

# SEQUOIA CAREER ACADEMY



Focusing on the future of every student

## Course Catalog

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**2024-2025**

All course offerings are subject to change as needed to meet the mission of the school

# Sequoia Career Academy

1031 N. State St. Street  
Ukiah, CA 95482

Our mission is to prepare students for a successful future with a focus on career education in a safe, challenging, well-managed charter school.

Our Corporate Board values include:

- All people have value. It is each person's responsibility to strive continually to enhance that value.
- All people have unlimited potential to learn. People learn at different rates and in different ways and have the right to learn in an environment that accepts those differences. Learning is an activity of joy that requires great, sustained effort.
- All people are challenged to higher levels of performance by high expectations. It is each educator's, parent's, and community member's responsibility to set high expectations and invest the resources needed to help each student meet the challenge. It is each learner's responsibility to seize the value of that investment and achieve.
- All people benefit from respect. An environment in which people and things are respected is essential to the emotional safety of everyone.

It is the intent of the *Academy* staff to enable those who complete the program to be self-motivated, competent, life-long learners who have the foundation needed to become educated. The general academic skills and qualities of an educated person include the ability:

- to use one or more languages to express individuality with precision and pride;
- to draw from the disciplines of mathematics and science to be a rational thinker;
- to have a sense of self from a cultural and historical context;
- to participate in the arts as a performer and critic;
- to make healthy choices for personal fitness from among competing demands; and
- to use technology and household tools to live independently.

The educated person has non-academic skills and attitudes in a career-related area of personal interest, the motivation and tools to continue to learn, and the knowledge to be fiscally self-reliant.

*If you have any questions about the school's mission, values, or expected results, please see any member of the staff.*



## 2024-2025 Course Offerings

<b>English/Language Arts</b>	Language Arts 4	Mr. Allen
	Language Arts 5	Mr. Allen
	Language Arts 6	Mrs. Singleton
	Language Arts 7	Ms. Gillespie
	Language Arts 8	Ms. Fultz
	English 9	Ms. Fultz
	English 10	Ms. Fultz
	English 11	Ms. Fultz
	English 12	Ms. Fultz
<b>Math/Science</b>	Math Foundations 4	Mr. Allen
	Math Foundations 5	Mr. Allen
	Math Foundations 6	Mrs. Singleton
	Math 7	Mr. Schott
	Math 8	Ms. Glavich
	Integrated Math I	Ms. Keast, Ms. Sawyer
	Integrated Math II	Ms. Marlow
	Integrated Science 4	Mr. Allen
	Integrated Science 5	Mr. Allen
	Integrated Science 6	Mrs. Singleton
	Integrated Science 7	Mr. Schott
	Integrated Science 8	Ms. Glavich
	Integrated Science I	Ms. Praseli
	Integrated Science II	Ms. Metcalf
<b>Social Studies</b>	California History 4	Mr. Allen
	U. S. History 5	Mr. Allen
	Ancient World History 6	Mrs. Singleton
	Medieval History 7	Ms. Gillespie
	U. S. History/Government 8	Mr. Cannon
	World History 10	Mr. Cannon
	United States History 11	Ms. Anderson
	American Gov't/Economics 12	Mr. Cannon
<b>Non-Core</b>	Advisement 9, 10	Various
	Business Spanish/Tutorial	Maestro Chávez
	Child Development (CTE)	Ms. Sawyer
	Customer Service (Dual Enrollment/CTE)	Ms. Decker
	Early Childhood Education (CTE)	Ms. Sawyer
	Ethnic Studies	Ms. Anderson
	Food Science (CTE)	Ms. Praseli
	Human Relations in Business (Dual Enrollment/CTE)	Ms. Decker
	Fitness	Ms. Kerr
	Electives 7-12	Various
	Enrichment 4-12	Various
	Graduation Path 11-12	Ms. Anderson
	Learning Lab & Fitness 7	Mrs. Cromer
	Life Skills	Ms. Kerr
	My Career Pathway 11-12	Various
	Robotics/Fitness	Ms. Kerr
	Student Aide	Various
	Tutorial 7-12	Various

*Offerings, descriptions, and staff are subject to change as needed  
to meet the Academy's mission and legal compliance.*

# LANGUAGE ARTS/ENGLISH

*Language Arts 4, 5, 6, 7, 8; English 9, 10, 11, 12*

Outcomes:	Students will demonstrate the general ability to read, write, listen, and speak fluently in conventional English. They will also demonstrate the ability to use written, verbal, and body language as a tool to create and express personal points of view. Specifically, students will be able to write texts in each of four writing types: descriptive, expository, narrative, and persuasive using standard American English. They will be able to read grade-level-appropriate material and respond to historically and culturally significant works of literature. They will write and speak with a command of standard English conventions and orally deliver coherent, well-organized presentations.
Assessment:	Teachers, students, and parents will measure progress with achievement scores on teacher tests, essays, a journal, a rubric for activities such as formal presentations and panel discussions, a work portfolio; and/or standardized measures. In addition, publisher assessment for materials such as <i>Exploring Literature</i> , <i>Accelerated [STAR] Reading</i> , and <i>Reading Attainment System</i> will form the basis of diagnosis and measurement.

## Language Arts 4 (Self-contained)

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Prerequisite	Students are expected to be motivated to work to attain standards for fourth grade.
Content	This course focuses on the basics of language. Students will work toward meeting English standards for grade 4 related to word analysis skills (recognition, vocabulary, and concept development) reading (structural features of informational materials and comprehension and analysis of grade-level text); literary response and analysis (structural features of literature, narrative analysis) writing (organization and focus, penmanship, research and technology, evaluation and revision for grade level appropriate applications); written and oral language conventions (sentence structure, grammar, punctuation, capitalization, and spelling) listening and speaking (comprehension, organization, and delivery, analysis, and evaluation of media). Applications will focus on narratives, expository compositions, research reports, responses to literature, and persuasive compositions.
Outcome	As a result of this course, students are expected to have sufficient English language skills to perform above 50% on standardized tests of reading, writing, language, and spelling.
Next in Sequence	Language Arts 5
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class size instruction with individual and group projects
Materials	Houghton Mifflin- <i>Journeys</i> ; Accelerated Reader; Assorted Novels; various

## **Language Arts 5 (Self-contained)**

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Prerequisite	Students are expected to have earned “Developing” or above on 90% of the standards in the previous Language Arts course.
Content	This course focuses on the basics of language. Students will work toward meeting English standards for grade 5 related to word analysis skills (recognition, vocabulary, and concept development) reading (structural features of informational materials and comprehension and analysis of grade-level text); literary response and analysis (structural features of literature, narrative analysis) writing (organization and focus, penmanship, research, and technology, evaluation and revision for appropriate applications); written and oral language conventions (sentence structure, grammar, punctuation, capitalization, and spelling) listening and speaking (comprehension, organization, delivery, analysis and evaluation of media). Writing will focus on narrative, expository and persuasive compositions, research reports, and responses to literature.
Outcome	As a result of this course, students are expected to have sufficient English language skills to perform above 50% on standardized tests of reading, writing, language, and spelling.
Next in Sequence	Language Arts 6
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class size instruction with individual and group projects
Materials	Houghton Mifflin- <i>Journeys</i> ; Accelerated Reader; Assorted Novels; various

## **Language Arts 6 (Self-contained)**

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Prerequisite	Students are expected to have earned “Developing” or above on 90% of the standards in the previous Language Arts course.
Content	This course focuses on the basics of language. Students will work toward meeting English standards for grade 6 related to word analysis skills (recognition, vocabulary, and concept development) reading (structural features of informational materials and comprehension and analysis of grade-level text); literary response and analysis (structural features of literature, narrative analysis) writing (organization and focus, penmanship, research and technology, evaluation and revision for grade level appropriate applications); written and oral language conventions (sentence structure, grammar, punctuation, capitalization, and spelling) listening and speaking (comprehension, organization, and delivery, analysis, and evaluation of media). Applications will focus on narratives, expository compositions, research reports, responses to literature, and persuasive compositions.
Outcome	As a result of this course, students are expected to have sufficient English language skills to perform above 50% on standardized tests of reading, writing, language, and spelling.
Next in Sequence	Language Arts 7
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class size instruction with individual and group projects
Materials	Houghton Mifflin- <i>Journeys</i> ; novels; various

## Language Arts 7

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Prerequisite	Students are expected to have earned “Developing” or above on 90% of the standards in the previous Language Arts course
Content	This course focuses on the fundamentals of the language. Students will work toward meeting English standards for grades 7 related to reading (using knowledge of word origins and word relationships; reading and understanding grade-level materials; reading and responding to historically and culturally significant works of literature); writing narrative, expository, persuasive, and descriptive texts of 700 words; demonstrating command of proper English in writing and speaking; and delivering focused, coherent presentations.
Outcome	As a result of this course, students are expected to have sufficient English language skills to perform above 50% on standardized tests of reading, writing, language, and spelling and earn scores of Acceptable or Honors on a common core rubric for activities.
Next in Sequence	Language Arts 7
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class size instruction with individual and group projects
Materials	Houghton Mifflin- <i>CA Collections</i> ; Assorted Novels and short stories

## Language Arts 8

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Prerequisite	Students are expected to have earned “Developing” or above on 90% of the standards in the previous Language Arts course
Content	This course continues the focus on the fundamentals of the language. Students will work toward meeting English standards for grade 8 related to reading (using knowledge of word origins and word relationships; reading and understanding grade-level materials; reading and responding to historically and culturally significant works of literature); writing multiple paragraph narrative, expository, persuasive, and descriptive texts; demonstrating command of proper English in writing and speaking; and delivering focused, coherent presentations.
Outcome	As a result of this course, students are expected to have sufficient English language skills to perform above 50% on standardized tests of reading, writing, language, and spelling and scores of Acceptable or Honors on a common core rubric for activities.
Next in Sequence	English 9
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class size instruction with individual and group projects
Materials	Houghton Mifflin- <i>CA Collections</i> ; Assorted Novels

## English 9

10 Credits

Meets high school graduation requirement

Prerequisite	Students are expected to have solid sentence and paragraph construction skills, basic vocabulary, and to be familiar with various types of reading materials comparable to the successful completion of an 8th-grade Language Arts course.
Content	This course for freshmen focuses on the fundamentals of reading, writing, and public presentation. Students work to meet English standards for grades 9 and 10: apply knowledge of word origins, read and understand grade-level materials, read and respond to significant works of literature, write and speak with a command of standard English conventions, learn to research from reliable sources, write coherent and focused text, and produce texts of at least 1,000 words combining various rhetorical strategies.
Outcome	As a result of this course, students are expected to have sufficient English language skills to perform above 50% on standardized tests of reading, writing, language, and vocabulary and earn scores of Acceptable or Honors on a common core rubric for activities.
Next in Sequence	English 10
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional	Primarily class size instruction with individual and group Groupings projects
Materials	Houghton Mifflin-CA <i>Collections</i> ; Assorted Novels; Short Stories; Plays; Articles; Films; Multimedia

## English 10

10 Credits

Meets high school graduation requirement

Prerequisite	Students are expected to have basic essay writing skills and to read and understand materials comparable to successful completion of English 9.
Content	This course continues the focus on the fundamentals of reading, writing, and public presentation begun in English 9 to ensure preparation for success in college or a career. Students will demonstrate proficiency in English standards with a focus on American and world literature: apply knowledge of word origins, read and understand grade-level-appropriate materials, read and respond to significant works of literature, write and speak with a command of standard English conventions, write coherent and focused text, and produce texts of 1000 words combining rhetorical strategies.
Outcome	As a result of this course, students are expected to have sufficient English language skills to perform above 50% on standardized tests of reading, writing, language, and spelling and earn scores of Acceptable or Honors on a common core rubric for activities.
Next in Sequence	English 11
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class size instruction with individual and group projects
Materials	Houghton Mifflin-CA <i>Collections</i> ; Short Stories; Plays; Articles; Poetry; Assorted Novels

## English 11

10 Credits

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Prerequisite	Students are expected to have essay writing skills and to read and understand materials comparable to successful completion of English 10.
Content	This course continues the focus on the fundamentals of reading, writing, and public presentation beginning in English 9 and 10. Students will demonstrate proficiency in English standards with a focus on American literature: apply knowledge of vocabulary, read and understand grade-level-appropriate materials, read and respond to significant works of literature, write and speak with a command of standard English conventions, and write coherent and focused text that will help them in the workplace, be prepared to feel confident on state testing, and produce texts of 1,500+ words combining rhetorical strategies.
Outcome	As a result of this course, students are expected to have sufficient English language skills to perform above 50% on standardized tests of reading, writing, language, and vocabulary and earn scores of Acceptable or Honors on a common core rubric for activities.
Next in Sequence	English 12
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class size instruction with individual and group projects
Materials	Houghton Mifflin-CA <i>Collections</i> ; Assorted Novels; Films; Multimedia

## English 12

10 Credits

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Prerequisite	Students are expected to have essay writing skills and to read and understand materials comparable to successful completion of English 11.
Content	This course focus on the fundamentals of reading, writing, and public presentation. Students will demonstrate proficiency in English standards with a focus on workplace language usage and world literature: apply knowledge of word origins, read and understand grade-level-appropriate materials, read and respond to significant works of literature, and write and speak with a command of standard English conventions, write coherent and focused text, master workplace documents such as resumes and phone messages, learn to communicate with the public, and create documents that reflect research findings from reliable sources.
Outcome	As a result of this course, students are expected to have sufficient English language skills to perform above 50% on standardized tests of reading, writing, language, and vocabulary and earn scores of Acceptable or Honors on a common core rubric for activities.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class size instruction with individual and group projects
Materials	Houghton Mifflin-CA <i>Collections</i> ; Various Novels; Films; Multimedia

# MATHEMATICS AND SCIENCE

*Math Foundations 4, 5, 6; Math 7, 8, 9; Algebra Integrated 4, 5; Earth Science 6, Life Science 7, Physical Science 8, Earth Science 9, Biology 10*

Outcomes:	Students will demonstrate general proficiency in arithmetic, the principles of pre-algebra, and the principles of science as applied in real-world actions. Specifically, students will understand and use rational numbers with accuracy and ease and will understand basic concepts of earth, physical, and/or life science.
Assessment:	Teachers, students, and parents will measure progress with achievement scores on teacher tests; a rubric for activities such as exhibitions, formal presentations, informal observation, and laboratory experiments; a work portfolio; and/or standardized. Diagnostic and measurement instruments of Houghton-Mifflin's <i>Math Steps</i> series, Accelerated [STAR] Math, and Dale Seymour's <i>Basic Computation Skills</i> will be used. Additional science assessments will be selected.

Math instruction builds a solid foundation to support progress at an appropriate pace through the sequence of courses. The teacher works closely with the student to monitor progress. A diagnostic test is administered upon entry and, along with the student's transfer grades, is used to determine the appropriate course. Students who have met the graduation requirement may continue their studies with advanced math courses.

Science courses ensure that students have an integrated overview of the disciplines of earth, life, and physical science. Courses emphasize understanding the process of scientific inquiry and the principles and vocabulary that scientists use in their research and laboratory work. Research projects are consistent with the requirements of the Science Fair and encourage students, working independently or with a group, to explore real principles of science that impact their life.

## **Math Foundations 4 (Self-contained)**

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Prerequisite	Students will have "Developing" proficiency comparable to math in grade three.
Content	This course focuses on the basics of arithmetic and mathematics. Students will work toward meeting math standards for grades span 3 through 5 related to developing number sense to manipulate whole numbers, fractions, decimals, and percentages; algebra and functions; measurement and geometry; statistics, data analysis, and probability and mathematic reasoning and will apply math to real-world situations.
Outcome	As a result of this course, students are expected to have sufficient mathematical skills to perform above 50% on standardized tests of computation and application.
Next in Sequence	Math 5
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily small and class group
Materials	<i>Marshall Cavendish: Math In Focus</i>

## **Math Foundations 5 (Self-contained)**

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Prerequisite	Students will have proficiency comparable to the <i>Math 4</i> course as demonstrated by earning an overall "Developing" in the previous course or achievement on a diagnostic test.
Content	This course is for upper elementary students working to become adept at manipulating numbers and equations and understanding the principles of mathematics at work and will apply math to

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real-world situations.

Outcome	As a result of this course, students are expected to have foundation arithmetic skills and knowledge to perform above 50% on standardized tests of math.
Next in Sequence	Math 6
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily small and class group
Materials	<i>Marshall Cavendish: Math In Focus</i>

## **Math Foundations 6 (Self-contained)**

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Prerequisite	Students who have completed <i>Math 5</i> or who are struggling with the concepts of arithmetic comparable to those presented in a basic 6th-grade math course as demonstrated by earning an overall “Developing” in the previous course or achievement on a diagnostic test.
Content	This course is for at and below-grade level middle grades students who need an intense, focused review of fundamental math operations and concept development to succeed in <i>Math 7</i> . Students will: master addition, subtraction, multiplication, and division without the use of a calculator; use mental math and a calculator to compute decimals, percentages, and fractions; use a calculator to perform complex arithmetic problems and solve arithmetic word problems. Students will explore probability, functions, and equations and will apply math to real-world situations.
Outcome	As a result of this course, students are expected to have foundation arithmetic skills and knowledge and the basics of pre-algebra to perform above 50% on standardized tests in math.
Next in Sequence	Math 6
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily small and class group
Materials	<i>enVision Mathematics 2024 Common Core</i>

## **Math 7**

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Prerequisite	Students who have completed <i>Math Foundations 6</i> or who are prepared to work with the foundations of middle grades math courses are enrolled in this course as demonstrated by earning an overall “Developing” in the previous course or achievement on a diagnostic test.
Content	This course is for students who need an intense, focused review of fundamental math operations and concept development to succeed in <i>Math 8</i> . Students will use a calculator to perform complex arithmetic problems and solve algebraic word problems. Students will explore probability, functions, and equations and will apply math to real-world situations.
Outcome	As a result of this course, students are expected to have foundation arithmetic skills and knowledge and the basics of pre-algebra to perform above 50% on standardized tests in math, and scores of Acceptable or Honors on a common core rubric for activities.
Next in Sequence	<i>Math 8</i>

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Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class group
Materials	<i>Big Ideas Math</i>

## Math 8

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Prerequisite	Students are expected to have a basic mastery of mathematic operations and a beginning understanding of algebraic principles as demonstrated by earning an overall “Developing” in the previous course or achievement on a diagnostic test.
Content	This course is for students who have completed <i>Math 7</i> and are ready to begin developing an understanding of the principles of Algebra. Students will be introduced to and practice the Common Core State Standards for 8 <sup>th</sup> grade as well as beginning robotics.
Outcome	As a result of this course, students are expected to be ready to succeed in Algebra and have the knowledge to perform above 50% on standardized tests.
Next in Sequence	<i>Introduction to Integrated Math</i>
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class group
Materials	<i>Big Ideas Math. Course 3</i>

## Integrated Math I

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**10 credits**

Meets HS graduation requirement

Prerequisite	Students are expected to have mastery of mathematical operations and a beginning understanding of algebraic principles comparable to those presented in <i>Pre-Algebra</i> as demonstrated by earning an overall “Developing” in the previous course or achievement on a diagnostic test.
Content	This course is for students who have completed <i>Math 8</i> or <i>Introduction to Integrated Math</i> and are ready to begin developing an understanding of the principles of Algebra. Students will meet the standards of <i>Algebra I</i> including understanding the fundamentals of the real number system (including properties, negative numbers and integers, fractions, rational numbers, radicals, powers, and functions) solving systems of linear equations; formulas; graph solutions, and functions; work with exponential functions and sequences; explore basics of geometry (including transformations).
Outcome	As a result of this course, students are expected to have foundation algebra skills and knowledge to perform above 50% on standardized math tests.
Next in Sequence	<i>Integrated Math II</i>
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily full class and small group
Materials	<i>Big Ideas Integrated Mathematics I</i>

## Integrated Math II

10 credits

Meets HS graduation requirement

Prerequisite	Students are expected to have mastery of mathematical operations and a beginning understanding of algebraic principles comparable to those presented in <i>Algebra</i> as demonstrated by earning an overall “Developing” in the previous course or achievement on a diagnostic test.
Content	Students will study mathematical modeling from a graphical, numerical, algebraic, and verbal perspective. They will develop skills in Algebra, Geometry, Trigonometry, Probability, and Statistics.
Outcome	Students will meet the standards of <i>Algebra I</i> as well as some standards in Geometry and Statistics
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily full class and small group
Materials	<i>Big Ideas Integrated Mathematics II</i>

## Integrated Science 4/5 (Self-contained)

Prerequisite	This is the first course in the <i>Academy's</i> elementary science series.
Content	This course focuses on the fundamentals of earth, life, and physical science. Students will understand and apply the scientific method and conduct research consistent with the requirements of the Science Fair.
Outcome	As a result of this course, students are expected to have sufficient scientific knowledge to earn scores of Acc or higher in class.
Next in Sequence	Integrated Science 6
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily full class and small group
Materials	<i>Houghton-Mifflin California Science Dimension</i>

## Integrated Science 6 (Self-contained)

Prerequisite	This is the second course in the elementary science series.
Content	This course integrates life, physical, and earth sciences. Students will: apply the scientific method and engineering design process to conduct research and create models depicting the role science plays in daily life. Students will investigate matter, motion, force, waves, space, geology, evolution, biotechnology, and human impact on Earth systems. Hands-on, inquiry-based experiments, and engineering projects will be included.
Outcome	As a result of this course, students are expected to have sufficient scientific knowledge to earn scores of Acc or higher in class.
Next in Sequence	Integrated Science 7

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Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily full class and small group projects
Materials	<i>Houghton-Mifflin California Science Dimension</i>

## **Integrated Science 7**

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Prerequisite	This is one of two courses in the middle grades science series. It precedes Integrated Science 8.
Content	This course for middle grades integrates the fundamentals of life science. Students will: understand and apply the scientific method and conduct research depicting the role science plays in daily life. Students will explore cell structure and function, genetics, evolution, plant and animal systems, human systems, and the related principles of earth and physical science.
Outcome	As a result of this course, students are expected to have sufficient scientific knowledge to earn scores of Acc or higher in class.
Next in Sequence	Integrated Science 8
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily full class and small group
Materials	<i>Houghton-Mifflin California Science Dimension</i>

## **Integrated Science 8**

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Prerequisite	This is an integrated science course covering life, physical, and earth science.
Content	This course for middle grades integrates life, physical, and earth sciences. Students will: apply the scientific method and engineering design process to conduct research and create models depicting the role science plays in daily life. Students will investigate matter, motion, force, waves, space, geology, evolution, biotechnology, and human impact on Earth systems. Hands-on, inquiry-based experiments, and engineering projects will be included.
Outcome	As a result of this course, students are expected to have sufficient scientific knowledge to earn scores of Acc or higher in class and achieve proficiency on standardized tests.
Next in Sequence	Integrated Science I
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily full class and small group
Materials	<i>Houghton-Mifflin California Science Dimensions</i>

## **Integrated Science I**

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**10 Credits**

Meets HS graduation requirement

Prerequisite	This is the first course in the high school science series. It meets ten credits toward the high school graduation requirement.
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Content	This course focuses on the fundamentals of life or biological sciences within Earth's systems. Students will: understand the scientific method and engineering process; understand cells, the continuity and diversity of life in various environments; have a basic understanding of genetics, cell biology, ecology, and evolution; conduct laboratory experiments and research, and develop an awareness of biological careers.
Outcome	As a result of this course, students are expected to have sufficient scientific knowledge to earn scores of Acc or higher in class.
Next in Sequence	Integrated Science II
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily full class and small groups
Materials	<i>Houghton-Mifflin California The Living Earth</i>

## **Integrated Science II**

**10 Credits**

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Meets HS graduation requirement

Prerequisite	This is the second course in the high school science series. Students are expected to have a solid understanding of the scientific method, engineering process, and science vocabulary comparable to successful completion of an Integrated Science I course.
Content	This course for sophomores focuses on the fundamentals of chemistry in Earth Systems. Students will: learn to use the periodic table of elements; gain an understanding of the types of chemical bonds and why they form; become familiar with stoichiometry, gas properties, and laws, and what constitutes an acid or a base. Students will also analyze how energy is exchanged during chemical reactions. All of this will be done using the scientific method of experimentation, lectures, and textbook study.
Outcome	As a result of this course, students are expected to have sufficient scientific knowledge to meet the standard of state testing
Next in Sequence	This is the final science requirement for graduation.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily full class and small group
Materials	<i>Houghton-Mifflin California Chemistry in Earth Systems</i>

## SOCIAL STUDIES

*California History 4, U.S. History 5, Ancient Civilizations 6, Medieval World History 7, U.S. History and Government 8, Modern World History 10, U.S. History 11, American Government and Economics 12*

Outcomes:	Students will demonstrate a basic knowledge of history, government, and geography. Specifically, students will be aware of geographic, political, economic, religious, and/or social and cultural structures.
Assessment:	Teachers, students, and parents will measure progress with achievement scores on publisher and teacher tests; a rubric for activities such as class discussion, debate, and informal observation; a log of activity participation; a work portfolio; and/or such standardized measures.

### California History 4 (Self-contained)

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Prerequisite	Enrollment in grade 4 or 5
Content	This course is one in a two-year cycle that alternates with United States History. Key topics include exploration and the founding of California.
Outcome	As a result of this course, students are expected to have social studies skills and knowledge to perform above 50% on standardized tests of history and earn scores of Acceptable or Honors on a common core rubric for activities.
Next in Sequence	<i>U. S. History 5</i>
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class size instruction with individual and group projects
Materials	Pearson: <i>myWorld Interactive Grade 4</i>

### U. S. History 5 (Self-contained)

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Prerequisite	Enrollment in grade 4 or 5
Content	This course is one in a two-year cycle that alternates with United States History. Key topics include the exploration and founding of the U.S.
Outcome	As a result of this course, students are expected to have social studies skills and knowledge to perform above 50% on standardized tests of history and earn scores of Acceptable or Honors on a common core rubric for activities.
Next in Sequence	<i>Ancient Civilizations 6</i>
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class size instruction with individual and group projects
Materials	Pearson: <i>myWorld Interactive Grade 5</i>

## Ancient Civilizations 6 (Self-contained)

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Prerequisite	Enrollment in grade 6
Content	This course for sixth graders focuses on the period of history in its earliest civilizations. Students will describe archaeological studies from the Paleolithic era to the agricultural revolution and will analyze the structures of Mesopotamia, Egypt, Kush, the ancient Hebrews, ancient Greeks, India, China, and Rome.
Outcome	As a result of this course, students are expected to have social studies skills and knowledge to perform above 50% on standardized tests of history and earn scores of Acceptable or Honors on a common core rubric for activities.
Next in Sequence	<i>Medieval World History 7</i>
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class size instruction with individual and group projects
Materials	Pearson: <i>myWorld Interactive Secondary Ancient World History</i>

## Medieval World History 7

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Prerequisite	Students are expected to have successfully completed a course in ancient civilizations.
Content	This course for seventh graders focuses on the period of history from 500-1770. Students will analyze the geographic, political, economic, religious, and social structures of civilizations throughout history and demonstrate the basics of historical research. Students will also develop an awareness of and appreciation for cultural arts by studying the art, drama, and music of the periods studied.
Outcome	As a result of this course, students are expected to have social studies skills and knowledge to perform above 70% and earn scores of Acceptable or Honors on a common core rubric for activities.
Next in Sequence	US History and Government 8
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class size instruction with individual and group projects
Materials	Pearson: <i>myWorld Interactive Secondary Medieval Early Modern Times</i>

## United States History 8

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Prerequisite	Students are expected to have successfully completed a course in U. S. history at the fifth-grade level and world history at the seventh-grade level.
Content	This course for eighth graders focuses on the period of history from the European discovery of North America through Reconstruction. Students will understand colonization and the establishment of a new form of government, learn about the regional development of the country from 1800 to the Civil War, explore the causes and consequences of the Civil War through Reconstruction, and study the Industrial Revolution. Students may demonstrate historical research consistent with the

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requirements of the History Fair. Students are required to pass a test on the U.S. Constitution.

Outcome	As a result of this course, students are expected to have skills and knowledge to perform above 50% on standardized tests of history, pass a test on the United States Constitution, and earn scores of Acceptable or Honors on a common core rubric for activities.
Next in Sequence	World History 10
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class size instruction with individual and group projects
Materials	Pearson: <i>myWorld Interactive Secondary American History</i>

## **Modern World History 10**

**10 Credits**

Meets HS graduation requirement

Prerequisite	Students are expected to have basic concepts of history, geography, and research comparable to successful completion of <i>U.S. History 8</i> .
Content	This entry-level course for sophomores focuses on the development of Western political thought and the emergence of globalization. Students will meet the standards: compare and contrast a variety of revolutions, analyze patterns of global change; analyze causes and effects of World Wars I and II, understand contemporary nation-building; and demonstrate the basics of historical research.
Outcome	As a result of this course, students are expected to have social studies skills and earn scores of proficiency on common core rubrics.
Next in Sequence	<i>United States History 11</i>
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class size instruction with individual and group projects
Materials	Pearson: <i>World History: The Modern Era</i>

## **United States History 11**

**10 Credits**

Meets HS graduation requirement

Prerequisite	Students are expected to have broad-based concepts of history, geography, and research comparable to successful completion of general world and United States history courses.
Content	This class for juniors focuses on the development of the United States with primary attention to the period following Reconstruction through modern times. Students will meet the standards: understand the philosophical foundations of the United States; analyze the impact on the nation by immigration, industrialization, and expansion; examine the role of the US in World Wars I and II; understand the impact of the Cold War on foreign and domestic policy; critique post-WWII issues; and demonstrate basics of historical research.
Outcome	As a result of this course, students are expected to have social studies skills and earn scores of proficient on common core rubrics
Next in Sequence	American Government and Economics 12

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Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class size instruction with individual and group projects
Materials	Pearson: <i>United States History: The Twentieth Century</i>

## **American Government & Economics**

**10 Credits**

Meets HS graduation requirement

Prerequisite	Students are expected to have a basic understanding of the Constitution, current issues in government and politics, and micro/macroeconomics.
Content	This course for seniors focuses on the components of American government and political and economic behavior with expectations for high levels of comprehension in reading complex sources, critical thinking, and oral presentation skills.
Outcome	As a result of this course, students are expected to have a sufficient understanding of American government and economics at an Acceptable level for assignments and activities.
Challenge	This course may not be challenged.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional	Primarily class size instruction with individual and group projects
Materials	Pearson: <i>Magruder's American Government and Economics: Principles in Action</i>

# GENERAL STUDIES DEPARTMENT

## (Non-Core; Non-College Preparatory)

Advisement		Grades 9 – 10	5 Credits/Year
		Meets HS graduation requirement	
Prerequisite	Students are expected to be motivated to participate in <i>Advisement</i> but do not need any previous knowledge or skill.		
Content	This course is for students in grades 9-12 and meets daily to ensure coordination of activities and communication about topics of school-wide interest. It ensures that every student is part of a group that makes planned contributions to the <i>Academy</i> and the community. It provides an adult to oversee the student's long-term plan development and progress. It provides a time for students to complete class reading or Accelerated Reader books.		
Outcome	As a result of this course, students are expected to have the information needed to be fully involved in the activities of the <i>Academy</i> .		
Assessment	High Honors/Honors/Acceptable/Developing/No Credit		
Instructional Groupings	Primarily class size instruction with individual and group projects		
Materials	School library, Second Step, Renaissance Learning, IXL		

Business Spanish/Tutorial		Grade 12	10 Credits
		Meets HS graduation requirement	
Prerequisite	Students do not need any previous knowledge or skill.		
Content	This course for seniors focuses on the skills necessary to be successful in a career, the benefits of volunteering, basic language Spanish skills, plagiarism, matching interests and careers, realistic career goals based on lifestyle, personal values, options after high school, and writing a resume, and etiquette.		
Outcome	As a result of this course, students are expected to have general Spanish language skills and the information needed to be fully involved in the activities of the <i>Academy</i> .		
Assessment	High Honors/Honors/Acceptable/Developing/No Credit		
Instructional Groupings	Primarily class size instruction with individual and group projects		
Materials	Various web and print resources		

<b>Child Development (CTE Introduction Class)</b>		<b>10 Credits</b>
		Meets HS graduation requirement credit
Prerequisite	This class is for grade 11.	
Content	This course prepares students to understand children's physical, mental, emotional, and social growth and development, as well as provide for their care and guidance. Instruction includes prenatal developments; research theories in human growth and development from prenatal stages of development to elementary school; inherited characteristics; health and safety; guidance and discipline; cultural diversity; child abuse and neglect; and children with special needs.	
Outcome	Students will develop a basic understanding of the development of the child and how to support that development.	

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Assessment High Honors/Honors/Acceptable/Developing/No Credit

Instructional Groupings Primarily class size instruction with individual and group projects

Materials Teacher provided materials

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### Customer Service (Dual Enrollment, CTE)

**10 Credits**

Meets HS graduation requirement/college credit

Prerequisite This class is for grades 11 and 12.

Content This course will cover the principles and techniques of delivering excellent customer service. Topics include employer and customer perspectives, interpersonal communications, developing empathetic customer resolutions, customer retention strategies, as well as marketing and sales strategies. The course covers individualized communication and problem-solving skill development as well as the efficacy of customer service in achieving general business, hospitality, food service, and retail industry goals.

Outcome Students will develop a resume and cover letter.

Assessment A – F grade scale

Instructional Groupings Primarily whole

Materials 21st Century Business: Customer Service ISBN-13: 9780538740289

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### Early Childhood Education (CTE Capstone Class)

**10 Credits**

Meets HS graduation requirement credit

Prerequisite This class is for grade 12.

Content In this course students will learn the foundations and theories of early childhood education (ECE) and current issues facing early childhood education. Students will understand different approaches to ECE as well as the qualities of good child care. Students will review the developmental stages of a child and how they relate to quality preschool and primary-grade instruction. Students will also learn the importance of meeting the diverse needs of children.

Outcome Students will develop an understanding of early childhood education so they are prepared to continue their education at college or enter the workforce.

Assessment High Honors/Honors/Acceptable/Developing/No Credit

Instructional Groupings Primarily class size instruction with individual and group projects

Materials Pearson: *Early Childhood Education Today, 14th edition*

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### Electives

**Grades 7-12**

The Academy's elective program supports student preparation for a successful future. Electives have some specialized characteristics including being individualized or for small groups and guided by teachers to respond to individual student interests and support career preparation. Electives are usually offered on a semester and specialty basis and change according to the interests of students and staff and the availability of qualified instructors.

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**Enrichment****Grades 4-6**

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Prerequisite	This class is for all students in grades 4, 5, and 6.
Content	This class provides students with options in academic enrichment and physical activity.
Outcome	As a result of this course, students are expected to complete activities.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily small and large group
Materials	Vary according to the activity

**Ethnic Studies****10 Credits**

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Prerequisite	This class is for grades 11 and 12.	Meets HS graduation requirement
Content	In this course, students will learn about four different groups in the US: Asian Americans, African Americans, Native Americans, and Latinos. We will also focus on other concepts such as identity, colonization, and counter-narratives.	
Outcome	Students will learn about different ethnicities within the US.	
Assessment	High Honors/Honors/Acceptable/Developing/No Credit	
Instructional Groupings	Primarily whole	
Materials	Various Web and Print Resources	

**Fitness****Grades 9****10 Credits**

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Prerequisite	This class is required of all students in grade 9.	
Content	In this course, students will develop knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.	
Outcome	As a result of this course, students are expected to understand and value fitness as an important aspect of a healthy life.	
Assessment	High Honors/Honors/Acceptable/Developing/No Credit	
Instructional Groupings	Primarily small and large group	
Materials	Vary according to the activity	

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<b>Food Science</b>	<b>Grades 9-10</b>	<b>10 credits</b>
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Meets HS graduation requirement

Prerequisite	Students do not need any previous knowledge or skill.
Content	Food Science focuses on the chemistry of food, nutrition, and cooking. This hands-on course explores the structure and function of the organic molecules that compose the food we love to eat and our bodies. Students investigate the role of these molecules in nutrition and also how they contribute to the physical and chemical characteristics. Units of study include introduction to food science, macromolecules (carbohydrates, lipids, and proteins), microbiology of food (fermentation and spoilage), and safe food preservation. Extensive lab work (much of which is edible) allows students to explore the science behind food while developing skills to design experiments, analyze data, and argue from evidence.
Outcome	As a result of this course, students are expected to understand basic chemistry of food and nutrition. They will also obtain a Food Handlers Certificate.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class size instruction with individual and group projects
Materials	Vary according to the activity

### **Graduation Path**

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Graduation Path provides 11<sup>th</sup> and 12th-grade students the opportunity to make up missing credits from classes they may have failed. It also provides students with an opportunity to get ahead on their credits in an effort to graduate early.

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<b>Human Relations in Business (Dual Enrollment/CTE)</b>	<b>10 Credits</b>
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Meets HS graduation requirement/college credit

Prerequisite	This class is for grades 11 and 12.
Content	This course will examine the role of the supervisor/manager and provides an understanding of how to work with people in an organizational setting. It will also emphasize perception, motivation, communication, leadership styles, group dynamics, decision-making, teamwork, and managing change.
Outcome	As a result of this course, students will have a better understanding of human relations in business.
Assessment	A—F scale
Instructional Groupings	Primarily whole group
Materials	Human Relations Principles and Practices, 7 <sup>th</sup> Edition, Barry L. Reece

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<b>Learning Lab &amp; Fitness</b>	<b>Grades 7</b>
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Prerequisite	This class is required of all students in grades 7-8.
Content	This class ensures students have basic computer literacy skills including keyboarding, word processing, internet research, and internet safety. Students also work on skill development through online supplemental programs. Additionally, students will learn about and apply the fine components of physical fitness to daily fitness activities.

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Outcome	As a result of this course, students are expected to be able to effectively use a computer to complete and present work. Students are expected to understand and value fitness as an important aspect of a healthy life.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily individual and small group
Materials	Google Documents, Spreadsheets, Presentations; Google Drive; Typing Club; Khan Academy; Renaissance Learning; Internet Resources

<b>Life Skills</b>	<b>Grade 12</b>	<b>10 credits</b>
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Meets HS graduation requirement

Prerequisite	This class is for all students who are in 12 <sup>th</sup> grade.
Content	This class will cover basic nutrition, physical fitness, financial and media literacy, relationships, and community resources. An emphasis on finding and using resources (both internal and external) along with practical goal setting will develop the skills necessary for creating a personal path to a productive and happy life.
Outcome	Upon completion of this course, students will have the skills and resources to make informed decisions and set goals for their health, their careers, daily life, and productive citizenship.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class and small group projects
Materials	Various readings and materials taken from a variety of real-world sources.

<b>My Career Pathway</b>	<b>Grades 11-12</b>	<b>5 Credits/Year</b>
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Meets HS graduation requirement

Prerequisite	Students do not need any previous knowledge or skill.
Content	This course for seniors focuses on identifying long-term goals, college admissions, trade school opportunities, community internships, financial aid, career exploration and readiness, updating resumes, letters of interest, and references, as well as career etiquette and a long-term plan for life after high school.
Outcome	As a result of this course, students are expected to have the information needed to be fully involved in the activities of the <i>Academy</i> .
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class size instruction with individual and group projects
Materials	Various web and print resources

<b>Robotics/Fitness</b>	<b>Grade 8</b>	<b>10 credits</b>
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Meets HS graduation requirement

Prerequisite	This class is for eligible 8th-grade students.
Content	This course covers a variety of multidisciplinary topics necessary to understand the fundamentals of designing, building, and programming robots. Students will also participate in a variety of individual, dual, and team physical activities.
Outcome	As a result of this course, students are expected to have a basic understanding of computer based logic and code, understand and value fitness as an important aspect of a healthy life, and demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
Assessment	Credit/No Credit
Instructional Groupings	Primarily small and large group
Materials	None

<b>Student Aide</b>	<b>Grades 11-12</b>	<b>10 credits</b>
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Meets HS graduation requirement

Prerequisite	This class is for eligible 11 <sup>th</sup> and 12th-grade students.
Content	Students assist teachers with grading papers, making copies, creating bulletin boards, etc.
Outcome	As a result of this course, students are expected to develop a strong work ethic with attention to detail.
Assessment	Credit/No Credit
Instructional Groupings	Primarily individual
Materials	None

<b>Tutorial</b>	<b>Grade 7-8</b>	<b>10 credits</b>
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Prerequisite	This class is required of all students in grades 7-8.
Content	This class ensures students have basic study skills related to their grade-level academic courses. It also focuses on the accelerated learning process to ensure that students know how to learn powerfully and become self-directed learners.
Outcome	As a result of this course, students are expected to be able to be well organized and caught up in all classes and able to use power learning strategies in all of their classes.
Assessment	Credit/No Credit
Instructional Groupings	Primarily individual and class
Materials	assigned for core classes

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Prerequisite    This class is required of all students in grades 9-12.

Content

Outcome        As a result of this course, students are expected to be able to be well organized and caught up in all classes and able to use power learning strategies in all of their classes.

Assessment     Credit/No Credit

Instructional    Primarily individual and class  
Groupings  
Materials        assigned for core classes