

Redwood Collegiate Academy
Mr. Caleb Cimmiyotti, Principal



Course Catalog
2024-2025

**Preparing students for college and independent living
in a safe, challenging, well-managed charter school**

All offerings, descriptions and staff are subject to change as needed to meet the mission of the school.

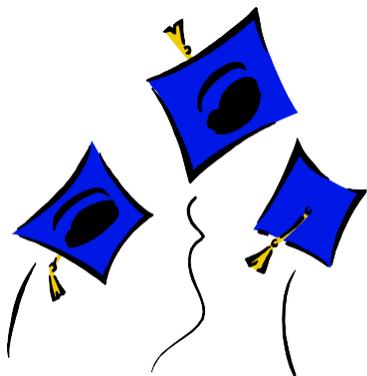
Redwood Collegiate Academy

1059 N. State St. Street
Ukiah, CA 95482

Our mission is to prepare students for college and independent living in a safe, challenging, well-managed charter school.

Our Corporate Board values include:

- C All people have value. It is each person's responsibility to strive continually to enhance that value.
- C 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.
- C 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.
- C All people benefit from respect. An environment in which people and things are respected is essential to the emotional safety of everyone.



As a result of being educated at *Redwood Collegiate Academy*, graduates will have the foundation needed to become educated. An educated person has the ability:

- C to use one or more languages to express individuality with precision and pride;
- C draws from the disciplines of mathematics and science to be a rational thinker;
- C has a sense of self from a cultural and historical context;
- C participates in the arts as a performer and critic;
- C makes healthy choices for personal fitness from among competing demands;
- C uses technology and household tools to live independently;
- C has depth in a career-related area of personal interest; and
- C has the motivation and tools to continue to learn.

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

Language Department

English 7	Ms. A. Gillespie
English 8	Mr. C. Phillips
English I (Honors)	Mrs. C. McClure
Film and Media Studies	Mr. C. Phillips
English II (Honors)	Mr. C. Phillips
CSU Expository Reading and Writing	Mr. C. Phillips
AP Seminar	Mrs. C. McClure
Spanish I	Mr. W. Chavez
Spanish II	Mr. W. Chavez
Spanish III	Mr. W. Chavez

Math / Science Department

Pre Algebra	Ms. B. Glavich
Algebra I	Ms. S. Marlow and Ms. L. Keast
Algebra II	Ms. S. Marlow
Geometry	Ms. S. Marlow
Trig/PreCalculus	Ms. L. Keast
Calculus (AP)	Ms. L. Keast
Integrated Science 7	Ms. B. Glavich
Integrated Science 8	Ms. D. Praseli
Biology 9 (Honors)	Ms. D. Praseli
Chemistry 10	Ms. D. Praseli
Physics 11	Mr. C. Cimmiyotti

Heritage and the Future Department

Medieval and Early Modern History 7	Ms. A. Gillespie
U. S. History 8	Mr. R. Cannon
World History 10	Ms. A. Gillespie
U. S. History 11 (AP)	Mrs. M. Anderson
American Government & Economics 12 (AP)	Mr. R. Cannon
Psychology 12 (AP)	Ms. E. Gordon
Ethnic Studies 12	Mrs. M. Anderson

General Studies–Non Core; Non College Prep

Life & Leadership 7-12	Staff
Guided Study Time	Staff
Community Service 11	Mr. W. Chavez
Robotics/Fitness 7 and 8	Ms. B. Kerr
Electives: see published list for semester	various
Graduation Project 12	Mrs. C. McClure

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



Preparing students for college and independent living in a safe, challenging, well-managed charter school

LANGUAGE DEPARTMENT

First and Second Language

Outcomes: Students will demonstrate the ability to read, write, listen, and speak fluently in English and with emergent fluency in a second language. They will also demonstrate the ability to use written, verbal and body language as a tool to create, express, and evaluate personal points of views.

Assessment: Teachers, students, and parents will measure progress with: achievement scores on teacher tests; a journal; a rubric for activities such as debate, exhibitions, formal presentation, informal observation, and panel discussion; a work portfolio; and/or standardized measures.

General Diploma

Requirement: 40 credits of English I
20 credits of Spanish I and II (a language other than Spanish may be substituted upon approval by the Principal)

Academic Achievement Honors

Diploma: 40 credits of English I and higher of which at least 10 credits may be designated "Honors" or "AP" and demonstrated proficiency in reading, writing, and public performance as part of the graduation project completed in the senior year
30 credits of a second language with at least 20 credits in the same language and higher or demonstrated emergent fluency in a second language (credit requirement may be met through examination by students demonstrating oral and written fluency; a language other than Spanish may be substituted upon approval by the Director)



English 7

Grade 7

10 credits

Prerequisite This is the first in the two- course sequence of middle grades classes.

Content This course for seventh graders focuses on the fundamentals of language. Students will work toward meeting English standards for grades 7 and 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 narrative, expository, persuasive and descriptive texts of 700 words; demonstrating command of proper English in writing and speaking; and delivering focused, coherent presentations.

Key Resources *The Pearl, The Bronze Bow, Rascal, Shabanu, California Collections, IXL, Junior Scholastic Online Media*

Concurrent This course is taken concurrently with *Medieval and Early Modern World History, Life Science*, and a math class.

Outcome As a result of this course, students are expected to have sufficient knowledge to perform at the levels of proficient or advanced on state testing.

Grading A = 4 B = 3 C = 2 No Credit = repeat

English 8**Grade 8****10 credits**

Prerequisite	This is the second in the two-course sequence of middle grades classes.
Content	This course for eighth graders continues the focus on fundamentals of language. Students will work toward meeting English standards for grades 7 and 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 narrative, expository, persuasive and descriptive texts of 700 words; demonstrating command of proper English in writing and speaking; and delivering focused, coherent presentations.
Key Resources	<i>April Morning, The Outsiders, The Giver, Nothing But the Truth,</i> , a Shakespeare play, and short stories
Concurrent	This course is taken concurrently with <i>U.S. History/Government, Integrated Science, Algebra I, Conversational Spanish, and Robotics/Fitness.</i>
Outcome	As a result of this course, students are expected to have sufficient knowledge to perform at the levels of proficient or advanced on state testing.
Grading	A = 4 B = 3 C = 2 No Credit = repeat

English I**Grade 9****10 credits**

Prerequisite	Students are expected to have solid sentence and paragraph construction skill, and basic vocabulary, and to be familiar with various types of reading materials comparable to successful completion of an 8 th grade English course. Students who do not meet the prerequisite will concurrently work to develop these skills in Tutorial.
Content	This course for freshmen focuses on the fundamentals of reading, writing, and public presentation. Students will work toward meeting English standards for grades 9 and 10: 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 at least 800-1,000 words combining various rhetorical strategies.
Key Resources	<i>Of Mice and Men, To Kill A Mockingbird, Lord of the Flies,</i> Short Stories, Famous Speeches from History, <i>Feed,</i> and a Shakespeare play
Concurrent	This course is taken concurrently with <i>Biology, Film and Media Studies, Spanish I, Algebra I or Geometry,</i> and <i>Guided Study 9</i> in an integrated core program.
Challenge	This course may not be challenged.
Outcome	As a result of this course, students are expected to have sufficient knowledge to perform at the levels of proficient or advanced on state testing.
Grading	A = 4 B = 3 C = 2 No Credit = repeat

English I Honors**Grade 9****10 credits**

Prerequisite	Students must meet the prerequisites for English I and earn a C or higher in 8 th grade English.
Content	This course for freshmen focuses on the fundamentals of reading, writing, and public presentation. Students will work toward meeting English standards for grades 9 and 10: 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 at least 1,500 words combining various rhetorical strategies.
Key Resources	<i>Of Mice and Men, To Kill A Mockingbird, Lord of the Flies</i> , Short Stories, Famous Speeches from History, <i>Feed</i> , and a Shakespeare play
Concurrent	This course is taken concurrently with <i>Biology, Film and Media Studies</i> , Spanish I, Algebra I or Geometry, and <i>Guided Study 9</i> in an integrated core program.
Challenge	This course may not be challenged.
Outcome	As a result of this course, students are expected to have sufficient knowledge to perform at the levels of proficient or advanced on state testing.
Grading	A = 4 B = 3 C = 2 No Credit = repeat

Film and Media Studies**Grade 9****10 credits**

Prerequisite	Students do not need any previous knowledge or skill.
Content	This course for freshmen meets the requirement for graduation. It introduces students to visual and technical arts in the context of film and media. Students will: develop artistic perception; create, participate in film and media making; understand historical contributions and cultural dimensions of film and media; analyze and make judgments about artistic works.
Key Resources	<i>Movies and Meaning</i> , various scripts and films
Concurrent	This course is taken concurrently with and coordinated with English I, Biology, Spanish I, Algebra I or Geometry, and the content of the Guided Study course.
Challenge	The course may not be challenged.
Outcome	As a result of this course, students are expected to demonstrate the ability to produce and critique film and media.
Grading	A = 4 B = 3 C = 2 No Credit = repeat

English II**Grade 10****10 credits**

Prerequisite	Students are expected to have basic essay writing skills and to read and understand materials comparable to successful completion of English I. Students who do not meet the prerequisite will concurrently work to develop these skills in Tutorial.
Content	This course for sophomores continues the focus on the fundamentals of reading, writing, and public presentation begun in English I. Students will demonstrate

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proficiency of English standards for grades 9 and 10: 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 at least 1,500 words combining various rhetorical strategies. PSAT preparation is emphasized.

Key Resources *Animal Farm, Fahrenheit 451, Night*, a Shakespeare play and poetry selections

Concurrent This course is taken concurrently with *Chemistry, World History, Spanish I/II, Geometry/Algebra II*, and Guided Study in an integrated core program.

Challenge This course may not be challenged.

Outcome As a result of this course, students are expected to have sufficient knowledge to perform at the levels of proficient or advanced on state testing.

Grading A = 4 B = 3 C = 2 No Credit = repeat

English II Honors

Grade 10

10 credits

Prerequisite Students are expected to have met the prerequisites for English II and must have earned a C or higher in English I.

Content This course for sophomores continues the focus on the fundamentals of reading, writing, and public presentation begun in English I. Students will demonstrate proficiency of English standards for grades 9 and 10: 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 at least 1,500 words combining various rhetorical strategies. CAHSEE preparation & PSAT are emphasized.

Key Resources *Animal Farm, Fahrenheit 451, Night*, a Shakespeare play and poetry selections

Concurrent This course is taken concurrently with *Chemistry, World History, Spanish I/II, Geometry/Algebra II*, and Guided Study in an integrated core program.

Challenge This course may not be challenged.

Outcome As a result of this course, students are expected to have sufficient knowledge to perform at the levels of advanced on state testing.

Grading A = 4 B = 3 C = 2 No Credit = repeat

CSU Expository Reading and Writing Grade 11-12 10 credits

Prerequisite	Students are expected to have command of essay writing skills and to read and understand materials comparable to successful completion of English II. Students who do not meet the prerequisite will concurrently work to develop these skills in Tutorial.
Content	This course is based on the Expository Reading and Writing curriculum developed by the California State University system to prepare students for college level reading and writing. This course engages students in reading, writing, listening, and speaking using an inquiry based approach centered on units of study that are high-interest for students and cross-disciplinary in nature. The Expository Reading and Writing Course "A" is a yearlong course that includes six modules drawn from five categories: 1) American foundational documents, 2) American drama, 3) full length books, 4) research, and 5) contemporary issues. By the end of the course, students will have read a range of literary and non-fiction texts and produced 10-12 culminating projects including academic essays, research reports, creative writing and performances, and multi-media presentations.
Key Resources	"Want to Get into College? Learn to Fail," <i>Angela B. Perez</i> ; "Hidden Intellectualism," <i>Gerald Graff</i> ; "Three Ways to Persuade," <i>John R. Edlund</i> ; "A Change of Heart about Animals," <i>Jeremy Rifkin</i> ; "Letters to the Editor in Response to 'A Change of Heart About Animals,'" <i>John R. Edlund</i> ; "Jim Crow Policing," <i>Bob Herbert</i> ; "Attacking the Obesity Epidemic by First Figuring Out Its Cause," <i>Jane Brody</i> ; "Preamble to the Constitution of the United States of America," <i>Members of the Constitutional Convention</i> ; "Hamlet's Soliloquy," <i>William Shakespeare</i> , "What Is a Life Worth?" <i>Amanda Ripley</i> , "Commencement Address," <i>Steve Jobs</i> ; "Kids are Kids— Until They Commit Crimes." <i>Marjie Lundstrom</i> ; "Juveniles Don't Deserve Life Sentences," <i>Gail Garinger</i> ; "Understanding Bullying," <i>Tara L. Kuther</i> ; "Bully-proof Your School," <i>Colleen Newquist</i> ; Novels: <i>Into the Wild</i> , Jon Krakauer; <i>1984</i> , George Orwell; <i>Brave New World</i> , Aldous Huxley; Play: <i>A Raisin in the Sun</i> , Lorraine Hansberry.
Challenge	This course may not be challenged.
Outcome	As a result of this course, students are expected to have sufficient knowledge to perform at the levels of proficient or advanced on state testing.
Grading	A = 4 B = 3 C = 2 No Credit = repeat

AP Seminar Grade 11-12 10 credits

Prerequisite	Students must have received at least a C in all previous English coursework. (73% or higher) Students that do not meet this prerequisite may petition individually to be accepted.
Content	AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry-based approach, students practice deep reading of articles, research studies, and foundational literary and philosophical texts; listening to and reading speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as a part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence based

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arguments.

Key Resources *They Say, I Say* by Gerald Graff and Cathy Birkenstein

Challenge This course may not be challenged.

Outcome As a result of this course, students are expected to have sufficient knowledge to perform at the level of advanced on state testing and earn a 3 or higher on the AP Seminar Exam.

Grading A = 5 B = 4 C = 3
No Credit = repeat



Spanish I**Grades 9-12****10 credits**

Prerequisite Students are expected to have solid sentence construction skill and basic English vocabulary comparable to successful completion of an 8th grade English course. Students who do not meet the prerequisite will concurrently work to develop these skills in Tutorial. This course is required for all students who have not demonstrated skills comparable to Spanish I (see “Challenge”).

Content This course for first-year second language learners focuses on the fundamentals of language patterns and basic vocabulary. Students will: communicate in Spanish verbally and in writing, gain knowledge and understanding of cultures in which Spanish is the dominant language, connect Spanish with other disciplines of study, develop insight into the nature of language and culture, and participate in multilingual communities.

Key Resources *Realidades, Level 1*; book and workbook

Challenge The student who demonstrates Spanish language skills of sentence writing and oral comprehension in a teacher interview or who has previously earned an “A” in a comparable Spanish course may enroll in *Spanish II*.

Outcome As a result of this course, students are expected to have sufficient second language skills to continue studying the language at the next level.

Grading A = 4 B = 3 C = 2 No Credit = repeat the following year

Spanish II**Grades 9-12****10 credits**

Prerequisite This course is for students who have already completed *Spanish I*. Students are expected to have solid sentence construction skill and basic vocabulary in Spanish comparable to successful completion of the *Spanish I* course. Students who do not meet the prerequisite may be transferred to *Spanish I*.

Content This course for second-year second language learners continues developing language patterns and expanding vocabulary. Students will demonstrate beginning level proficiency of Spanish standards: communicate in Spanish verbally and in writing, gain knowledge and understanding of cultures in which Spanish is the dominant language, connect Spanish with other disciplines of study, develop insight into the nature of language and culture, and participate in multilingual communities.

Key Resources *Realidades, Level 2*; book and workbook

Challenge The student who demonstrates Spanish language skills beyond those of *Spanish II* in a teacher interview may petition to take *Spanish III*. Transfer students who earned less than a “C” in *Spanish I* must petition the Principal prior to placement in *Spanish II*.

Outcome As a result of this course, students are expected to have sufficient second language skills to continue studying the language at the next level.

Grading A = 4 B = 3 C = 2 No Credit = repeat following year

Spanish III

Grades 10-12

10 credits

Prerequisite This course is recommended for students who have already completed *Spanish II*. Students are expected to have sound written and verbal skill and intermediate Spanish vocabulary comparable to successful completion of *Spanish II*. Students who do not meet the prerequisite may be transferred to *Spanish I* or *II*.

Content This course for third-year and fourth-year second language learners expands on the understanding and use of language patterns and vocabulary. Students will demonstrate intermediate level proficiency of Spanish standards: communicate in Spanish verbally and in writing, gain knowledge and understanding of cultures in which Spanish is the dominant language, connect Spanish with other disciplines of study, develop insight into the nature of language and culture, and participate in multilingual communities.

Key Resources *Realidades, Level 3*; book and workbook

Challenge The student who demonstrates Spanish language skills beyond those of *Spanish III* in a teacher interview may petition to take *Spanish IV*. Transfer students who earned less than a "C" in *Spanish II* must petition the Principal prior to placement in *Spanish III*.

Outcome As a result of this course, students are expected to be proficient in second language skills to continue studying the language at the next level.

Grading A = 4 B = 3 C = 2 No Credit = repeat following year



MATHEMATICS / SCIENCE DEPARTMENT

Outcomes: Students will demonstrate college-entry level mastery of mathematics, the principles of science and scientific inquiry, and logic as applied in real-world actions.

Assessment: Teachers, students, and parents will measure progress with: achievement scores on teacher tests; a rubric for activities such as debate, exhibitions, formal presentation, informal observation, and laboratory experiments; a work portfolio; and/or standardized measures.

General Diploma

Requirement: 30 credits of math including Algebra I
20 credits of science of which 20 are in a lab

Academic Achievement Honors

Diploma: 40 credits of math including Algebra I, Algebra II, Geometry, and Trig/PreCalc
30 credits of lab science including Biology, Chemistry, and Earth Science or approved alternative

Math instruction is individualized to build a solid foundation and help the student make progress at an appropriate pace through the sequence of courses. The teacher works closely with the student to monitor progress. Tutoring is available after school. After seventh grade, students may take the course they are prepared for regardless of their year in school. 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 Trigonometry/Pre Calculus and AP Calculus. Note—Students are expected to complete *Algebra I* and *Geometry* by the end of the sophomore year to ensure adequate mathematics preparation for chemistry.

Science courses ensure that students have an overview in 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 nationally-renowned Science Fair and encourage students, working independently or with a group, to explore real principles of science that impact their life.

Pre-Algebra

Grades 7-8

10 credits

Prerequisite This is an entry-level course recommended for grade7 students who have completed course 1 or equivalent.

Content This course is for students working to become adept at manipulating numbers and equations, fractions, exponents, surface area and volume and conversions and understanding the principles of mathematics at work. Beginning robotics will be introduced.

Key Resources *Big Ideas Math--Course 2* (Houghton Mifflin) 2015

Challenge Challenge options are available for students prepared for a higher level course.

Outcome As a result of this course, students are expected to have sufficient knowledge to perform at the levels of proficient or advanced on state testing and be prepared to move to the next level of math.

Grading A = 4 B = 3 C = 2 No Credit = repeat before taking next course

Algebra I**Grades 8-10****10 credits**

Prerequisite	Students are expected to have mastery of arithmetic operations and beginning understanding of algebraic principles comparable to those presented in <i>Pre-Algebra</i> as demonstrated by earning a “C” or better in the course or achievement on a diagnostic test.
Content	This course is for students who have successfully completed Middle Math 2, Math 8, or Pre-Algebra and are ready to begin developing an understanding of the principles of Algebra and Geometry. Students will meet the standards of Beginning Algebra including: an understanding the fundamentals of the real number system, exponents, and functions; solving equations; working with binomials and polynomials; graphing functions; and finding roots. 8 th grade Algebra I students will also cover selected Common Core Geometry standards.
Key Resources	<i>Big Ideas Math–Course 3; Big Ideas Math–Algebra I</i> (Houghton Mifflin) 2015
Challenge	Students prepared to work at a higher level may petition the principal.
Outcome	As a result of this course, students are expected to have sufficient knowledge to perform at the levels of proficient or advanced on state testing and be prepared to move to the next level of math.
Grading	A = 4 B = 3 C = 2 No Credit = repeat before taking next course

Geometry (Essentials)**Grades 9-12****10 credits**

Prerequisite	Students are expected to have basic mastery of algebraic operations and principles comparable to those presented in <i>Algebra I</i> as demonstrated by earning a “B” or better in the course or achievement on a diagnostic test.
Content	This course is for students who have completed <i>Algebra I</i> and are ready to explore problem-based mathematics in Geometry. Students will hone the tools needed for logical reasoning by writing both formal and informal proofs. Students will calculate area, perimeter, circumference and volume of polygons and circles. Students will perform constructions and use trigonometric definitions and geometric relationships to solve problems.
Key Resources	<i>Big Ideas Math–Geometry</i> (Houghton Mifflin) 2015
Challenge	This course may be challenged by showing evidence of mastery of algebra and geometry.
Outcome	As a result of this course, students are expected to have sufficient knowledge to perform at the levels of proficient or advanced on state testing and be prepared to move to the next level of math.
Grading	A = 4 B = 3 C = 2 No Credit = repeat before taking next course

Algebra II (Essentials)**Grades 9-12****10 credits**

Prerequisite	Students are expected to have mastery of algebraic and geometric operations and principles comparable to those presented in <i>Geometry</i> and <i>Algebra I</i> as demonstrated by earning a “C” or better in the course or achievement on a diagnostic test.
Content	This course is for students who have completed <i>Algebra I</i> and <i>Geometry</i> . Students will meet the standards of Advanced Algebra including: understanding the fundamentals of the real number system (including properties, integers, fractions, rational numbers, and roots); exponents and functions; solving systems of equations; working with binomials and polynomials, formulas and proofs; graphing solutions and functions; binomial expansion; and complex numbers.
Key Resources	<i>Big Ideas Math–Algebra II</i> (Houghton Mifflin) 2015; Graphing Calculator
Challenge	This course may be challenged by showing evidence of mastery of advanced algebra and geometry.
Outcome	As a result of this course, students are expected to have sufficient knowledge to perform at the levels of proficient or advanced on state testing and be prepared to take Trigonometry/ Pre Calculus.
Grading	A = 4 B = 3 C = 2 No Credit = repeat before taking next course

Trigonometry/ PreCalculus (Essentials)**Grades 11-12****10 credits**

Prerequisite	Students are expected to have mastery of algebraic and geometric operations and principles comparable to those presented in <i>Geometry</i> and <i>Algebra II</i> as demonstrated by earning a “C” or better in the course or achievement on a diagnostic test and be prepared to pursue higher levels of math in a small group or individualized setting. Students earning a C– in <i>Algebra II</i> or equivalent will qualify for Trigonometry Essentials.
Content	This course is for students who have completed <i>Algebra II</i> and <i>Geometry</i> . Students will meet the standards of <i>Trigonometry/ Pre-Calculus</i> including: knowledge of properties and identities of trigonometric functions and their inverses; laws of sines and cosines to prove identities and solve trigonometric and circular systems of equations; transformation of functions; using functions to model data; an understanding of sequence and series; and probability.
Key Resources	<i>PreCalculus with Trigonometry</i> (Foerster); Graphing Calculator
Challenge	This course may be challenged by showing evidence of preparation for calculus.
Outcome	As a result of this course, students are expected to have sufficient knowledge to perform at the levels of proficient or advanced on state testing and be prepared to take higher levels of math.
Grading	A = 4 B = 3 C = 2 No Credit = repeat before taking next course or Essentials: Credit/ No Credit

Calculus (AP)**Grade 12****10 credits**

Prerequisite	Students are expected to have mastery of algebraic and geometric operations and principles comparable to those presented in <i>Geometry</i> and <i>Algebra II</i> as demonstrated by earning a “C” or better in the course or achievement on a diagnostic test and be prepared to pursue higher levels of math in a small group or individualized setting.
Content	This course is for students who have completed <i>Trig/Pre-Calculus</i> . Students will meet the standards of a college level <i>Calculus</i> class including: functions and graphs; limits and their properties; derivatives as a rate of change and as functions; properties and applications of derivatives; computation of derivatives; integrals and their properties; techniques of integration; applications of integration; the Fundamental Theorem of Calculus and its applications; reasoning with tabular data; and slope fields.
Key Resources	<i>Calculus: Concepts and Applications</i> (Foerster); <i>Graphing Calculator</i>
Challenge	This course may not be challenged.
Outcome	As a result of this course, students are expected to have sufficient knowledge to perform at the levels of proficient or advanced on state testing and score 3 or higher on the AP Calculus Exam.
Grading	A = 4 B = 3 C = 2 No Credit = repeat before taking next course

Integrated Science 7**Grade 7****10 credits**

Prerequisite	This is an entry-level seventh course.
Content	This course for seventh graders integrates fundamentals of life and physical and earth science. Students will: understand and apply the scientific method and the engineering process; conduct research depicting the role science plays in daily life. Students will explore the structure of matter, chemical processes, earth science, and human impact on biodiversity and ecosystems.
Key Resources	<i>Science Dimensions (HMH California edition)</i>
Concurrent	For 7 th graders: This course is taken concurrently with <i>English 7, Medieval and Early Modern History 7, Guided Study</i> and pre-Algebra in an integrated core program.
Challenge	This course may not be challenged.
Outcome	As a result of this course, students are expected to have sufficient knowledge to earn proficient scores on state testing.
Grading	A = 4 B = 3 C = 2 No Credit = increase Tutorial time



Integrated Science 8**Grade 8 10 credits**

Prerequisite This is an entry-level middle grades course that is generally taught after life science.

Content This course for eighth graders integrates the fundamentals of physical, and earth science with a focus on chemistry, physics, and astronomy basics. Students will: understand and apply the scientific method and engineering process; and conduct research depicting the role science plays in daily life and scientific careers. Students will investigate motion, force, velocity, and the chemistry of living things. They will investigate earth through time, evolution, and basic ecology. They will develop skill in laboratory technique and analysis and design their own experiments.

Key Resources *Science Dimensions (HMH California edition)*

Concurrent This course is taken concurrently with *English 8, United States History and Government, Conversational Spanish, and Guided Study* and math in an integrated core program.

Challenge This course may not be challenged.

Outcome As a result of this course, students are expected to have sufficient knowledge to earn proficient scores on state testing.

Grading A = 4 B = 3 C = 2 No Credit = increase Tutorial time

Biology 9**Grade 9****10 credits**

Prerequisite Students are expected to have a solid understanding of the scientific method and science vocabulary comparable to successful completion of a middle school science course. Students who do not meet the prerequisite may concurrently work to develop these skills in Tutorial.

Content This course for freshman focuses on the fundamentals of life science. Students will: understand the scientific method and engineering process; understand cells, the continuity and diversity of life in various ecosystems; have a basic understanding of genetics, cell biology, ecology, and evolution; conduct laboratory experiments and research depicting the role life science plays in daily life; develop laboratory procedures and techniques; and support and reinforce the process of researching and report writing.

Key Resources *The Living Earth (HMH California edition)*

Concurrent This course is taken concurrently with *English, Spanish, Mathematics, World History/Theater Arts, and Guided Study* in an integrated core program.

Challenge This course may not be challenged; transfer students who have previously earned an "A" or "B" in Biology may petition the principal to take *Independent Study in Biology*.

Outcome As a result of this course, students are expected to have sufficient knowledge to perform at the levels of proficient or advanced on state testing.

Grading A = 4 B = 3 C = 2 No Credit = repeat

Biology 9 Honors**Grade 9****10 credits**

Prerequisite	Students are expected to have a solid understanding of the scientific method and science vocabulary comparable to successful completion of a middle school science course. Students who do not meet the prerequisite may concurrently work to develop these skills in Tutorial.
Content	This course for freshman focuses on the fundamentals of life science. Students will: understand the scientific method and engineering process; understand cells, the continuity and diversity of life in various ecosystems; have a basic understanding of genetics, cell biology, ecology, and evolution; conduct laboratory experiments and research depicting the role life science plays in daily life; develop laboratory procedures and techniques; and support and reinforce the process of researching and report writing.
Key Resources	<i>The Living Earth (HMH California edition)</i>
Concurrent	This course is taken concurrently with <i>English, Spanish, Mathematics, World History/Theater Arts, and Guided Study</i> in an integrated core program.
Challenge	This course may not be challenged; transfer students who have previously earned an "A" or "B" in Biology may petition the principal to take <i>Independent Study in Biology</i> .
Outcome	As a result of this course, students are expected to have sufficient knowledge to perform at the levels of proficient or advanced on state testing.
Grading	A = 4 B = 3 C = 2 No Credit = repeat

Chemistry**Grade 10****10 credits**

Prerequisite	Students are expected to have a solid understanding of the scientific method, engineering process, and science vocabulary comparable to successful completion of a course in Biology.
Content	This course for sophomores focuses on the fundamentals of chemistry. Students will: learn to use the periodic table of elements; gain an understanding of the types of the 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, engineering practices, laboratory experimentations, lectures, and textbook study.
Key Resources	<i>Chemistry in the Earth System (HMH California edition)</i>
Concurrent	This course is taken concurrently with <i>English II, World History, Spanish, Mathematics, and Community Service</i> in an integrated core program.

Challenge This course may not be challenged; transfer students who have previously earned an “A” or “B” in Chemistry may petition the principal to take *Independent Study in Chemistry*.

Outcome As a result of this course, students are expected to have sufficient knowledge to perform at the levels of proficient or advanced on state testing.

Grading A = 4 B = 3 C = 2 No Credit = repeat

Physics

Grade 11

10 credits

Prerequisite Students are expected to have a solid understanding of the scientific method, engineering process, and science vocabulary comparable to successful completion of a course in both Biology and Chemistry.

Content This course for juniors focuses on describing the fundamental aspects of our universe, including its composition, properties, and processes. Students will understand the scientific method and engineering process, mechanics, thermodynamics, waves and optics, electromagnetism, the theory of relativity, and quantum mechanics. Students will also develop and conduct laboratory experiments, prepare reports, and defend their findings.

Key Resources *High School Physics* (Openstax)

Concurrent This course is taken concurrently with English III, US History, Spanish, Mathematics, and Community Service in an integrated core program.

Challenge This course may not be challenged; transfer students who have previously earned an “A” or “B” in Physics may petition the principal to take *Independent Study in Physics*.

Outcome As a result of this course, students are expected to have sufficient knowledge to perform at the levels of proficient or advanced on state testing.

Grading A = 4 B = 3 C = 2 No Credit = repeat



HERITAGE AND THE FUTURE DEPARTMENT

Outcomes: Students will demonstrate a broad knowledge of world and national history, philosophy, government, geography, culture, and economics. They will demonstrate an understanding of human dynamics and relationships. They will demonstrate their ability to anticipate and respond to significant future trends. They will be able to understand themselves and the need to prepare for the future in the context of their heritage.

Assessment: Teachers, students, and parents will measure progress with: achievement scores on teacher tests; a rubric for activities such as class discussion, competition, debate, exhibitions, formal presentation, and informal observation; a log of activity participation; a work portfolio; and/or standardized measures.

General Diploma

Requirements: 30 credits of social studies including World History, U.S. History, and American Government/Economics

Academic Achievement

HonorsDiploma: 30 credits of social studies including World History, U.S. History, and American Government/Economics, 10 credits of which be at the "Honors" or Advanced Placement level

Medieval and Early Mod. World Hist. Grade 7 10 credits

Prerequisite This is an entry-level course.

Content This course for seventh graders focuses on the period of history from 500-1770. Students will analyze geographic, political, economic, religions, and social structures of civilizations throughout medieval history and demonstrate 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.

Key Resources *My World – Medieval and Early Modern Times*

Concurrent This course is taken concurrently with *English 7, Life Science, Guided Study*, and math in an integrated core program.

Challenge The course may not be challenged.

Grading A = 4 B = 3 C = 2 No Credit = repeat

United States History 8**Grade 8****10 credits**

Prerequisite	Students are expected to have successfully completed a course in ancient and medieval world history.
Content	This course for eighth graders focuses on the period of history from the colonization 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.
Key Resources	<i>History Alive</i> ; video library
Concurrent	This course is taken concurrently with <i>English 8, Physical Science, Guided Study</i> , and math in an integrated core program.
Challenge	The course may not be challenged.
Outcome	As a result of this course, students are expected to have sufficient knowledge to perform at the levels of proficient or advanced on state testing.
Grading	A = 4 B = 3 C = 2 No Credit = repeat

World History**Grade 10****10 credits**

Prerequisite	Students are expected to have basic concepts of history, geography, and research comparable to successful completion of an 8 th grade history course.
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: relate principles of the ancients to Western political thought; 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 basics of historical research.
Key Resources	<i>History Alive World Connections</i> ; video library Concurrent This course is taken concurrently with <i>English II, Biology</i> , and <i>Guided Study</i> in an integrated core program.
Outcome	As a result of this course, students are expected to have sufficient knowledge to perform at the levels of proficient or advanced on state testing.

Grading A = 4 B = 3 C = 2 No Credit = repeat

United States History **Grade 11** **10 credits**

Prerequisite Students are expected to have broad-based concepts of history, geography, and research comparable to successful completion of 9th and 10th grade geography and world 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 by studying the founding of the United States of America, Industrialization, immigration, rural to urban migration, religion, the emergence of the United States as a world power, the 1920s and the Great Depression, the civil rights movement, and the forces that shaped modern America.

Key Resources *The Enduring Vision*; video library

Concurrent This course is taken concurrently with *English III, Chemistry, Spanish, Mathematics, and Community Service* in an integrated core program.

Challenge The student who has earned an "A" or "B" in a comparable course may petition to take *Independent Study in United States History* or may take Advanced Placement.

Outcome As a result of this course, students are expected to have sufficient knowledge to perform at the levels of proficient or advanced on state testing.

Grading A = 4 B = 3 C = 2 No Credit = repeat

United States History (AP) **Grade 11** **10 credits**

Prerequisite Students are expected to have a high level of essay writing skills and to easily comprehend various genres of reading materials comparable to earning an "A" in *English II* or an "A" or "B" in *English II Honors* and to express the desire to work toward Advanced Placement credit in United States History.

Content This course for juniors includes the content of the regular program with supplemental assignments that allow the student to pursue studies in further depth and prepare for the Advanced Placement examination.

Key Resources *The Enduring Vision*

Concurrent This course is taken concurrently with *English, Physics, Spanish, Mathematics, and Community Service* in an integrated core program.

Challenge This course may not be challenged.

Outcome As a result of this course, students are expected to earn a 3 or higher on the Advanced Placement examination in United States History.

Grading A = 5 B = 4 C = 2 and transfer to *United States History*
No Credit = repeat *United States History*

American Government & Econ **Grade 12** **10 credits**

Prerequisite Students are expected to have a comprehensive understanding of the history of the United States and a basic understanding of the Constitution.

Content This course for seniors focuses on the components of American government and political behavior with expectations for high levels of comprehension in reading complex primary and secondary sources, critical thinking, and oral presentation skills.

Key Resources *American Government 2e, Microeconomics 2e (Openstax)*

Concurrent This course is taken concurrently with *English IV, Chemistry* or *Psychology*, and *Graduation Project* in an integrated core program.

Challenge The student who has earned an “A” or “B” in a comparable course may petition to take *Independent Study in American Government and Economics*.

Outcome As a result of this course, students are expected to have sufficient knowledge to meet all course requirements.

Grading A = 4 B = 3 C = 2 No Credit = repeat

American Government & Econ (AP) **Grade 12** **10 credits**

Prerequisite Students are expected to have an advanced understanding of the history of the United States and a basic understanding of the Constitution.

Content This course for seniors includes the content of the regular program with supplemental assignments that allow the student to pursue studies in further depth and prepare for the Advanced Placement examination.

Key Resources *American Government 2e (Openstax); The Princeton Review AP American Government, AP U.S. Government and Politics Examination, Microeconomics 2e (Openstax)*

Concurrent This course is taken concurrently with *English, Chemistry* or *Psychology*, and *Graduation Project* in an integrated core program.

Challenge This course may not be challenged.

Outcome As a result of this course, students are expected to have sufficient knowledge to meet all course requirements.

Grading A = 5 B = 4 C = 3 No Credit = repeat



Psychology (AP)

Grade 12

Prerequisite This course is for seniors.

Content This course for seniors includes the content that allow the student to pursue studies in psychology that prepare them for the Advanced Placement examination.

Key Resources *AP Psychology*, Meyers

Concurrent This course is taken concurrently with *English, American Government & Economics*, and *Graduation Project* in an integrated core program.

Challenge The course may not be challenged.

Outcome As a result of this course, students are expected to have sufficient knowledge to meet all course requirements.

Grading A = 5 B = 4 C = 2 No Credit = repeat

Ethnic Studies

Grade 12

5 credits

Prerequisite This course is for seniors.

Content This one-semester course follows the California Ethnic Studies framework through its focus on four foundational disciplines: African Americans, Latinos and Chicanos, Native Americans and Asian Americans and Pacific Islanders. Students will learn about the history of these groups in the US, their contributions, cultures, and their struggles. Students will engage in the material through reading, writing, and discussions.

Key Resources *Curriculum has been adapted from the Liberated Ethnic Studies Model Curriculum Consortium and Facing History & Ourselves.*

Concurrent This course is taken concurrently with *English, American Government & Economics*, and *Graduation Project* in an integrated core program.

Challenge The course may not be challenged.

Outcome As a result of this course, students are expected to have sufficient knowledge to meet all course requirements.

Grading A = 5 B = 4 C = 2 No Credit = repeat

GENERAL STUDIES DEPARTMENT

[Non-core, non-college preparatory classes]

These courses directly support participation in the full-range of school activities , specialized graduation requirements unique to the *Academy*, other academic coursework and electives. As a result of the combination of these non-core, non-college preparatory courses students are able to fully participate in the activities of the *Academy* and prepare for life after the *Academy*. Some courses are taught by experts whose instruction is directly overseen by a credentialed teacher and some are taught through contracts with independent business owners. Credit and competence requirements may be adjusted for transfer students.

All students are required to participate in *Advisement* which focuses on providing instruction in independent living competencies throughout their enrollment at the *Academy* and are expected to earn 5 credits per year for a total of 20+ credits; Students also take an additional 40 credits of elective through enrichment, capstone, and elective courses. *Community Intern* and *Physical Education* options are available for students in good academic and behavior standing.

Students in grades seven through ten are required take a study skills class. Juniors take *Community Service* for 10 credits and seniors take *Graduation Project* for 10 credits. Students may earn additional credits through pre-approved college and correspondence courses.

Outcomes: Students will: demonstrate an understanding of school rules and procedures, cooperatively participate in required activities with others, and work effectively with a staff person to maintain an Individual Learning Program; will demonstrate general pre-employment skills (e.g., application, resume, interview) and depth in an area of potential career interest; and will demonstrate the ability to use appropriate tools including technological (calculators, computers) and household (cooking, sewing, basic home and auto maintenance); will demonstrate an understanding of and responsibility for personal and community health, consequences for life choices, and financial management. They will demonstrate skills in conflict resolution, leadership, and teamwork. All students will have excellent study skills, the ability to work with study groups, and the habit of learning from mistakes to achieve mastery.

Assessment: Teachers, students, parents, and prospective employers will measure progress with: routine assessment of the Individual Learning Program and informal observation of student behavior; achievement scores on teacher tests; a rubric for work preparation such as an employment portfolio; a competencies checklist; a journal; a rubric for activities such as class discussion, exhibitions, formal presentation, experiments, garment preparation, informal observation, meal preparation and menu planning; a log of activity participation; a personal fitness log; first aid/CPR certification; and/or a log of activity participation.

All Diploma Requirements

- 20 credits of Advisement (5 credits per year for 4 years)
- 20 credits of Study Time (10 credits per year for 2 years)
- 10 credits of Film and Digital Media [grade 9]
- 10 credits of Community Service [grade 11]
- 5 credits of Graduation Project [grade 12]
- 30 credits of Elective (may include up to 20 of Physical Education and additional pre-approved college transfer work)
- Completed competency demonstration at Graduation Project for Independent Living

Life & Leadership **Grades 7 -12** **5 Credits/Year**

Prerequisite Students are expected to be motivated to participate in *Advisement* but do not need any previous knowledge or skill.

Content This course is for all students at the *Academy* 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 *Academy* and to the community. It provides an adult to oversee the student’s long-term plan development and progress.

Each grade has specified topics that are related to college preparation, independent living competencies, and general school responsibilities.

Key Resources Staff library

Outcome As a result of this course, students are expected to have the information needed to be fully involved in the activities of the *Academy*.

Grading Credit No Credit (Student and/or parent may be required to meet with the *Advisement* teacher and *Academy* student advisor)



Guided Study**Grades 7-12****10 Credits**

Prerequisite	Students are expected to be motivated to participate in the class but do not need any previous knowledge or skill.		
Content	This course is required of all students in grades 7-12 to ensure that every student learns the study skills and basic academic skills in the context of other courses being taken.		
Key Resources	regular class resources		
Outcome	As a result of this course, students are expected to have excellent study skills, the ability to work with study groups, and the habit of learning from mistakes to achieve subject mastery.		
Grading	Credit	No Credit	(may be required to meet with the Study Skills teacher and/or <i>Academy</i> student advisor)

Community Service**Grade 11****10 Credits**

Prerequisite	Students are expected to be motivated to participate in <i>Community Service</i> but do not need any previous knowledge or skill.		
Content	This course provides students with a theoretical basis in the purposes of service to others. It requires that students develop and complete a program of direct service to the school, to the community, and to an individual, group, or cause of the student's choosing. All service must be approved in advance by the teacher. Students may complete projects off-campus; hours to be arranged.		
Key Resources	various community sites		
Concurrent	This course is taken concurrently with <i>English III</i> , <i>Chemistry</i> , and <i>U.S. History</i> an integrated core program.		
Challenge	The course may not be challenged.		
Outcome	As a result of this course, students are expected to understand and appreciate the value of serving others.		
Grading	Credit	No Credit	

Robotics/Fitness**Grades 7-8 10 credits**

Prerequisite This is an exploratory-level course.

Content This course for seventh and eighth graders 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.

Key Resources varies

Concurrent This course is taken with the seventh and eighth grade courses.

Outcome As a result of this course, students are expected to have the skills that enable them to successfully participate in the California Physical Fitness testing program.

Grading Credit No Credit

Graduation Project 12**Grade 12 5 Credits**

Prerequisite Students are expected to be motivated to participate in *Graduation Project* but do not need any previous knowledge or skill.

Content This one semester course ensures that students have developed the skills to plan their next steps after graduation including: 1) choosing, applying to, and transitioning to a college or job, 2) planning for their financial future including applying for college financial aid, utilizing a budget, and building/using credit responsibly, and 3) planning researching, and presenting a project of personal interest as part of an individualized senior project.

Key Resources varies

Concurrent This course is taken concurrently with *English IV*, *Chemistry* or *Psychology*, and *American Government & Economics* in an integrated core program.

Challenge The course may not be challenged.

Outcome As a result of this course, students are expected to demonstrate the ability to research college and career options; complete a college application, a job application, and the Free Application for Federal Student Aid (FAFSA); and plan, execute, and present a self-chosen project to a group of peers.

Grading Credit No Credit

Electives 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 offered on a semester and specialty basis and change according to the interests of students and staff and availability of qualified instructors.

