher and principal recommendations. It is taught in addition to, not instead of, a student's regular English course. This course is intended to help students achieve Grade-level English language arts standards by providing them with additional opportunities to learn reading and writing strategies and to apply those strategies in a variety of authentic ways. The instruction in this course supports the standards-based units of study the students complete in their English 1, 2 courses. The course approaches reading and writing as processes. Students receive explicit instruction on how texts work, and they analyze all types of texts identified in the standards: functional documents, expository prose, persuasive writing, narratives (both fiction and nonfiction), drama, and poetry. Students also develop their abilities to write and revise and publish) in a variety of genres: biographical or autobiographical narratives, responses to literature, expository compositions, persuasive compositions, business letters, and technical documents.

Blended Learning Course:
***Literature & Comprehension I (A1562)**
Grade: 9-12

Literature and Comprehension I is one of two semester-long intervention courses designed to support the development of strategic reading and writing skills. These courses use a thematic and contemporary approach, including high-interest topics to motivate students and expose them to effective instructional principles using diverse content area and real-world texts. Both courses offer an engaging technology-based interface that inspires and challenges students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition. Aimed at improving fluency and vocabulary, self-evaluation strategies built into these courses inspire students to take control of their

learning.

Blended Learning Course:
***Literature & Comprehension II (A1563)**
Grade: 9-12

Offering high-interest topics to motivate students who are reading two to three levels below grade, this course works in conjunction with Literacy and Comprehension I to use a thematic and contemporary approach to expose students to effective instructional principles using diverse content area and real-world texts. Presented as two one-semester reading-intervention courses, both offer an engaging, technology-based interface that inspires and challenges high school and middle school students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition. Aimed at improving fluency and vocabulary, self-evaluation strategies built into these courses inspire students to take control of their learning.

Military Science Basic 1, 2 (A4501, A4502)
Grade: 9-12

This two semester career and technical education course assists students in completing the proper research for Enlisted and Officer paths to joining the military. Students will gain basic military history knowledge, research different branches of service as well as notable service members and the wars they served in. Students will also explore disaster preparedness and the role that U.S. forces play in humanitarian relief.

Pathway Exhibition (A8105)
Grade: 12
Mandatory graduation requirement.

This one-semester elective is required of all graduates. Students will be ready for life beyond high school. Students will be introduced to pre-employment techniques and the steps required for college admission and the securing of financial aid. In completing projects for a senior portfolio and presenting an exhibition students will demonstrate their readiness for the future.

***+Philosophy 1 (A6821)**
Grade:11, 12

This one-semester rigorous course provides an historic overview of the major schools of philosophic thought in the Western and Eastern worlds, and introduces students to eight major philosophic ideas concerning the nature of man and his relationship to the universe. Students learn to employ the vocabulary of epistemological, metaphysical, and ethical discussion, while developing

critical thinking skills through the combined dynamic of reading, debate, and discussion. (ref. History-Social Science Framework for California Public Schools)

***+Psychology 1, 2 (A6851, A6852)**
***Blended Learning Course: Psychology**
Grade: 11, 12
In this two-semester course students will study the following areas: an introduction to psychology research methods; biological bases of behavior; sensation and perception; motivation and emotion; learning; memory and thought; thinking and language; states of consciousness; and lifespan development. Specific content will include research, the nervous system, the endocrine system, nature vs. nurture, classical conditioning, operant conditioning, sleep, drugs, cognitive and emotional development, dying and death, and gender roles and differences, personality and individuality, intelligence testing, theories of personality, psychoanalytic theory, humanistic theory, cognitive theory, stress and health, psychological disorders, anxiety disorders, drug addiction, therapy and change, biological approaches to treatment, individual interaction, group interaction, attitudes and social influence, and psychology future and present. (ref. History - Social Science Framework for California Public Schools)

***+Blended Learning Course: AP Psychology (A6834, A6835)**
Grade: 11-12

This course meets the University of California's g (college preparatory elective) subject area requirement.

This two-semester course introduces students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about methods psychologists use in their science and practice. This course prepares students to take the Advanced Placement Examination in Psychology.

The assigned texts for this course are Psychology: *Themes and Variations*, 7th edition, by Wayne Weiten, (2007) and F*orty Studies that Changed Psychology: Explorations into the History of Psychological Research*, 5th edition, by Roger Hock (2005).

***+Sociology 1 (A6837)**
***Blended Learning Course: Sociology 1, 2**
Grade: 11, 12
Prerequisite: Completion of first semester or concurrent enrollment in US History.

In this one-semester course students are introduced to sociological concepts, theories, and procedures. Students will learn to analyze the basic structures and functions

of societies and of groups within societies. They will study social organization, identify conditions that lead to disorganization, and evaluate methods of reorganization. The topics explored will include sociological perspectives, sociological methods of inquiry, culture, social structure, socialization, self and social interaction, deviance, crime, and social control, groups and organizations, social institutions, stratification, racial and ethnic relations, gender and age inequality, demography and urbanization, and social change. (ref. History - Social Science Framework for California Public Schools)

Blended Learning Course: Altus Success 1 (A8030)
Grade: 9-12

In this course, students learn about themselves as they learn about the skills needed to be successful. Students use Naviance Family Connection to complete surveys and research information about their post-high school pathway and career pathways for their future. Resilience, motivation, and goal-setting are a few of the life-skills that are learned while also improving academic skills. Students go on to create a plan for their future using their definition of success while anticipating obstacles that may come up along the way.

Service Learning 1, 2 (A8087)
Grade: 9-12

This course provides the opportunity for students to complete the (60 hours) community service with a non profit organization within their community. Students are encouraged to explore organizations in need of help within their community where they can apply skills learned through their academic program and provide essential support to the community in which they live. Students who choose the Service Learning option for graduation must complete 2 semesters (120 hours) of Service Learning.

Blended Learning Course: Strategies for Academic Success (A1163)
Grade: 9-12

Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, this one-semester course encourages students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.

Altus Study Skills (9th – 12th) (A8007, A8008)
Grade: 9-12

This one-semester course is designed to help students improve in and provide added support for study skills, organization, reading, mathematics, and courses in which the student is concurrently enrolled. The activities in this course will help enhance higher level thinking, problem solving, and basic skills via workshops and personalized assignments developed to support and ensure student success.

Altus Study Skills (CHSPE Math 9-12) – 6th edition (A8007, A8008)
Grade: 9-12

This one-semester course is designed to prepare students to pass the California High School Proficiency Examination (CHSPE). It uses individualized instruction for remediation with a specific focus on weaknesses in mathematics. Completion of this course should enable students to (1) improve their skills in basic math and elementary algebra, (2) recognize and understand the various types of objective test questions, and (3) improve their chances of passing the CHSPE test. The primary methods of instruction include, but are not limited to, lectures, timed tests, homework assignments, and individualized instruction.

Altus Study Skills – CHSPE PREP/Part 1/ Language Arts – 6th edition (A8007, A8008)
Grade: 9-12

This one-semester course is designed to prepare students to pass the California High School Proficiency Examination (CHSPE). It uses individualized instruction for remediation with a specific focus on weaknesses in language arts. Completion of this course should enable students to (1) improve their skills in basic grammar, writing, and language skills, (2) recognize and understand the various types of objective test questions, and (3) improve their chances of passing the CHSPE test. The primary methods of instruction include, but are not limited to, lectures, timed tests, homework assignments, and individualized instruction.

Steps to Success

The Charter School of San Diego's students will be:

Motivated and Self-Disciplined

Productive and Advancing Academically

Socially Competent

Academically Competent

Self-Sufficient

Contributing Citizens

An Altus
Charter School

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