

# GHC | GRANADA HILLS CHARTER



## COURSE CATALOG

### 2021-2022

*An Independent Public School Since 2003*

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10535 ZELZAH AVENUE, GRANADA HILLS, CA 91344 | 17081 DEVONSHIRE STREET, NORTHRIDGE, CA 91325

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# INTRODUCTION

## Course Catalog 2021-2022

Welcome to Granada Hills Charter! The purpose of this course catalog is to provide parents and students information regarding high school course offerings, graduation requirements, and college admissions guidelines. This catalog is designed to assist students in planning the most appropriate program for the next school year as well as the remainder of their career at Granada Hills Charter (GHC). The student's guidance counselor is one of the most important resources for each student to plan his/her career path. Every incoming ninth grader meet with their counselors prior to the new school year to review their course request and a four year plan. Following the initial counseling meeting, counselors meet with each student every spring year to assist students in making course selections and review their four-year graduation plan.

As part of Granada Hills Charter's goal to provide a challenging and meaningful educational experience for our students, all classes, including Advanced Placement, are full year courses (unless specifically noted). The one year format allows for developmental and sequential instruction, classroom activities, skill-building and complexity of curriculum. We also acknowledge that the interpersonal relationships that students develop through interaction with teachers and classmates over time cannot be replicated. Therefore, it is the position of GHC that student should not change classes/teachers in mid-year. Exceptions to this policy are made only in extenuating circumstances at the discretion of an administrator, department chair, and counselor. All courses listed in the course catalog are offered based on student requests and teacher availability and may be changed, added or deleted as needed. Other information is subject to revision at any time due to the constant changing needs of our student population and university requirements; your counselor is your source for the most current information. Some courses may have prerequisites or concurrent enrollment requirements; please check with the course catalog and your counselor before selecting the course.

The core UC/CSU a-g standards-based curriculum has a College Board number and courses are approved by the University of California Office of the President (UCOP) for all ninth through twelfth grades. Granada has a clearly articulated highly effective curricular plan generating a current 96% graduation rate with 90 percent of graduates consistently attending 2-year or 4-year colleges and universities. A guaranteed standards-based curriculum is one that provides for each essential subject area the specific content to be known and understood and the specific skills to be acquired. The California State Board of Education and State Superintendent of Instruction have adopted standards-based curricula for the subject areas of Language Arts, Mathematics, Science, Social Studies, Visual and Performing Arts, Health, Physical Education and World Languages and Cultures. Granada uses the California standards as the center of its academic programming to meet accreditation standards as established by the Governing Board of the Western Association of Schools and Colleges. Courses are offered in Applied Technical Arts, English Language Development, English Language Arts, Physical Education, Mathematics, Science, Social Science, Special Education, Visual and Performing Arts, and World/Heritage Languages. Students access the core curriculum in their college preparatory or academic program classes.

Granada Hills Charter submits new courses for approval to the University of California each year. You can go to [hs-articulation.ucop.edu/a-g](https://hs-articulation.ucop.edu/a-g) course list for the UC/CSU approved list.

We trust that your experience at Granada Hills Charter will be challenging and rewarding and prepare you for a myriad of post-secondary opportunities and the working world of the 21st century.

# CREDITS, MARKS, AND GHC GRADUATION REQUIREMENTS

## Definition of Credit

Earning five instructional credits normally requires the equivalent of five 40 to 60 minute periods of class time a week for one semester, or 60 hours a semester. One instructional credit normally requires 12 clock hours of instruction time. A semester course that meets for one period five days a week or 60 hours provides five (5) credits when satisfactorily completed; an annual course of 120 hours provides ten (10) credits.

## Awarding Course Credit

Class credit is awarded for classes approved by the GHC Governing Board. Earning five instructional credits normally requires five 40 to 60 minute periods of class time per week for one semester. Credits are based on the Carnegie Unit. One Carnegie Unit represents one full-year class and is equivalent to 10 semester credits. One-half Carnegie Unit represents one semester's work in a subject and is equivalent to 5 semester units. Credit is not awarded for classes in which a student earns a Fail, No Mark, Incomplete or ATF (Fail due to attendance policy).

Credit is not awarded for classes repeated to raise a grade unless the grade previously earned was a Fail, No Mark, Incomplete or ATF. Partial credit is not granted for GHC classes unless a student is eligible under AB 216. For information about GPA calculation, see the GPA section. Currently enrolled students who take classes at institutions other than Granada Hills Charter High School must have approval from their counselor to earn high school credit. All courses posted to the transcript are final and cannot be removed from the transcript record.

## Accreditation

All GHC courses are accredited by the Western Association of Schools and Colleges (WASC) and are transferable throughout the United States. Students who graduate from GHC with a "C" or better in required courses will meet the UC/CSU "a-g" requirements unless otherwise noted in their Individual Education Plan. The NCAA has specific requirements that must be observed and should be discussed with your student's counselor. For a complete list of UC/CSU courses go <https://hs-articulation.ucop.edu>. Other resources are:

1. [www.californiacolleges.edu](http://www.californiacolleges.edu)
2. [www.universityofcalifornia.edu](http://www.universityofcalifornia.edu)
3. [www.calstate.edu](http://www.calstate.edu)

## Graduation Requirements

To receive a high school diploma at GHC, students must earn a grade of "D" or better in all courses, earn 230 credits, and satisfy the:

- Minimum UC "a-g" course sequence
- California Department of Education (CDE) graduation requirements, and
- Additional GHC graduation requirements

For UC/CSU admission, the student must earn a grade of "C" or better. Completion of the minimum GHC graduation requirements does not guarantee admission to a University of California (UC) or California State University (CSU) campus. To be competitive for college and scholarships, students are encouraged to complete additional "a-g" courses beyond the minimum fifteen with a grade of "C" or better. If a student earns lower than a "C" in any of these courses, the student must either repeat the course and earn a grade of "C" or better, or in approved cases, validate the course by earning a "C" or better in a more advanced course.

In addition, colleges and universities consider scores on SAT and/or ACT exams, grade point average (GPA) and extracurricular activities for admissions eligibility. For additional requirements students should contact their counselor and visit specific college websites. **The "a-g" Subject List:** To view the list of UC/CSU approved courses for Granada Hills Charter High School go to our web page at the following link: <https://hs-articulation.ucop.edu>

In accordance with UC admissions requirements, GHC has adopted validation rules. Validation occurs when a student has successfully completed advanced work (earning a grade of “C” or better) in an area of sequential knowledge. See the validation section.

### **Credit for Courses Taken More than Once**

Credit is not awarded for classes repeated to raise a grade unless the grade previously earned was a Fail, No Mark, Incomplete or ATF. Partial credit is not granted for GHC classes unless a student is eligible under AB216. For information about GPA calculation, see your student’s Counselor. Only certain courses may be repeated for credit. In certain circumstances there is a limit to the number of times a course may be repeated for credit. Courses that may be repeated for credits are noted in the course description.

## **Number of Courses Required Each Semester**

### **Maximum Credits**

Generally, a student is not enrolled in more than six classes (equal to 30 credits) a semester. Some students are capable of participating in additional educational opportunities beyond the usual number of allotted classes. If a student requests more than six classes, the student must have the ability, educational goals, and commitment that will enable him or her to be successful in an extended program.

### **Minimum Credits**

Generally, students must be enrolled in six classes. Students may take seven classes upon completion of the Seven Periods Authorization form. Under CA Code 46147 and GHC policy, students in 12th grade are required to be enrolled for 240 minutes a day or five classes. GHC also requires that 12th grade students have earned at least 190 credits before the start of the fall semester and 215 credits before the start of the spring semester to enroll in less than six classes. Under CA 46145 and GHC policy, students in grades twelve may take five classes if they are also enrolled in regional occupational programs, courses at accredited post-secondary educational institution, independent study, and special education program where the pupil’s individualized education plan establishes a different number of courses, continuation education classes, or adult school classes. Under Ca Ed Code 46146 and GHC policy, students in grades 11 and 12 must be attendance in five classes if the pupil is enrolled part-time in classes at the California State University or the University of California. All students who leave prior to the regular school day, must complete the Home/Off Site Authorization Form available.

### **Summer Transition Academy (STA)**

The Governing Board of GHC approved attendance at the Summer Transition Academy as a graduation requirement for all students beginning with the class of 2011. All new students entering 9 and 10th grade must attend and successfully complete the STA. The Summer Transition Academy is designed to provide a successful transition to GHC, orient students to the school climate and campus, acclimate students to the culture of GHC, access current learning and provide a unifying experience, perform diagnostic test to ensure proper class placement, model a college-readiness culture and develop a four-year academic plan, and introduce families and students to higher education. Students earn 2.5 elective credit in Academy Math and 2.5 credits in Academy English. Students who miss more than four hours’ total will receive an “Attendance Fail (ATF)” on their transcript and must complete the STA the following summer. Students who cannot attend the summer between 8th and 9th grade may file an appeal only under extenuating circumstances. Appeals for deferred attendance must explain the extenuating circumstances are considered by a committee. Students with a granted appeal will have to complete the STA the following year. If an appeal is denied, and the student fails to attend, the student will earn a grade of Fail on their transcript and must complete the STA the following summer. STA grades are included in the GHC cumulative GPA. Students who chose not to attend the STA, will not participate in the GHC ceremony or earn a GHC diploma unless an approved substitute is completed in Senior Boot Camp following the expected graduation date.

Students entering GHC in grade 11 and 12 may attend the Summer Transition Academy or apply to his or her Counselor for a substitute course approval. Students who enroll in GHC in grade 9 and 10, leave GHC and then re-enroll, must meet the STA requirement in order to earn a GHC diploma and participate in the GHC graduation ceremony.

### **Credit for School Service, Similar Courses and Repeated Courses**

School Service courses are reserved only for students with a 2.0 and above in grades 10-12. Students in grade 9 make take a service class under extraordinary circumstances. The student's parent, counselor, and administrator must sign the Service Form, and keep the documentation on file. Assembly Bill 1012 (AB1012) allows the assignment of students to such courses without "educational content" if three conditions are met: the pupil's parent/guardian has consented in writing to such assignment; a school official has determined that the pupil will benefit from being assigned to such course; and the administrator has stated in a written document maintained at the school that for the relevant school year, no students are assigned to those classes unless the school has met the above conditions. Service and similar classes include academic mentor, peer tutoring, teacher assistant, laboratory assistant computer assistant, language assistant and office assistant.

However, under no circumstances shall a school assign a pupil to a course period without educational content "because there are not sufficient curricular course offerings for the pupil to take during the relevant period of the designated school day."

AB 1012 further provides the same conditions/restrictions as it relates to the assignment of students to a course that the pupil has previously completed and received a grade which satisfies the prerequisites for admission to the California public institutions of postsecondary education and the minimum requirements for receiving a diploma.

Counselors assigning service classes, other similar classes or repeated classes to students shall record the parent permission and administrator verification form for every student and keep it on file.

### **Request for Course/Class Changes**

Program changes are NOT permitted for elective preference or teacher preference. However, students may request a program change before permanent program day for the reasons listed below:

1. Two identical classes were scheduled in error
2. The student previously passed the class (except for Algebra 1AB)
3. The Dean makes a recommendation for program change for safety reasons
4. The students need to make a change for a sports team class (only if possible)
5. Teacher recommendation because the student lacks the skills to be successful in the assigned level

### **Report Cards**

Report cards are issued and mailed home at the 12-week and 20-week periods. Parents may view the interim progress report grades at the 6-week periods as well as the 12 week and 20-week report cards in Parent Portal. All twenty-week grades are final and cannot be expunged or removed from the transcript. Work habits or teacher comments are NOT posted to the transcript.

### **Final Exams**

All teachers give comprehensive finals during the designated final exam schedule in December and late May/early June. All students are required to take the Final Exams. Teachers shall not make accommodations for an early or late final. Students who are absent on the designated date will receive a zero on the final exam. Students who need to be excused under extenuating circumstances will have to file an appeal with the Final Exam Appeal Committee. Forms are available in the Counseling Office and verification is required. The student must have a passing grade to apply for an incomplete. Students who are absent the day of the final exam shall file an appeal. An appeal may be granted upon verification of a doctor's note.

### **No Mark**

A grade of "No Mark" (NM) will be given if the student has been enrolled in GHC less than 15 days when no grades are provided from the previous school or class.

### **Incomplete**

A grade of "Incomplete" (INC) may be given when a pupil has been absent during the latter part of the quarter or semester for which a report card is issued. Incomplete is given only if the pupil was passing when present and whose attendance appeal has been approved. The counselor will prepare and submit an Incomplete Form for approval by the

administrator who supervises counseling. Unless otherwise authorized, a grade of (INC) must be completed by the six-week report card in the term following the date in which the grade was issued.

### **Grades Appeal**

All twenty-week grades are final and cannot be expunged or removed from the transcript. Only the teacher, with the approval of an administrator, may change a final grade. Parents or guardians may request a grade appeal review of a pupil's final grade based on the reasons listed below:

1. Mistake;
2. Fraud;
3. Bad faith; and/or
4. Incompetency in assigning the grade.

When grades are earned for any course of instruction taught at Granada Hills Charter High School, the grade earned by each pupil shall be the grade determined by the teacher of the course. In the absence of reasons listed above, the grade shall be final. Disagreement with the teacher's instructional methods, course curriculum or the philosophy of a teacher's grading criteria is not a basis for changing a grade. Before requesting a Grade Appeal Form from the counselor, the pupil or parent, or both must first meet with the teacher to resolve the issue within the first ten (10) school days of the next semester. If the Grade Appeal cannot be resolved at the teacher level, parents/guardians may request a Grades Appeal Form from the counselor. The Grade Appeal form must be submitted within the first forty- five (45) school days of the semester following the one in which the grade was issued. Teachers who are no longer employed at GHC or are not available will be represented by the Department Chair. Comments shall not be deemed grades. Questions regarding comments may be directed to the teacher or department chair and are final. Grade appeals will not be reviewed for grades issued for quizzes, exams, individual assignments, group assignments or report card grades other than the final grade. Questions about comments, quizzes, exams, individual assignments, group assignments or report card grades other than the final grade must be directed to the teacher or department chair. The teacher's and department chair's decision is final.

### **Adult School Credit**

Students may complete "a-g" courses in adult school. GHC will verify that courses completed have received the appropriate "a-g" designation by checking the adult school's approved "a-g"

### **Year of the Diploma**

When a student enters a high school in grade 9 for the first time, the graduation year is set in the state reporting system. GHC must adhere to the grade assignment and graduation year set in the state reporting system. Students must meet the graduation requirements of the school year listed on the diploma.

If a student completes the graduation requirements at the end of summer school/ intersession or at the end of the fall semester following the graduation year, he/she will receive the diploma with the previous June graduation date and be held to the graduation requirements of that school year.

Students with disabilities with an active IEP, English Learners, and foster youth may request to extend their year of graduation. These students may need extended time [e.g., additional semester(s) or year(s)] to complete the coursework of their original graduation class year. Students with disabilities who extend their year of graduation must remain eligible for special education services throughout their enrollment at GHC to be eligible for this extension. Students with Section 504 plans are not eligible. For students requesting this extension, the graduation year must remain the same as their original graduation class year in order for the records to accurately reflect the correct requirements.

### **Students with Disabilities**

Students with disabilities working toward a diploma are required to meet the same graduation standards as their non-disabled peers. The IEP team does not have the authority to grant waivers. The governing board of GHC has adopted alternative means for pupils to complete the prescribed course of study in a US accredited institution as follows:

- Career technical education classes offered in accredited high schools
- Courses offered by an accredited regional occupational centers or programs

- Independent study from an accredited institution

Credit earned at an accredited postsecondary institution. Students with disabilities who do not complete all of the requirements for a diploma are eligible for a Certificate of Completion, including students who receive services from the Resource Specialist Program, Related Services, and Special Day Programs. Students who participate in the Alternate Curriculum are not programmed into courses that earn graduation credit, and therefore these students are not eligible for a diploma.

### **English Learner Students**

Per state and federal regulations, English Learners who have not yet met reclassification criteria are required to have an English Language Development class. Literacy & Language and Advanced ELD are categorized as English Language Development courses by UCOP. Although these courses are “b” approved, a maximum of two semesters may be used to satisfy the “b” requirement. These courses can also be used for “g” credit if the course is being taken for a second year. These courses cannot be used for 12th grade English.

### **Students in Foster Care**

On September 23, 2013, AB 216 was passed and approved by the Governor to amend Section 51225.3 of, and add Section 51225.1 to the Education Code, relating to high school graduation for students in foster care. As of January 1, 2015, Assembly Bill 1806 (AB 1806) was signed into law, revising section 51255.1 of the Education Code, extending these provisions to homeless youth. Students who qualify for AB 167/216 and AB 1806 are youth in foster care, identified as homeless, or on probation at the time of the school transfer. To be considered a youth in foster care for purposes of AB 167/216 graduation, the youth must be subject to Welfare and Institutions Code (WIC) Sections 300 or 309 petition, regardless of where they live. To be considered a probation youth for purposes of AB 167/216 and AB 1806 graduation, the youth must be subject to a petition under WIC Section 602, regardless of where they live. A youth is considered a WIC 602 youth as long as they are charged with a crime in delinquency court; they do not need to already be found guilty or placed on probation.

Among the provisions are:

- Foster youth who transfer between schools any time after the completion of their 2nd year of high school are exempt from all coursework and other requirements adopted by the school district that are in addition to California coursework requirements for graduation, unless the district determines that the student is reasonably able to complete the local requirements by the end of the student’s 4th year of high school.
- If GHC determines that a student is reasonably able to complete the school district’s graduation requirements within a 5th year of high school. GHC shall inform the student of his or her option to remain in school for a 5th year to complete the GHC graduation requirements.
- GHC shall notify the student and the education rights holder about the effect this will have on their ability to gain admission to a postsecondary educational institution and
- GHC shall provide information about transfer opportunities available through the California Community Colleges.
- GHC shall permit that student to attend a 5th year of high school to complete the district’s graduation requirements upon agreement with the student, if the student is 18 years or older, or with the education rights holder if the student is under 18 years of age.
- The number of credits earned or the length of the student’s school enrollment are to be used to determine whether the student is in his or her 3rd or 4th year.
- Schools must notify the holder of education rights, the foster youth, and the youth’s social worker within 30 days of a transfer of the exemption and whether the student qualifies for the exemption.
- Foster youth who meet the eligibility criteria for exemption under AB 167/216 and complete the state graduation requirements before the end of their 4th year in high school are entitled to remain in attendance at their school. The school shall not require or request that the students graduate before the end of their 4th year of high school.
- Schools must notify students in foster care that any course requirements waived under AB 167/216 will affect the pupil’s ability to gain admission to a postsecondary education institution and shall provide information about transfer opportunities available through the California Community Colleges.

- Foster youth who meet the eligibility criteria for exemption under AB 167/216 shall not be required to accept the exemption and are entitled to remain in attendance at their school.
- Foster youth may not be denied enrollment in, or the ability to complete, courses for which he or she is otherwise eligible, including courses necessary to attend an institution of higher education.
- If a student in foster care is not exempted from local graduation requirements or has previously declined the exemption, the school shall exempt the student at any time if the student requests an exemption and the student qualifies for the exemption.
- If a student in foster care is exempted from local graduation requirements, a school shall not revoke the exemption.
- If a student in foster care is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court's jurisdiction over the student while he or she is enrolled in school or if the student transfers to another school or school district.
- A school, a student in foster care, the education rights holder, the student's social worker, and/or the student's probation officer shall not require or request a student in foster care to transfer schools in order to qualify the student for an exemption.

The minimum graduation requirements for eligible students in foster care as required by the CDE are the following number of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:

- Three years in Social Studies, including United States History and Geography; World History, Culture, and Geography; a one-semester course in American Government and Civics; and a one-semester course in Economics.
- Three years in English.
- Two years in Mathematics. Algebra 1 or an advanced Algebra course must be completed in grades 6-12.
- Two years in Science, including Biological and Physical Sciences.
- One year in Visual or Performing Arts or Foreign Language or CTE.
- Two years in Physical Education, unless the pupil has been exempted pursuant to the provisions of this code.
- Students must complete the CDE requirements with a grade of "D" or better.
- Note: In many cases completion of an "a-g" course will also satisfy the CDE requirement. Advanced Placement Exams and/or Subject tests may not be used to meet the CDE requirements.

## **Earning a GHC Diploma Following the Expected Graduation Date**

Students are eligible for the Granada Hills Charter High School Diploma upon the successful completion of 230 credits of required coursework. Students in the class of 2011 and above must also attend the Summer Transition Academy. Students who do not meet the diploma requirements must complete the diploma requirements within the summer of the graduation year. Students may take classes during summer school, GHC Summer Boot Camp for non-grads, intersession, adult school or at other institutions. Students who take courses at the adult school or other institutions, must provide GHC with an official transcript in a sealed envelope verifying course completion. Diplomas will not be issued without an official transcript provided in a sealed envelope. Students with disabilities who are eligible for an IEP under IDEA should contact their case carrier for information about diploma opportunities.

### **Non-Graduates**

Situations when a student does not graduate "on time."

- A non-graduate who was expected to graduate in June, and finishes the graduation requirements on or before August 15 immediately following the graduation year, may receive their GHC diploma.
- For a non-graduate who was expected to graduate in June and does not take advantage of completing the missing course requirements during the summer/intersession and/or the fall semester immediately following the grad year, the counselor or administrator shall refer the student to Adult School to complete the new graduation requirements as determined by the Adult School Counselor or Administrator. The Adult School shall be responsible for issuing the appropriate diploma.
- Exceptions to the above are as follows:



- English Learners who are newcomers enrolling in high school as their first school experience in the United States may remain in high school until graduation requirements are met or through the age of 21 as long as satisfactory progress is made. Satisfactory progress is defined as earning at least 55 credits per year.
- Students with an IEP may remain in high school until the age of 22 based on the IEP.
  - a) A student who becomes 22 years of age during the months of January to June, inclusive, while receiving a special education program and/or services is eligible and may continue to receive services for the remainder of the current fiscal year (i.e., school year), including any extended school year program for special education students.
  - b) A student with an IEP who voluntarily elected to exit from school with a Certificate of Completion may elect to re-enroll in school prior to his/her 22nd birthday during the months of January and June. In this case, an IEP team would develop an IEP including an Individualized Transition Plan (ITP) with appropriate goals and objectives within 30 days.

### **Early Graduation**

Some students may want to graduate in three years. Students who are interested in pursuing this option should make an additional appointment with the counselor no later than the end of the 9th grade. The student, parent, and counselor will prepare a course plan and sequence, complete the early graduation form, and discuss the social and emotional needs of the student. Students who select this option shall be required to take summer school classes and seven periods. Only those students who are highly motivated, organized, mature, responsible and self-motivated should select this option.

Please note the student responsibilities as follows:

- The student's grade level and School ID will not be changed. He/she will graduate as an 11th grade student.
- The student must meet all of the graduation and eligibility requirements as if he/she would be a senior.
- The student must arrange with the English department to complete the senior project.
- The student will not be eligible for the Seal of Biliteracy or Golden State Diploma.
- The student cannot be considered for valedictorian but will be eligible to participate in the senior awards ceremony and graduation ceremony as a gold or silver seal bearer if qualified.
- The student is responsible for attaining senior activity information and meeting all of the requirements necessary for participation in those activities with approval from the Activities Office.
- The Student must contact and make arrangements with the yearbook regarding the senior picture.
- The Student is responsible for completing and submitting the Senior Contract on or before the required due date.
- Student is responsible for completing and submitting the Diploma Card on or before the required due date.
- The student must participate in graduation rehearsals and the senior clearance.
- The student must make arrangements to complete his/her final exams in advance of rehearsal

### **Diploma Pickup**

Diplomas may be picked-up in the Counseling Office according to a schedule posted each year. Students over 18 or parents of students under 18, must show current identification with a picture. Parents of students over 18 may not pick-up the diploma without student written authorization. Diplomas not picked up within four years after the expected graduation date will not be available nor will the diploma be replaced. To verify high school graduation, students may order a transcript through Parchment at [www.parchment.com](http://www.parchment.com). See the transcript and records request information below.

### **Foreign Exchange Students**

Foreign exchange students, in grade 12, will be given an honorary diploma per Education Code section 51225.5 which authorizes the conferring of an "honorary diploma" to foreign exchange students. This option, however, only applies to students who were enrolled for one academic year and will return to their home countries. Foreign exchange students

will walk with the graduating class. However, foreign exchange students will be seated in a designated area not with the class.

### **Ordering Transcripts and Requesting Records**

GHC maintains transcripts in its Student Information Systems, Scoir and Parchment. Transcripts are updated in all systems six-weeks after each new semester.

### **Currently Enrolled Students**

Currently enrolled students have access to unofficial transcripts on the Student Data System a student and parent mobile application. Official transcripts are free through Scoir for currently enrolled students who apply to post-secondary institutions that accept Scoir. If a school does not accept transcripts from Scoir, students must order transcripts from [www.Parchment.com](http://www.Parchment.com). Currently enrolled students who wish to obtain a transcript for reasons other than college applications must order transcripts through Parchment at [www.Parchment.com](http://www.Parchment.com). Records, other than transcripts are available at Granada Hills Charter High School. Go to [www.ghctk12.com](http://www.ghctk12.com) to download the form or visit the GHC Counseling Office. Office hours are school days, Monday through Friday, from 7:30 am to 4:00 pm. There is **NO SAME DAY or WALK IN** service for records. Final transcripts must be ordered via Parchment at [www.Parchment.com](http://www.Parchment.com).

### **Alumni Who Graduated or Left 2004 through Present**

Transcripts are available at [www.Parchment.com](http://www.Parchment.com). Records, other than transcripts are available at Granada Hills Charter High School. Call GHC at 818-360-2361, extension 306 to make sure your records are still on site. Go to [www.GHCHS.com](http://www.GHCHS.com) to download the form or visit the GHC Counseling Office. Office hours are school days, Monday through Friday, from 7:30 am to 4:00 pm. There is **NO SAME DAY or WALK IN** service for records.

### **Alumni Who Graduated or Left Prior to 2004**

Transcripts and records are only available at LAUSD. Students who graduated prior to 2004 must order transcripts and other records through LAUSD Student Records Center. The website is <https://achieve.lausd.net/transcripts>.

In addition, for students who graduated or left Granada Hills Charter High School prior to 1990, LAUSD requires a student file number when ordering your transcripts or other records. You must call Granada Hills Charter High School at 818-360-2361, extension 306, for an LAUSD file number. Once you have your file number, records and transcripts can be ordered through LAUSD at 323-224-5950.

# GHC High School Graduation Subject Requirements

All courses are approved by the Western Association of Schools and Colleges and are transferable to accredited schools throughout the United States. In addition, all CP, AP, and IB courses are approved by the University of California and the California State University. The NCAA has specific requirements that must be observed and should be discussed with your student's counselor.

**Students must take the following required coursework and earn 230 credits**

English (English 9AB, 10AB, 11AB, and 12AB	40 credits
College Preparatory Math (see math placement policy and Algebra 1AB “D” stopper)	30 credits
Biological Science AB	10 credits
Physical Science AB	10 credits
World History AB	10 credits
United States History AB Economics	10 credits
Principles of American Democracy	5 credits
Visual & Performing Arts AB (annualized)	5 credits
World Language and Cultures AB	20 credits
Local Options or other GHC approved course	10 credits
Physical Education/Health	10-20 credits
Summer Transition Academy	5 credits
Electives	55 or more credits

**TOTAL          230 CREDITS**

## UC/CSU “a-g” Subject Requirements

<u>Subject Code</u>	<u>Subject Requirements</u>	<u>UC/CSU</u>
<b>A</b>	<b>World History/Cultures/Historical Geography/Civics/American Govt/U.S. History</b>	<b>2 years</b>
<b>B</b>	<b>English</b>	<b>4 years</b>
<b>C</b>	<b>Mathematics</b>	<b>3 years (Algebra 1, Algebra 2, Geometry or higher)</b> <i>Three to four years recommended for highly competitive schools</i>
<b>D</b>	<b>Laboratory Science</b> (One physical science and one life science)	<b>2 years (Biology, Chemistry, Physics, or other approved CP Laboratory Science)</b> <i>Three to four years recommended for highly competitive schools</i>
<b>E</b>	<b>Language other than English</b>	<b>2 years same language</b> <i>Three to four years recommended for highly competitive schools</i>
<b>F</b>	<b>Visual and Performing Arts</b>	<b>1 year-Sequential preferred</b>
<b>G</b>	<b>College Preparatory Electives</b>	<b>1 year from "g" approved courses</b>

*Students must take coursework designed to meet CSU/UC admission requirements as part of their diploma requirements (“A-G” subject requirements) and pass courses with a grade of “C” or better to meet minimum admission requirements. Highly competitive universities recommend that students take a more rigorous academic schedule above these minimum requirements.*

# ADDITIONAL INFORMATION ABOUT GRADUATION REQUIREMENTS

For additional information about the below, please refer to the department sections in this catalog.

1. Students must complete 30 credits of college preparatory mathematics which includes Algebra 1, Geometry, and Algebra 2. Students who passed Algebra 1 or Geometry in eighth grade with an "A" or "B" are required to complete 20 credits of college preparatory math at GHC. UC/CSU validation may be permitted to meet course (not credit) requirements. Please see your counselor for information. Credits are not earned for validation.
2. AP European History may be substituted for AP World History.
3. Students are required to pass 20 credits of a World Language if starting first year level in the 9th grade. Two consecutive years of the same language or one year of a heritage language meets UC/CSU "E" admission requirement. The World Language graduation requirement can be met by proficiency using the AP, IB, or SAT test. Schooling in foreign country may be verify language proficiency. Credits are not earned for proficiency. Students who take a World Language in middle school should speak with the counselor regarding placement.
4. Successful completion of Summer Transition Academy is a GHC Board approved graduation requirement.
5. Additional requirements for participation in the GHC graduation ceremony may be required as approved by the GHC Governing Board.
6. A course is considered year-long and includes the A and B semesters. Final grades are issued at the end of each semester.
7. Credit in repeat courses may only be earned in classes not previously passed. Credit is not given if classes are taken to raise a grade from a "D". Students are not permitted to raise a grade of "C" or better. Repeat classes do not replace previously earned grades and will not be given double credit; therefore, all grades are averaged for determination of the GHC GPA.
8. Students taking honors and IB SL may earn .5 extra grade points and AP and IB HL courses may earn one extra grade point as determined by the GHC Governing Board.
9. Courses taken in eighth grade will not receive high school credit, will not be calculated into the high school GPA, and will not posted to the GHC transcript.
10. Grades are never expunged from the transcript.
11. A maximum of ten (10) credits may be earned as a teacher assistant toward graduation. Students can only be enrolled in one teacher assistant course per semester.
12. Students who enroll during the final semester of 12th grade should make arrangements with the school from which they transferred to earn a diploma.
13. Seniors may not participate in the graduation ceremony if they fail to:
  - Meet academic requirements with credits and required courses
  - Clear all detentions and pay all debts
  - Attend the Summer Transition Academy (Class of 2011 and above)
  - Meet citizenship standards and/or follow school rules at any GHC activity
  - Attend BOTH graduation rehearsals
  - Attend the Senior Clearance
  - Complete all Scoir required tasks
  - Attend a mandatory Sober Grad
  - Fulfill all other obligations of the Senior Contract

Tentative Planning Sheet		Student Name: _____		Student ID# _____	
	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Miscellaneous
English 4 years	<input type="checkbox"/> English 9AB <input type="checkbox"/> H English 9AB <input type="checkbox"/> ESL 1 / 2 <input type="checkbox"/> ESL 3 / 4	<input type="checkbox"/> English 10AB <input type="checkbox"/> H English 10AB <input type="checkbox"/> ESL 1 / 2 <input type="checkbox"/> ESL 3 / 4	<input type="checkbox"/> English 11AB <input type="checkbox"/> H English 11AB <input type="checkbox"/> AP Engl. Lang AB	<input type="checkbox"/> English 12AB <input type="checkbox"/> AP Literature AB	<b>Local Options:</b> Exp. Computer Sci. AB Resource AB AP Computer Science Principles AB AP Human Geography SDP Skills AB SDP Literacy Skills AP Art History New Media VAPA Culinary 1 Intro to Engineering Intro to Business <b>AP classes:</b> AP Art History AP Biology AP Calculus AB AP Calculus BC AP Chemistry AP Chinese AP Computer Science AP Computer Science Principles AP Drawing AP English Language AP English Literature AP Environmental Science AP European History AP French AP Government and Politics AP Human Geography AP Macroeconomics AP Microeconomics AP Music Theory AP Physics 1,2, and C AP Psychology AP Spanish Language AP Spanish Literature AP Statistics AP Studio Art AP United States History AP World History  <b>IB Electives:</b> IB Dance IB Global Politics IB World Religions
Mathematics 2-3 years	<input type="checkbox"/> Algebra 1AB <input type="checkbox"/> Geometry AB <input type="checkbox"/> Algebra 2AB	<input type="checkbox"/> Algebra 1AB <input type="checkbox"/> Geometry AB <input type="checkbox"/> Algebra 2AB <input type="checkbox"/> Business Statistics AB <input type="checkbox"/> Pre-Calculus AB/H Pre-Calc. AB <input type="checkbox"/> AP Calculus AB <input type="checkbox"/> AP Calculus BC <input type="checkbox"/> AP/CP Statistics AB	<input type="checkbox"/> Geometry AB <input type="checkbox"/> Algebra 2AB <input type="checkbox"/> Business Statistics AB <input type="checkbox"/> Pre-Calculus AB/H Pre-Calc. AB AP <input type="checkbox"/> Calculus AB <input type="checkbox"/> AP Calculus BC <input type="checkbox"/> AP/CP Statistics AB	<input type="checkbox"/> Geometry AB <input type="checkbox"/> Algebra 2AB <input type="checkbox"/> Business Statistics AB <input type="checkbox"/> Pre-Calculus AB/H Pre- Calc. AB <input type="checkbox"/> AP Calculus AB <input type="checkbox"/> AP Calculus BC <input type="checkbox"/> AP/CP Statistics AB	
World Language 2-3 years	<input type="checkbox"/> Spanish 1AB, 2AB, 3AB <input type="checkbox"/> Span. Speakers 1AB, 2AB <input type="checkbox"/> French 1AB, 2AB, 3AB <input type="checkbox"/> Am. Sign Lang. 1AB, 2AB 3AB <input type="checkbox"/> Arabic Speakers 1AB, 2AB, 3AB <input type="checkbox"/> Arabic 1AB, 2AB, 3AB <input type="checkbox"/> Korean 1AB, 2AB, 3AB <input type="checkbox"/> Korean Speakers 1AB, 2AB, 3AB <input type="checkbox"/> Mandarin 1AB, 2AB, 3AB	<input type="checkbox"/> Spanish 1AB, 2AB, 3AB <input type="checkbox"/> Span. Speakers 1AB, 2AB <input type="checkbox"/> French 1AB, 2AB, 3AB <input type="checkbox"/> Am. Sign Lang. 1AB, 2AB 3AB <input type="checkbox"/> Arabic Speakers 1AB, 2AB, 3AB <input type="checkbox"/> Arabic 1AB, 2AB, 3AB <input type="checkbox"/> Korean 1AB, 2AB, 3AB <input type="checkbox"/> Korean Speakers 1AB, 2AB, 3AB <input type="checkbox"/> Mandarin 1AB, 2AB, 3AB	<input type="checkbox"/> Spanish 1AB, 2AB, 3AB <input type="checkbox"/> Span. Speakers 1AB, 2AB <input type="checkbox"/> French 1AB, 2AB, 3AB <input type="checkbox"/> Am. Sign Lang. 1AB, 2AB 3AB <input type="checkbox"/> Arabic Speakers 1AB, 2AB, 3AB <input type="checkbox"/> Arabic 1AB, 2AB, 3AB <input type="checkbox"/> Korean 1AB, 2AB, 3AB <input type="checkbox"/> Korean Speakers 1AB, 2AB, 3AB <input type="checkbox"/> Mandarin 1AB, 2AB, 3AB	<input type="checkbox"/> Spanish 1AB, 2AB, 3AB <input type="checkbox"/> Span. Speakers 1AB, 2AB <input type="checkbox"/> French 1AB, 2AB, 3AB <input type="checkbox"/> Am. Sign Lang. 1AB, 2AB 3AB <input type="checkbox"/> Arabic Speakers 1AB, 2AB, 3AB <input type="checkbox"/> Arabic 1AB, 2AB, 3AB <input type="checkbox"/> Korean 1AB, 2AB, 3AB <input type="checkbox"/> Korean Speakers 1AB, 2AB, 3AB <input type="checkbox"/> Mandarin 1AB, 2AB, 3AB	
Science 2 years	<input type="checkbox"/> Biology AB <input type="checkbox"/> H Biology AB <input type="checkbox"/> H Chemistry <input type="checkbox"/> AP Physics 1AB	<input type="checkbox"/> Biology AB <input type="checkbox"/> Chemistry AB <input type="checkbox"/> Physics AB <input type="checkbox"/> H Biology AB <input type="checkbox"/> H Chemistry AB <input type="checkbox"/> AP Chemistry <input type="checkbox"/> AP Physics 1	<input type="checkbox"/> Biology AB <input type="checkbox"/> Chemistry AB <input type="checkbox"/> Physics AB <input type="checkbox"/> Physiology AB <input type="checkbox"/> H Biology <input type="checkbox"/> H Chemistry AB H <input type="checkbox"/> Physiology AB <input type="checkbox"/> AP Chemistry <input type="checkbox"/> AP Biology <input type="checkbox"/> AP Physics 1	<input type="checkbox"/> Biology AB <input type="checkbox"/> Chemistry AB <input type="checkbox"/> Physics AB <input type="checkbox"/> Physiology AB <input type="checkbox"/> H Biology AB <input type="checkbox"/> H Chemistry AB <input type="checkbox"/> H Physiology AB <input type="checkbox"/> AP Chemistry AB <input type="checkbox"/> AP Biology <input type="checkbox"/> AP Physics 1,2, and C <input type="checkbox"/> AP Environ. Science <input type="checkbox"/> Astronomy	
Social Studies 3 years	Local Option if AP Human Geography	<input type="checkbox"/> World Hist. AB <input type="checkbox"/> H World Hist. AB <input type="checkbox"/> AP World Hist.	<input type="checkbox"/> US History AB <input type="checkbox"/> H US History AB <input type="checkbox"/> AP US History	<input type="checkbox"/> Government <input type="checkbox"/> Economics <input type="checkbox"/> AP Government <input type="checkbox"/> AP Macroeconomics	
Visual & Performing Art (VAPA) 1 year	Local Option if a VAPA		See elective list	See elective list	
Physical Education (P.E.) 2 Years	<input type="checkbox"/> P.E. <input type="checkbox"/> Marching Band <input type="checkbox"/> Athletics <input type="checkbox"/> Athletic Waiver	<input type="checkbox"/> P.E. <input type="checkbox"/> Introduction to Dance <input type="checkbox"/> Marching Band <input type="checkbox"/> Athletic Waiver <input type="checkbox"/> Fitness for Life			
Electives/Local Options	Local Option		See elective list	See elective list	

All courses are accredited by the Western Association of Schools and Colleges (WASC) and are transferable to schools throughout the United States. Students who graduate from GHC and earn a C or better in the required courses will meet the UC/CSU "a-g" subject area requirements unless otherwise noted in their Individualized Education Plan. The list of classes is tentative and subject to change.

# UC VALIDATION

## MATH AND WORLD LANGUAGES

### GHC does not validate using the CSU guidelines

**There are two types of validation:**

- Validation of coursework: validation of a lower-level course even if the lower-level course was not actually completed (“subject omission”)
- Validation of grades: validation of a D or F grade (“grade deficiency”) in a lower-level course after completion of a higher-level course with a grade of C or better

These validations apply to the GHC graduation requirements but shall be applied as credits. When a student has successfully completed advanced work (earning a grade of C or better) in an area of sequential knowledge, the student is presumed to have completed the lower-level coursework. Validation can occur with just a semester of higher-level coursework. For freshman applicants, validation applies only to courses in mathematics and languages other than English.

#### **Validation of subject omissions**

If a student takes an advanced-level course in mathematics or a language other than English without completing the lower-level course, earning a C or better in the advanced course will validate the missing lower-level course and it will not be considered a subject omission. (See validation matrices, pages 18–19.) For example, a C or better in Spanish 2 validates Spanish 1; a C or better in Algebra 2 validates Algebra 1. However, the omission of a course that contains Geometry cannot be validated by higher-level coursework, except as noted below.

#### **Geometry**

To meet the mathematics (“c”) subject requirements, students must complete either one yearlong course in Geometry or one year-long course as part of an integrated mathematics sequence that includes sufficient Geometry (e.g., Math 2). UC allows students to self-report on the admission application a Geometry course or a sequence of integrated-style math courses completed in grade 7 or 8 to meet this requirement. The omission of a yearlong Geometry course cannot be validated by advanced-level Math courses (e.g., Algebra 2/Trigonometry, Trigonometry, Math Analysis, Pre-Calculus or Calculus).

However, validation applies in the following cases:

- The omission of the first semester of Geometry can be validated by successful completion of the second semester of Geometry with a letter grade of C or better.
- The omission of the first semester of an integrated course with sufficient Geometry content (e.g., Math 2) can be validated by successful completion of the second semester of an integrated course with sufficient Geometry content with a letter grade of C or better.
- The omission of a yearlong integrated course with sufficient Geometry content (e.g., Math 2) can be validated by a higher level integrated course (e.g., Math 3) with a letter grade of C or better, provided that the higher-level course shows clear evidence of Geometry content.

**Please note: Standardized exams (SAT, ACT, SAT Subject Test, AP, IB, etc.) cannot validate the omission of a Geometry course.**

#### **Validation of deficient grades**

In mathematics and language other than English only, completion of a higher-level course with a C or better validates an earlier grade of D or F in a lower-level course. For example, a D in the first semester of geometry is validated by a grade of C or higher in the second semester of geometry.

Math and language other than English requirements may be satisfied through means other than repeating the course. Please note that validation is not the same as repeating a course to replace a D or F grade in the GPA calculation. If a student uses a higher-level course to validate a lower-level course, both grades are used in calculating the GPA. See your counselor for the validation matrix for your graduation year.

Geometry: If a student completes Geometry and receives a grade of D or F, the student can validate the grade deficiency by completing at least the first semester of an advanced-level math course. See your counselor for the validation matrix for your graduation year.

**Validation of Language other than English (LOTE)**

For any language other than English (defined as having syntax, grammar, reading, listening, speaking and writing that is different from the English language), a higher-level/year of the same language validates a lower course. The second semester of a course validates the first semester of a course at each level. A higher-level course validates all levels of lower-level courses. Commonly acceptable languages include: American Sign Language (despite no speaking/listening), Arabic, Chinese, Dutch, French, German, Greek, Hebrew, Italian, Japanese, Latin (despite no speaking), Portuguese, Spanish, Vietnamese, etc. This is not an exhaustive list of acceptable languages. See your counselor for the validation matrix for your graduation year.

# COUNSELING SERVICES

## **GHC ACADEMIC SUPPORT**

The Granada Hills Charter employs ten academic counselors. The GHC Counseling department is accredited by the Western Association of Schools and Colleges (WASC) and offers a comprehensive program that emphasizes academic, career, and personal development.

The Counseling Office is open from 7:15 a.m. to 4:30 p.m. Our counselors meet with students at various times during the school year to review progress towards graduation and post-secondary goals. Each counselor has an alphabetical group of students to monitor and support. Please check with your child's counselor for his or her specific office hours. Counselors are generally available during nutrition, lunch, and after school to address the immediate needs of our students. Counselors are also available most Wednesday evenings until 6:30 p.m. on a rotating basis. Parents and students should email the counselor for any questions regarding Concurrent Enrollment Forms, Credit Recovery, Program Changes, or any other issues. A list of the counselors and their email addresses can be found on the GHC website.

Students entering the 9th grade must attend a GHC counseling appointment in the spring prior to Summer Transition Academy for maximum Academic program choice and course options. During this meeting, the counselors will discuss program and course options, and review a four year plan. An example of the four year plan is included in the course catalog. Incoming students new to Granada also attend the Summer Transition Academy.

Counselors meet with students to discuss classes, secondary education and career options in grades 10, 11 and 12. Students also meet with their counselor in the spring semester to discuss course requests for the upcoming school year. Students with mid-year program change requests also meet with the counselors in the fall semester. Counselors are also available to students and parents on an ongoing basis all year long.

Granada Hills Charter High School employs ten academic counselors' ad three college and career counselors. The GHC counseling department is accredited by the Western Association of Schools and Colleges (WASC) and offers a comprehensive program that emphasizes academic, career, and personal development.

Students have opportunities to take both accelerated courses and remedial courses during the GHC summer school which is offered every summer. Summer school is only available for students who will be enrolled in the following fall or GHC students who need to complete graduation requirements. GHC offers ESY for students with disabilities and Senior Boot Camp for students who need to make-up credits. During the school year, students can make up "a-g" courses and elective courses during three Intersession sessions. GHC also offers students with disabilities an option to make -up grades on Saturday.

## **GHC Intervention Coordinator**

The Intervention Coordinator promotes the implementation of GHC's multi-tiered framework by supporting Granada's most "at risk" students. The Coordinator works collaboratively with counselors, deans, and the After Hours Activities Program (AHA) to identify at-risk students, develop individualized intervention plans, monitor and report student progress. In addition, the coordinator works with the leadership team in the development of student support programs for academic intervention classes and/or tutoring sessions.

## **Psychiatric Worker Social Emotional Support**

GHC provides comprehensive social and emotional support from the full-time psychiatric social worker. Some of these students have complex psychiatric problems which require intensive case management and interagency collaboration. A full-time DIS counselor/transition specialist attends to the social-emotional needs of students with IEPs. In addition, a contracted psychiatric social worker provides school-based educational related mental health services (ERMHS).

## **GHC COLLEGE AND CAREER COUNSELORS**



GHC employs three college counselors who are available to guide students and parents in the process of college application, admission, and scholarship/financial aid. They provide group presentations, one-on-one counseling, and workshops. Information about these workshops and important college and career related opportunities and deadlines is disseminated through our website, social media, flyers, PA announcements, and the weekly College and Career Office Newsletter that is emailed to all parents, students, and staff. GHC uses Scoir to assist students as they research, explore, and plan for their post-secondary transition. Students log into Scoir with their Granada email username and password by accessing their Scoir registration invite through their GHC email.

In order to participate in the graduation ceremony, students must complete the required tasks in Scoir as follows:

#### 9th Grade:

Students explore the overall big picture of college/career and are introduced to career options. Students are encouraged to identify strengths and interests during STA and grade-level presentations.

Required tasks for graduation:

- Register Scoir account

#### 10th Grade:

Students will review career interests from previous assessments and begin to explore colleges through Scoir. College counselors present college/career options and general admissions requirements during grade-level presentations.

Required tasks for graduation:

- YouScience Career Profile

Recommended tasks:

- Sign up for college/career event
- “College Search” - begin exploring colleges that fit your interests
- Search for scholarships in the College/Career Weekly Newsletter

Recommended workshops:

- Career speaker series

#### 11th Grade:

Students meet with Peer College Counselors to receive in-depth college/career information. Junior grade-level presentations take place fall semester, and junior family meeting at the start of the spring semester.

Required tasks for graduation:

- College List Update: add at least 1 college to the “Following” section in Scoir

Recommended tasks:

- College Search based on your personal preferences
- College Compare
- Sign up for and attend a college visit
- Sign up for and attend college/career field trip
- Review testing requirements and test preparation options
- Explore enrichment programs/fly-in programs posted in newsletter
- Scholarship search
- Build Your Resume

Recommended workshops:

- Junior check-in meetings with college counselors
- Admissions Case Studies with college admissions officers
- College application preview of UC/CSU/Common Application

- College Application Boot Camp
- Career speaker series

#### 12th Grade:

Students meet with college counselors and PCC's to complete college application process as all seniors are required to apply to at least 1 college/vocational school to fulfill graduation requirements.

#### Required tasks for graduation:

- Complete and submit college applications (UC/CSU/CC/Common App)
- List all colleges in “Applying” section in Scoir
- Senior Survey

#### Recommended tasks:

- Update and maintain “Applying” List
- Sign up for and attend college visit
- Sign up for and attend college/career field trip
- Register for SAT/ACT and send test scores to colleges applied to
- Complete FAFSA/CADAA and create Web grants (Cal Grant) account
- Complete counselor recommendation questionnaire if necessary
- Apply for scholarships

#### Recommended workshops:

- Annual college fair / Cash4College event
- UC/CSU/CC/Common App workshop
- Senior check-in meetings with college counselors
- Career speaker series

The calendar of events is attached with all workshops/events provided for all students at all grade levels. In addition, the College and Career Office sends out weekly newsletters containing announcements for students by grade level, college visits, enrichment/work opportunities, and scholarships.

# 2020-2021 GHC ACADEMIC PROGRAM DESCRIPTIONS

**The Granada Guaranteed Curriculum (GGC) Academic Program** is designed for students who want the most flexibility in course selection. GGC provides access to all honors and AP courses. Within the GGC, students have the opportunity to select an interest strand from the following: Math and Science, Humanities and Arts, Business and Economics, and Social and Behavioral Sciences. The interest strands consist of a series of required and elective courses.

**The Humanitas/New Media Program (HU/NM)** is a clustered program. The focus of this program is a liberal arts curriculum that incorporates fine arts, digital media, and film production in a project-based interdisciplinary, team-taught approach. Students interested in a strong academic program that is supported by teamed teachers who provide a nurturing environment will enjoy this program.

**The Granada IB 9/10 Program** is designed for students who want to pursue a rigorous international and service oriented curriculum. In accordance with the principles of the International Baccalaureate Organization's philosophy, students in this program will experience a well-balanced curriculum focused on STEM, the humanities, languages, service work, and public speaking, to develop themselves into confident leaders in their community. Students will complete a self directed culminating IB community project and an externally assessed IB personal project aimed at developing the habits of lifelong learning. This program will also provide students with a foundation for success in the GHC IB Diploma Program that begins in the 11th grade.

**The iGranada Program** is a blended learning program that incorporates both online learning and face-to-face instruction allowing for full flexibility of student programs and student support. The program is designed with a unique and flexible collegiate-like schedule allowing access to the full high school experience. Students engage in a variety of instructional strategies for success; project-based learning, collaboration, seminar instruction and peer interaction. All iGranada coursework (iGD) meets the UC/CSU eligibility requirements and is approved by the NCAA.

**The Science, Technology, Engineering and Mathematics (STEM)** is a clustered program. The focus of this program is an integrative approach to science, math, technology, and engineering that allows for real-world application and STEM career readiness. Students in the STEM program are expected to take four years of foundational science and math courses that go beyond the graduation requirements. This program integrates coursework and skills in language arts, mathematics, and science that culminate in a STEM related research project.

**The Global Business and Finance Program (GBF)** is a clustered program for students in grade 9 and above. The focus is designed for students who wish to pursue a business career. The GBF program consists of courses in introduction to business, business statistics, and business entrepreneurship. This program provides training in interviewing, job application, and resume building along with an extensive exposure to a variety of business related careers in a team-taught environment. Students have access to job shadowing and summer internships during grades 11 and 12.

## OPT-IN PROGRAMS FOR STUDENTS ENTERING GRADES 10 AND 11

**The International Baccalaureate Diploma Programme (IB)** is available for students in grades 11 and 12 and caters to creative students who like intellectual collaboration and embrace hard work. Students interested in the IB Programme must complete an IB Diploma Programme interest form and application during the spring semester of tenth grade. Full Diploma candidates will be given priority into IB classes.

**AP Capstone Diploma Program (APC)** is built on the foundation of two courses – **AP Seminar and AP Research** – This program is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. Students who earn a 3 or above in four or more AP courses and complete the two foundation courses are eligible for an AP Capstone Diploma. Students interested in the AP Capstone Diploma Program must complete an AP Capstone Diploma interest form and application.

*All programs offer full access to honors courses, AP courses, IB courses, and preparation for the International Baccalaureate Diploma Program and AP Capstone in grades 11 and 12. All courses in every program are accredited by the Western Association of Schools and Colleges and are transferable to schools throughout the United States.*

*Students who graduate from GHC and earn a C or better in the required courses will meet the UC/CSU “a-g” subject area requirements and the NCAA course requirements unless otherwise noted in their Individualized Education Plan.*

# CAREER TECHNICAL EDUCATION

Career Technical Education (CTE) classes offered at Granada Hills Charter High School help students investigate a variety of careers in real world environments, plan their coursework to serve their career goals, and obtain training from industry professionals with extensive experience in their fields. CTE courses help students prepare for post-secondary institutions where they can continue their career-oriented educations. These classes are designed to develop the competence, confidence, critical thinking skills and contextual understanding that will promote career success after graduation. Ongoing research of regional job markets directs our curricular choices to insure students have the most up-to-date technical and soft skills required in today's dynamic job markets. Many of our CTE courses offer an opportunity to earn professional designations recognized in their respective fields of employment. All of our CTE pathways integrate opportunities to represent GHC in national and regional competitions where they employ their career skills in real world scenarios.

In addition to earning a high school diploma, GHC students can earn a CTE certificate at GHC. Career and Technical Education (CTE) courses prepare students for high demand careers with a depth of learning that builds real-world skills. Each course is part of a comprehensive program of study so that students graduate ready for a job, certification or technical school.

Academic Program	INDUSTRY SECTOR	Pathway	Sub-Pathway	CTE SEQUENCE OF COURSES	
				Concentrator	CTE Capstone Course
GGC	Arts, Media and Entertainment Sector (AME)	Performing Arts (112)	Professional Theatre Sub-Pathway (112C)	Drama* CALPADS Code 7237	Theatre Arts Workshop AB* CALPADS Code 7238
GGC	Arts, Media and Entertainment Sector (AME)	Performing Arts (112)	Dance/Choreography Sub-Pathway (112A)	Intermediate Dance CALPADS Code 7231	Advanced Dance* CALPADS Code 7232
Humanitas Only	Arts, Media, and Entertainment Sector	Design, Visual and Media Arts (111)	Visual/Commercial Arts Sub-Pathway (111C)	New Media* CALPADS Code 7220	Filmmaking* CALPADS Code 7721
GBF, GGC	Business and Finance Sector (FIN)	Financial Services (180)	N/A	Intro to Business* CALPADS Code 7421	Business Statistics* CALPADS Code 7422 Dual enrollment offered in after school on-site LA Pierce College Classes in our Business and Finance Pathway for Business Law and Accounting
GGC	Education, Child Development and Family Services Sector (EDU)	Child Development (130) This is a Pierce College Concurrent Enrollment; Classes taught by Peirce teachers on campus during the day.	N/A	Intermediate Child Development CALPADS Code 7510	Advanced Child Development CALPADS Code 7511 Working with Pierce to have the TK5 site be a "lab" site. MOU in progress with Pierce College for Child Development Pathway for Child Growth 1 and Early Childhood 2.Students can receive pre-school certification.
STEM, GGC	Engineering and Architecture Sector (ENG)	Engineering Technology (153)	N/A	Intro to Engineering* CALPADS Code 7720 Intro to CAD	Advanced Robotics CALPADS Code 7721 An articulation agreement with the University of Texas at Austin for Engineering (ES301).
GGC	Health Science and Medical Technology Sector (HLT)	Biotechnology (196)	N/A	Applied Chemistry and Biotechnology CALPADS Code 7911	Nano Science CALPADS Code 7912  (Grade 9 -Exploring Medical Careers (if applicable)
GGC	Hospitality, Tourism, and	Food Service and Hospitality	N/A	Foods and Nutrition***	Advanced Culinary Arts*** CALPADS Code 8021

	<b>Recreation Sector (HOS)</b>	<b>(201)</b>		CALPADS Code 8020	An articulation agreement with Los Angeles Trade-Tech College (LATTC) for LATCC course CA 112-Sanitation and Safety
<b>GGC</b>	<b>Transportation Sector (TRA)</b>	<b>Systems Diagnostics, Service, and Repair (221)</b>	<b>N/A</b>	Automotive Technology*** CALPADS Code 8531	Advanced Automotive Technology*** CALPADS Code 8532 An articulation Agreement LA Pierce College for Fundamentals of Auto AST 25.

Notes: 1. \* a-g eligible coursework

2. \*\* Receives community college articulated credit (if end of the year exam is taken)

3. \*\*\* a-g eligible coursework and receives community college articulated Credit (if end of the year exam is taken)

## **ARTS, MEDIA AND ENTERTAINMENT SECTOR CTE PATHWAY: PERFORMING ARTS (Pathway Code 112)**

### **DRAMA**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

This course is designed as a prerequisite for all other drama classes and an introduction to Theatre Arts. Instruction includes the history of the theatre, beginning with Thespis and the Greeks, and progressing to the present time. Students are required to perform monologues, improvisational skits, and a two-person scene. The course includes basic theater terms, major movements, the actor's instrument (voice, movement), and an overview of techniques, focusing mainly on Stanislavsky, Strasberg's American acting "Method", and the modern schools of Stella Adler and Sanford Meisner. Spring semester culminates with a production of a one-act play.

### **THEATER ARTS WORKSHOPS**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Drama**

This course is designed to enable the student to explore a variety of theatrical forms, including musical theatre, in more detail through study and performances in a workshop-type class. The course allows the student to develop and polish his/her particular talent, build confidence for professional, community, or college auditions or apprenticeships, and gain experience in public performance.

### **INTERMEDIATE DANCE**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Intro to Dance and Teacher Recommendation**

Intermediate dance is the continuation of beginning dance and is designed for dancers to expand their knowledge and technical dance skills. As the semester progresses we will extensively study techniques of modern, contemporary, ballet, jazz, hip-hop, musical theatre, and more. Students will develop skills in dance technique, choreography, group work, and performance; while increasing their flexibility, strength, and stamina in physical fitness. Students will also gain knowledge in dance history and philosophies through written work, video links, and documentaries. This course will culminate with a concert performance.

## **ADVANCE DANCE**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Intermediate Dance**

Advance dance will focus on choreographic theory, practice and individualized research projects. On-going instruction and training in dance techniques, core conditioning and stretching will build upon skills acquired in Intermediate Dance. Students will learn advanced level terminology and execution of basic skills in Jazz, Modern, Lyrical, Hip Hop, and Ballet, as well as physical fitness. Students will develop an appreciation for dance as an art form through the study of historical contributions and the influence of culture on dance.

## **ARTS, MEDIA AND ENTERTAINMENT SECTOR**

### **CTE PATHWAY: DESIGN, VISUAL AND MEDIA ARTS (Pathway Code 111)**

## **NEW MEDIA**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

This course accommodates beginning students and experienced students wanting to learn and improve graphic skills. Instruction covers an introduction to graphic design applications in which application creates a specific type of product. Learning a variety of applications will give students the ability to determine which applications are best for particular projects. Students are introduced to the importance of visual communication, self-expressionism, concept development, aesthetics, symbolism, type, image, and computer method.

## **FILMMAKING**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: New Media**

The major emphasis of the course is to have students actively participate and gain understanding of filmmaking by developing and producing films from conception to exhibition. This is strictly a laboratory- based class where students must be actively involved in every project. Throughout the year students will also develop an understanding of aesthetic perception, analysis and critique by discussing and writing about various film genres and peer work. They will demonstrate creative expression and problem solving skills by creating their own films and learn all the necessary roles and components of a filmmaking, production and working in a film crew. Upon completion of the course, students will have demonstrated an understanding of the fundamentals of film, video editing as well as the responsibilities of participation on a production crew.

## **BUSINESS AND FINANCE SECTOR**

### **CTE PATHWAY: FINANCIAL SERVICES (Pathway Code 180)**

## **INTRODUCTION TO BUSINESS**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

This course introduces students to key business concepts found in the Business Management, Financial Services, and International Business pathways. Students are introduced to the financial world and develop financial literacy through the study of income and wealth; financial institutions; how businesses raise capital; and study key investment-related terms and concepts. Students learn key concepts for managerial accounting, including manufacturing and cost accounting and budgeting. Students develop an understanding of how and why businesses choose to expand operations into other countries. Students examine careers in business, both as employees and as business owners. This course serves as an introductory course for 1st year pathway students.

## **BUSINESS STATISTICS 7422**

**Grade Level: 10-12**

**Course: Full Year**

**Recommended Prerequisite: None**

This course introduces students to statistics and finance through business applications that enhance their future employment and college prospects. It is taught in a computer lab setting where students apply Excel software in projects that mimic real world business applications. These authentic projects illuminate abstract statistical concepts in a variety of real world contexts, and culminate in documentation of their skill acquisition for submission to prospective employers. Besides developing statistical proficiencies, students master Excel software, expand their financial literacy skills, and learn financial industry practices. Students learn how accounting processes are used to provide important financial information to internal and external stakeholders. Accounting simulations and business case studies teach the computation and analysis of revenue streams and revenue forecasting. Related topics include: net present value, internal rates of return, subsidiary ledgers, financial statements, asset valuation, depreciation methods, flexible budgets, and capital budgeting decisions. Students become certified as Microsoft Office Specialists in Excel. Besides meeting all requisite CTE content and pathway standards, this course can serve as the UC/CSU recommended fourth year of "C" math. Aligns with Advanced Financial Services Business Accounting (7422), and serves as a Capstone course for 2nd year pathway students.

## **FINANCIAL SERVICES 7421**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: None**

This course discusses the economy and the factors that influence the success of businesses and products. Students will understand the roles of citizens, workers and consumers and the importance of planning, organizing, and controlling the monetary resources of a business. This course describes forms of business ownership, discusses the relationship of labor and business, and applies techniques for managing human resources to maximize operational efficiencies and effectiveness. Students will demonstrate characteristics of professionalism in working relationships with customers and employees. This Course integrates economic principles with entrepreneurship/business concepts.

## **BUSINESS ENTREPRENEURSHIP 7410**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: None**

This course provides an in-depth, hands-on introduction to business technologies used for business communication. Topics include communication through digital documents, presentations, data computation and presentation, as well as how to represent themselves through digital media to society. This course applies the principles of ethical and effective communication in the creation of business letters, memos, emails, as well as written and oral reports for a variety of business situations. Concepts taught in this course will satisfy local computer literacy requirements and prepares individuals to create business correspondence, reports, publications, and forms by using computer operating systems; word processing; database, spreadsheet, and desktop publishing software; hardware and peripherals. Related topics in this course include human relationships and effective communication, issue analysis, decision-making and problem-solving, leadership qualities and styles, and ensuring successful teamwork.

## **HOSPITALITY, TOURISM AND RECREATION SECTOR CTE PATHWAY: FOOD SERVICE AND HOSPITALITY (Pathway Code 201)**

### **CULINARY ONE 8020**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**



This concentration course prepares students to understand the scientific principles of nutrition, the relationship of nutrition to health and well-being, and also prepares students with food production, preparation, and service skills. Instruction includes topics such as finding nutritive food values; planning, selecting, storing, purchasing, preparing, testing, serving and selling of quality food and food products; nutrition and health; safety and emergencies; food safety and sanitation; meal management; food preparation; food purchasing; food in culture; the science of food and nutrition; food costs and production; and food technology. This course provides a solid background for a wide range of careers such as food service and hospitality, food science, dietetics, and nutrition. Aligns with Intermediate Food Service & Hospitality (8020), and serves as the introductory course for 1st year pathway students.

### **ADVANCED CULINARY ARTS AB 8021**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: Culinary Arts 1**

This is as UC/CSU approved course as follows: Advanced Culinary Arts is the capstone course in an Advance Food Service and Hospitality Pathway in a dual-block (2-period) class. This course contains an integrated real world work-study component throughout the academic year. Students will acquire the management and culinary skills needed for a career in the restaurant and foodservice industry. Critical thinking, analysis and mathematical calculations are embedded in key assignment throughout the course. Students will use critical and innovative thinking to solve pertinent problems that restaurants face, they will prepare multiple standard and original recipes, and they will practice these skills through projects, key assignments and full catering experiences throughout the academic year. Students will be eligible to compete in available local, state and national competitions for scholarships and internship opportunities and upon completion of this course students will be qualified to begin work in the restaurant and food service industry or pursue post-secondary education opportunities. Existing articulation agreements provide students completing this course and final exam four (4) units of dual credit for Los Angeles Trade Tech Culinary Arts 60 (ClnArt 60). Aligns with Advanced Food Service and Hospitality (8021), and serves as the Capstone course for 2nd year pathway students.

## **TRANSPORTATION SECTOR**

### **CTE PATHWAY: SYSTEMS DIAGNOSTICS, SERVICE, AND REPAIR (Pathway Code 221)**

### **INTRODUCTION TO SYSTEMS DIAGNOSTICS, SERVICES, AND REPAIR 8530**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

This introductory course will offer first year students a unique perspective of the skills and knowledge required for an entry level position in the systems diagnostics, service, and repair of vehicles of the twenty first century. The instruction will concentrate on but will not be limited to the fundamentals of shop safety, tool identification and proper use along with basic repairs and maintenance of modern vehicles. Aligns with Introduction to Systems Diagnostics, Service, and Repair (8530), and serves as an introductory course for 1st year pathway students.

### **ADVANCED SYSTEMS DIAGNOSTICS, SERVICES, AND REPAIR (CAPSTONE) 8532**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

This capstone level course will provide students with the opportunity to function in a variety of roles within this pathway. Students will demonstrate competency in the skills and knowledge acquired in introductory and concentration level courses. Students will participate in work-based learning opportunities which can lead to internships. Students that successfully complete the course of study will qualify for industry recognized certifications. Upon completion of this course, students will be prepared for an entry level position at a vehicle repair facility. Aligns with Advanced Systems Diagnostics, Service, and Repair (7422), and serves as a Capstone course for 2nd year pathway students.

**ENGINEERING & ARCHITECTURE SECTOR**  
**CTE PATHWAY: ENGINEERING TECHNOLOGY (Pathway Code 153)**

**INTRODUCTION TO ENGINEERING & ARCHITECTURE 7700**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

This introduction course provides students with the foundational concepts required for pursuing career pathways within this industry sector. The skills and content knowledge helps prepare students to continue their education in multiple pathway concentrator courses within this industry sector. Aligns with Introduction to Engineering and Architecture (7700), and serves as an introductory course for 1st year pathway students.

**ROBOTICS 7721**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Introduction to Engineering & Architecture 7700**

This capstone course further builds upon the Engineering and Architecture introduction course, multiple pathway concentrator courses, and is the final course taken which prepares students to work and pursue further education in multiple career pathways. This career technical education capstone course provides content, skill development and leadership training which prepare students for the world of work and to pursue further education such as industry certifications and a postsecondary degree. Aligns with Advanced Engineering Technology (7721), and serves as a Capstone course for 2nd year pathway students.

**HEALTH SCIENCE AND MEDICAL TECHNOLOGY SECTOR**  
**CTE PATHWAY: BIOTECHNOLOGY (196)**

**APPLIED CHEMISTRY AND BIOTECHNOLOGY**

**Grade Level: 10-12**

**Course: Full Year**

**Recommended Prerequisite: None**

This course will be an introductory chemistry and biotechnology course. They will conduct laboratory activities that include skills from Biotechnology that address chemistry concepts. The course is UC area D approved and is designed as project based with locally relevant topics such as water, food, and medical chemistry.

**NANO SCIENCE**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: Applied Chemistry and Biotechnology**

The final capstone course will look at biotechnology from a nanoscale level and how nanomaterials can revolutionize biotechnology. Topics will include ferrofluids and their use in medicine as well as how nanomaterials can improve upon glucose biosensors. Students will expand their biotechnology knowledge and career experience by writing grant applications.

# COMPUTER SCIENCE

Computer science is an essential component of a broad and comprehensive education, containing necessary foundational concepts and corresponding practices that ensure opportunities for success in our increasingly competitive, globally connected economy. Computer science education fosters personal fulfillment by motivating students to become creative innovators. Students can build confidence in solving complex, open-ended problems through the creation of computational artifacts. At GHC, computer science education is implemented using a project-based approach, encouraging educators to actively engage students via solid pedagogical practices that empower learners to construct knowledge in a student-led environment. As a field, computer science itself incorporates problem solving, communication, critical thinking, creativity, and collaboration into its work. At GHC, we encourage students to study computer science core concepts within a context of its potential impacts on both local and global communities. These core concepts are coupled with core computer science practices that expressly require students to foster an inclusive computing culture addressing diverse needs and unique perspectives. As such, the study of computer science is a key factor in developing student empathy and celebration of diversity.

## **EXPLORING COMPUTER SCIENCE AB**

**Grade Level: 09**

**Course: Full Year**

**Recommended Prerequisite: None**

Exploring Computer Science is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The overall goal of Exploring Computer Science is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students.

At Granada Hills Charter School, students who successfully complete this course are expected to be able to express algorithms using Scratch programming language. Students will complete several complex projects, including creating a website in HTML, designing a game in Scratch, and developing programs in an additional programming language (if time permits). Students will understand the data structure of computers, including garbage collection, overwriting data, and efficient methods of utilizing RAM. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues. As a result of this course, students will be adequately prepared for AP computer science and/or additional programming classes.

## **AP COMPUTER SCIENCE PRINCIPLES AB**

**Grade Level: 10-12**

**Course: Full Year**

**Recommended Prerequisite: None**

The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

## **AP COMPUTER SCIENCE AB**

**Grade Level: 10-12**

**Course: Full Year**

**Recommended Prerequisite: "C" or better in AP Computer Science Principles**

AP Computer Science A is equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and

methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

## **HL IB COMPUTER SCIENCE 2**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: “C” or better in AP Computer Science A**

The IB DP Computer Science HL course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course the student will develop computational solutions.

# ENGLISH LANGUAGE ARTS

The four-year English program provides students with reading, writing, speaking and presentation skills needed for all post-secondary college and career choices. The content of the program, aligned with the National Common Core Standards, develops critical reading, writing, researching and thinking skills through the study of relevant literary works from a wide range of genres, eras and literary styles. The curriculum encourages responsible social interaction through group discussions and presentations, and seeks to cultivate an appreciation of literature as means for knowing ourselves and others.

Students meet “a-g” requirements by taking the following courses in sequence: English 9AB, English 10AB, English 11AB, English 12AB and elective classes. At all grade levels student writing proficiency is measured by departmental internal assessments that are graded collaboratively by the department members. For students having difficulty meeting proficiency standards in course work, targeted intervention is utilized in and out of the classroom using various instructional strategies, tutoring and/or other models of intervention as determined by individual student needs.

Honors, AP and IB courses are available to meet the needs of the gifted and talented students. AP and IB classes are offered side by side. AP English Language and AP English Literature offer advanced course work culminating in an externally scored exam. The IB program is offered to all students at all skill levels who are interested in the Diploma Program, a comprehensive set of courses across all academic disciplines.

## **ESL 1A, 1B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

This beginning course introduces students to pronunciation, conversation, grammar, reading comprehension and vocabulary acquisition in English. Accent reduction is stressed.

## **ESL 2A, 2B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Intermediate Language Proficiency**

This intermediate course engages students in literature and expository writing in English. Acquisition of grammar and vocabulary continues with a focus on accent reduction and idiomatic expressions.

## **ESL ADVANCED 3 AND 4**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Advanced Language Proficiency**

These courses are the equivalent to English 9AB. They build upon the language skills acquired in ESL 1 and 2, and channel students toward the English Language Arts curriculum and standards while supporting the English Language Development standards. Students are exposed to texts in all genres-short stories, novels, plays, poetry and the social/philosophical context of literature. While supporting listening and speaking skills through various activities, reading and writing skills are built through core and benchmark assignments. Students are exposed to literary and analytical assignments that will ease and facilitate their transition into mainstream classes. By the end of the second semester, students should be able to produce multi-paragraph essays and be able to work on a research paper. Students are required to complete all 9th grade benchmarks and core assignments.

## **CP ENGLISH 9AB**

**Grade Level: 9-10**

**Course: Full Year**

**Recommended Prerequisite: None**

These courses are designed to build upon the students' prior knowledge of grammar, vocabulary, word usage and the mechanics of writing. Students will be exposed to expository text, novels, plays, poems and the social/philosophical context for world literature. The 9th grade course introduces students to various genres of literature with writing exercises linked to the reading selections. Through the benchmark and core assignments, designed to correspond to the Common Core Standards for English/Language Arts, students develop literary analysis skills, with particular emphasis on character development, conflict and the close reading of poetry. Students learn to write expository, analytical essays about literature, and to become skilled in oral expression; all classes require individual and/or group presentations. All 9th grade students complete a research project. The core reading and writing assignments for the department are available from the department chair.

## **H ENGLISH 9**

**Grade Level: 9**

**Course: Full Year**

**Recommended Prerequisite: None**

English 9 Honors provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills in preparation for honors-level work in the sophomore year leading to Advanced Placement and/or International Baccalaureate courses. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to formulate arguments and use textual evidence to support their position. To improve their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative and expository styles. Throughout the course students are evaluated through a diversity of assessments and writing practices specifically designed to prepare them for the content, form, and depth of the Common Core assessments as well as the 10th grade Honors course. Each semester culminates in either complex final project or comprehensive written exam that allows students to demonstrate higher order thinking skills, problem solving, critical thinking, and investigation and inquiry techniques.

## **CP ENGLISH 10**

**Grade Level: 10**

**Course: Full Year**

**Recommended Prerequisite: Grade 9 English**

These courses are designed to build upon skills introduced and developed in English 9. Students will read, analyze, discuss and write about expository text, novels, plays, poems and the social/philosophical context for world literature. The 10th grade course introduces students to various genres of literature with writing exercises linked to the reading selections. Through the benchmark and core assignments, designed to correspond to the Common Core Standards for English/Language Arts, students develop literary analysis skills, with particular emphasis on the rhetorical analysis of nonfiction works. Students learn to write expository, analytical essays about fiction and nonfiction, and continue to develop skill and confidence in oral expression through presentations, seminars and other activities. The core reading and writing assignments for the department are available from the department chair.

## **H ENGLISH 10**

**Grade Level: 10**

**Course: Full Year**

**Recommended Prerequisite: Honors English 9 with a B or better, or Teacher recommendation, or PSAT Language score 600+**

English 10 Honors builds on skills taught in English 9 Honors. In this course, students refine skill in literary analysis, focusing with greater depth on the techniques and effects of both informational and literary genres. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. Student writing also advances through development of more sophisticated argumentation. As they develop their writing skills and respond to claims, students formulate nuanced and

sophisticated arguments using a range of textual and multimedia evidence and, when appropriate, personal experience to support their position. To improve their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative and expository styles. Throughout the course students are evaluated through a diversity of assessments and writing practices specifically designed to prepare them for the content, form, and depth of the Common Core assessments as well as the 11th grade Honors, AP English Language or IB HL English course. Each semester culminates in either a complex final project or comprehensive written exam that allows students to demonstrate higher order thinking skills, problem solving, critical thinking, and investigation and inquiry techniques.

## **CP ENGLISH 11AB**

**Grade Level: 11**

**Course: Full Year**

**Recommended Prerequisite: Grade 10 English**

English 11AB is a full-year survey course of American Literature providing students with a balanced language arts curriculum focusing on major literary works produced in the Americas from the 17th through the 21st centuries. The course consists of texts from every genre: novels, short stories, plays, poetry, non-fiction, essays and visual media. The course may be taught chronologically or thematically. The focus of instruction is to develop critical reading, writing, thinking and research skills in the students who will demonstrate mastery of those skills through oral, visual and written assessments. The course aligns with the Common Core State Standards for English Language Arts by providing instruction in and demonstration of college- and career-ready skills of close reading, analysis, understanding, synthesis and application of knowledge of informational and literary texts. Students write short reflections on the themes or critical questions for each unit, personal narratives, and poetry, process papers on rhetorical and literary analyses, as well as annotated bibliographies and summaries of research sources. Students utilize a variety of technological tools and digital platforms to research, compose and present their learning in written, oral and multimedia projects.

## **H ENGLISH 11AB**

**Grade Level: 11**

**Course: Full Year**

**Recommended Prerequisite: Honors English 10 with a B or better, or Teacher recommendation, or PSAT Language score 600+**

English 11AB Honors is a full-year survey course of American Literature providing students with a balanced language arts curriculum focusing on major literary works produced in the Americas from the 17th through the 21st centuries. The course consists of texts from every genre: novels, short stories, plays, poetry, non-fiction, essays and visual media. The course may be taught chronologically or thematically. The focus of instruction is to develop advanced critical reading, writing, thinking and research skills in the students who will demonstrate mastery of those skills through oral, visual and written assessments. The course aligns with the Common Core State Standards for English Language Arts by providing instruction in and demonstration of college- and career-ready skills of close reading, analysis, understanding, synthesis and application of knowledge of informational and literary texts. Students write short reflections on the themes or critical questions for each unit, personal narratives, and poetry, process papers on rhetorical and literary analyses, as well as annotated bibliographies and summaries of research sources. In honors classes, students routinely annotate literary and non-fiction texts in preparation for student-led discussions, such as Socratic Seminars, and student-initiated individual and group research projects. In preparing for such assignments, students utilize a variety of technological tools and digital platforms to research, compose and present their learning in written, oral and multimedia projects. Honors level classes require more substantial practice in rhetorical analysis, literary analysis and exposure to complete texts.

Honors students also complete a research project in which they demonstrate their ability to write an original hypothesis or research question in response to a theme in American culture, or a specific work of American Literature, locate and access resources, read and summarize materials and evaluate the validity of the sources as they compose an extended position or persuasive paper through the composing stages of outline, draft, revision and polished final version. Accompanying this research is a visual and oral presentation either individually or with a small group. The nature of the topic requires that students investigate a complex or controversial issue related to American Literature or History.

All honors English 11 classes have a comprehensive written final exam or a project-based culminating final assignment.

## **AP LANGUAGE AND COMPOSITION**

**Grade Level: 11**

**Course: Full Year**

**Recommended Prerequisite: Honors English 10 with a B or better, or Teacher recommendation, or PSAT Language score 600+**

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

## **ENGLISH 12**

**Grade Level: 12**

**Course: Full Year**

**Recommended Prerequisite: English 11**

English 12 exposes seniors to a wide variety of works of literary merit, drawn from ancient and modern texts from around the world. Classroom and independent reading assignments emphasize literary analysis at its highest level, reflecting critical thinking, interpretation, synthesis and evaluation. Course content reinforces the skills needed in college writing, including expository and rhetorical analysis of nonfiction, research writing, and literary analysis. This course provides instruction and opportunities for students to become effective communicators, who are able to read, write, converse, and listen for a variety of purposes; information managers, who are able to locate, access, organize, evaluate, and apply information in a complex and technological world; problem solvers, who are able to apply a variety of thinking, creative, and computing skills to produce solutions for practical and theoretical problems; productive members of society, who are able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community; lifelong learners, who are able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment. All students are required to complete a senior project: a multi-page, MLA formatted research paper/report and an oral, multimedia presentation on an appropriate and interesting topic of their choice.

Integrated with the literature component is Advanced Composition. This course is designed to refine students' writing skills. As a core assignment, students compose a personal essay to meet the requirements of college or career applications. Although creative writing opportunities may be present, the course focuses on non-fiction, scholarly, or formal writing, including a documented paper on an original thesis. All seniors must participate in a senior project, the details of which are provided to the student by his/her individual teacher.

## **AP LANGUAGE AND LITERATURE**

**Grade Level: 12**

**Course: Full Year**

**Recommended Prerequisite: Recommendation and Completion of AP Packet**

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's



structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

### **HL IB ENGLISH 1**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: Based on previous course and course grade.**

### **HL IB ENGLISH 2**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: Based on previous course and course grade.**

The IB Diploma Program Language A: literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In language A: literature, the formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses to texts.

Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.

Texts studied are chosen from the prescribed literature in translation (PLT) list and the prescribed list of authors (PLA) or elsewhere. The PLT list is a wide-ranging list of works in translation, from a variety of languages, allowing teachers to select works in a language different from the language of the examination. The PLA lists authors from the language of the examination. The authors on the list are appropriate for students aged 16 to 19.

All group 1 courses are suitable for students experienced in using a language in an academic context. It is also recognized that students have language backgrounds that vary significantly. For one student the target language may be his or her only proficient language; another student may have a complex language profile and competence in more than one language. While students in the group 1 courses will undergo significant development in their ability to use language for a range of purposes, these are not language-acquisition courses. In group 1, it is assumed that students are highly competent in the target language, whether or not it is their mother tongue.

## **ELECTIVES**

### **CP JOURNALISM AB or 1**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

This introductory course exposes students to the fundamentals of journalism and prepares students to join the staff of the school newspaper, the Plaid Press. Based on curriculum recommended by the Journalism Education Association, students master basic journalism skills and learn to write news and feature stories. Editorial and critical review writing is also taught. Production of the newspaper is also addressed and students are introduced to page design and photo-journalism. The curriculum covers journalism law and ethics.

### **CP JOURNALISM 2**

**Grade Level: 10-12**

**Course: Full Year**

**Recommended Prerequisite: Journalism 1 or Teacher Approval**

An authentic application of skills taught in Journalism 1, the purpose of Journalism 2 is to produce a school newspaper that focuses on the events and trends affecting students and those in the Granada Hills High School community. Students perform all publication duties, including but not restricted to reporting, writing, editing, page designing and distribution of the paper to the student body. Students produce the newspaper using Adobe Creative Suite, a professional computer program.

### **CP SPEECH AB**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

This course offers instruction in the fundamentals of effective oral delivery, interpersonal communication and public speaking skills. Students practice effective use of voice, diction, body control and analysis of audience. The instruction stresses organization, selection and arrangement of material, use of transitions and rhetorical effects as students prepare and deliver brief speeches to inform, persuade, and entertain. While students may be selected to participate in competitions, the main focus of this course is to prepare students for advanced speech and forensic competitions in the community.

### **CP ADVANCED SPEECH AB**

**Grade Level: 10-12**

**Course: Full Year**

**Recommended Prerequisite: Speech**

This course provides advanced training in the skills of debate, persuasion and dramatic interpretation. Students will employ the rules of evidence and clear, logical thinking in their speeches. In delivery, students will enhance their meaning by employing rhetorical devices, extended use of parallelism, repetition, and analogy. Advanced speech students will compete in local, regional and state competitions.

### **CREATIVE WRITING AB**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

Students will develop skills in a wide repertoire of creative fiction and non-fiction via critical reading, writing, peer editing, revision, proofreading, peer assessment, and publication.

This one-year creative writing course targets college-bound seniors who will develop advanced skills in reading, self-expression, and communication via building a repertoire of writing genres. Each student is a writer and artist developing an individual voice in a community of writers who serve as a sounding board, editor, and audience. This rigorous course is built around in-depth studies of various non-fiction and fiction genres, such as essay, poetry, lyrics, short story, memoir, screenplays, novel, and drama. Pivotal to the curriculum is the deepening of student's critical reading, writing and thinking skills and their ability to extend their understanding of complex material via both reading and writing. In addition, they are expected to increase their understanding and application of techniques employed by professional authors. They will read rhetorically to examine relationships between an author's purpose or theme and audience, to analyze the impact of content, structure, and style and to develop expertise in writing, revision and editing. Assessment will be both oral and written and each student must maintain an ongoing portfolio from which they will submit work for publication.

Creative Writing provides instruction and opportunities for students to become effective communicators, who are able to read, write, converse, and listen for a variety of purposes; problem solvers, who are able to apply a variety of creative skills; productive members of society, who are able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community; lifelong learners, who are able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking.

# MATHEMATICS

The GHC Mathematics Department is dedicated to providing students with a comprehensive mathematics program enabling them to use mathematics in everyday life and the workplace as well as providing a rigorous, college preparatory curriculum. Our courses are grounded in the California State Standards and the Standards for Mathematical Practices. We support the vision of school mathematics described by the National Council of the Teachers of Mathematics:

*Students confidently engage in complex mathematical tasks chosen carefully by teachers. They draw on knowledge from a wide variety of mathematical topics, sometimes approaching the same problem from different mathematical perspectives or representing the mathematics in different ways until they find methods that enable them to make progress. Teachers help students make, refine, and explore conjectures on the basis of evidence and use a variety of reasoning and proof techniques to confirm or disprove those conjectures. Students are flexible and resourceful problem solvers. Alone or in groups and with access to technology, the goal is to work productively and reflectively, with the skilled guidance of their teachers. Orally and in writing, the objective is for students to communicate their ideas and results effectively. The result will be to value mathematics and engage actively in learning it.*

The goal of mathematics instruction is to lay a foundation of math literacy in concept and application. Students express, interpret and use mathematical concepts to construct valid arguments and solve real- world problems, and demonstrate conceptual understanding through appropriate application of mathematical skills and problem-solving techniques. In addition to classroom instruction, teachers use Khan Academy, an online mathematics coaching program, to provide support for struggling math students. Three years of college preparatory math including Algebra 1 AB, Geometry AB, and Algebra 2 AB are required for graduation. All students are strongly encouraged to take four years of mathematics. For UC/CSU validation option, please see the UC validation section.

## **Grade Nine Mathematics Course Placement Policy**

The policy of the Granada Hills Charter High School ("GHC" or the "Charter School") Board of Directors ("Board") is to place all incoming grade nine students into an appropriate mathematics course based on a fair, objective, and transparent protocol to ensure that all students have the opportunity to excel in mathematics and are properly prepared for college and their future careers. This policy also meets the Legislative intent of the Mathematics Placement Act of 2015.

## **Grade Nine Mathematics Course Placement Process**

In determining the mathematics course placement for entering grade nine students, the Charter School systematically takes multiple objective academic measures of student performance into consideration.

### **Initial Placement**

GHC counselors make an initial mathematics course placement during enrollment based on the following objective academic measures:

- Student transcripts;
- Current mathematics course;
- Eighth grade first semester grade; and
- Existing California Assessment of Student Performance and Progress ("CAASPP") test scores.

### **Final Placement**

During the GHC Summer Transition Academy, all incoming students complete a series of placement exams that are aligned to state-adopted content standards in mathematics to ensure proper grade nine mathematics course placement. Results from placement exams are distributed to students, parents and/or guardians, GHC counselors, and the Mathematics Department.

The Mathematics Department reviews placement exam results to determine whether students meet the placement criteria (described below) for placement into particular courses and informs the counseling office of any recommended changes to the initial placement, if necessary.

GHC counselors make a final mathematics course placement based on placement exam results, Mathematics Department recommendations, and the objective academic measures listed above. If a student's placement test scores

do not confirm the initial placement, the counselors will contact the parents and/or guardians to recommend the proper course placement.

## **Placement Criteria**

### **Algebra 1**

All students not enrolled in Algebra 1 or higher in grade eight are placed into Algebra 1. The curriculum is based on the California Algebra 1 Content Standards, which include evaluating expressions, solving equations and inequalities, and applying algebraic techniques in problem solving situations. Due to the different naming conventions for grade eight math courses, GHC collaborates with feeder schools and districts to review specific curriculum and standards addressed in each course.

### **Geometry**

To be placed into Geometry in grade nine, students enrolled in Algebra 1 in grade eight must earn a final grade of B or higher in Algebra 1 and meet one of the three following criteria:

- Score 60% or higher on UCLA MDTP Geometry readiness test
- Score 235 or higher on NWEA MAP adaptive mathematics test
- Meet or exceed standards on CAASPP grade eight mathematics test

Students not meeting these criteria will be placed in Algebra 1 and offered additional support as needed. The Geometry curriculum is based on the California Common Core State Standards for Geometry, which include proving and applying basic theorems, computing perimeters, circumferences, areas and volumes of geometric shapes, performing basic constructions, and using trigonometric functions to solve problems.

### **Algebra 2**

To be placed into Algebra 2 in grade nine, students must have completed Algebra 1, must have completed and earned a final grade of C or higher in Geometry, and meet one of the three following criteria:

- 60% or higher on UCLA MDTP Algebra 2 readiness test
- Score 245 or higher on NWEA MAP adaptive mathematics test
- Meet or exceed standards on CAASPP grade eight mathematics test

Students not meeting these criteria will be placed in Geometry and offered additional support as needed.

The Algebra 2 curriculum is based on the California Common Core State Standards for Algebra 2, which includes Modeling, Functions, Number and Quantity, Algebra, and Statistics and Probability.

## **Placement Checkpoint**

The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th grade students will assess the mathematics placements for each 9th grade student assigned to the teacher's mathematics class. The teacher's assessment will take into consideration factors which may include, but are not limited to, the student's classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student's parent/legal guardian, and/or the student's other teachers regarding the student's mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.

## **Annual Examination of Data**

Each year, GHC will examine aggregate student placement data to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The results of this annual review will be reported to the governing board.

## **Recourse**

The Charter School offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement, as follows:

A parent/legal guardian of any 9th grade student may submit a written request to the Charter School Executive Director, or his or her designee, that:

- a. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Charter School Director or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.
  - 1) Requests that the student retake the placement test, in which case the Executive Director or designee will attempt to facilitate the retest within two (2) weeks.
  - 2) Requests reconsideration of the student's mathematics placement is based on objective academic measures. Within five (5) school days of receipt, the Charter School Executive Director or designee shall respond in writing to the parent/legal guardian's request. The Executive Director or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in this policy. Based on this assessment, the Executive Director or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Executive Director shall specify the mathematics course or level recommended for the student. The Executive Director or designee response must provide the determination as well as the objective academic measures that the Executive Director or designee relied upon in making that determination.
- b. Notwithstanding the foregoing, if the Executive Director or designee requires additional time to respond to a parent/legal guardian's request, the Executive Director or designee will provide a written response indicating that additional time is needed. In no event shall the Executive Director or designee response time exceed one (1) month.
- c. If, after reconsideration of the student's mathematics placement by the Executive Director or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Executive Director or designee, acknowledging and accepting responsibility for this placement.

### **Online Posting**

The Charter School shall ensure that this mathematics placement policy is posted on its website.

### **Statutory Reference**

This policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

*This policy was approved by the GHC Governing Board on June 20, 2016.*

### **Grades 10 Through 12 Mathematics Course Placement Policy**

The policy of Granada Hills Charter High School ("GHC" or the "Charter School") is to place students into an appropriate mathematics course based on a fair, objective, and transparent protocol to ensure that all students have the opportunity to excel in mathematics and are properly prepared for college and their future careers.

### **Mathematics Course Sequences**

This placement policy and mathematics course sequences have been designed with the following core tenets:

- Offer students a variety of courses designed to appeal to different students' strengths, interests, and goals
- Provide all students the opportunity to reach Advanced Placement (AP) and/or International Baccalaureate (IB) courses, regardless of initial math placement

- Employ multiple measures that ensure students are adequately prepared for subsequent mathematics courses, college, and careers

Potential mathematics course sequences: All students must complete Algebra 1\* → Geometry\* → Algebra 2\*  
 Algebra 1\* → Geometry\* → Algebra 2\* → Pre-Calculus → AP Calculus AB Algebra 1\* → Geometry\* Algebra 2\* →  
 Pre-Calculus → CP or AP Statistics Algebra 1\* → Geometry\* → Algebra 2\* → Honors Pre-Calculus → AP Calculus  
 BC Algebra 1\* → Geometry\* → Algebra 2\* → CP or AP Statistics\*\* Algebra 1\* → Geometry\* → Algebra 2\* → CP  
 Statistics → AP Statistics  
 Algebra 1\* → Geometry\* → Algebra 2\* → IB Standard Level 1 → IB Standard Level 2  
 Algebra 1\* → Geometry\* → Algebra 2\* → Honors Pre-Calculus → IB High Level 1 → IB High Level 2 Algebra 1\* →  
 Geometry\* → Algebra 2\* → Honors Pre-Calculus → IB Standard Level 1/2 → AP Calc/Stats

\*Algebra 1, Geometry, and Algebra 2 are required to earn a GHC diploma. In the event that students complete these courses in middle school, placement into grade 9 mathematics course follows the GHC Grade 9 Mathematics Placement Policy. Students who take the minimum math requirements limit their post- secondary options.

\*\*The Math Department does not recommend that students go directly from Algebra 2 to AP Statistics. It has been shown that students are more successful if they first complete Pre-Calculus or Honors Pre- Calculus.

### **Foundational Courses Required for Graduation**

All students at GHC must complete Algebra 1, Geometry, and Algebra 2. To proceed to the next course in this sequence, students must complete both semesters of these courses with a final grade of C or higher.

Students who are not on pace to complete the math courses required for graduation may proceed to the next mathematics course with a grade of D or higher. For example, a student who earns a D in Geometry in grade 11 would proceed to Algebra 2 in grade 12. However, if students proceed with a grade of D, these courses would not be counted towards UC or CSU eligibility. Additionally, these students will be recommended to complete additional summer or intervention courses before proceeding.

### **Placement into Secondary Level Courses Not Required for Graduation**

Students who complete the mathematics graduation requirements with a grade of C or higher are eligible to enroll in secondary level mathematics classes.

Pre-Calculus, CP Statistics and AP Statistics do not require teacher recommendations and are available to all students who have completed the prerequisite course, Algebra 2 with a final grade of C or higher in both semesters.

Placement into Honors Pre-Calculus requires the following:

- A in Algebra 2 class or
- Algebra 2 Teacher recommendation, B in Algebra 2 class and 265 or higher on Northwest Evaluation Association (NWEA) or 70% on the UCLA Mathematics Diagnostic Testing Project Analysis Readiness Exam (MDTP)

AP Calculus AB does not require a teacher recommendation and is available to all students who have completed the prerequisite course, Pre-Calculus, with a final grade of C or higher in both semesters (recommended that students have earned a grade of B or higher in Pre-Calculus).

AP Calculus BC does not require a teacher recommendation and is available to all students who have completed the prerequisite course, Honors Pre-Calculus or Calculus AB with a final grade of C or higher in both semesters.

### **Accelerated Summer Courses**

Students in grade 9 are eligible to enroll in Accelerated Geometry in the summer before grade 10. Enrollment is based on space availability. To be enrolled in the class, students must meet the following requirements:

- A in grade 9 Algebra 1 class or
- Algebra 1 Teacher recommendation, B in Algebra 1 class + 245 or higher on NWEA or 60% on the Geometry Readiness Exam (MDTP)

Students (including students in grade 10 and 11) not meeting these requirements may be placed on a space available wait list (with administrative approval). Without prior written administrative approval, GHC does not offer credit or placement for courses completed at other schools.

### **Credit Recovery Options**

Students in grade 9 who do not earn a C or higher in both semesters of Algebra 1 must complete both semesters of Algebra 1 the following year. These students are not eligible to complete Algebra 1 in summer school. This is due to the foundational nature of the concepts and standards in Algebra 1. Students in grades 10 and 11 who do not complete Algebra 1 with a C or higher are eligible to complete the course in summer school, based on space availability.

### **Recourse**

The Charter School offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement, as follows:

- a. A parent/legal guardian of any student may submit a written request to the Charter School Executive Director, or his or her designee, that:
  - 1) Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Charter School Director or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.
  - 2) Requests that the student retake the placement test, in which case the Executive Director or designee will attempt to facilitate the retest within two (2) weeks.
  - 3) Requests reconsideration of the student's mathematics placement is based on objective academic measures. Within five (5) school days of receipt, the Charter School Executive Director or designee shall respond in writing to the parent/legal guardian's request. The Executive Director or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in this policy. Based on this assessment, the Executive Director or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Executive Director shall specify the mathematics course or level recommended for the student. The Executive Director or designee response must provide the determination as well as the objective academic measures that the Executive Director or designee relied upon in making that determination.
- b. Notwithstanding the foregoing, if the Executive Director or designee requires additional time to respond to a parent/legal guardian's request, the Executive Director or designee will provide a written response indicating that additional time is needed. In no event shall the Executive Director or designee response time exceed one (1) month.
- c. If, after reconsideration of the student's mathematics placement by the Executive Director or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Executive Director or designee, acknowledging and accepting responsibility for this placement.
- d. This recourse does not apply to placement into courses required for graduation.

### **CP ALGEBRA 1 A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

Algebra 1 AB involves understanding, writing, solving, and graphing linear and quadratic equations and inequalities, including systems of two linear equations in two unknowns. Quadratic equations may be solved by factoring, completing the square, using graphs, or applying the quadratic formula. Students will also learn operations on monomial and polynomial expressions. Students will learn to interpret and build functions so that they reflect a situation they are modeling. Students will be introduced to statistics and probability, learning how to summarize, represent and interpret single and two variable data. They learn to solve problems employing all of these techniques, and they extend their mathematical reasoning, including justifying steps in an algebraic procedure and checking algebraic arguments for validity.

### **CP GEOMETRY A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: “C” or better in Algebra 1**

This course explores the geometric aspects of plane and solid figures. Students develop their logical reasoning using geometric situations, definitions, postulates and theorems to draw logical conclusions from a given hypothesis. Topics in this course include constructions, transformations, right triangle trigonometry, circles, geometric measurement and dimension. Students will also be introduced to conditional probability and rules of probability.

### **CP ALGEBRA 2 A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: “C” or better in Geometry**

Algebra 2 AB expands on the mathematical content of Algebra 1 AB. Many new concepts and techniques are introduced that will be foundations for more advanced courses in mathematics and the sciences and useful in the workplace. Topics include: function families; trigonometric, quadratic, polynomials, exponential, logarithmic, root, rational, and inverse functions and systems between them; series; normal curve and confidence intervals in statistics.

### **CP PRE-CALCULUS AB**

**Grade Level: 10-12**

**Course: Full Year**

**Recommended Prerequisite: Algebra 1 - Geometry - Algebra 2 with a “C” or better**

This course is designed to introduce students to a rigorous analysis of functions and function modeling. It combines many of the algebraic, geometric, and trigonometric techniques needed to prepare for the study of Calculus. By the end of this course students will be able to analyze various functions using multiple representations graphically numerically and analytically. Students will leave this course with a deeper appreciation of the interaction between mathematics and the world around them, and will be prepared to handle the conceptual and numeric rigor of Calculus.

### **HONORS PRE-CALCULUS AB**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: Algebra 1, 2 and Geometry\***

Honors Pre-Calculus is accelerated, covering all topics in the regular Pre-Calculus course, then advancing through a basic introduction of the concepts of Limit, Instantaneous Rate of Change, and Definite Integral. Students will acquire the ability to complete work on the practical application of these ideas. In addition, students are provided more thorough practice with elementary sequences, series, and summation notation. The purpose of the course is to advance student knowledge of mathematics, in order for them to become excellent problem solvers allowing them to explore ideas in depth and develop strong problem-solving skills in a variety of applications.

Higher-level thinking strategies are reinforced, and idea-rich mathematical discourse provide opportunities for all students to practice these higher-level thinking strategies, and to understand mathematics as a formal language that describes the world around them.



This course provides students with the tools they will need for college mathematics courses, particularly Calculus. They will build on learning from Algebra 2 and Geometry to construct a deeper understanding of functions. As students study Pre-Calculus and Trigonometry, they will be investigating functions in new ways and working with more abstract forms, including trigonometric functions. They will develop a deeper understanding of the concepts of limits, area, and slope that are essential in the development of Calculus. The outcomes achieved will be fluency and accuracy in Algebra and Trigonometry at an advanced level and also to introduce students to the elementary foundations of Calculus in preparation for Advanced Placement courses.

### **AP CALCULUS A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: "C" or better in Pre-Calculus**

AP Calculus AB is roughly equivalent to a first semester college Calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach Calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

### **AP CALCULUS B/C**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: "C" or better in Calculus A/B or Honors Pre-Calculus**

AP Calculus BC is roughly equivalent to both first and second semester college Calculus courses. It extends the content learned in AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler's method, integration by parts, partial fraction decomposition, and improper integrals), and introduces the topic of sequences and series. The AP course covers topics in differential and integral Calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach Calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

### **SL IB MATHEMATICS**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: Based on previous course and course grade.**

The IB DP mathematics standard level (SL) course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigor required for mathematics HL. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

The internally assessed exploration offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

**HL IB MATHEMATICS 1****Grade Level: 11-12****Course: Full Year****Recommended Prerequisite: Based on previous course and course grade.****HL IB MATHEMATICS 2****Grade Level: 11-12****Course: Full Year****Recommended Prerequisite: Based on previous course and course grade.**

The IB DP higher level mathematics course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

**CP BUSINESS STATISTICS AB****Grade Level: 9-12****Course: Full Year****Recommended Prerequisite: Algebra 1, Algebra 2, Geometry**

Business Statistics introduces students to statistical concepts, techniques, and tools for collecting, analyzing, and drawing conclusions from data as applied in business. The course focuses on the student as a user and producer of statistics to inform and support decision making in a business context. An emphasis is placed on the use of spreadsheet software (Excel) to perform statistical analyses.

**CP STATISTICS AB****Grade Level: 11-12****Course: Full Year****Recommended Prerequisite: Algebra 1 - Geometry - Algebra 2 with a "C" or better**

Statistics offers students who have completed the school's mathematics graduation requirements an alternative to Pre-Calculus. This course provides an elementary introduction to probability and statistics with applications. How do we get good data? Students will investigate sampling and surveys, and will design their own experiments in order to collect data. How do we organize data? Students will describe distributions and relationships using government data. Chance and probability will be explored, including simulations and expected values. How do we make inferences about a larger population without having to survey the entire population? Confidence intervals, tests of significance, population means, two-way tables, and Chi-square tests will be explored. Students will investigate statistics in sports.

**AP STATISTICS****Grade Level: 9-12****Course: Full Year****Recommended Prerequisite: Algebra 2 and Geometry with a "C" or better.**

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

\*Please see the placement policy to determine other criteria for eligibility

# PHYSICAL EDUCATION

Physical Education is an integral part of the education program for all students. The curriculum provides sequential development to help students acquire knowledge of their body, appropriate advance movement skills, positive attitude and confidence needed to adopt and maintain a physically active and healthy lifestyle for life. Integration of the California Content Standards of the health curriculum support nutrition and healthy choices that improve the quality of life. Students demonstrate knowledge and understanding through the performance of exercises, written examinations and observations by the instructor. The standards addressed in grades nine and ten are aligned to those addressed on the California Physical Fitness Gram. Other options for Physical Education include Marching Dynamics and sport team classes.

All students at GHC must take two years (four semesters) of Physical Education unless exempt under Education Code 51242 which reads as follows: The governing board of a school district may exempt any four-year or senior high school pupil from attending courses of physical education, if the pupil is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours. (Stats. 1976, CH, 1010). GHC adopted this policy June 2017. Students who qualify for this exemption must complete the PE exemption form which can be obtained from the student's counselor. Temporary exemptions from Physical Education are limited to students whose medical conditions do not allow for inclusion in the general, modified, or adapted Physical Education program, per Education Code 51241.

All students in grade nine, regardless of the above exemption under Education code 51242, must take two semesters of Physical Education in grade nine and take the California Physical Fitness Exam. GHC does not offer permanent exemptions for Physical Education. However, GHC does offer a modified Physical Education class for students with temporary disabilities and Adaptive Physical Education for students with severe physical disabilities who qualify under an IEP or 504 plan.

## PE Clothes

It is appropriate for students to change their clothes for hygiene, safety, and movement efficiency purposes. GHC expressly requires that pupils dress for P.E. and is part of the responsibility and health and safety category. Dressing for Physical Education includes the following:

- GHC grey approved PE t-shirt available in the Student Store
- GHC approved black or green PE gym shorts or sweat pants available in the Student Store
- Tennis shoes or gym shoes
- Armband for the heart monitors will be provided at no cost.
- Armbands that are lost or damaged can be purchased at the Student Store.

Students who cannot afford PE clothes may contact the GHC Student Store for assistance. Students who do not dress, including wearing their Heart Zone armband, for Physical Education will still be expected to participate, however, they will be marked down in the responsibility, health and safety category for failing to dress.

## PHYSICAL EDUCATION GRADE 9

**Grade Level: 9-12**

**Course: One Semester**

**Recommended Prerequisite: None**

Students will be able to demonstrate knowledge of and competency in motor skills, movement patterns, and strategies that are needed to perform a wide variety of physical activities. Students will strive to obtain a level of fitness with which to pass the State Physical Fitness tests while demonstrating knowledge of the fitness concepts, principles and strategies. Students will gain knowledge of psychological and sociological concepts, FITT principles along with strategies to apply their learning in regards to performance of physical activity and develop a personal fitness plan. Each class will begin with warm-up exercises and move to cardio that may include dance and rhythm.

## Physical Education Grade Nine Grading Categories:

- Standard 1 Knowledge and competency in motor skills and movement patterns
- Water safety assembly and test
- Standard 2 Fitness Level and demonstrating knowledge of fitness concepts
- Standard 3 Physiological and sociological concepts that apply to learning and performance of physical activities
  - Self-Responsibility/Health and Safety/Best Effort/Cooperation
  - Social Interaction
  - Group Cooperation
- Health module

Students in grade 9 may select courses that includes content for developing skills and knowledge in the following courses:

- Fitness for Life
  - Health and fitness, movement, fitness concepts, aerobics, etc.
- Racquet Sports and Fitness
  - Individual and dual activities such as tennis, table tennis, badminton, racquetball, handball
- Recreation Aerobics
  - Aerobics, dance, running, walking, yoga, etc.

GHC does not have a swimming pool, therefore, the content area of aquatics will focus on water safety and drowning prevention. All students in grade will take an online health unit which will be included in the final grade. With parent permission, students in grade nine have an opportunity to attend an assembly sponsored by the Kaiser Foundation named “What Comes around Goes Around” and/or an assembly sponsored by the Kopf family named “Positively Waiting”.

## **PHYSICAL EDUCATION GRADE 10**

**Grade Level: 10-12**

**Course: One Semester**

**Recommended Prerequisite: Grade 9 PE**

Students will be able to demonstrate knowledge of and competency in motor skills, movement patterns, and strategies that are needed to perform a wide variety of physical activities. Students will strive to obtain a level of fitness with which to pass the State Physical Fitness tests while demonstrating knowledge of the fitness concepts, principles and strategies. Students will gain knowledge of psychological and sociological concepts, FITT principles along with strategies to apply their learning in regards to performance of physical activity and develop a personal fitness plan. Each class will begin with warm-up exercises that will include basic gymnastic movements such as travels, balances, jumping and landing and then move to cardio.

### **Physical Education Grade Ten Grading Categories:**

- Standard 1 Knowledge and competency in motor skills and movement patterns
  - Self-Defense and personal safety
- Standard 2 Fitness Level and demonstrating knowledge of fitness concepts
- Standard 3 Physiological and sociological concepts that apply to learning and performance of physical activities
  - Self-Responsibility/Health and Safety/Best Effort/Cooperation
  - Social Interaction
  - Group Dynamics

Students in grade 10 may select courses that include content for developing skills and knowledge in the following courses:

- Weight Training and Fitness
  - Lifting techniques, strength training, cardio
- Fielding Games and Fitness
  - Softball, baseball,
  - Cricket, kickball, etc.
- Invasion Sports and Fitness

- Hockey, soccer, netball, basketball
- Net Sports and Fitness
  - Volleyball, squash, meteor ball, soft ball, lobster ball

The content area of combative will focus on self-defense with presentations on student self-defense and safety.

## **INTRO TO DANCE**

**Grade Level: 10-12**

**Course: One Semester**

**Recommended Prerequisite: None**

Students will be introduced to various forms of dance technique, choreography, performance, and history. In dance, students will learn multiple genres of dance. Students will learn dance technique while exploring creative expression and improving basic coordination skills. They will be expected to perform in a spring concert and select students will perform in the fall concert. In dance class, students will be exploring, but not limited to, movement, patterns, pathways, juxtapositions, musicality, emotion, form, and technique. In addition, students will be required to reflect on their movement as well as create their own movement sequences. Starting with the set warm up, students will begin body awareness and understand what muscles are required for different movements in dance. Following, they must transpose their movement to center and across the floor combinations. Finally, students will use their technique and dance knowledge to create original works of art. Then, the students will perform their works of art and understand staging, costuming, and music editing. Self and group reflection will occur after each performance and during the creation process. Reflections may be written or verbal.

## **INTERMEDIATE DANCE**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Intro to Dance and Teacher Recommendation**

Intermediate dance is the continuation of beginning dance and is designed for dancers to expand their knowledge and technical dance skills. As the semester progresses we will extensively study techniques of modern, contemporary, ballet, jazz, hip-hop, musical theatre, and more. Students will develop skills in dance technique, choreography, group work, and performance; while increasing their flexibility, strength, and stamina in physical fitness. Students will also gain knowledge in dance history and philosophies through written work, video links, and documentaries. This course will culminate with a concert performance.

## **HL IB DANCE 1**

**Grade Level: 10-12**

**Course: Full Year**

**Recommended Prerequisite:**

**Teacher Recommendation or Audition**

## **HL IB DANCE 2**

**Grade Level: 10-12**

**Course: Full Year**

**Recommended Prerequisite:**

**Teacher Recommendation or Audition**

The IB DP dance course takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.

## **SL IB SPORTS, EXERCISE AND HEALTH SCIENCE**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisites: None**

The IB DP course in sports, exercise and health science standard level (SL) involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics and carry out practical (experimental)

investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of international dimensions and ethics by considering sport, exercise and health relative to the individual in a global context.

### **ADAPTIVE PHYSICAL EDUCATION/HEALTH**

**Grade Level: 9-12**

**Course: One Semester**

**Recommended Prerequisite: Students with severe physical limitations who are best served by an IEP.**

Some students have a variety of physical limitations that are best served by an Individual Educational Program (IEP). The limitations are those of permanent nature and are not limited to but can include neuromuscular underdevelopment, perceptual motor underdevelopment or physical limitations. Through an IEP the student's Physical Education is developed to meet the divergent needs of these students. The activities are planned to promote maximum motor development through special activities.

### **MODIFIED PHYSICAL EDUCATION**

**Grade Level: 9-12**

**Course: One Semester**

**Recommended Prerequisite: Verified note from a physician approved by the GHC school nurse**

Students with disabilities, which are temporary in nature, are not eligible for special education and/or related services as the disability will diminish significantly or will disappear over time. Some examples are broken bones, pulled ligaments and muscles, and infections. Since APE is a special education service, children with temporary disabilities are not eligible for APE services. However, some students with temporary disabilities may need modifications such as "no running," "no contact sports," or "use of crutches" as determined by a physician and in consultation with the parent to determine the extent to which a student may participate in the physical education program.

# SCIENCE COURSE DESCRIPTIONS

Science—and therefore science education—is central to the lives of all Americans, preparing them to be informed citizens in a democracy and knowledgeable consumers. All students must have a solid K–12 Science education that prepares them for college and careers. The goal of Science instruction is to empower students in understanding the physical universe through scientific inquiry, data acquisition and analysis, problem solving, critical thinking, technology, information retrieval and research skills. Students learn to communicate their findings through scientific writing.

College Preparatory (CP) and Honors (H) Biology, Physics, and Chemistry courses are aligned with the Next Generation Science standards (NGSS) and contextually incorporate Earth and Space Science. These foundational Science courses provide the scientific knowledge and skills that all students should acquire prior to graduating high school. Proficiency of NGSS are met through mastery of the following foundational courses: Biology AB, Chemistry AB, and Physics AB.

Physiology (CP & H) and CP Astronomy are offered as science electives for students to pursue interest in these fields.

Advanced Placement (AP) courses and International Baccalaureate (IB) offer students with a rigorous curriculum corresponding to a college-level freshman Science course. The following Advanced Placement Courses are offered: AP Biology, AP Chemistry, AP Environmental Science, AP Physics 1, AP Physics 2, AP Physics C.

IB Biology, IB Physics, IB Environmental Systems & Society, IB Chemistry, IB Sports Exercise and Health Science are offered primarily for students pursuing an IB Diploma.

## **CP BIOLOGY AB**

**Grade Level: 9th grade**

**Course: Full Year**

**Recommended Prerequisite: 8th grade Science**

The major purpose of this laboratory-based college preparatory course is to provide understanding of the basic biological concepts: the diversity of organisms; the cell; heredity; matter, energy, and organization of living systems; evolution of living systems; physiology; the biosphere and interdependence. Focus is on active student participation in laboratory investigations and the development of critical-thinking skills.

## **HONORS BIOLOGY AB**

**Grade Level: 9 - 10**

**Course: Full Year**

**Recommended Prerequisite: 8th grade Honors Science with a B or better or 8th Grade Science with an A or AP Physics 1 with a C or better or Honors Chemistry (9th STEM) with a C or better. 8th grade common core Math or any other higher level math with a B or better. Qualifies for Honors English.**

The major purpose of this laboratory-based course is to provide understanding of the basic biological concepts: the diversity of organisms; the cell; heredity; matter, energy, and organization of living systems; evolution of living systems; physiology; the biosphere and interdependence. Focus is on active student participation in laboratory investigations and the development of critical-thinking skills.

## **AP BIOLOGY AB**

**Grade Level: 10 - 12**

**Course: Full Year**

**Recommended Prerequisite: CP Bio AB and/or Chemistry AB or CP Physics AB completed with an A or Honors Biology AB and/or Honors Chemistry AB completed with a B or better or AP Chemistry AB and/or AP Physics I with a C or better (or any combination previously listed). Geometry AB passed with a B or better. Excellent Work Habits, Strong Reading, Writing Skills, Science teacher recommendation.**

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions.

### **IB HL BIOLOGY 1**

**Grade Level: 11**

**Course: Full Year**

**Recommended Prerequisite: None**

### **IB HL BIOLOGY 2**

**Grade Level: 12**

**Course: Full Year**

**Recommended Prerequisite: HL IB Biology1**

Course description and aims Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.

### **IB SPORTS EXERCISE AND HEALTH SCIENCE**

**Grade Level: 11- 12**

**Course: Full Year**

**Recommended Prerequisite: None**

The IB DP course in sports, exercise and health science standard level (SL) involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyses human performance. Where relevant, the course will address issues of international dimensions and ethics by considering sport, exercise and health relative to the individual in a global context.

### **CP INTRODUCTION TO ENGINEERING AB**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

CP Introduction to Engineering is a year-long high school engineering curriculum for students who want to learn more about engineering, its role in shaping our world, and careers in engineering. Developed by University of Texas faculty and NASA engineers working in collaboration with experienced secondary teachers and curriculum developers, this hands-on course engages students in authentic engineering practices in a project-based environment. By scaffolding student learning over a series of engaging and socially relevant design challenges, the curriculum tells students the story of engineering as they develop design skills and engineering habits of mind.

Students complete collaborative, student-directed projects that build resilient problem-solving skills and empower students to think like engineers, to adopt engineering processes, and to pursue engineering disciplines for the betterment of our world.

Teachers of this course complete a two-week professional development course on both the curriculum and pedagogy of Engineer your World. Engineer Your World is available from the UTeach Engineering program at The University of Texas at Austin. [www.EngineerYourWorld.org](http://www.EngineerYourWorld.org)

### **AP ENVIRONMENTAL SCIENCE AB**

**Grade Level: 12<sup>th</sup> grade priority, 11<sup>th</sup> grade**

**Course: Full Year**



**Recommended Prerequisite:** CP Chemistry and/or CP Biology with an A *or* Honors Chemistry and Honors Biology with a B or better *or* AP Biology and AP Chemistry with a C or better (or any combination previously listed.) Geometry AB completed with a B or better. *Excellent Work Habits, Strong Reading, Writing Skills, Science teacher recommendation.*

The AP Environmental Science course is designed to be the equivalent of a one- semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

### **IB HL ENVIRONMENTAL SYSTEMS AND SOCIETIES 1**

**Grade Level: 11**

**Course: Full Year**

**Recommended Prerequisite: 2 Years of Science**

### **IB HL ENVIRONMENTAL SYSTEMS AND SOCIETIES 2**

**Grade Level: 12**

**Course: Full Year**

**Recommended Prerequisite: APES (or IB ESS 1 Year) or AP Biology with a C or better**

The IB DP environmental systems and societies standard level course aims to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention is constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The teaching approach strives to be conducive to students evaluating the scientific, ethical and socio-political aspects of issues.

### **CP PHYSIOLOGY AB**

**Grade Level: 12<sup>th</sup> grade priority, 11<sup>th</sup> grade**

**Course: Full Year**

**Recommended Prerequisite: Biology and Chemistry (any level) with a C *or* better. Algebra 1 AB completed with a C or better.**

Physiology is a course designed to expand the students' general knowledge of the structure and function of the human body. The course will explore anatomical structures in various body systems as they relate to the physiology, or inner working, of the system. Emphasis will be placed on the interactions of organs as they work together to maintain balance or homeostasis. Topics include: Body organization and tissues, and the skeletal, muscle, respiratory, circulatory and digestive systems, the urinary, endocrine, nervous and reproductive systems and the senses. Students participate in lecture/discussions, laboratory investigations (including dissection, microscopy and human performance), and group research projects and presentations.

### **HONORS PHYSIOLOGY AB**

**Grade Level: 12<sup>th</sup> grade priority, 11<sup>th</sup> grade**

**Course: Full Year**

**Recommended Prerequisite: CP Biology and CP Chemistry with an A *or* Honors Biology and Honors Chemistry with a B or better *or* AP Biology and AP Chemistry with a C or better (or any combination previously listed). Algebra 1 AB completed with a B or better. Qualifies for Honors English.**

Honors Physiology is a college-preparatory level course intended for advanced students interested in the structures and functions of the human body. The course emphasizes the complementarity of structure and function in maintaining homeostasis. Topics include anatomical terminology and body organization, reviews of chemistry and cell structure, tissues types, and an overview of all organ systems. Several systems will be considered in much greater detail, for example, the digestive, circulatory, and reproductive systems. Special topics include the biology of cancer, human prenatal development, the history of medicine and surgery, and health sciences careers. Students participate in

lecture/discussions, laboratory investigations (including dissection, microscopy and human performance), and group and individual research projects and presentations.

### **CP CHEMISTRY AB**

**Grade Level: 10 - 12**

**Course: Full Year**

**Recommended Prerequisite: Biology AB**

This course encompasses all key chemical concepts and skills typically founded in a first-year high school course aligned with the Next Generation Science Standards. The major emphasis of this basic course is to introduce problem solving, laboratory investigations and measuring techniques to the mole concept, behavior of gases, liquids and solids and of the atom itself in connection to our daily lives. It is intended to prepare students to be better consumers and to be more aware of the world around them as well as to strengthen critical thinking skills. The course is intended to help students develop an understanding of chemistry on a “need to know” basis, cultivate problem-solving and critical-thinking skills related to chemistry, apply chemistry in daily life and understand the benefits as well as limitations of science and technology. Successful completion of this college preparatory course will satisfy the prerequisite for a variety of other science courses.

### **HONORS CHEMISTRY AB**

**Grade Level: 9th grade - STEM only**

**Course: Full Year**

**Recommended Prerequisite: 8th grade Honors Science with a B or better. 8th grade common core Math, Algebra 1 or Geometry with a B or better. Qualifies for Honors English.**

Chemistry is highly recommended for college-bound students and a must for those pursuing pre-medical and science related careers. This course follows the same minimum content guidelines established by the Next Generation Science Standards as the Chemistry AB course; however, topics are covered in greater depth both in detail and mathematical application. Course content is also established through the recommendations for the chemistry departments of local colleges and universities and the American Chemical Society. The major emphasis of this course is to introduce problem solving, laboratory investigations and techniques in the study of basic chemistry principles including; atomic structure, chemical bonding, formula and equation writing, properties of gases, solutions, acids, and bases, simple organic/biochemistry and nuclear chemistry. Successful completion of this course will prepare students for a variety of advanced science courses as well as Advanced Placement courses and college chemistry.

### **HONORS CHEMISTRY AB**

**Grade Level: 10 - 12**

**Course: Full Year**

**Recommended Prerequisite: Honors Biology AB with a B or better *or* CP Biology or CP Physics AB completed with an A *or* AP Physics 1 with a C or better (or any combination previously listed). Algebra 1 AB completed with a B or better. Qualifies for Honors English.**

Chemistry is highly recommended for college-bound students and a must for those pursuing pre-medical and science related careers. This course follows the same minimum content guidelines established by the Next Generation Science Standards as the Chemistry AB course; however, topics are covered in greater depth both in detail and mathematical application. Course content is also established through the recommendations for the chemistry departments of local colleges and universities and the American Chemical Society. The major emphasis of this course is to introduce problem solving, laboratory investigations and techniques in the study of basic chemistry principles including; atomic structure, chemical bonding, formula and equation writing, properties of gases, solutions, acids, and bases, simple organic/biochemistry and nuclear chemistry. Successful completion of this course will prepare students for a variety of advanced science courses as well as Advanced Placement courses and college chemistry.

### **AP CHEMISTRY AB**

**Grade Level: 10- 12**

**Course: Full Year**

**Recommended Prerequisite: CP Bio AB and/or Chemistry AB *or* CP Physics AB completed with an A *or* Honors Biology AB and/or Honors Chemistry AB completed with a B or better *or* AP Physics 1 and/or AP**

**Biology with a C or better (or any combination previously listed). Geometry AB passed with a B or better.**  
***Excellent Work Habits, Strong Reading, Writing Skills, Science teacher recommendation.***

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

### **IB HL CHEMISTRY 1**

**Grade Level: 11**

**Course: Full Year**

**Recommended Prerequisite: None**

### **IB HL CHEMISTRY 2**

**Grade Level: 12**

**Course: Full Year**

**Recommended Prerequisite: IB HL 1**

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century.

By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject.

### **CP ASTRONOMY AB**

**Grade Level: 12**

**Course: Full Year**

**Recommended Prerequisite: CP Science with a B or better *or* H Science with a C or better *or* AP Science with a C or better. Geometry AB completed with a B or better. *Senior elective course, seniors only.***

This is a one-year elective astronomy course. Course emphasis is on cosmic evolution, the study of stars (including our Sun), stellar systems (including black holes and galaxies), a comparative study of the Earth and the other planets making up our Solar System, and our place in the universe. Consideration will also be given to the possibility that life exists elsewhere in the universe.

### **CP PHYSICS AB**

**Grade Level: 10 - 12**

**Course: Full Year**

**Recommended Prerequisite: CP Biology AB or CP Chemistry AB**

Considered the “foundational science” forming a basis for further study in life and physical and earth science, Physics is a year-long college-preparatory course emphasizing hands-on laboratory skills, mathematical modeling, and conceptual understanding. The course will focus on development and deployment of cognitive models of classical physics, beginning with Force & Motion and Energy & Momentum in the first semester and continuing with Heat & Thermodynamics, Electricity & Magnetism and Waves in the second semester. Algebra is used throughout the course and students will be building on their existing math skills.

### **AP PHYSICS 1**

**Grade Level: 9<sup>th</sup> grade only**

**Course: Full Year**

**Recommended Prerequisite: 8th grade Honors Science with a B or better. Algebra 1 AB completed with an A (or higher level math with a B). Qualifies for Honors English.**

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. *Excellent Work Habits, Strong Reading, Writing Skills, Science teacher recommendation.*

### **AP PHYSICS 1**

**Grade Level: 10 - 12**

**Course: Full Year**

**Recommended Prerequisite:** CP Biology AB and/or CP Chemistry AB completed with an A or Honors Biology AB and/or Honors Chemistry AB with a B or better or AP Chemistry AB and/or AP Biology AB with a C or better (or any combination previously listed). *Excellent Work Habits, Strong Reading, Writing Skills, Science teacher recommendation.*

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound.

### **AP PHYSICS 2**

**Grade Level: 10 - 12**

**Course: Full Year**

**Recommended Prerequisite:** Completed AP Physics 1 AB with C or better. Geometry AB completed with an B or better. *Excellent Work Habits, Strong Reading, Writing Skills, Science teacher recommendation.*

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics.

### **AP PHYSICS C**

*Fall Semester: Mechanics and Spring Semester: Electricity/Magnetism*

**Grade Level: 12<sup>th</sup> grade priority, 11<sup>th</sup> grade**

**Course: Full Year**

**Recommended Prerequisite:** AP Physics 1 AB completed with a B or better or CP Physics AB with an A. Pre-Calculus AB completed with a B or better. Pre-Calculus AB completed with a B or better. Completed or concurrent enrollment in Calculus BC. *Excellent Work Habits, Strong Reading, Writing Skills, Science teacher recommendation.*

AP Physics C: Mechanics is equivalent to a one-semester, calculus based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.

AP Physics C: Electricity and Magnetism is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.

### **IB HL PHYSICS 2**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite:** AP Physics 1 with a C or better

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings.

## SCIENCE COURSE RECOMMENDATIONS (2020-2021)

UC “a-g”	NGSS
One <b>biological science</b> course and one <b>physical science</b> course with a C or better is needed for UC eligibility.	GHC adopted the 3-course model for California State Science Standards (NGSS). It is strongly recommended that students take Biology, Chemistry, and Physics to address NGSS.

COURSE	GRADE	Recommended Grade in Previous Science Course	Recommended Grade in Previous Math Course	Other Recommendations
Intro to Engineering	9	none	none	none
CP Biology AB	9	none	none	none
Honors Biology AB	9, 10	8th grade Honors Science with a B or better <i>or</i> 8th Grade Science with an A. <i>or</i> AP Physics 1 with a C or better <i>or</i> Honors Chemistry (STEM) with a C or better	8th grade common core Math or any other higher level math with a B or better	Qualifies for Honors English
H Chemistry 9 <sup>TH</sup> STEM only	9	8th grade Honors Science with a B or better	8th grade common core Math, Algebra I or Geometry with a B or better	Qualifies for Honors English
AP Physics 1 9th grade	<b>9</b>	8th grade Honors Science with a B or better	Algebra I AB completed with an A (or higher level math with a B)	Qualifies for Honors English
CP Biology AB Humanitas only	<b>9</b>	none	none	none
H Biology AB Humanitas only	<b>9</b>	8th grade Honors Science with a B or better	8th grade common core Math or any other higher level math with a B or better	Qualifies for Honors English
CP Chemistry AB	10, 11, 12	Biology AB passed	none	none
Honors Chemistry AB	10, 11, 12	Honors Biology AB with a B or better <i>or</i> CP Biology or CP Physics AB completed with an A. <i>or</i> AP Physics 1 with a C or better. ( <b>or any combination listed above</b> )	Algebra I AB completed with a B or better	Qualifies for Honors English
CP Physics AB	10, 11, 12	CP Biology AB <i>or</i> CP Chemistry AB passed	none	none
AP Biology	10, 11, 12	CP Bio AB and/or Chemistry AB <i>or</i> CP Physics AB completed with an A <i>or</i> Honors Biology AB and/or Honors Chemistry AB completed with a B or better	Geometry AB completed with a B or better	★ <i>Excellent Work habits</i> ★ <i>Strong Reading, Writing Skills</i> ★ <i>Science teacher recommendation.</i>

		<i>or</i> AP Chemistry AB and/or AP Physics I with a C or better <b>( or any combination listed above)</b>		
AP Chemistry	10, 11, 12	CP Bio AB and/or Chemistry AB <i>or</i> CP Physics AB completed with an A <i>or</i> Honors Biology AB and/or Honors Chemistry AB completed with a B or better <i>or</i> AP Physics I and/or AP Biology with a C or better <b>( or any combination listed above)</b>	Geometry AB completed with a B or better	★ <i>Excellent Work habits</i> ★ <i>Strong Reading, Writing Skills</i> ★ <i>Science teacher recommendation.</i>
AP Physics 1	10, 11, 12	CP Biology AB and/or CP Chem AB completed with an A. <i>or</i> Honors Biology AB and/or Honors Chem AB with a B or better <i>or</i> AP Chemistry AB and/or AP Biology AB with a C or better <b>( or any combination listed above)</b>	Geometry AB completed with a B or better	★ <i>Excellent Work habits</i> ★ <i>Strong Reading, Writing Skills</i> ★ <i>Science teacher recommendation</i> ★ <i>Strong Math Skills</i>
AP Physics 2	10, 11, 12	Completed AP Physics 1 AB with C or better	Geometry AB completed with a B or better	★ <i>Excellent Work habits</i> ★ <i>Strong Reading, Writing Skills</i> ★ <i>Science teacher recommendation</i> ★ <i>Strong Math Skills</i>
IB Sports Exercise	11, 12	<b>Open to all students</b>	none	Per IB Program
IB Biology - HL 1	11	none	none	Per IB Program
IB Chemistry - HL1	11, 12	none	none	Per IB Program
IB Physics - HL1	11, 12	none	none	Per IB Program
IB Biology - HL 2	12	IB Biology year 1, Honors <i>or</i> AP Biology with a B or better	none	Per IB Program
IB Chemistry - HL 2	12	IB Chemistry year 1, Honors <i>or</i> AP Chemistry with a B or better	none	Per IB Program
IB ESS year 1	11	2 years of science	none	Per IB Program
IB ESS year 2	12	Completion of APES (or IB ESS Year 1) <i>or</i> AP Bio with a C or better.	none	Per IB Program

IB Physics - HL 2	12	AP Physics 1 with a C or better, or IB HL 1	none	Per IB Program
AP Environmental Science	11, 12	CP Chemistry and CP Biology with an A or Honors Chemistry and Honors Biology with a B or better or AP Biology and AP Chemistry with a C or better (or any combination listed above)	Geometry AB completed with a B or better.	★Excellent Work habits ★Strong Reading, Writing Skills ★Science teacher recommendation.
CP Physiology AB	11, 12	Biology and Chemistry (any level) with a C or better	Algebra I AB completed with a C or better	Priority to seniors
Honors Physiology AB	11, 12	CP Biology and CP Chemistry with an A or Honors Biology and Honors Chemistry with a B or better or AP Biology and AP Chemistry with a C or better (or any combination listed above)	Algebra I AB completed with a B or better	Qualifies for Honors English Priority to seniors
AP Physics C Mechanics (Fall) Elec/Magnet (Spring)	11, 12	AP Physics 1 AB completed with a B or better or CP Physics AB with an A	Pre-calculus AB completed with a B or better. Completed or concurrent enrollment in Calculus BC.	★Excellent Work habits ★Strong Reading, Writing Skills ★Science teacher recommendation.
Astronomy AB	12	CP Science with a B or better or H Science with a C or better or AP Science with a C or better	Geometry AB completed with a B or better	★Senior elective course ★Seniors only.

*\*All Honors level placements should include Honors English list recommendation with NWEA RIT scoring starting in 2015 on the prior's year NWEA English and math tests as an indicator of appropriate honors level placement. Honors Biology placement must include the English Department recommendation after completion of the GHC Honors English Essay Writing Exam.*



# SOCIAL SCIENCE

The Social Science Department at Granada Hills Charter High School is dedicated to help students learn to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world. The study of history is at the core of the program offered by the department, and follows the California State Standard for the Social Sciences. The department also draws upon the insights and strategies drawn from geography, political science, economics, and psychology. Instruction includes chronology, cause-effect reasoning, information gathering, and analysis of primary sources, exercises in geographical literacy, effective communication, and ethical decision-making.

Students, particularly those interested in pursuing studies in the Humanities, are strongly encouraged to elect enrollment into the Advanced Placement courses. These courses provide a rigorous study of the social sciences at the college level, that involve in-depth investigation of the traditions of Western culture or other geopolitical regions, as well as those that provide an introduction to human behavior. This adds a valuable dimension to the social sciences.

The goal of Social Science instruction is to foster a culturally sensitive perspective rooted in civic-mindedness and egalitarian principles. The courses help students understand universal concepts by using a variety of sources – the recognition of the dignity of the individual and the importance of ethical issues in the context of societies; the understanding of religion, philosophy, and other major belief systems as they relate to culture as well as to human and environmental interaction; the analysis of patterns of global change; application of basic economic and political concepts; knowledge of the role minorities, immigrants, and women have played in society; the understanding of the basic principles of democracy and the origins of basic constitutional concepts; the development of political systems across time; the knowledge of the globalization of national affairs; and the use of time and chronology in the analysis of cause and effect. Social Science standards are met through the following courses: Geography, Modern World History A/B, US History: 21st Century A/B, Government, and Economics. Honors and Advanced Placement courses are offered in U.S. History, Government, Economics, World History, and European History. IB History of the Americas is offered for the IB Diploma or Certificate Program.

## **CP WHG: MODERN WORLD HISTORY A/B**

**Grade Level: 10**

**Course: Full Year**

**Recommended Prerequisite: None**

In this course, students study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

## **AP WORLD HISTORY A/B**

**Grade Level: 10-12**

**Course: Full Year**

**Recommended Prerequisite: A or B in Honors English Concurrent Enrollment – Honors English**

AP World History is designed to be the equivalent of a two semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment;

development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

### **AP EUROPEAN HISTORY A/B**

**Grade Level: 10-12**

**Course: Full Year**

**Recommended Prerequisite: A or B in Honors English Concurrent Enrollment – Honors or AP English**

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

### **CP UNITED STATES HISTORY A/B**

**Grade Level: 11**

**Course: Full Year**

**Recommended Prerequisite: World History**

Students will study the development of the political, social, economic, and diplomatic history of the United States with emphasis on the major turning points in America in the twentieth century. The course emphasizes specific themes such as the continuing tension between the states and the federal government, between minority rights and majority power, the emergence of a modern corporate economy, the impact of technology on American society, movements for equal rights for minorities, and the role of the United States as a world power.

### **AP UNITED STATES HISTORY A/B**

**Grade Level: 11-12**

**Course Full Year**

**Recommended Prerequisite: Grade of A or B in Honors or AP history classes; grade of A or B in H English Concurrent Enrollment – Honors or AP English**

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

### **HL IB HISTORY 1**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: Based on previous course and course grade.**

### **HL IB HISTORY 2**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: Based on previous course and course grade.**

The IB Diploma Program higher level history course aims to promote an understanding of history as a discipline, including the nature and diversity of sources, methods and interpretations. Students are encouraged to comprehend the present by reflecting critically on the past. They are further expected to understand historical developments at national,

regional and international levels and learn about their own historical identity through the study of the historical experiences of different cultures.

## **CP PRINCIPLES OF AMERICAN DEMOCRACY**

**Grade Level: 12**

**Course: One Semester**

**Recommended Prerequisite: Completion of World History and US History**

The major purpose of this course is to analyze our system of government and the historical background, fundamental concepts and principles that underlie American democracy. The course covers the development of the Constitution, Bill of Rights, and Federalism. It also includes a study of political parties, voting and voting behavior, and elections at the national, state, and local events. This course should be viewed as the culmination of the civics literacy strand of the California History – Social Science Framework.

## **AP GOVERNMENT AND UNITED STATES POLITICS**

**Grade Level: 12**

**Course: One Semester**

**Recommended Prerequisite: Grade of A or B in Honors or AP history classes; grade of A or B in Honors English**

**Concurrent Enrollment – AP or Honors English**

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

## **HL IB GLOBAL POLITICS 1**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: Based on previous course and course grade.**

## **HL IB GLOBAL POLITICS 2**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: Based on previous course and course grade.**

The DP global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

## **CP ECONOMICS**

**Grade Level: 12**

**Course: One Semester**

**Recommended Prerequisite: Completion of World History and U. S. History**

The major purpose of this course is to study the basic principles of economics. Students are provided an overview of general economic theories and principles, and topics are studied from the perspectives of consumers, business, government, and labor. Students will gain the capacity to make wise economic decisions as consumers, based on the priority of needs before wants. The course also provides students with background in the methods and the specialized vocabulary of economics.

## **AP MACROECONOMICS**

**Grade Level: 12**

**Course: One Semester****Recommended Prerequisite: Algebra**

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

**AP MICROECONOMICS****Grade Level: 12****Course: One Semester****Recommended Prerequisite: Algebra**

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

**CP GEOGRAPHY A/B****Grade Level: 9-12****Course: Full Year****Recommended Prerequisite: None**

The purpose of the World Geography course is to prepare the students to become knowledgeable, self-aware citizens in the global setting. This course will introduce students to new ideas and ways of viewing the world, and possibly shatter or change some of their preconceptions about the societies and cultures of the world. The focus of this course is a mixture of physical geography and human geography, and is intended as a broad based introduction to world geography. Upon completion of this course, the student will have knowledge of various regions and cultures and be able to interpret and analyze maps, cultures, graphs/charts/other tools, and assess geographical information from a multicultural perspective.

Emphasis will be placed upon the physical aspects of the world as well as social, political, economic, and cultural. Various global regions (Europe and Africa for example) will be studied using a variety of techniques and modalities to engage all learners. Each unit of study will delve more deeply into certain topics (how China's economic rise has changed the country, for example), to give the students a broad-based and current focus on the global setting and region of study.

In addition, the class will focus on important skill building exercises to help the students advance as active learners. Emphasis on critical thinking, reading, writing, problem solving and presenting before peers will enhance the learning and build skills necessary for success.

The overall goal is to provide 9th graders with a rigorous interdisciplinary approach to geography. Its aim is to relate physical and cultural geography to the economic, political, social, historical and cultural aspects of human interaction. The course will provide students with a base of knowledge about the earth's geographic regions and relate that knowledge to events in the rapidly changing world of today.

**AP HUMAN GEOGRAPHY A/B****Grade Level: 9-12****Course: Full Year****Recommended Prerequisite: 9th grade Introduction to Geography (suggested) Concurrent Enrollment: Advanced Placement Environmental Science (suggested)**

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding,

use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

### **CP INTRODUCTION TO PSYCHOLOGY A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. Students will develop some basic concepts of psychology and a historical perspective on psychology as the study of individual behavior. Students will have opportunities to explore implications for everyday life of a scientific perspective on human behavior.

### **AP PSYCHOLOGY A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

### **HL IB PSYCHOLOGY 2**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisites: Based on previous course and course grade.**

The IB Diploma Program higher level psychology course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry.

# VISUAL AND PERFORMING ARTS

The goal of Visual and Performing Arts instruction is to recognize the relationship between the arts and society and the connection to global world culture. Students in art classes have the ability and opportunity to demonstrate their own creativity utilizing any course specific medium. Critical thinking skills are developed to allow for informed judgments about the arts and aesthetics. Courses offered to meet the VAPA standards are Drawing AB, Design Craft AB, Painting AB, Cartooning and Animation AB, Digital Imaging AB, Ceramics AB, American Images AB, New Media Film Production, Photo Production-Yearbook AB, Choir AB, Vocal Ensemble AB, Jazz Ensemble AB, Band AB, Instruments AB, Keyboards/Music Technology AB, Guitar AB, Orchestra AB, Drama AB, Theatre Arts Workshop and Play Production. Advanced courses such as AP Drawing AB, AP Studio Art AB, AP Art History, AP Music Theory as well as IB Theatre Arts are open to all students.

## VISUAL ARTS

In Visual Arts a wide range of coursework is designed to develop an understanding of art, art history, art production, and creative problem solving. The courses are aligned to the California State Visual Arts Standards which include five areas of art exploration and understanding. Artistic perception includes developing perceptual skills and visual arts vocabulary, analyzing art elements and principles of design, and analyzing the impact of media choice. Creative expression includes the skills, processes, materials and tools used to create original works of art. Students will also communicate and express a theme, idea, or emotion through their own work.

The third content standard focuses on the understanding of the historical contributions and cultural dimensions of the Visual Arts. The role and development of visual arts and their relationship to diverse social, economic, and political developments reflected in works of art is examined. Students will respond to, analyze, and make judgments about works of art relating to the aesthetic value of the artwork. They will derive meaning and make informed judgments. Lastly, students will connect and apply what is learned in the visual arts to other art forms, subject areas and careers.

Students interested in careers including architecture, fine and commercial art, and the crafts will find it useful to explore the array of courses offered by the department. Art courses may be used for personal growth as well as for acceptance to colleges, general education or more specifically for art institutes for advanced students.

### **CP AMERICAN IMAGES A/B**

**Grade Level: 9-12**

**Course: One Semester or Full Year**

**Recommended Prerequisite: None**

This course is an introduction to American images and art utilizing digital imaging and creative problem solving techniques to explore the history of American Culture. Students are introduced to the importance of American art history, concept development, aesthetics, symbolism, type, image, and computer methodology. Students apply graphic art programs to create visual presentations and other digital media. Students study art movements and critique the work of influential artists.

### **CP ART HISTORY ANALYSIS A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

CP Art History Analysis explores art traditions from Prehistory to the present analyzing the means and motivations humans have for creating art. Students will consider the context and meaning of works making contemporary connections, and using a critical lens for socio-political issues as addressed by artists throughout time. The history curriculum includes occasional art production in order to foster a personal understanding of historical materials and processes, as well as utilize art as a powerful means of visual communication.

### **AP ART HISTORY A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

The AP Art History course is equivalent to a two-semester introductory college course that explores the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art.

### **CP CARTOONING ANIMATION A/B**

**Grade Level: 9-12**

**Course: One Semester or Full Year**

**Recommended Prerequisite: None**

This course is designed to advance the students' understanding of digital image making and manipulation as a medium of visual expression. Students will explore the fundamental concepts of digital media through the investigation of the core technologies for image creation, manipulation and enhancement. They will learn artistic perception, creative expression, aesthetic valuing and critical thinking skills. Included in this examination will be history & aesthetics, non-linear and assemble editing, post production techniques and the role of digital image making and manipulation as a medium of contemporary fine art production.

### **CP CERAMICS A/B**

**Grade Level: 9-12**

**Course: One Semester or Full Year**

**Recommended Prerequisite: None**

Ceramics is designed to provide knowledge of ceramic techniques and history through experimental, technical and expressive qualities of clay. Projects are geared toward personal experiences and expression, historical and cultural understanding, and appreciation of art. Students will use basic hand building methods with emphasis on surface design, decoration, painting and glazing pottery. With a focus on Ceramics and sculpture, the fundamental elements of art and the principles of design will be covered through readings, demonstrations, videos and studio time. Students will learn 2-dimensional and 3- dimensional design techniques.

### **CP ADVANCED CERAMICS A/B**

**Grade Level: 11-12**

**Course: One Semester or Full Year**

**Recommended Prerequisite: CP Ceramics 1 AB**

Advanced Ceramics is designed for the advanced student with interests and talents in ceramics and three- dimensional design. Students will gain a deeper understanding of advanced ceramics concepts, design, and skills in clay, as well as improve craftsmanship in hand-building and wheel-throwing techniques. Students will focus on personal achievement, expression, and artistic growth through the evaluation of ceramic artists and artistic movements. Students will explore the contributions ceramics, pottery, and sculpture have made on society in past and present world cultures. Emphasis will also be on the socially-engaged artist as we make a greater connection to people within our world and develop students as lifelong learners.

### **CP DESIGN CRAFT A/B**

**Grade Level: 9-12**

**Course: One Semester or Full Year**

**Recommended Prerequisite: None**

This course emphasizes original creative design and appropriate use of materials such as paper, fabric, fiber, clay, wood, plastics, plaster, and metal. The course stresses understanding the suitability of design to materials, respect for the

integrity of materials, and good craftsmanship. Crafts such as wood carving, fiber arts, and jewelry approached from an artistic intent may be included. Students study the history of crafts in art and their use in specific media.

### **CP DRAWING A/B**

**Grade Level: 9-12**

**Course: One Semester or Full Year**

**Recommended Prerequisite: None**

This class explores basic skills and techniques in drawing. Instruction focuses on learning to draw what the student sees while developing creativity and personal interpretation. The various skills students will develop include using basic shapes to construct a drawing, using line as contour and creating a three dimensional quality through shading. Students also study the elements of art and the principles of design as a basis for understanding and creating drawings.

### **AP STUDIO ART: 2-D DESIGN A/B**

**Grade Level: 9-12**

**Course: One Semester or Full Year**

**Recommended Prerequisite: Drawing**

Demonstrate mastery through any two-dimensional medium or process, such as graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course.

### **AP STUDIO ART: DRAWING A/B**

**Grade Level: 9-12**

**Course: One Semester or Full Year**

**Recommended Prerequisite: None**

Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course.

### **CP PAINTING A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

This course provides a foundation in painting in a variety of media and techniques or may concentrate in one media such as watercolor, oil, painting, or acrylics. The course emphasizes observation, interpretation of the visual environment, as well as drawing from the imagination. Included are application of the elements and principles of design, a study of historical and contemporary art and artists from a worldwide perspective, and instruction and practice in the critique process.

### **CP ADVANCED DRAWING**

**Grade Level: 10-12**

**Course: Full Year**

**Recommended Prerequisite: Basic Drawing**

This course explores new approaches to drawing using previously learned basic drawing skills. These basic skills are utilized to build advanced approaches for artistic expression. The subjects vary as do the media which include charcoal, oil pastel, pencil, watercolor, pen and ink, monoprint, color pencil, etc. Other skills include using the digital camera, taking photos for portraiture, and principles of composition. All instruction culminates in a final project.

Advanced drawing provides a focused development of essential drawing skills, as well as exposing the student to contemporary approaches to drawing. Basic and advanced compositional issues are explored requiring the student not only to develop various drawing techniques but design understanding. Drawing approaches include gesture drawing, contour drawing, structural drawing, two and three point perspective, use of the grid, calligraphic line etc. Each unit is



introduced with examples from various historical and cultural sources. Students are exposed to samples of work that utilize the various drawing approaches and design concepts. Students provide written critique of the work demonstrating their ability to perceive and identify the artist's use of the approaches studied. Student then work with preparatory skill building exercises that culminates in a final drawing project. Each project must demonstrate comprehension of the drawing and design approaches covered. Students provide written analysis of their work critiquing the work and process involved. Students also provide written analysis of artworks from various historical periods and cultural environments.

### **CP FILMMAKING A/B**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: None**

The major emphasis of the course is to have students actively participate and gain understanding of filmmaking by developing and producing films from conception to exhibition. This is strictly a laboratory- based class where students must be actively involved in every project. Throughout the year students will also develop an understanding of aesthetic perception, analysis and critique by discussing and writing about various film genres and peer work. They will demonstrate creative expression and problem solving skills by creating their own films and learn all the necessary roles and components of a filmmaking, production and working in a film crew. Upon completion of the course, students will have demonstrated an understanding of the fundamentals of film, video editing as well as the responsibilities of participation on a production crew.

### **YEARBOOK**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Yearbook AB Application, interview and instructor permission required prior to enrollment.**

This course is designed to provide students with practical experience in planning and producing a book that chronicles the school's events during the year. The course uses an eclectic approach in which students from a variety of disciplines (English, Art, Photography, Graphic Arts) cooperate in the production of a yearbook.

### **NEW MEDIA**

**Grade Level: 9**

**Course: Full Year**

**Recommended Prerequisite: Enrolled in Humanitas Program**

This course accommodates beginning students and experienced students wanting to learn and improve graphic skills. Instruction covers an introduction to graphic design applications in which application creates a specific type of product. Learning a variety of applications will give students the ability to determine which applications are best for particular projects. Students are introduced to the importance of visual communication, self-expressionism, concept development, aesthetics, symbolism, type, image, and computer method.

### **CP DIGITAL IMAGING A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

An introduction to digital imaging exploring creative problem solving techniques through the use of the Adobe Creative Suite, Macromedia Studio MX, and iMovie on Macintosh platforms. The curriculum is based on CA Visual Arts Proficient Standards for grades 9-12. Students are introduced to the importance of visual communication, self-expressionism, concept development, aesthetics, symbolism, type, image, and computer method.

### **HL IB VISUAL ARTS 1**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: Based on previous course and course grade.**

## **HL IB VISUAL ARTS 2**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: Based on previous course and course grade.**

The IB Diploma Program visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

## **INSTRUMENTAL MUSIC**

The music program offers a wide variety of individual and group listening, creating, and performing opportunities. In accordance with the California State Standards, students in the Instrumental Music courses will be able to read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music. The curriculum includes creating, performing, and participating in music through a varied repertoire of music. Composing and arranging music, variations, and accompaniments will be presented in the creative expression standard. Students will analyze the role of music in past and present cultures throughout the world in Music History and be able to note cultural diversity as it relates to music, musicians, and composers. Additionally, students will assess works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses. Ultimately, students will apply what they learn in music across subject areas and develop competencies and creative skills in problem solving, communication, and management of time and resources.

### **CP KEYBOARDS A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

Students learn to read music and play the piano.

### **CP MUSIC TECHNOLOGY A/B**

**Grade Level: 10-12**

**Course: Full Year**

**Recommended Prerequisite: None**

Music technology is a one-year, computer-based course that uses GarageBand and Finale software to create musical works. Students learn notation, musical styles, arranging, and basic music composition and songwriting skills by completing guided musical projects. Students are also taught mastering and production techniques to create polished, expressive, musical works.

Upon completion of Music Technology, students will be able to: Read an instrumental or vocal score of up to four staves and explain how the elements of music are used. Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples. Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures. Compose music, using musical elements for expressive effect. Compose and arrange music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound. Arrange pieces for voices and instruments other than those for which the pieces were originally written. Describe the differences between styles in traditional folk genres within the United States. Describe the means used to create images or evoke feelings and emotions in musical works from various cultures. Research musical careers in radio, television, and advertising.

## **CP MARCHING DYNAMICS/BAND**

**Grade Level: 9-12**

**Course: Fall Semester Only**

**Recommended Prerequisite: None**

The purpose of this course is to learn and perform marching band repertoire. Music chosen can be from a wide variety of sources in terms of time period and country of origin. Proper instrumental technique, breathing technique, balance and blend will be taught in order to achieve optimum sound. Students will also study defacto music theory and vocabulary that will aid them in the process of learning how to read music. In addition to the musical rigor of the course, students will also learn and participate in drill and marching lessons, as the entirety of their fall marching band show is fully staged and choreographed. For this, groups of marching band professionals will provide targeted instruction to students. This group performs at all home football games, at least one parade per year, and in marching band competitions from October through November throughout Southern California and beyond. This class fulfills CA physical education requirements.

## **CP JAZZ ENSEMBLE A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Audition**

The purpose of this course is to learn and perform the various styles of jazz idiom. Music chosen can be from a wide variety of sources in terms of time period, genre, and cultural origin. Students will also have weekly sight-reading lessons in both treble and bass clef in both major and minor keys, learn the basics of music theory, and introduction to improvisational soloing. In addition to the musical rigor of the course, the Jazz Bands perform at Instrumental Music concerts, school events and adjudicated jazz festivals in the Spring. The ensemble may be split into multiple groups at the directors' discretion.

## **CP ADVANCED BAND A/B**

**Grade Level: 9-12**

**Course: Spring Semester Only**

**Recommended Prerequisite: Audition**

The purpose of this course is to study and perform advanced wind band (grade 4-5+) repertoire. This includes pieces from multiple periods of music history as well as from composers of varying nationalities. Proper interpretation (blend & balance, phrasing, etc.) as well as some more advanced instrumental techniques will be taught in order to achieve the best possible wind band sound. The bulk of class time will focus on the specifics of ensemble playing, as students are expected to learn their individual part on their own time. Students will also have occasional sight-reading lessons to gain proficiency in music literacy. This group performs at Instrumental Music concerts, at least one festival in the Spring, and miscellaneous other performances throughout the year. Student enrollment is by audition only.

## **INTERMEDIATE BAND A/B**

**Grade Level: 9-12**

**Course: Spring Semester Only**

**Recommended Prerequisite: None**

The purpose of this course is to study and perform standard wind band (grade 2-4) repertoire. This includes pieces from multiple periods of music history as well as from composers of varying nationalities. Proper instrumental technique (breathing technique, articulation, blend and balance, etc.) will be taught in order to achieve the best possible wind band sound. The bulk of class time will focus on building the fundamentals of instrumental technique and the teaching of music theory. Students will also have occasional sight-reading lessons to gain proficiency in music literacy. This group performs at Instrumental Music concerts, and at least one festival in the Spring.

## **INTERMEDIATE ORCHESTRA A/B**

**Grade Level: 9-12 Course: Full Year**

**Recommended Prerequisite: None**

Orchestra is a one-year course open to all students with basic performance skills on string instruments. This course is designed to increase the skill and performance abilities of each student, and to develop aesthetic and cultural values through critical listening. Skills in tone production, intonation, bowing technique, music reading and musical expression will be studied. Music theory, history, and composition will be part of this course. Students will perform medium to difficult literature from a variety of genres for performances in concerts and festivals.

Skills in tone production, intonation, technique, music reading and musical expression will be studied. Music theory will be part of the course. Grading is by progress, performance and written work.

### **CP ADVANCED ORCHESTRA A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Audition**

Advanced Orchestra is a class designed to help further the musical skills of advancing string players. It is designed for string players who already show competency on their instruments and are looking to further their knowledge about their instruments, learn musical literature for their instruments, and help them become all around better musicians.

### **AP MUSIC THEORY A/B**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: Audition and Music Literature and Analysis**

The AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized.

### **CP CLASS PERCUSSION A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Audition**

This course is designed to further develop percussion students' musical skills and instrumental technique. Class objectives include performance of varied musical repertoire and styles, music reading skills, musicality, music terminology, music theory, as well as percussion techniques of multiple concert percussion instruments. During Fall semester, the Percussion class students will rehearse and perform with Marching Band at outside of school rehearsals, football games, field competitions and also with the Wind Ensemble and Concert Band. During Spring semester, students will rehearse and perform with the Indoor Percussion ensemble, Wind Ensemble, Concert Band, and Percussion Ensemble. Concert percussion will remain a topic all year. Students will be placed in any and all ensembles by audition or at the directors' discretion.

### **CP GUITAR A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

CP Guitar A/B focuses on teaching students the fundamentals of guitar performance. In addition to learning how to play the guitar, students will learn the fundamentals of songwriting and will have the opportunity perform their own songs in class. All students are eligible to take Guitar AB (pending course availability) to satisfy their VAPA course-

credit graduation requirement. This course offers all students - regardless of their level of music experience the opportunity to learn and utilize various guitar performance techniques to accommodate a wide range of musical genres.

## **CHORAL MUSIC**

Within the choral classes that are offered, students will learn to read a vocal score, sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy and tone quality. They will perform what they have learned in a variety of settings. Students without experience and who have vast performing background are encouraged to enroll in the courses.

### **CP SHOW CHOIR A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Audition**

The purpose of this course is to study and perform show choir repertoire written for 4 part mixed choir. Music chosen will be 4 or more part choral pieces from mostly the 20th century, Broadway, jazz, and pop/genres. However, in the scope of this course, students will also learn classical music such as but not limited to the Hallelujah Chorus for the Holiday Concert and any other classical pieces that will either fit into their show set or to be sung at concerts, outside performances, and Graduation. Students will sing in various languages including, but not limited to, Italian, Latin, German, Spanish, French, English, Korean, and Tagalog. Proper vocal technique, breathing technique, vowel formation, and blend will be taught in order to achieve optimum choral sound. Choral ensemble is divided into four voice parts: Soprano, Alto, Tenor, and Bass and then may divide further when called for by the music. Students will also study music theory and vocabulary that will aid them in the process of learning how to read music. Students will also have weekly sight-reading lessons in both treble and bass clef, in both major and minor keys, to gain proficiency in music literacy. In addition to the musical rigor of the course, students will also learn and participate in weekly dance and choreography lessons, as each of their show pieces and other pieces they will perform throughout the year are expected to be fully staged and choreographed. For this, a professional show choir choreographer will visit class and teach them in after school rehearsals.

### **CP HONORS CHOIR A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Audition**

The purpose of this course is to study and perform advanced (college-level) choral repertoire. Music chosen will be 4 or more part choral pieces from throughout music history. This included pre-renaissance, renaissance, baroque, classical, romantic, 20th century, jazz, popular/rock, and world-music. Students will sing in various languages including, but not limited to, Italian, Latin, German, Spanish, French, English, Korean, and Tagalog. Proper vocal technique, breathing technique, vowel formation, and blend will be taught in order to achieve optimum choral sound. Choral ensemble is divided into four voice parts: Soprano, Alto, Tenor, and Bass that are then divided further when called for by the music. Students will also study music theory and vocabulary that will aid them in the process of learning how to read music. Students will also have weekly sight-reading lessons in both treble and bass clef, in both major and minor keys, to gain proficiency in music literacy.

### **CP WOMEN'S CHOIR A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Audition**

The purpose of this course is to study and perform beginner and intermediate choral repertoire written for treble choir. Music chosen will be 3 or more part treble choir pieces from throughout music history. This included pre-renaissance, renaissance, baroque, classical, romantic, 20th century, jazz, popular/rock, and world-music. Students will sing in various languages including, but not limited to, Italian, Latin, German, Spanish, French, English, Korean, and Tagalog. Proper vocal technique, breathing technique, vowel formation, and blend will be taught in order to achieve optimum

choral sound. Choral ensemble is divided into three voice parts: Soprano I, Soprano II, and Alto that are then may divide further when called for by the music. Students will also study music theory and vocabulary that will aid them in the process of learning how to read music. Students will also have weekly sight-reading lessons in both treble and bass clef, in both major and minor keys, to gain proficiency in music literacy.

### **CP WOMEN'S SHOW CHOIR A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Audition**

The purpose of this course is to study and perform beginner and intermediate choral repertoire written for treble choir. Music chosen will be 3 or more part treble choir pieces from throughout music history. This included pre-renaissance, renaissance, baroque, classical, romantic, 20th century, jazz, popular/rock, and world-music. Students will sing in various languages including, but not limited to, Italian, Latin, German, Spanish, French, English, Korean, and Tagalog. Proper vocal technique, breathing technique, vowel formation, and blend will be taught in order to achieve optimum choral sound. Choral ensemble is divided into three voice parts: Soprano I, Soprano II, and Alto that are then may divide further when called for by the music. Students will also study music theory and vocabulary that will aid them in the process of learning how to read music. Students will also have weekly sight-reading lessons in both treble and bass clef, in both major and minor keys, to gain proficiency in music literacy.

## **DANCE**

### **DANCE CHOREOGRAPHY A/B**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: Introduction to Dance AB**

Students will be introduced to various forms of dance technique, choreography, performance, and history. In dance, students will learn multiple genres of dance. Students will learn dance technique while exploring creative expression and improving basic coordination skills. They will be expected to perform in a spring concert and select students will perform in the fall concert.

In dance class, students will be exploring, but not limited to, movement, patterns, pathways, juxtapositions, musicality, emotion, form, and technique. In addition, students will be required to reflect on their movement as well as create their own movement sequences.

Starting with the set warm up, students will begin body awareness and understand what muscles are required for different movements in dance. Following, they must transpose their movement to center and across the floor combinations. Finally, students will use their technique and dance knowledge to create original works of art. Then, the students will perform their works of art and understand staging, costuming, and music editing. Self and group reflection will occur after each performance and during the creation process. Reflections may be written or verbal.

## **THEATER**

Within the theater courses that are offered, students will be able to develop their theater vocabulary, comprehend and analyze the elements of the theater, develop theatrical skills, create, design, produce, and perform scenes or plays, understand the role and cultural significance of theater, explore the history of the theater, critically assess and derive meaning from many works of theater, connect and apply theater to other content areas and careers. There is a sequence of courses that students may take that ultimately leads to acting in stage performances, directing, and/or assisting in the technical aspect of play production.

### **CP DRAMA A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

This course is designed as a prerequisite for all other drama classes and an introduction to Theatre Arts. Instruction includes the history of the theatre, beginning with Thespis and the Greeks, and progressing to the present time. Students are required to perform monologues, improvisational skits, and a two-person scene.

The course includes basic theater terms, major movements, the actor's instrument (voice, movement), and an overview of techniques, focusing mainly on Stanislavsky, Strasberg's American acting "Method", and the modern schools of Stella Adler and Sanford Meisner. Spring semester culminates with a production of a one-act play.

**CP THEATER/PLAYPRODUCTION A/B****Grade Level: 10-12****Course: Full Year****Recommended Prerequisite: Drama A/B and Teacher Approval**

Theatre is geared to the audience and includes drama activities that lead to the public presentation of a scripted play. The class emphasizes the more formal, advanced instruction in theatre production which includes the responsibilities of the production staff and crews, performance, direction, stage technique, theatre history, appreciation of the various theatrical styles and trends, playwriting and theatre-related careers.

**CP THEATER ART WORKSHOP****Grade Level: 10, 11, 12****Course: Full Year****Recommended Prerequisite: Drama A/B**

This course is designed to enable the student to explore a variety of theatrical forms, including musical theatre, in more detail through study and performances in a workshop-type class. The course allows the student to develop and polish his/her particular talent, build confidence for professional, community, or college auditions or apprenticeships, and gain experience in public performance.

**HL IB THEATRE 1****Grade Level: 11-12 Course: Full Year****Recommended Prerequisite: Based on previous course and course grade.****HL IB THEATRE 2****Grade Level: 11-12 Course: Full Year****Recommended Prerequisite: Based on previous course and course grade.**

Theatre is a practical subject that encourages discovery through experimentation, risk-taking and the presentation of ideas. The IB DP theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers. Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place and culture, promoting international-mindedness and an appreciation of the diversity of theatre.

# WORLD LANGUAGES AND CULTURES

Language and communication are at the heart of human experience. The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which all students develop and maintain proficiency in English and at least one other language, modern or classical. Additionally, children who come to school from non-English-speaking backgrounds should have opportunities to develop further proficiencies in their heritage languages and cultures (*Standards for Foreign Language Learning in the 21st Century*, 1999).

World/Heritage Language - The goal of the World Languages is to create citizens of the world. Students use languages to communicate effectively and appropriately in listening/viewing, speaking/signing, reading and writing; to understand the cultures of the peoples who use the target language; to understand the value of the target language in our own society. Languages offered include the equivalent of three or more years in the following: Arabic, Korean and Korean for Korean speakers, Italian, Mandarin, Spanish and Spanish for Spanish Speakers. Honors and AP are offered in Spanish and Italian and IB Diploma and IB Certificate students access an IB Language B course in Spanish, French, or Korean.

Learners are provided opportunities to participate in interpersonal, interpretive, and presentational communication; experience cultural products and practices and reflect on the perspectives that underlie them; acquire knowledge and new perspectives from target language sources; learn about the nature of language and culture and how each manifests itself in human communication; and take language beyond the classroom in real-world interactions.

## **CP FOREIGN LANGUAGE 1AB**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

Students learn to function in common daily settings for which they have rehearsed; understand learned words and phrases in authentic texts (oral/written); produce learned words and phrases; deal with discrete elements of life; comprehend and produce oral and written words and phrases; comprehend and be understood by highly-sympathetic natives.

## **CP FOREIGN LANGUAGE 2AB**

**AMERICAN SIGN LANGUAGE, ARABIC, FRENCH, KOREAN, MANDARIN, SPANISH**

**Grade Level: 9-12,**

**Course: Full Year**

**Recommended Prerequisite: Foreign Language 1AB**

Students learn to function in transactional settings and in some informal situations; understand the overall meaning, key ideas, and some supporting details in transactional and some informal texts (oral/written); break apart and recombine learned material to express personal meaning; deal with topics related to self and the immediate environment; comprehend and produce oral and written sentences and strings of sentences; comprehend and be understood by sympathetic natives.

## **CP FOREIGN LANGUAGE 3AB**

**AMERICAN SIGN LANGUAGE, ARABIC, FRENCH, KOREAN, MANDARIN, SPANISH**

**Grade Level: 9-12,**

**Course: Full Year**

**Recommended Prerequisite: Foreign Language 2AB**

Students learn to function in most informal and some formal settings; understand the main ideas and most supporting details in uncomplicated concrete and factual texts (oral/ written); produce paragraph level discourse: simple narration, description and explanation; deal with uncomplicated topics related to the external environment; comprehend and produce oral and written paragraphs; comprehend and be understood by non-sympathetic natives.



## **CP HERITAGE LANGUAGE 1AB ARABIC, KOREAN, SPANISH**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Oral Proficiency**

Students learn to function in an informal and some formal settings; understand the main ideas and most supporting details in concrete, factual and some abstract texts (oral/written); produce paragraph level discourse: narration, description, explanation, discussion and supported opinion; deal with topics related to the external environment; comprehend and produce oral and written paragraphs; comprehend and be understood by non-sympathetic natives when using formal language.

## **CP HERITAGE LANGUAGE 2AB ARABIC, KOREAN, SPANISH**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Heritage Language 1AB; or literacy in the heritage language**

Students learn to function in many formal settings; understand the main ideas and most supporting details in many formal and abstract texts (oral/written); produce extended discourse: narration, description, explanation, discussion and supported opinion; deal with topics related to the external environment; comprehend extended discourse and produce oral paragraphs and written essays; comprehend and be understood by non-sympathetic natives when using formal language.

## **CP HERITAGE LANGUAGE 3AB ARABIC, KOREAN**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Heritage Speakers 2AB**

Students learn to function in informal and many formal settings; understand the main ideas and most supporting details in complex concrete, factual and uncomplicated abstract texts (oral/written); produce extended discourse: simple narration, description and explanation; deal with complex concrete, factual and uncomplicated abstract topics related to the external environment; comprehend extended discourse and produce oral paragraphs and written essays; comprehend and be understood by non-sympathetic natives.

## **CP FOREIGN LANGUAGE 4AB, 1B 2 AB or AP LANGUAGE AND CULTURE AB CHINESE, FRENCH, SPANISH**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Foreign Language 3AB or 1B 1AB or Heritage Speakers 2AB**

Students learn to function in informal and many formal settings; understand the main ideas and most supporting details in complex concrete, factual and uncomplicated abstract texts (oral/ written); produce extended discourse: simple narration, description and explanation; deal with complex concrete, factual and uncomplicated abstract topics related to the external environment; comprehend extended discourse and produce oral paragraphs and written essays; comprehend and be understood by non- sympathetic natives.

The AP Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in the Foreign Language.

The AP Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

## **AP SPANISH LITERATURE AND CULTURE AB**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Advanced Placement Spanish Language and Culture or AB or IB 2AB**

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

### **SL IB SPANISH**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: CP Spanish 2 or Spanish Speakers 1**

### **SL IB KOREAN**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: CP Korean or Korean Speakers 1**

### **SL IB FRENCH**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: CP Spanish 2**

### **SL IB MANDARIN**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: CP Mandarin 2 or Mandarin Speakers 1**

The IB DP language ab initio course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language ab initio course develops students' linguistic abilities through the development of receptive, productive and interactive skills by providing them opportunities to respond and interact appropriately in a defined range of everyday situations. Language ab initio is available at standard level only.

### **HL IB SPANISH 1**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: CP Spanish 3 or Spanish Speakers 2 or SL IB Spanish**

### **HL IB MANDARIN 1**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: CP Mandarin 3 or Mandarin Speakers 2 or SL IB Mandarin**

### **HL IB SPANISH 2**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: AP Spanish Language or HL IB Spanish 1**

### **HL IB MANDARIN 2**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: HL IB Mandarin 1 or AP Mandarin HL IB**

### **HL IB KOREAN 1**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: SL IB Korean 3 or Korean Speaker 2**

### **FRENCH 1**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: CP French 3 or SL IB French**

### **HL IB KOREAN 2**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: HL IB Korean 1**

### **HL IB FRENCH 2**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: HL IB French 1 or AP French**

**HL IB ARABIC 1****Grade Level: 11-12****Course: Full Year****Recommended Prerequisite: CP Arabic 3 or Arabic Speakers 2****HL IB ARABIC 2****Grade Level: 11-12****Course: Full Year****Recommended Prerequisite: HL IB Arabic 1**

The IB DP language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language.

Language B is designed for students who possess a degree of knowledge and experience in the target language. Those learning a language B at higher level should be able to follow university courses in other disciplines in the language B that is studied.

## **FOREIGN LANGUAGE COURSE CREDIT OPTIONS**

Beginning with the class of 2012, all students who graduate from Granada Hills Charter High School (GHC) must pass two years of the same foreign language in order to earn a high school diploma. Students who complete *one* course designed for heritage speakers (courses for speakers of Arabic, Korean and Spanish are currently offered) or a *second year course* in a non-heritage language will also have met the graduation requirement. Students may earn credit by taking classes on site, at a community college or university, or at a language school. The foreign language requirement may be waived if students demonstrate equivalency through testing acceptable to the University of California.

Students who complete a first year course (1AB) for heritage speakers at Granada have completed a course that is equivalent to the second course in the sequence for non-natives. These students are not required to complete a second year course for heritage speakers in order to graduate. Students who complete a second- year course (2AB) at Granada are not required to complete additional course work in Foreign Language in order to graduate. Since students will earn only 10 Foreign Language credits, they must make up the necessary credits in another area. Counselors should complete a graduation waiver form and attach the documentation.

Students who complete the study of a language *not offered at GHC* at a language school are to follow the procedures outlined below:

- Foreign language courses must be taken during a student's high school years (grades 9 through 12).
- In order to receive credit, the school must be accredited and/or recognized as a language school. See the GHC's registrar if you have questions.
- Students will submit the GHC form to receive credit for foreign language courses that are not offered at Granada.
- The class must be pre-approved by the student's counselor prior to enrolling in the course.
- The counselor will sign the form and the student will take it to the school. The school will mail the form back to GHC's registrar upon completion. Counselors will make a copy for their files.

**The foreign language requirement may be waived if students demonstrate equivalency through testing acceptable to the University of California. *Be sure to consult the University of California website to determine the most recent regulations.***

If student equivalency is validated before middle school graduation the graduation requirement will not be waived.

Passing scores for 2015 for the **SAT Subject Test** acceptable to the University of California: Chinese with Listening: 520, French/French with Listening: 540, German/German with Listening: 510, Modern Hebrew: 470, Italian: 520, Japanese with Listening: 510, Korean with Listening: 500, Latin: 530, Spanish/Spanish with Listening: 520

Passing scores for 2015 for **AP Language and/or Literature and Culture Examination** acceptable to the University of California: 3, 4 or 5 on the AP Language and Culture Examination in Chinese, French, German, Italian, Japanese or Spanish or on the AP Literature and Culture Examination in Spanish.

Passing scores for 2015 for **IB Examination** acceptable to the University of California: 5, 6 or 7 on an IB Language A2 HL Examination.

If a foreign language equivalency examination is taken and student equivalency is validated, the Foreign Language requirement may be waived. No credits will be awarded, and as a result, students will need to earn credits in another area. Counselors will complete a graduation waiver form and attach the documentation. Students are responsible for providing information to the college/university when applying.

# INTERNATIONAL BACCALAUREATE (IB)

The International Baccalaureate (IB) Program at GHC is much more than an academic program—it is a place where everyone knows your name! We are a community of learners focused on personal development, making the San Fernando Valley a better place, and preparing students for the most serious challenges they will face after graduation. Our primary goal is to provide a unique space at Granada in which students are free to learn about themselves, their beliefs, and how they connect to the greater world around them. We want students to be able to answer two of the scariest questions facing all teenagers: 1) who am I, and 2) how do I fit into the outside world? All programs at GHC provide academic rigor, but it is the IB program which makes personal development a central priority in everything it asks of students.

**The IB program can be a scary alternative. We hope the answers to some of the following frequently asked questions will help you in learning more about the program.**

**How will IB help me prepare for applying to college?**

We are committed to supporting IB students through every step of the college application process. Every three-four weeks in IB, students engage in a full day workshop that targets everything from college research, resume building, personal statement writing, interview skills, stress management, applying for scholarships and internships, and more. In addition, we make it a point to ensure that every student improves in each of the 7 essential areas of the college application: 1) GPA, 2) SAT and ACT, 3) strength of schedule, 4) letters of recommendation, 5) community service and extracurricular activities, 6) personal statement writing, and 7) interview skills.

Our graduates pursue a wide variety of opportunities. Some join the military; some attend community college; many attend a UC or Cal State school; and some go to small liberal arts colleges or Ivy League schools.

In addition, our students continue to stand out in competitive scholarship application programs. In the past few years, 9 of our students have been awarded the full ride POSSE scholarship, 3 have won the prestigious Milken scholarship, and last year one student was awarded the Quest Bridge scholarship. In all, the IB Class of 2016 earned more than 1 million in scholarships and grants. Our students truly stand out in interviews because they come to know themselves, have meaningful community service to talk about, and have completed primary research in their science courses. We actively teach students how to articulate the work they are doing at school and in the community in ways that demonstrate their excellence.

**Do colleges recognize IB? Or, just AP?**

Most colleges have the same policy for IB and AP. But, every college is different. You should consult the admissions office website for the different schools you are thinking of applying to. At the University of California, for example, IB HL exams passed with a score of 5 or higher (out of 7) earn college credits. And, if your overall IB diploma score is 30 or higher (out of 45) you will earn additional credits. It is not uncommon for our IB students to enter college with almost a year of college credit. Some students choose to use those credits, some do not. Each student's reasons are different. IB is recognized on the Common Application, and the UC system also asks IB students to designate if they are eligible to receive the IB diploma.

**If I choose to take a science I have already taken, will it hurt me when applying to colleges?**

Some students take an AP science in 9<sup>th</sup> or 10<sup>th</sup> grade. Each year, we hear students say that it will hurt their college application if they take one of those sciences in 11<sup>th</sup> and 12<sup>th</sup> grade (and not a new science). This will not harm your application. In fact, we work with all students in this situation to teach them how to make this choice a strength on their college application. For instance, a student wishing to pursue a major in a health sciences field would be able to set themselves apart from other students by writing about choosing the IB program because it was an opportunity to take biology or chemistry for three years and to conduct primary research. Students in IB also have the opportunity to take 2 science courses in 11<sup>th</sup> grade and 2 science courses in 12<sup>th</sup> grade. In IB, it is common for our STEM focused students to

graduate with 6 years of science instead of the traditional 4 years. In fact, some years a few 12<sup>th</sup> grade students have enrolled in 3 science courses.

### **Will I be able to continue in my sport or activity if I join the IB program?**

Yes. More than 35% of IB students participate in an extracurricular activity. IB students are in ASB, SLC, Journalism, Yearbook, Orchestra, Academic Decathlon, Model United Nations, Envirothon, Speech and Debate, Cheer, Dance, Science Bowl, and are Peer College Counselors. Our students swim, are on the volleyball team, the golf team, and the tennis team. Extracurricular activities are one of the best ways to develop leadership skills and, since we are committed to your personal development, we want you to continue to be active in leadership activities. Student leaders tend to be the most successful IB students because they have excellent time management skills and have previously learned how to balance multiple time consuming activities.

### **Are IB courses weighted like AP courses?**

All IB courses are weighted courses. HL courses earn a 1 point weight; SL courses earn a .5 weight. Theory of Knowledge earns a .5 weight. Most IB students earn between 5 and 6.5 extra weights per semester. By the end of 12<sup>th</sup> grade, approximately two-thirds of the IB graduates are recognized as Granada valedictorians.

### **Do I have to complete the community service requirement?**

Yes, all IB students must complete the community service project. Community service is one of the reasons you want to join the program—it is one of the 6 essential areas of the college application. And, service in IB is service with a purpose. You begin with research, interview leaders in the areas you want to serve, determine a focused mission, and create a detailed action plan that includes measurable steps to ensure that you are in a small way improving the quality of life for people in the San Fernando Valley. Our service project is not filing papers at a hospital; our project is not hour counting; our project is about leadership and action! When sitting for your college interviews and when writing your personal statements, it will be your service project that makes you memorable. Expect to dedicate approximately 5 hours per week during the school year to your service project—more during the summer.

### **How much homework is assigned?**

Homework in the IB program is different. Most IB classes assign long term, performance based tasks. For example, in IB English students will work for almost 2 months to research, write, and prepare for a 15-30 minute presentation in front of an audience in Rawley Hall. Other courses, like mathematics, will have homework due on the same day every week and students can adjust their study schedule accordingly. Also, IB teachers maintain a shared assessment calendar in order to minimize the number of major exams given on a single day. Time management is essential; however, for those students who may need help learning time management or who simply need a place to get work done, there is an IB study room open each day after school until 6:30 p.m.

### **Can I still take AP classes?**

To some extent, yes. Many of our students take AP courses such as AP Psychology, AP Physics, AP Music Theory, AP Art History, AP Economics, AP Environmental Science, AP Calculus AB, AP Calculus BC, and AP Computer Science. In some cases, the AP course serves as the first year of an IB course. In other cases, students take an AP course because they are interested in the subject and have always wanted to take it.

### **What characteristics do the happiest IB students share?**

Over the past 5 years, it is clear that our happiest IB students exhibit 4 attitudes toward learning. IB students 1) love working with others, 2) love community service, 3) love ideas and concepts, and 4) value understanding over grades and test scores. Our best students are actively engaged in class every day. If you are deciding whether or not to join IB, ask yourself if these are attitudes you share. At our core, these 4 attitudes are who we are—these 4 attitudes are who we will continue to be.

### **Must I take a zero period?**

Yes. IB requires the completion of 7. In some cases, students may test out of a subject after the first year and only have 6 classes in the second year. Each student's schedule is different and we will work one on one with you if needed to make a schedule that fits your needs. In some cases, we are able to accommodate specific needs that deviate from the traditional schedule; in some cases, we are not. Ultimately, joining IB is a commitment to IB.

### **Do I have to be a straight A student or have high test scores to join the IB program?**

The IB Program may have an elite reputation, but we are seeking students of all backgrounds and abilities. Typically, 25% of our incoming class have a GPA over 4.00; 50% between 3.00 and 4.00; 25% below 3.00. We are looking for highly motivated students who love working with others, are open-minded, want to make the San Fernando Valley a better place, and understand that they still have much to learn. We believe that a mix of students, with a mix of backgrounds and a mix of abilities, creates dynamic classrooms that challenge all learners (including the teachers). IB classrooms are active learning environments and require differing interests and opinions to thrive.

### **Will I have a social life if I join the IB program?**

Yes! Come to B5 at lunch on any day and ask to talk with an IB student—let them tell you about their social and work life. Your social life while in IB will be what you make it to be. IB is a safe space for all students and we are open to new ideas, new beliefs, and aim to always treat each other with respect and dignity.

### **Do I need to be in GHI to be accepted into IB?**

No. Students from all academic programs are accepted into IB. Currently, students from GGC make up the most students in IB. And, many students from STEM, GBF, Humanitas, and GHI have chosen to join.

### **What is the difference between IB and AP Capstone?**

IB is a community of learners; IB requires community service and provides step by step support for your service projects; IB provides step by step support in the college application process; IB is a comprehensive program that makes your personal development a central priority in everything we ask you to do. IB is not for every student—make sure you read the response to the FAQ about characteristics of happy IB students. AP Capstone, on the other hand, requires the passing of any 4 AP exams and the 2 Capstone courses in 11<sup>th</sup> and 12<sup>th</sup> grade. AP Capstone does not require community service.

## **Biology**

### **HL IB BIOLOGY 1**

**Grade Level: 11**

**Course: Full Year**

**Recommended Prerequisites: None**

### **HL IB BIOLOGY 2**

**Grade Level: 12**

**Course: Full Year**

**Recommended Prerequisites: HL IB Biology1**

Course description and aims Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.

## Chemistry

### **HL IB CHEMISTRY 1**

**Grade Level: 11**

**Course: Full Year**

**Recommended Prerequisites: None**

### **HL IB CHEMISTRY 2**

**Grade Level: 12**

**Course: Full Year**

**Recommended Prerequisites: IB HL Chemistry 1**

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems.

Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century.

By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject.

## Computer Science

### **HL IB COMPUTER SCIENCE 2**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: Based on previous course and course grade.**

The IB DP computer science HL course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course the student will develop computational solutions.

## Dance – Higher level

### **HL IB DANCE 1**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: Based on previous course and course grade.**

### **HL IB DANCE 2**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: Based on previous course and course grade**

The IB DP dance course takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.

## Environmental Systems and Societies

### **IB HL ENVIRONMENTAL SYSTEMS AND SOCIETIES 1**

**Grade Level: 11**

**Course: Full Year**

**Recommended Prerequisite: 2 Years of Science**



**IB HL ENVIRONMENTAL SYSTEMS AND SOCIETIES 2**  
**Grade Level: 12**

**Course: Full Year**  
**Recommended Prerequisite: APES (or IB ESS 1 Year) or AP Biology with a C or better**

The IB DP environmental systems and societies standard level course aims to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention is constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The teaching approach strives to be conducive to students evaluating the scientific, ethical and socio-political aspects of issues.

## **Global politics—Higher Level**

**HL IB GLOBAL POLITICS 1**  
**Grade Level: 11-12**  
**Course: Full Year**  
**Recommended Prerequisite: Based on previous course and course grade.**

**HL IB GLOBAL POLITICS 2**  
**Grade Level: 11-12**  
**Course: Full Year**  
**Recommended Prerequisite: Based on previous course and course grade.**

The DP global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

## **History- Higher Level**

**HL IB HISTORY 1**  
**Grade Level: 11-12**  
**Course: Full Year**  
**Recommended Prerequisite: Based on previous course and course grade.**

**HL IB HISTORY 2**  
**Grade Level: 11-12**  
**Course: Full Year**  
**Recommended Prerequisite: Based on previous course and course grade.**

The IB Diploma Program higher level history course aims to promote an understanding of history as a discipline, including the nature and diversity of sources, methods and interpretations. Students are encouraged to comprehend the present by reflecting critically on the past. They are further expected to understand historical developments at national, regional and international levels and learn about their own historical identity through the study of the historical experiences of different cultures.

## **IB language A: literature- Higher Level**

**HL IB ENGLISH 1**  
**Grade Level: 11-12**  
**Course: Full Year**  
**Recommended Prerequisite: Based on previous course and course grade.**

**HL IB ENGLISH 2**  
**Grade Level: 11-12**  
**Course: Full Year**  
**Recommended Prerequisite: Based on previous course and course grade.**

The IB Diploma Program Language A: literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In language A: literature, the formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses to texts.

Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.

Texts studied are chosen from the prescribed literature in translation (PLT) list and the prescribed list of authors (PLA) or elsewhere. The PLT list is a wide-ranging list of works in translation, from a variety of languages, allowing teachers to select works in a language different from the language of the examination. The PLA lists authors from the language of the examination. The authors on the list are appropriate for students aged 16 to 19.

All group 1 courses are suitable for students experienced in using a language in an academic context. It is also recognized that students have language backgrounds that vary significantly. For one student the target language may be his or her only proficient language; another student may have a complex language profile and competence in more than one language. While students in the group 1 courses will undergo significant development in their ability to use language for a range of purposes, these are not language-acquisition courses. In group 1, it is assumed that students are highly competent in the target language, whether or not it is their mother tongue.

## **Language acquisition: Language ab initio – Standard Level**

### **SL IB SPANISH**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: CP Spanish or Spanish Speakers 1**

### **SL IB KOREAN**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: CP Korean 2 or Korean Speakers 1**

### **SL IB FRENCH**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: CP Spanish 2**

### **SL IB MANDARIN**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: CP Mandarin 2 or Mandarin Speakers 1**

The IB DP language ab initio course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language ab initio course develops students' linguistic abilities through the development of receptive, productive and interactive skills by providing them opportunities to respond and interact appropriately in a defined range of everyday situations. Language ab initio is available at standard level only.

## **Language acquisition: Language B – Higher Level**

### **HL IB SPANISH 1**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: CP Spanish 3 or Spanish Speakers 2 or SL IB Spanish**

**Recommended Prerequisite: AP Spanish Language or HL IB Spanish 1**

### **HL IB FRENCH 1**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: CP French 3 or**

### **HL IB SPANISH 2**

**Grade Level: 11-12**

**Course: Full Year**

**SL IB French**  
**HL IB FRENCH 2**  
**Grade Level: 11-12**  
**Course: Full Year**  
**Recommended Prerequisite: HL IB French 1 or AP French**

**HL IB KOREAN 1**  
**Grade Level: 11-12**  
**Course: Full Year**  
**Recommended Prerequisite: SL IB Korean or CP Korean 3 or Korean Speakers 2**

**HL IB KOREAN 2**  
**Grade Level: 11-12**  
**Course: Full Year**  
**Recommended Prerequisite: HL IB Korean 1**

**HL IB MANDARIN 1**  
**Grade Level: 11-12**

**Course: Full Year**  
**Recommended Prerequisite: CP Mandarin 3 or Mandarin Speakers 2 or SL IB Mandarin**

**HL IB MANDARIN 2**  
**Grade Level: 11-12**  
**Course: Full Year**  
**Recommended Prerequisite: HL IB Mandarin 1 or AP Mandarin**

**HL IB ARABIC 1**  
**Grade Level: 11-12**  
**Course: Full Year**  
**Recommended Prerequisite: CP Arabic 3 or Arabic Speakers 2**

**HL IB ARABIC 2**  
**Grade Level: 11-12**  
**Course: Full Year**  
**Recommended Prerequisite: HL IB Arabic 1**

The IB DP language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language.

Language B is designed for students who possess a degree of knowledge and experience in the target language. Those learning a language B at higher level should be able to follow university courses in other disciplines in the language B that is studied.

## **Mathematics – Standard Level**

**SL IB MATHEMATICS**  
**Grade Level: 11-12**  
**Course: Full Year**  
**Recommended Prerequisite: Based on previous course and course grade.**

The IB DP mathematics standard level (SL) course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigor required for mathematics HL. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

The internally assessed exploration offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

## **Mathematics – Higher Level**

**HL IB MATHEMATICS 1**  
**Grade Level: 11-12**  
**Course: Full Year**  
**Recommended Prerequisite: Based on previous course and course grade.**

**HL IB MATHEMATICS 2**  
**Grade Level: 11-12**  
**Course: Full Year**

**Recommended Prerequisite: Based on previous course and course grade.**

The IB DP higher level mathematics course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

## **Physics**

### **HL IB PHYSICS 2**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisites: AP Physics 1 with a C or better**

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings.

## **Psychology**

### **HL IB PSYCHOLOGY 2**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisites: Based on previous course and course grade.**

The IB Diploma Program higher level psychology course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry.

## **Sciences: Sports, Exercise and Health Science – Standard Level**

### **SL IB SPORTS, EXERCISE AND HEALTH SCIENCE**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisites: None**

The IB DP course in sports, exercise and health science standard level (SL) involves the study of the science that

underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of international dimensions and ethics by considering sport, exercise and health relative to the individual in a global context.

## Theatre

### **HL IB THEATRE 1**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: Based on previous course and course grade.**

### **HL IB THEATRE 2**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: Based on previous course and course grade.**

Theatre is a practical subject that encourages discovery through experimentation, risk-taking and the presentation of ideas. The IB DP theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers. Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place and culture, promoting international-mindedness and an appreciation of the diversity of theatre.

## Theory of Knowledge

### **IB THEORY OF KNOWLEDGE**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisites: Based on previous course and course grade.**

Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question "how do you know?" in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

## Visual Arts—Higher Level

### **HL IB VISUAL ARTS 1**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: Based on previous course and course grade.**

### **HL IB VISUAL ARTS 2**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: Based on previous course and course grade.**

The IB Diploma Program visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect

upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

# Advanced Placement (AP) and AP Capstone

AP Capstone is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical evidence-based decisions. AP Capstone is comprised of two AP courses —**AP Seminar** and **AP Research**— and is designed to complement and enhance the discipline-specific study in other AP courses. Participating schools can use the AP Capstone program to provide unique research opportunities for current AP students, or to expand access to AP by encouraging students to master the argument-based writing skills that the AP Capstone program develops. AP Capstone™ is also diploma program based on two AP courses: AP Seminar and AP Research. These yearlong courses focus on developing the critical thinking, research, collaboration, time management, and presentation skills you need for college-level work.

## What is AP Capstone?

AP Capstone is a flexible, rigorous two-year program designed to help students develop the research, critical thinking and communication skills they'll need in order to be successful in college, as well as in other professional environments. The program is composed of two separate components, the Seminar Course and the Research Course. In order to earn a Capstone Diploma, students must earn a qualifying score of 3 or higher on both the Seminar and the Research assessments, in addition to any other four AP tests, at any time in their high school career. Should a student not successfully complete these four additional AP exams, he or she may potentially be eligible for a Capstone Certificate. However, it is expected that students enrolled in the program will pursue the full diploma.

## What are the Seminar and Research Courses?

The Seminar and Research course differ from other AP courses in that they are not content-driven, but rather focused on cross-curricular and interdisciplinary critical thinking skills. Instead of being assessed via a traditional year-end test, AP scores in the Seminar and Research courses are determined through several performance-based tasks: individual and collaborative research projects, papers, and presentations.

In the Seminar Course, students will complete: a team research project focused on current social issues, which will include a paper and presentation; an individual research paper and presentation in a discipline of the student's choosing; and a year-end assessment designed to measure student skill in evaluating arguments in multiple disciplines.

## AP Seminar Assessment Structure

Students are assessed with two through-course performance assessment tasks and one end-of-course exam. All three assessments are summative and will be used to calculate a final AP score (using the 1–5 scale) for AP Seminar.

### Format of Assessment

1. Team Project and Presentation | 20% of AP Score
  - a) Individual Research and Reflection
  - b) Team Multimedia Presentation and Defense
2. Individual Research-Based Essay and Presentation | 35% of AP Score
  - a) Individual Written Argument
  - b) Individual Multimedia Presentation
  - c) Oral Defense
3. End-of-Course Exam (3 Hours) | 45% of AP Score
  - a) Understanding and analyzing an argument
  - b) Synthesizing information to develop an evidence-based argument.

## AP Research Assessment Structure

Per the AP Research Course and Exam Description:

*“Students design, plan and implement a yearlong, in-depth study or investigation in an area of personal interest through a chose or designed inquiry method and develop a well-reasoned argument based on the evidence collected in an academic paper of 4,000-5,000 words. As a culmination of their research, students deliver (using appropriate media) a presentation and orally defend their research design, approach and findings. Throughout the inquiry process, students communicate regularly with their teacher and, when appropriate, consult with an internal or external expert.”*

1. Academic Paper (4,000-5,000 words) | 75% of AP Score
2. Presentation and Oral Defense (15-20 minutes) | 25% of AP Score

### **How will participating in the program affect my schedule?**

Students in the Capstone Program are free to choose any combination of AP and traditional courses they choose. Both AP Seminar and AP Research are yearlong academic electives, and do not replace any existing coursework. Depending on your schedule and extracurricular activities, you may need to take a zero period course. You will also be required to take AP English Language in 11th grade, concurrently with AP Seminar.

### **Who is eligible for this program?**

GHC will be offering the program to all students in their Junior year. Current Sophomores are eligible for next year's cohort. Because of the flexible nature of this program, students who participate in sports and extracurricular activities are welcome and encouraged to apply; we will find a way to guide students to success if they are interested and motivated.

### **What are the requirements for joining the program?**

There are no prerequisites courses. We are, however, asking for a recommendation from a current teacher in an academic course, in order for us to help determine if this program is a good fit for you. Should your teacher not recommend you, there is the option for you to fill out an additional application.

However, it is required that you take AP English Language concurrently with AP Seminar. This is meant to provide you an opportunity to reinforce some of the fundamental skills necessary for the course, as well as to help you earn one of the qualifying scores necessary for the AP Capstone Diploma.

### **Is there a summer assignment?**

Nope!

## **COMPUTER SCIENCE**

### **AP COMPUTER SCIENCE PRINCIPLES AB**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Exploring Computer Science**

The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

### **AP COMPUTER SCIENCE AB**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: "C" or better in Geometry and Math Teacher recommendation**

AP Computer Science A is equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of



data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

## **ENGLISH LANGUAGE ARTS**

### **AP LANGUAGE AND COMPOSITION**

**Grade Level: 11**

**Course: Full Year**

**Recommended Prerequisite: Recommendation and Completion of AP Packet**

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

### **AP LANGUAGE AND LITERATURE**

**Grade Level: 12**

**Course: Full Year**

**Recommended Prerequisite: Recommendation and Completion of AP Packet**

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

## **MATHEMATICS**

### **AP CALCULUS A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: "C" or better in Pre-Calculus**

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

### **AP CALCULUS B/C**

**Grade Level: 9-12**

**Course: Full Year**

## **Recommended Prerequisite: “C” or better in Calculus A/B or Honors Pre-Calculus**

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses. It extends the content learned in AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler's method, integration by parts, partial fraction decomposition, and improper integrals), and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

## **SCIENCE**

### **AP BIOLOGY AB**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisites: Honors Biology and Honors Chemistry completed with a B or better, or CP Biology and CP Chemistry completed with an A; Science Teacher recommendation; Geometry concurrent or completed with a B or better; Recommended for Honors English Placement; NWEA RIT High Average or better in English and Math.**

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions.

### **AP ENVIRONMENTAL SCIENCE AB**

**Grade Level: 11-12, 12<sup>th</sup> grade priority**

**Course: Full Year**

**Recommended Prerequisites: Honors Biology and Honors Chemistry completed with a B or better, or CP Biology and CP Chemistry completed with an A; Science Teacher recommendation; Geometry completed with a B or better; NWEA RIT High Average or better in Math and English; Recommended for Honors English Placement.**

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

### **AP CHEMISTRY AB**

**Grade Level: 10-12**

**Course: Full Year**

**Recommended Prerequisites: Honors Biology and Honors Chemistry completed with a B or better, or Honors Physics/AP Physics 1/Honors Biology (9<sup>th</sup> grade option) completed with a B or better, or CP Biology and CP Chemistry completed with an A; Science Teacher recommendation; Algebra II completed with an A; NWEA RIT High Average or better in Math and English; Recommended for Honors English Placement.**

The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

### **AP PHYSICS 1**

**Grade Level: 9<sup>th</sup> grade only**

**Course: Full Year**

**Recommended Prerequisites:** 8<sup>th</sup> grade science completed with a B or better; Honors Algebra II/Trigonometry or higher concurrent.

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound.

### **AP PHYSICS 1**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisites:** Honors Biology completed with a B or better, or CP Biology completed with an A; Trigonometry/Math Analysis or higher concurrent; Math and Science Teacher recommendation; NWEA RIT High Average or better in Math and English; Recommended for Honors English Placement

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound.

### **AP PHYSICS C**

*Fall Semester: Mechanics and Spring Semester: Electricity/Magnetism*

**Grade Level: 11-12, 12<sup>th</sup> grade priority**

**Course: Full Year**

**Recommended Prerequisites:** AP Physics 1 completed with a B or better; CP Biology and CP Chemistry or CP Physics completed with an A; Math and Science Teacher recommendation; Calculus A completed with a B or better; Calculus BC or above concurrent; NWEA RIT High Average or better in Math and English.

AP Physics C: Mechanics is equivalent to a one-semester, calculus based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.

AP Physics C: Electricity and Magnetism is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.

## **SOCIAL SCIENCE**

### **AP WORLD HISTORY A/B**

**Grade Level: 10-12**

**Course: Full Year**

**Recommended Prerequisite:** – A or B in Honors English Concurrent Enrollment – Honors English

AP World History is designed to be the equivalent of a two semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places:

interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

## **AP EUROPEAN HISTORY A/B**

**Grade Level: 10-12**

**Course: Full Year**

**Recommended Prerequisite: A or B in Honors English Concurrent Enrollment – Honors or AP English**

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

## **AP UNITED STATES HISTORY A/B**

**Grade Level: 11-12**

**Course Full Year**

**Recommended Prerequisite: Grade of A or B in Honors or AP History classes; grade of A or B in Honors English Concurrent Enrollment – Honors or AP English**

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

## **AP GOVERNMENT AND UNITED STATES POLITICS**

**Grade Level: 12**

**Course: One Semester**

**Recommended Prerequisite: Grade of A or B in Honors or AP History classes; grade of A or B in Honors English Concurrent Enrollment – AP or Honors English**

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

## **AP MACROECONOMICS**

**Grade Level: 12**

**Course: One Semester**

**Recommended Prerequisite: Algebra**

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

## **AP MICROECONOMICS**

**Grade Level: 12**

**Course: One Semester**

**Recommended Prerequisite: Algebra**

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

## **AP HUMAN GEOGRAPHY A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: 9th grade Introduction to Geography (suggested) Concurrent Enrollment: Advanced Placement Environmental Science (suggested)**

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

## **AP PSYCHOLOGY A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

## **VISUAL AND PERFORMING ARTS**

### **AP ART HISTORY A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

The AP Art History course is equivalent to a two-semester introductory college course that explores the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art.

### **AP STUDIO ART: 2-D DESIGN A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Drawing**

Demonstrate mastery through any two-dimensional medium or process, such as graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course.

### **AP STUDIO ART: DRAWING A/B**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: None**

Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course.

### **AP MUSIC THEORY A/B**

**Grade Level: 11-12**

**Course: Full Year**

**Recommended Prerequisite: Audition and Music Literature and Analysis**

The AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized.

## **WORLD LANGUAGES AND CULTURES**

### **AP SPANISH LITERATURE AND CULTURE AB**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Advanced Placement Spanish Language and Culture or AB or IB 2AB**

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

# **SPECIAL EDUCATION PROGRAMS**

The GHC Special Education Program is grounded in the philosophy that all students can learn. Specific programs are customized for every student with a disability, and a particular disability category does not automatically qualify a student for a program placement. Most students enjoy a combination of a variety of programs. In addition to the fully customizable continuum of services, all students have access to all academic programs, athletics, and school activities. School services and programs have been designed to meet a variety of students' educational and social-emotional needs that include the following:

## **Resource Program/Learning Center Model**

A pull-out, collaborative model allows students to take general education courses with resource services, which can include one or two periods of resource class each day with skills support, specifically in English and Math. A testing center is also available for students with IEPs and 504s to take their tests in a smaller setting. A testing proctor manages under the supervision of the resource teachers the testing center, ensuring students have access to and are utilizing their accommodations, while ensuring test security.

## **The Special Day Program**

Our Special Day Program English classes provide courses that are based on the same Common Core Standards as the general education classes. These courses are taught using multi-sensory methods that address the specific learning styles of the students and proceed at a slower pace with individualized support. In addition, we offer a co-teaching model in many of the core subject areas in order to give the students an increased level of support directly in the general education environment. Students with more specialized needs have access to a broad range of curricular programs based on their individual educational plans. Courses address student's social as well as their academic development and provide experiences which will help them to make the transition to post high school living.

## **Co-Teaching Program**

GHC is unique in that most Special Day Classes are taught using a co-teaching model. Co-taught classes offer students the most inclusive experience with the support of two teachers and a special education classroom assistant. The school continues to meet the changing needs of different subgroups of students with disabilities by providing them with quality targeted instruction in their areas of highest need – literacy, numeracy, social, and behavioral skills – in the Least Restrictive Environment. Our co-teaching model, which launched a decade ago has gradually evolved from mainly serving our resource students to now solely serving our special day program students, who historically need the greatest academic and behavioral support in the general education setting. Due to this avant-garde shift in serving our special day program students by utilizing our co-taught model, the vast majority of our students with special needs, including our resource students who are fully mainstreamed, are now served alongside their nondisabled peers in the general education setting.

## **Deaf and Hard of Hearing (DHH) Program**

Deaf and Hard of Hearing students are fully mainstreamed in the continuum of programs with support (sign language interpreter or aide) and take one period every day of DHH Communication Skills. GHC and LAUSD work in partnership to offer this unique program to students outside of the GHC residential boundaries.

## **Severe/Moderate/Mild SDP2 Program**

Students in this program require the highest level of support. This is an academic and life skills based curriculum, where students participate in CAASP testing and typically earn a GHC Certificate of Completion. The students are given opportunities for campus work experiences in the Cafeteria, Reprographics, School Offices, and the Student Store. Electives are taken with non-disabled peers. GHC and LAUSD work in partnership to offer this unique program to students outside of the GHC residential boundaries.

## **Designated Instruction Services (DIS)**

GHC students with an IEP have full access to the following services as determined within the IEP: Adapted Physical Education, Behavior Intervention Implementation and Development, Counseling and Guidance, Language/Speech, Physical Therapy, Psychological Services - Educationally-Related Intensive Counseling Services (ERICS), Orientation and Mobility for the Blind, Occupational Therapy, Parent Counseling, Transition, Transportation, and more. These services are provided by school site, independent contractors and contracted Non Public Agency (NPA) qualified employees. GHC further supports students who may need a smaller, more therapeutic educational option at a non-public school (NPS).

## **GHC Special Education Staff**

Our Staff currently includes 9 Resource Specialist Teachers, 9 Special Day Program/Co-Teachers, a DHH Teacher, a SDP2 Teacher (alternate curriculum), a RSP Assessment Coordinator, a SPED Coordinator, 2 School Psychologists, a DIS/Transition Counselor and a 504 Counselor and various contracted service providers.

### **ENGLISH 9 A/B**

**Grade Level: 9**

**Course: Full Year**

**Recommended Prerequisite: Per the IEP**

This course focuses on reading and writing skills. The students read classic literature that has been adapted to their reading level. They also practice expository and creative writing with the use of writing prompts. The course also includes grammar, penmanship dictionary work and vocabulary. This course meets the UC/CSU admission requirement.

### **ENGLISH 10 A/B**

**Grade Level: 10**

**Course: Full Year**

**Recommended Prerequisite: English 9 AB and per the IEP**

Students in grade 10 will continue to emphasize previously targeted skills in several domains: reading, writing, written and oral English conventions, speaking, and listening. Students will read great literature selections that stretch their imagination, sharpen their senses, and enrich their lives. Students will read short stories, novels, plays, and poetry. In addition, students will have opportunities to write various types of documents according to major text structures: essays, poems, character critiques, bibliographies, plot summaries, and more. This course meets the UC/CSU admission requirement.

### **English 11 A/B**

**Grade Level: 11**

**Course: Full Year**

**Recommended Prerequisite: English 9 and 10 and per the IEP**

Students will read informational and literary texts critically, write compositions according to text structures, and will make oral presentation. The content of the reading ranges from classic and contemporary American Literature, magazines, newspapers, and online information. Reading will not occur without strategic and systematic guidance and reinforcement. Comprehension standards require that students demonstrate the ability to analyze, evaluate, elaborate on what is read, critique the credibility of information, compare works, and provide evidence to support ideas. By the end of the course, students will have had plentiful opportunities to read and compose expository, persuasive, and descriptive text. This course meets the UC/CSU admission requirement.

### **ENGLISH 12 A/B**

**Grade Level: 12**

**Course: Full Year**

**Recommended Prerequisite: English 9, 10, 11, and per the IEP**



Students will read informational and literary texts critically, write compositions according to text structures, and will make oral presentations. The content of the reading ranges from classic and contemporary American Literature, magazines, newspapers, and online information. Reading will not occur without strategic and systematic guidance and reinforcement. Comprehension standards require that students demonstrate the ability to analyze, evaluate, elaborate on what is read, critique the credibility of information, compare works, and provide evidence to support ideas. By the end of the course, students will have had plentiful opportunities to read and compose expository, persuasive, and descriptive text. This course meets the UC/CSU admission requirement.

## **LITERACY SKILLS**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Per the IEP**

This course is designed to provide instruction in basic and developmental reading skills and strategies while emphasizing individual student progress. Course content depends on students' abilities entering the course and is designed to accelerate student growth in reading ability. Instruction may focus on reading silently or aloud, vocabulary development, comprehension, fluent decoding, reading/writing connections, text-based collaboration, student motivation and self-directed learning. This course does not meet the UC/CSU requirements. This course may be taken more than one year for credit as a GHC elective course.

## **NUMERACY SKILLS**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Per the IEP**

This is a course of basic skills in addition, subtraction, multiplication, and division of whole numbers, as well as fractions and decimals. The course is designed for low achieving students. To effectively assist students, teachers individualize and/or make use of small group instruction. The teaching techniques emphasize the use of manipulatives and other tools, including technological tools in a laboratory setting. This course does not meet the UC/CSU requirements. This course may be taken more than one year for credit as a GHC elective course.

## **SKILLS FOR SUCCESS**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Per the IEP**

A course that provides academic support and guidance in order to help students achieve success in their academic work. Can include the following content time management, outlining, note taking, organization, active listening, research methods and test-taking strategies. This course does not meet the UC/CSU requirements. This course may be taken more than one year for credit as a GHC elective course.

## **SOCIAL SKILLS**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Per the IEP**

This course is a support class, for students with social challenges. It is an elective designed to build upon and enhance the social skills that are an area of need for many students with ASD. Students receive directed lessons using research based curriculum called Model Me Kids, a video based Skills program. Many social skills are worked on including various aspects of communication, building rapport, making eye contact, learning and maintaining acceptable and appropriate boundaries, and more. Students work together in practicing and demonstrating these skills, as they build positive peer relationships with each other. This course does not meet the UC/CSU requirements. This course may be taken more than one year for credit as a GHC elective course.

## **RESOURCE SKILLS**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Per the IEP**

Resource classes are divided into components that address student needs in the areas of math, language, reading, and oral communication skills, as indicated in the Common Core Standards, and the GHC Expected School Wide Learning Results, ESLRs. An important goal of the resource class is to help students to be successful in the general education program by helping them to understand their specific learning styles and to compensate for their weaknesses with the use of accommodations. This course does not meet the UC/CSU requirements. This course may be taken more than one year for credit as a GHC elective course.

## **COMMUNICATION SKILLS**

**Grade Level 9-12**

**Course: Full Year**

**Recommended Prerequisite: Per the IEP**

The communication skills is designed for students who are deaf and hard of hearing. This class addresses student needs in the areas of math, language, reading, and oral communication skills, as indicated in the Common Core Standards, and the GHC Expected School wide Learning Results, ESLRs. An important goal of the resource class is to help students to be successful in the general education program by helping them to understand their specific learning styles and to compensate for their weaknesses with the use of accommodations. This course does not meet the UC/CSU requirements. This course may be taken more than one year for credit as a GHC elective course.

## **MODIFIED CURRICULUM FOR STUDENTS WITH THE MOST SEVERE DISABILITIES**

Students in this program require the highest level of support. This is an academic and life skills based curriculum, where students participate in CAPA testing and typically earn a GHC Certificate of Completion. These courses do not meet the UC/CSU admissions requirement. Students may take these courses more than one year and earn credit. The students are given opportunities for campus work experiences in the Cafeteria, Reprographics, School Offices, and the Student Store. Electives are taken with non-disabled peers. Students may also participate in the "We Can Work Program".

## **MATH**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Per the IEP**

Students will learn to master functional math skills such as working with money and time. Students will learn to apply and manage use of time in context of real world situations. Students will learn to apply and manage personal finances and the process of making purchases in the community. Students will continue to work on the basic principles of math: math facts, solving word problems, and calculator skills.

## **SCIENCE**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Per the IEP**

This course combines more than one branch of science into a cohesive study where students explore general scientific life and earth science concepts. Topics covered include the principles underlying the scientific method and the techniques of experimentation.

## **SOCIAL STUDIES**

**Grade Level: 9-12**

**Course: Full Year**

**Recommended Prerequisite: Per the IEP**

This course covers topics as follows: learning and working now and in past historical time periods; geography -people who supply our needs (parents, grandparents, ancestors, and people from many cultures); topics dealing with continuity and change in local history and the nation's history; topics in United States History; Modern World History and Geography, Civics, Basic Government and Economy.

## **DEVELOPMENTAL READING/LITERACY SKILLS**

**Grade Level: 9-12**

**Course: One Semester**

**Recommended Prerequisite: Per the IEP**

Students will learn to master the English reading system through speech sounds, syllables, and meaningful parts known as morphemes. In addition, students will utilize the most crucial principles of the English language: most spelling follows regular & predictable patterns, every speech sound in a word is represented by grapheme, many phonemes have more than one spelling, and many spellings are determined by the position of the sound. Students will also have the opportunity to exercise writing skills.

# INTEGRATION AND USE OF TECHNOLOGY

## **Grades TK-8 Program**

Technology plays a central role in the education of children in the 21st century. However, the use of and instruction of technology in the early grades should not come at the cost of foundational reading, math, writing, and thinking skills. Whatever a child can do with technology they should be able to do or think through without. That is why at the GHC grades TK-8 program we will begin with strong foundational preparation in the early years and slowly introduce devices and other technology in later years. In the early years, there is an emphasis on logic and critical thinking skills.

Students in the GHC grades TK-8 program will have access to tablets in the primary grades and Chromebooks in the middle grades.

## **Grades 9-12 Program**

Granada Hills Charter believes that access to the internet and technology is an integral part of the instructional program designed to help students meet the GHC's Expected Schoolwide Learning Results. The use of technology enhances students' learning experiences by personalizing learning and creating new learning experiences. From the extensive use of technology in a 1:1 environment, GHC students will:

- 1) Use technology to take an active role in choosing, achieving and demonstrating an understanding of their learning goals
- 2) Develop organizational skills necessary to be successful in the digital world
- 3) Understand the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and act in ways that are safe, legal and ethical
- 4) Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally
- 5) Use technology to access information and learn how to critically evaluate and process this information

At the center of student technology is the 1:1 Chromebook program that provides each GHC student with a Chromebook for use at school and at home.

With the Chromebook, students have access to tens of thousands of educational apps through Google Apps for Education. Google Classroom is the most widely used app at GHC, with nearly every classroom using the app to create and collect assignments, make announcements, and provide an online discussion forum for students. Students also have access to the full G Suite of Apps - Google Docs, Slides, Sheets, Drive, and Gmail. These apps are free to educational institutions and are the same apps available to businesses and government institutions.

There is no cost to the 1:1 program for students, and all students have access to a Chromebook at all times. In the event that students forget their Chromebooks or need a repair, loaners are available through the Chromebook support center. Students may elect to purchase the Optional Chromebook Protection Plan for \$20/year that covers any damage to the Chromebook or loss. Most replacement parts are covered under the school's warranty, and Hewlett Packard reimburses GHC for warranty repairs (details below). Since the inception of the program, the Chromebook support center has helped more than 9,000 students and has performed over 2,500 repairs.

Granada Hills Charter has full high speed wireless coverage in every classroom and T-Mobile Hotspots are available for students without wireless access at home. Students who use this service pay \$10 per month, and for students who demonstrate financial need, there is no cost.

## **Classroom Displays and Basic Technology**

One hundred percent of GHC classrooms have projection systems, full audio systems, and all teachers have the option for document readers (often referred to as Elmos). Teachers have the ability to bring their laptop to any classroom and connect seamlessly to the room's projection system and other technology. While on the GHC campus, any user can connect to any Windows laptop or desktop and have access to all their files. Granada Hills Charter is in the process of phasing in 70-inch

displays as current Smartboards need cost-prohibitive repairs. Each new display is estimated to last up to ten years with little to no maintenance; models purchased are commercial grade and designed to be in operation in excess of 12-15 hours per day.

### **Faculty Laptops and Peripheral Devices**

All certificated faculty have a Hewlett Packard laptop (HP), which provides access to all network programs and applications, the full suite of Google products, and Microsoft Office programs.

Teachers also have access to peripheral devices such as wireless keyboards, desktop monitors, and tablets. The Technology Committee also reviewed and recommended the use of the Chromebit, a device that enables any HD display to operate as a Chrome device. Teachers can run Google Classroom, slides, Chrome browser, and any other Google App from the Chromebit. The Chromebit is operated using a wireless keyboard and mouse, enabling teachers to move freely throughout the classroom while presenting on the display.

Teachers have the ability to at the GHC reprographics center directly from their laptop - and have the print job delivered directly to their classroom. This both reduces cost of printing and makes it easier for a teacher to print lengthy documents such as exams.

### **Internet and Wireless Network**

Granada Hills Charter has 1 GBPS (1-Gig) internet connection from Time Warner/Spectrum Business Class on a three-year contract with 99.999 percent guaranteed uptime. Through the Time Warner circuit, GHC connects to California's K-12 High Speed Network (K12 HSN), the internet backbone for educational institutions. The majority of both contracts are covered by eRate, a federal program for schools and libraries that provides discounts of up to 80 percent based on a school's participation in the national school lunch program.

There are two wireless access points per classroom, each capable of handling up to 40 different connections. Additionally, there are wireless access points on the exterior of every building. These access points provide wireless access in 100 percent of buildings and all exterior areas except the home side of the athletic field. Since the wireless network was installed by LAUSD as part of a bond financed technology upgrade, the network is configured and maintained by GHC.

On a typical instructional day, over 2,500 students are simultaneously accessing the wireless network, along with an additional 300-400 users on faculty and staff networks.

### **Enhancing Network Reliability**

Given the dependency on a highly reliable connection to the internet, GHC has installed a secondary internet connection to utilize in the event of disruption to service. In the event of the failure of the primary internet connection, the secondary network would connect in less than ten minutes. Granada Hills Charter also maintains spare equipment for the internal wireless network, and the technology team has the ability to complete most repairs within thirty minutes.

### **Enhancing Data Security**

Since 2003, GHC has used Microsoft Exchange for all email communication and storage. Although this server is physically located at GHC and managed internally, there are some drawbacks to using Outlook Exchange. These drawbacks include maintenance requirements, limited storage, limited customization/management, and security risks.

In July of 2017, all users migrated from Microsoft Outlook to Gmail. The benefits of migrating to Gmail include increased ease of communication with students and full integration with Google Classroom and Google Apps for Education, unlimited storage space for all users, and efficiencies due to the interaction Google's algorithms and other apps in the G Suite.

The majority of GHC faculty uses Google Drive to maintain files; as of April 2017 faculty and students store more than four million files using nearly twenty terabytes of drive space. These files are accessible from any device, continuously saved, and backed up by Google. In addition to the backups by Google, GHC uses an additional third-party backup application. In the highly unlikely event of failure or data loss by Google, GHC would be able to recover all data from the last overnight recovery point.

Granada Hills Charter also maintains several file servers on site, used primarily by administration and office staff. The files on these servers are not accessible off-site and are backed up nightly to a separate server on-site and a third party off-site backup. Given the advantages of using Google Drive (or other cloud based storage), one of the goals of the technology department is to move more users to Google Drive.

# COURSE CURRICULUM GRADES TK-8 PROGRAM

## English Language Arts (ELA)

The ELA curriculum will have developmentally appropriate systematic instruction and built in diagnostic support in developing students' working knowledge of phonological awareness, phonics, vocabulary development, syntax, and fluency. ELA learning will intersect with social studies, science, and math. Each of the subjects will include vocabulary-building, comprehension, and writing activities.

Teachers will design a comprehensive curriculum that will include daily opportunities for students to practice and improve reading, writing, listening, and speaking skills. Research has consistently shown that students who spend more time actually reading and writing in school become better readers and writers. To serve the needs of different students, visual, kinesthetic, drama, and musical literacy activities will support lessons in reading, writing, and speaking English.

English Language Learners and students who struggle with reading and writing will be given additional support with lessons using multiple modalities and through after-school tutoring, in ELA reading, writing, and speaking skills. Advanced readers will be given appropriate reading material for their skill levels, and practice comprehension skills through extension activities and more independent reading and writing projects. Goals will be established for all students so that they are aware of their reading and writing levels and take ownership of their progress.

Before the school year, the Charter School will require students to take the Fountas & Pinnell Benchmark Assessment System. This will determine reading levels and will guide small group reading skills curriculum along the continuum of literacy learning. Intensive small-group reading and individualized writing interventions will be a key component to supporting struggling readers and writers. Leveled reading texts will also be guided by the Fountas & Pinnell Leveled Literacy recommendations.

Teachers will design a system to showcase student writing such as publishing for the real world, writing letters to real people, or showcasing student work in public areas such as the library. The goal of writing lessons is for students to develop skills in self-expression and communication. Educational research suggests that students take responsibility for quality work when these are intended for peer or public readership.

Students will be exposed to a variety of genres and increasingly complex text. Reading level assessments will be used to help students choose books for independent reading, and for teachers to plan guided reading lessons. The reading program is designed to instill a love of reading and will include the following components:

- **Independent Reading:** Every day students will engage in independent reading. To become proficient readers, students must read a variety of text at an appropriate level. Through whole class and small group instruction, teachers will teach students how to choose appropriate independent reading material and to monitor their own comprehension. During independent reading time, teachers may be engaged in one-on-one reading conferences and/or work with small groups or students who require additional reading support.
- **On-going Assessment:** Assessment will be an important part of the reading program. At the beginning of the year and at the end of each trimester, teachers will assess students' reading levels. Additionally, teachers will use Informal Reading Inventories and conferences to assess progress on an on-going basis. This information will guide students in choosing appropriate independent reading books and help teachers differentiate instruction. The Charter School will also use the Accelerated Reader Program to allow students to read and take comprehension assessments individually.
- **Strategy Workshops/Mini Lessons:** In the workshop/mini lesson format, teachers lead students in developing comprehension strategies and fluency. Depending on the grade level and needs of the students, mini-lessons may include think-alouds, shared reading, and interactive read-alouds.

Format	Component	Materials
Thematic Units in other Content Areas	Independent reading	Teacher-selected non-fictional materials Teacher-selected core literature Benchmark Advance Benchmark Advance (ELD) Write From the Beginning Write From the Beginning and Beyond
	Content-specific literature study	
	Content-specific writing	
	Vocabulary development	
Thematic Units addressing essential PYP questions	Independent reading	
	Comprehension and word analysis strategy session	
	Strategic and systematic writing lessons	
	Shared reading/writing	
	Literature study	
	Guided reading	
	Word work	
Interdisciplinary Reading Workshops	Independent reading	
	Comprehension and word analysis strategy session	
	Shared reading/writing	
	Literature study	
	Guided reading	
	Word work	
	Individual conferences	
	Interactive read-alouds	
Interdisciplinary Writing Workshops	Strategic and systematic writing lessons	Write From the Beginning Write From the Beginning and Beyond
	Shared writing	
	Independent and small group writing	

To plan instruction, teachers will use professional books and resources by language arts specialists such as Lucy Calkins, Stephanie Harvey, and Jane Buckner, Ed.S. For writing support, we will have a volume of teacher developed materials and may consider materials available for IB PYP. These materials have a history of success and they align with GHC's instructional program.

For learning handwriting and keyboarding skills GHC will use the curriculum developed by the organization "Learning Without Tears (<http://www.lwtears.com/>)."

## Science

The NGSS content modules will raise the scientific literacy of students by engaging students in scientific investigation and experimentation, incorporating real-life applications. These will be guided by the National Research Council's framework for science learning, which underscores the dynamic nature of science. As stated in the National Academies (2013) "Science comprises a body of knowledge and evidence- based theories" which prepare students for critical thought and literacy requirements to solve the complex problems of the 21st century.

The science program will be guided by *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*, developed by the Board of Science Education. Each content module of the science curriculum will present three dimensions of the new standards in science, engineering, and technology: practices, crosscutting concepts, and disciplinary core ideas (NGSS, 2013). Four themes will guide the composition of lessons: (1) Scientific investigations use a variety of methods; (2) Scientific knowledge is based on empirical evidence; (3) Scientific knowledge is open to revision in the light of new evidence; and (4) Science models, laws, mechanisms, and theories explain natural phenomena (NGSS, 2013).



Practices will engage students in scientific understanding of concepts through investigation and building models and theories about the natural world, incorporating an understanding of how engineering and science intersect. Inquiry activities will involve applications of cognitive, social, and physical practice. Crosscutting concepts will build students' understanding of linkage in different domains of science and engineering. These include: patterns, similarity, and diversity; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; stability and change. Disciplinary core ideas provide key organizing concepts of each of the disciplines.

The science curriculum will be integrated within an interdisciplinary framework of units and themes while building upon CCSS. Science learning will involve reading, writing, and speaking about scientific phenomena, engineering practices, and the social implications of scientific and engineering practices.

## **Math**

The math curriculum will stress not only procedural skills but more importantly, conceptual understanding of mathematical concepts and their applications (Common Core State Standards Initiative, 2012). In transitional kindergarten and kindergarten for example, students will experience number values through hands on learning, learning how numbers correspond to quantities, and learning how to put numbers together and take them apart. In the middle school students will engage in hands on learning in geometry, algebra, as well as probability and statistics.

Each content module of the math curriculum will be structured along the new core standards for mathematical practice and the standards for mathematical content: (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; and (8) Look for and express regularity in repeated reasoning.

In the PYP and the MYP programs, Math units will begin with hands on activities. Instruction will emphasize the use of mathematical language and reasoning while involved in problem-solving. For example as part of a unit on volume and surface, students will progress through a series of problems using unit cubes. They might begin by building rectangles with an assigned number of cubes. Next, a teacher might present a series of problems using the cubes. These problems will be differentiated by student ability. Using pre- and formative assessments, teachers would identify students with an advanced understanding of volume and those who may need additional support. More advanced students might be presented with more complex shapes or complex numbers. Students needing additional support might have simpler problems or be assigned to work with the teacher in a small group for part of the session. After the students have had opportunities to experience the concept the symbolic representation of  $\text{Volume} = \text{length} \times \text{width} \times \text{height}$  would be introduced.

Students will continue to hone this of concepts understanding through more specific practice. As an example, lessons may typically begin with a brief mental math warm-up. The teacher may post a math problem such as  $13 \times 27$  which students work on for a few minutes independently. Multiple methods of mathematical reasoning may be used to solve the problem. For the rest of the lesson, students may engage in whole class, small group, or individual work. For example, during the unit on volume and surface area, the class might have a menu of activities designed to reinforce and extend their conceptual understanding. The teacher would post activities that students are responsible for completing over the course of a week.

Granada Hills Charter may work with Silicon Valley Math Initiative, (<http://www.svmimac.org/home.html>) Southern California division, Math for America (<https://www.mfala.org/>), Los Angeles, and Math Solutions ([www.mathsolutions.com](http://www.mathsolutions.com)) and have access to a large library of resources including professional development, performance assessments, curriculum, and instructional tools.

## **Social Studies**

The social studies curriculum will build awareness and develop analytical, social, and empathic skills so students learn to make informed and rational decisions for personal growth and the public good in the context of a culturally diverse democratic society and an international mindset.

Each content module of social studies builds civic competence and prepares students for positive and thoughtful engagement, promoting ideas and values of civil society, empathy, and creativity. Through inquiry and solutions-oriented lessons, students will

learn through hands-on and context-based learning strategies, the skills of data collection and analysis, collaboration, decision-making, and problem-solving. Students will value diversity, including similarities and differences based on race, ethnicity, language, religion, gender, sexual orientation, exceptional learning needs, and other educationally and personally significant characteristics of students (National Council for the Social Studies, 2011).

Thematic strands, for example, “time, continuity, and change”; “individual development and identity”; “production, distribution, and consumption”; “science, technology, and society,” will engage students in analytical understanding of the growth and dynamics of human civilization, both in personal and societal contexts. Lessons will draw from disciplines in the social sciences, including anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology. These lessons will be tied to the essential question units as proposed by the PYP framework.

Thematic units in social studies will draw from a variety of resources and materials. Understanding how perspective influences information and decision-making from individual to societal levels necessitates drawing from a variety of materials, recognizing patterns, and connecting one’s context to societal and historical phenomena. Students will learn from primary materials including interviews, observations, visual images, videos, field trips, and written documents. To organize the themes, teachers will take inspiration from Teacher Curriculum Institute’s (TCI) Social Studies Alive! (K-5) and History Alive (6-8).

### **Physical Education**

Physical Education (PE) seeks to develop life-long habits of building physical strength and dexterity. Students will be exposed to a variety of age appropriate physical movement activities that will suit a variety of learning styles and skills and that are aligned to the State Content Standards. Physical Education will take place daily. PE develops students’ awareness of how the body moves and how physical activity impacts other parts of their life. For instance, students may learn how physical activity can relieve stress or help with focus through practices of deep breathing and yoga. PE activities will develop a range of physical and athletic skills, as well as habits of teamwork, cooperation, and fair play.

### **Visual & Performing Arts**

Visual and performing arts are integral components of the curriculum in the PYP and MYP programs. Supported by the curriculum developed by the Getty Center called the “Incredible Art Department” (<https://www.incredibleart.org/links/toolbox/curriculum.html>), students will discover through practice the elements of art and composition and the visual arts genres in art history. They will use their skills in artistic practice with the multi-sensory, multi-modal way to access and interact with core subject areas. Additionally, students will be encouraged to use the arts as a way to communicate their understanding and learning. For example, students may develop a theatrical piece as the culmination of a study of a historical era or enter an art competition for real life experience.

# **COURSE OFFERINGS GRADES 6-8**

All courses are CORE/COLLEGE PREPARATORY unless noted (**Non-Core/Non College Preparatory**)

## **English 6**

The focus of reading instruction in English 6 will be on continuing to make students more engaged readers through annotation and discussion of important themes in each text as guided by the MYP framework and the CCSS ELA Standards. Throughout the year, students will annotate text using various methods such as circling unknown words, asking questions, responding to the text, using highlighters meaningfully to distinguish components of the texts and other important details. As teachers collaborate and plan all contents with an interdisciplinary approach, students will receive reading questions for comprehension and discussions with a focus on summarizing, questioning, clarifying, and predicting.

At the end of each unit, students will participate in a writer's workshop wherein they compose various styles of writing, including narrative, literary analysis, persuasion, and exposition. These workshops will walk them through the layout of essay writing, with focus on citing and explaining textual evidence to support their arguments. Students will use the SEE-IDA – state, exemplify, elaborate, interpret, demonstrate and analyze – method and other teacher developed instructional strategies and mnemonics to respond to literary and other writing.

## **English 7**

In this course students will continue to explore many writing genres such as expository, persuasive, collaborative writing and analytical essays in order to strengthen and enhance their reading and writing skills. Interdisciplinary writing will help students bridge their understanding of subjects and help them understand and relate to the interconnectedness of the world. They will analyze the connections between the texts they read, other contents and the real world. Throughout this course, students will read a variety of short stories, novels, essays, and poems governed by the principles of the MYP framework. Literature in this course is used to sharpen reading skills, develop vocabulary, and improve comprehension and strengthen identification of literary elements such as theme, plot, characterization, and figurative language and the overall impact of literature on society.

## **English 8**

Students will continue to go in depth and develop analytical skills. Students will develop their analytical minds as they read a variety of texts that span several genres and come in many forms at or above grade level. They will learn about extrapolating a text through annotation and understanding each author's purpose within varying genres. Through reading and Socratic seminars they begin to foster the skills needed to tackle different levels of understanding in Bloom's taxonomy and gain a greater understanding and appreciation of differing viewpoints.

## **Mathematics**

Mathematics at grades 6-12 is organized into the conceptual categories defined by the Common Core Standards:

- Number and Quantity
- Algebra and Functions
- Modeling
- Geometry
- Statistics and Probability

These conceptual categories offer a starting and connecting point for all mathematics courses at GHC. In addition, the Common Core "Standards for Mathematical Practice" provide a framework for what students across grade levels should be able to do in each math class. These practices describe what it means to really "do" mathematics and are extensively reflected in teacher assessment and curriculum material.

### Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

*California Department of Education. (2010a). California's common core state standards. <http://www.cde.ca.gov/ci/cc/>*

Emphasis is placed on using mathematics to grasp and solve unfamiliar problems that may not match examples the student has seen before. Students will be encouraged to find patterns of reasoning, make and test conjectures, try multiple representations (e.g., symbolic, geometric, graphical) and approaches (e.g., deduction, mathematical induction, linking to known results), analyze simple examples, make abstractions and generalizations, and verify that solutions are correct, approximate or reasonable. Students will also be encouraged to rationalize each concept and skill. Students will gain confidence and fluency in handling formulas and computational algorithms: understanding their motivation and design, predicting approximate outcomes and computing them and applying them in real life situations.

Granada Hills Charter's goal is to highlight mathematics as an integral part of the world around us. The teaching team will strive so our students see mathematics as an artistic, logical, and problem-solving endeavor woven into everyday applications. This approach will encourage students to use, interpret, and analyze the mathematical phenomenon present in everyday life and in more specialized career fields such as computer programming, engineering, architecture, actuarial sciences, Graphic Design, and more.

### **Math 6**

Math 6 as based on the precepts of the CCSS and has five main areas of focus: operations with rational numbers; ratios and rates; writing, interpreting, simplifying, and solving expressions and equations; probability and statistics; and foundations of geometry. Teachers will have the ability to create curriculum that aligns the CCSS with the MYP framework.

Building on previous understandings, students will explore the meaning of each category of the full system of rational numbers including fractions, decimals, and integers. Students will demonstrate understanding, mastery, and fluency when performing operations with rational numbers. Building on this foundational knowledge of rational numbers, students will use reasoning to solve ratio and rate problems about quantities. Connecting equivalent fractions to ratios and rates allows students to derive and extend understandings of relative sizes of quantities. These connections allow students to solve problems using a variety of representations and techniques including pattern recognition, linear graphing, and algebra. While rates and ratios provided an insight into a window of algebraic thinking, students will further develop their understanding and use of variables and algebra.

Building on and reinforcing their understanding of numbers, students will begin to develop their ability to think statistically. Students will recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. Students will recognize that a measure of variability can also be useful for summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their variability. Students will learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

Students in grade 6 will also build on their geometric understanding and reasoning about relationships among shapes to determine area, surface area, and volume. Students will find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students will discuss, develop, and justify formulas for areas of triangles and parallelograms. Students will also prepare for work on scale drawings and constructions in grade 7 and vertical articulation between teachers will be instrumental in meeting students' needs or bridging gaps in learning.

### **Pre-Algebra**

Pre-Algebra has four main areas of focus: developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples.

Building on Math 6 foundations in ratios and rates students will expand their knowledge and understanding of these concepts by using proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease.

Students will develop a unified understanding of number, recognizing fractions, decimals, and percent's as different representations of rational numbers. Students once again must demonstrate mastery and fluency of addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between the operations. Developing algebraic reasoning and problem solving skills will continue to be a focus as students use arithmetic of rational numbers to formulate expressions and equations in one variable and use these equations to solve problems.

Students will continue their work with area from grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Algebra and Geometry students reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and gain familiarity with the relationships between angles formed by intersecting lines. Students will solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Probability and statistics is once again incorporated to build on student's previous work with single data distributions to compare two data distributions and address questions about differences between populations. Students will begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences. These skills will also be applied in their science classes.

### **Algebra 1**

The Algebra course is composed of four major units of study: Solving equations and inequalities, linear functions, quadratic functions, and rational expressions. In each of the major units of study, concepts will be explored using multiple representations so that students develop essential procedural and conceptual understandings in Algebra.

The basic foundations of the algebra curriculum are developed in the first unit of study. The central theme of this unit will involve solving multistep equations and inequalities. Students will be proficient in these skills which will then be applied to writing and solving multistep equations and inequalities for word problems. Each of the concepts in the first unit will be continuously revisited and reinforced throughout the remainder of the course.

During the second unit, students will use algebra to generalize, interpret, and analyze key patterns observed when working with linear functions. Particular attention will be paid to patterns that relate to the concept of slope and how this concept manifests in graphs, tables, and equations. Students will also explore multiple methods of graphing linear functions including: creating a table; finding the x- and y- intercepts; using the slope- intercept form; and point slope form. With a strong linear functions foundation, students will transition into applying procedural graphing knowledge and skills to more conceptual tasks as they solve systems of equations and inequalities both graphically and algebraically.

During the quadratic functions unit, students will begin to master the basic factoring techniques used extensively in the remainder to the Algebra curriculum. The concept of factoring will then be applied to graphing, analyzing, and interpreting the relationship between quadratic equations and their graphs. Students will also need to master multiple factoring techniques including completing the square and using the quadratic formula. Students will then begin to apply their procedural knowledge to more conceptual tasks as they solve physical problems including motion, force, gravity, and acceleration.

The final unit of study will emphasize computational mastery in a more complex algebraic manner. Students will apply basic techniques of adding, subtracting, multiplying, and dividing as they simplify rational expressions. Students will also expand their skills and knowledge of operations with fractions as they apply these skills to solving rational equations.

## **Geometry**

The course will allow students to strengthen their inductive and deductive reasoning as they examine and develop arguments, contradictions, and proofs. A significant amount of definitions, postulates, and theorems will need to be mastered by students as they perform basic proofs and then apply these proofs to real world problem solving situations. The course includes several major units of study beginning with the basic components of geometry and then proceeding to concepts involving two and three-dimensional geometric figures. The basic components unit includes a review of key notations and visual representations that will be used throughout the course. Central to this unit are the angles relationships and properties that emanate from parallel lines cut by transversals.

Building on the basic components of geometry, the next unit relates to an extensive examination of triangles. Students will work extensively with two column proofs of triangle congruence and similarity. The triangle unit continues with a closer examination of right triangles. Students will know and apply the Pythagorean Theorem, Distance Formula, special right triangle relationships, and trigonometric functions to find unknown lengths and angles in right triangles.

The focus of the course then transitions to a more general investigation of the properties of two-dimensional figures including the relationships between angles and sides, and area and perimeter. Students then investigate the relationships and properties of three-dimensional figures involving computations and problem solving related to volume and surface area. Students will also develop theorems related to chords, secants, tangents, inscribed angles and polygons. These theorems will then be applied to problem solving situations that involve missing angle and arc measures, as well as finding the length of arcs, chords, tangents, and secants.

For students progressing above and beyond the requirements of these courses, differentiated instruction for additional challenges will be available and students will be required to demonstrate mastery using multiple perspectives that include but are not limited to: written analysis of concepts and connections; visual representation and manipulation; symbolic notation and justification; and relevant connections to real world situations.

## **Grade 6 Earth Science**

In addition to the integrated science concepts that students learn in TK – 8 PYP, grade 6 students will deepen their understanding of the concepts of earth science. Students will understand how Earth's systems operate by modeling the flow of energy and cycling of matter within and among different systems. Students will investigate the controlling properties of important materials and construct explanations based on the analysis of real science data. Students will understand the ways that human activities impact Earth's other systems. Students use many different practices to understand the significant and complex issues surrounding human uses of land, energy, mineral, and water resources and the resulting impacts of their development. Students will examine the Earth's place in relation to the solar system, Milky Way galaxy, and universe. Students will create models of the solar system to explain astronomical and other observations of the cyclic patterns of eclipses, tides, and seasons. Students will examine scientific data in order to understand the processes and events in Earth's history.

## **Grade 7 Life Science**

The grade 7 science class will focus on the life science disciplinary core ideas from NGSS. The life sciences focus on patterns, processes, and relationships of living organisms through four core ideas. Lessons will reinforce organisms and go in depth into the many processes and structures. Our focus then broadens to consider organisms in their environment—how they interact with the environment's living (biotic) and physical (abiotic) features. The core ideas in the life sciences will culminate with the principle

that evolution can explain how diversity that is observed within species has led to the diversity of life across species through a process of descent with adaptive modification.

Students engage in practices to apply their knowledge of core ideas and crosscutting concepts by not only in the sciences but connecting them to other disciplines by 1. Asking questions and defining problems (engineering); 2. Developing and using models; 3. Planning and carrying out investigations; 4. Analyzing and interpreting data; 5. Using mathematics and computational thinking; 6. Constructing explanations and designing solutions (engineering); 7. Engaging in argument from evidence; and 8. Obtaining, evaluating, and communicating information.

### **Grade 8 Physical Science**

Physical science is composed of two major units of study with investigation and experimentation as an underlying theme throughout the course. Students will explore the concepts of basic physics and basic chemistry, and will establish a solid foundation upon which they can build for their high school science courses as well as maintain the integrity of the MYP framework.

Throughout the basic chemistry units, students will explore the properties of matter from subatomic particles to biological macromolecules. Specific topics will include density, structure of matter, reactions, periodic table organization and trends, and chemistry in living systems.

The basic physics units will address concepts of basics kinematics, including motion, and forces. We will also cover the role of gravity in forming and conserving the composition of solar system, stars and galaxies. Students will design and conduct experiments whenever possible to attempt to discover the underlying principles, laws and theories woven throughout physical science. Students will be required to collect evidence, state relationships between variables, and draw evidence-based conclusions from lab data.

### **Social Science**

#### **Grade 6 Ancient Civilizations**

Since transdisciplinary understanding and complexity is built into the very core of the MYP program, it is difficult to allocate specific units to a grade level. In the event of teachers building the interdisciplinary units, these grade level unit allocations may change and evolve. The IB curriculum requires teachers to build the POI and flexibility is an essential component of curriculum development.

Ancient Civilizations will take us on a journey from the very beginning of human history to the formation of the first sophisticated societies. Students will learn about how evolutionary changes made it possible for early humans to adapt and survive in a brutal environment to establish communities, kingdoms, city-states, and empires. The students will look at major turning points such as the agricultural revolution. Understanding of ancient river civilizations such as Mesopotamia, Egypt, Greece, Rome, India and China will be analyzed through multiple lenses - geography, religion, art, political structure, economy, and society. In doing so, students will develop higher levels of critical thinking by considering why civilizations rise and fall alongside acknowledging their contributions to society. Students will analyze the interactions among the various cultures emphasizing their enduring contributions and the link between the ancient and contemporary worlds.

#### **Grade 7 Medieval History**

Beginning with the fall of the Roman Empire and continuing through the Enlightenment, this class will tour through the events that shaped the modern world. Powered by hands-on simulations and experiential exercises, the CA Standards-based curriculum takes students on an unforgettable journey through time. This course is designed to provide a lens of the early medieval world in Western Europe, Asia, Africa and the Americas. As the New and Old World have been discovered through exploration, students examine a world perspective of the exchange of people, goods, and ideas. New economic systems arise and social hierarchies are compared in societies in Western Europe, China, India, Africa and Mesoamerica.

In Western Europe, students will examine religious and political development beginning from feudalism to the Magna Carta in which the powers of the monarchy were limited. Though religious and secular art were both prominent, the ideals of the Catholic Church played an important role in the way individuals lived. The corruption of the Catholic Church led to newfound Christian

sects that are still prevalent today. This notion of religion vs. reason during the Enlightenment led many to question the ideologies of the Catholic Church especially in the realm of politics. This segues into the Scientific Revolution where skepticism was challenged with proof and facts.

Such political and religious developments are seen throughout the rest of the world as students study the origins and spread of Islam, Christianity and Judaism. Students study China's political development and its influence on Japan's feudal society and "Golden Age." As students unravel more knowledge on the East, they move towards the New World by understanding how the growth and spread of West African Societies played a role in European exploration and the rise and fall of the Meso American civilizations.

### **Grade 8 Early American History**

In eighth grade history, students will learn the significance of the earliest colonists by exploring the development of social, economic, political structures and how they impacted society.

The course will open with an examination of the collision of Native, European, and African people on the continent and the formation of the Thirteen Colonies followed by the formation of the Constitution. Students explore the challenges of the newly formed government, the role of leadership and the art of diplomacy that makes nations successful.

The course continues with the nation's rapid westward expansion and the resulting impact on Native Americans, Mexico, and tensions between slave and free states. A detailed explanation of the causes, course, and consequences of the Civil War follows with a focus on Reconstruction's failure to secure equal rights for African Americans.

### **Visual and Performing Arts**

The standards for visual and performing arts are as follows:

- Artistic Perception
- Creative Expression
- Historical and Cultural Context
- Aesthetic Valuing
- Connections. Relationships and Applications

Students will explore the techniques of a wide range of artists that will allow them to develop their own artistic processes. The curriculum will be woven into other disciplines and allow for students to think creatively, make connections, appreciate the arts and develop their "whole" person. The benefits of arts education include:

- Enhance problem-solving skills, critical thinking skills, and learning in other subject areas
- Exposure students to a variety of cultures; develop empathy, tolerance, and openness in working with others
- Prepare students for success in college and in the 21st century workforce through innovation, creativity, and imagination
- Promote school culture, build a sense of community within the school, create ties to surrounding communities and provide a fun and challenging learning environment
- Provide opportunities for development in creativity and expressive power, accountability, collaboration, perception, self-confidence, performance/stage presence, improvisation, and expressive outlet.

### **Visual Arts (Non-Core/Non College Preparatory)**

**Art 1** is a California Visual Arts Standards foundational visual arts course. This class introduces students to the elements of art and principles of design, focusing on line, shape, color, form, space, balance, contrast, pattern, emphasis, and unity. Students will explore a variety of materials such as pencil, colored pencil, paint, watercolors, oil and chalk pastels, and ink. Students will learn how to apply the rules of perspective in a work of art, learn about proportions of the face, and how to create interesting and successful compositions. In addition to creating art, students read, write, and discuss art. Looking at a variety of worldwide traditions, and criticism are important components of the class. Students will learn how to describe and analyze works of art, as well as develop their own informed opinion about successful art.



**Art 2** will be a continuing art course for students who desire to continue their artistic journey. Students will have more flexibility to develop skills they have learned by challenging and challenging individual thought and artistic expression. Art history and critiques will be important parts of the curriculum, and students will continue to develop their abilities to read, write, and discourse about art.

### **Performing Arts (Non-Core/Non College Preparatory)**

In the Performing Arts students will,

- Comprehend how techniques and practices of dance, music, and visual art are used for creative thought and artistic expression
- Execute basic production processes in the areas of dance, singing, stage direction, choreography, and design
- Acquire knowledge of diverse historical and multi-cultural dimensions and traditions of dance, art, and music
- Formulate assessments of quality, both, creatively and critically in works of dance, art, music, and other related art forms.

### **Elementary and Middle School Dance (Non-Core/Non College Preparatory)**

Students will continue self-expression through the medium of dance. The goal is

- To foster independent thinking and to provide students with a nurturing and challenging educational environment through a rich diversity of dance disciplines, techniques, technologies, and productions.
- To provide superior teaching and individualized mentoring; the classroom will focus on the studio, the stage, and incorporating cross-curricular lessons and projects.

All students in every skill level, grades TK-8 will explore the traditional and non-traditional art forms. This will be accomplished through opportunities to learn about the history and context of each style, genre- specific terminology, technical skills, viewing and critiquing the aesthetics of dance, and creating and performing works in each genre. All of these elements will culminate with opportunities for students to perform in annual concerts, community events, competitions, and school events.

### **Physical Education (Non-Core/Non College Preparatory)**

The health and physical fitness California Content Standards support nutrition and healthy choices that improve the quality of life. Students demonstrate knowledge and understanding through the performance of exercises, written examinations and observations by the instructor. The goal of Physical Education class is to enhance knowledge in physical activity and fitness while helping each student understand the importance of achieving a healthy lifestyle. Physical Education is divided into these three focus areas:

- Motor skills, movement patterns, and strategies needed to perform a variety of physical activities
- Physical fitness for health and performance, fitness concepts, principles and strategies.
- Psychological and sociological concepts, principles, and strategies

Middle School Physical Education will engage all students on a daily basis and promote staying active. Awareness of good nutrition and overall good health that contributes to students' health and wellness to become productive members of society is essential to adopting a positive lifestyle. Along with regular exercise routines, GHC will offer team sports like flag football, basketball, baseball, soccer and also try and incorporate some non- traditional sports like ultimate frisbee, team handball and rugby. Students will be provided with opportunities to improve their health-related physical fitness as well as understand advanced concepts related to physical fitness and physical activity. This course will also provide a setting for adolescents to learn appropriate social interaction, communication and leadership skills.

# GRADE POINT AVERAGE (GPA) CALCULATION

## DEFINITION OF THE GHC GRADE-POINT AVERAGE (GPA)

The GHC Grade Point Average (GPA) is the computation of a student's marks earned in accredited schools from 9<sup>th</sup> grade through the end of 12<sup>th</sup> grade. Students earn a GPA for every semester and a cumulative GPA (indicated as *Class Rank GPA* on their transcript) that averages all of the student's semester GPA's.

The Granada Hills Charter Grade Point Average (GPA) Student Data System reports two different types of GPA's: Cumulative GPA (weighted) and the Honor Roll/Eligibility GPA (unweighted). Both GPA's are calculated by assigning each eligible class a letter grade a number value, (A=4, B=3, C=2, D=1, F=0, INC=0, ATF=0, NTI=0). The total sum of grade points is then divided by the number of eligible classes taken.

### BASIC CLASSROOM GRADING SCALE AND MARKS

A	90.00 to 100.00
B	80.00 to 89.99
C	70.00-79.99
D	60.00-69.99
F	Zero to 59.99
PR	Progress 5 week Only-Not calculated
NP	No Progress 5 week Only-Not calculated in GPA
NM	No Mark Not calculated in GPA
INC	Incomplete Calculated in the GPA as a Zero
NTI	Not Turned In Calculated in the GPA as Zero
ATF	Fail due to Attendance Calculated in the GPA as a Zero

**When a course is repeated, all marks for the course are included in the GPA calculation.**

### GPA USES

#### HONOR ROLL/ELIGIBILITY GPA (UNWEIGHTED) GPA

- Determine eligibility for participation in extracurricular activities

#### REPORT CARD (WEIGHTED) SEMESTER GPA

- Indicates grades from the most recent semester grade-reporting period and is therefore not cumulative
- Determine Honors and High Honors semester recognition

#### CUMULATIVE CLASS RANK (WEIGHTED) GPA

The GHC cumulative Class Rank GPA is used:

- To determine Valedictorian, Gold and Silver Seal bearers
- To select students for various school honors and awards.
- For students' college admission requirements, financial aid and various scholarships,
- A GPA may be reported that is based on criteria different from the criteria used to determine the GHC cumulative class rank GPA. Thus, the GHC cumulative GPA may not be applicable.

### **MID TERM AND SEMESTER HONOR ROLL AND ELIGIBILITY GPA**

This unweighted GPA is recalculated every 12 week semester and includes all classes except for college classes. The Honor Roll and Eligibility GPA is used for determining sports eligibility and the honor roll. No weight for Honors (H), International Baccalaureate (IB), or Advanced Placement (AP) classes are used in determining this GPA. An example of this GPA calculation is as follows:

Grades	Performance	Un-Weighted Grade Points
A	Excellent	4
B	Above Average	3
C	Average	2
D	Below Average	1
F	Failing	0

### **CRITERIA FOR DETERMINING CUMULATIVE CLASS RANK GPA**

This GHC cumulative class rank GPA is recorded on the student's record and is printed on the student's transcript. All classes during the student's high school career, starting in the 9<sup>th</sup> grade, with the exception of physical education and teacher's assistant types of classes are included. Marching Band, Dance, and any sports team classes, which are considered as PE classes, are not included in the class ranking GPA. Dance courses considered VAPA courses are included in the GPA.

### **GPA WEIGHTS**

The GHC GPA is based on a four-point scale. Augmentation "weighted" points are given for courses designated as Advanced Placement, IB courses, Honors, and up to six college courses, which results in what is known as a "weighted" GPA. Weighted grade points are assigned to letter grades of A, B or C only.

The grade weighting policy assigns different grade points for classes labeled as "Honors" "Advanced Placement" or "International Baccalaureate (IB)." Honors, International Baccalaureate (IB) SL classes, and college classes receive an extra .5 grade point per semester. International Baccalaureate (IB) HL and Advanced Placement (AP) classes receive 1 extra point per semester.

An example of this GPA calculation is as follows:

Grades	Performance	Un-Weighted Grade Points	Weighted Honors Grade Points	Weighted AP Grade Points
A	Excellent	4	4.5	5
B	Above Average	3	3.5	4
C	Average	2	2.5	3
D	Below Average	1	1	1
F	Failing	0	0	0

### **CUMULATIVE GPA USED FOR RECOGNITION AT THE SENIOR AWARDS CEREMONY AND COMMENCEMENT CEREMONY**

The GHC cumulative GPA that is computed at the end of the first semester of the 12<sup>th</sup> grade:

- Is used to determine the high honors (gold seal: 3.60 and above) and honors (silver seal: 3.00 to 3.59) designation awarded to graduates,
- Is used to select the senior class valedictorians (cumulative GPA of 4.0 and above) weighted GPA for GHC seniors is calculated at the end of the 12<sup>th</sup> grade. It includes all marks earned and received from accredited high schools in the 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> and the first semester of the 12<sup>th</sup> grades.
- Includes all Fail marks.
- Does not include courses taken during the final semester of the senior year.
- Incorporates all transcripts for courses taken outside of GHC before the end of the fall senior semester, which are submitted prior to the deadline posted and advertised yearly by the academic counseling office.

### **FINAL CUMULATIVE GPA**

The final cumulative GPA posted on the final transcript courses includes all eligible courses taken in the spring semester of the senior year, including college courses.

### **GPA AND COLLEGE ADMISSIONS**

There is various grade point averages (GPA) that are used for college related matters. Many colleges internally recalculate their applicant's GPAs. The Granada Hills Charter High School cumulative GPA is used mostly for scholarships, private and out of state college applications that ask for a weighted high school GPA.

### **CLASS RANKING**

Granada does not provide an individual GPA rank to colleges and universities. Many private/independent universities and scholarships want to know how a student has performed within the context of their school. At a high performing school such as Granada Hills Charter High School, it is a challenge to adequately give recognition to so many outstanding students. Accordingly, whenever a class rank is requested, we simply respond, "***Granada Hills Charter High School does not rank.***" Class rank is only used internally to identify valedictorians with the highest cumulative GPA's to determine who will deliver the valedictorian speech at the graduation ceremony.

### **CSU/UC GPA**

As of May 2018, the GPA for UC & CSU eligibility is the average of grades earned in the required "a-g" subjects completed from the summer after 9th grade to the summer after 11th grade. Extra points are awarded for up to 8 semesters of UC-certified advanced coursework which can be verified using UCOP Doorways. <https://hs-articulation.ucop.edu/agcourselist#/list/search/institution>.

The UC/CSU GPA calculation has many nuances that are not listed here that may change at the discretion of UC/CSU institutions. For the most updated information regarding the UC/CSU GPA calculation, readers are advised to visit <http://admission.universityofcalifornia.edu/counselors/q-and-a/calculating-gpa/index.html>

### **CAL GRANT GPA**

The purpose of the Cal Grant GPA is to determine the student's GPA eligibility for the Cal Grant Award.

The high school Cal Grant GPA is calculated on a 4.00 scale to two decimal places (between 0.00 and 4.00) and does NOT use a weighted scale. GPAs calculated beyond a 4.00 scale are not accepted. For students who have not yet completed high school, the GPA is calculated using all academic course work from the beginning of sophomore year to the summer following junior year. The high school Cal Grant GPA excludes Physical Education (PE), Reserve Officer Training Corps (ROTC), and remedial courses. Remedial work is defined as any course that is not counted toward high school graduation. Failing grades must be included in the GPA calculation unless the course has been retaken.

For students who are graduating after their junior year, the GPA would only be calculated using sophomore grade course work, including any summer school course work following their sophomore year. For more information about Cal Grants, go to <http://www.calgrants.org/>.

# **CREDIT FOR COURSES OUTSIDE THE REGULAR PROGRAM WHILE ENROLLED IN GHC**

Currently enrolled students who take classes at institutions other than Granada Hills Charter High School must have approval from their GHC Counselor to earn high school credit. All courses posted to the transcript are final and cannot be removed from the transcript record. The Counselor should advise the student as to the way a college or university would accept a repeated course for admission purposes and in the calculation of the college admission GPA.

Credit will only be granted for classes taken at accredited schools or colleges. Credit for programs offered by tutors, non-accredited private or home schools, organizations, institutions, and others will not be granted. Approval from the GHC counselor should prevent problems from occurring when students request credit for their educational experiences after taking courses rather than prior to enrollment and the credits earned are not from an accredited school. Credit is not given for the implicit value of a learning experience, travel, or camp.

There may be a limit to the number of times a course may be repeated for numerical credit. For more information, see the course description in the GHC course catalog.

## **CREDIT GRANTED FOR COURSES OUTSIDE TRADITIONAL PROGRAMS**

Coursework completed outside the regular day program such as Community Adult School, College or ROP Center, may be granted credit ONLY when arrangements have been made with approval of the GHC counselor prior to enrollment. Courses completed without prior authorization are not guaranteed credit. GHC does not grant credit for special programs or enrichment programs.

### **Credit from LAUSD Adult Schools or Other Adult Schools**

Coursework completed at LAUSD adult schools or other adult schools may be accepted toward meeting graduation requirements of GHC provided the course meets the California state content standards and the high school course description. Students should be informed that coursework completed at any adult school will not yield NCAA credit for college admission eligibility.

- Courses must have prior approval of the student's counselor to ensure that course meets the GHC course equivalencies
- No partial credit is to be given. The student must complete the course to receive the full credit value given for each course.

### **Credit from Community College, Four-Year College, or University**

Coursework completed in college programs may be accepted toward meeting graduation requirements for high school. Authorization is required prior to enrolling in a community college or university. Once permission has been granted to have college work count toward high school graduation, a transcript of courses completed must be provided to the high school. Students are responsible for providing an official transcript. All college semester courses will be posted on the transcript unless otherwise designated below.

- A maximum of six college classes (ten high school credits per college class) may be calculated into the GPA.
  - College courses may not replace GHC courses unless the college class is offered and taught by the GHC teacher during the regular school day (CTE) or not offered by GHC. For the purposes of this document, "not offered" may include courses where GHC teachers do not teach sufficient sections to meet the needs of students and sufficient demand does not exist to hire another GHC teacher.
- Students may submit transcripts to the college/university on their own as needed.
- Off-campus classes and/or summer school classes at schools other than GHC may only be taken if the student has obtained written counselor permission before enrolling in the class.
- Credit will not be granted without prior approval.

Classes will be recorded on the transcript and earn an augmented one-half (.5) point as follows:

- 2190: Dual Enrollment College Course – English Language Arts
- 2290: Dual Enrollment College Course – Foreign Languages
- 2490: Dual Enrollment College Course – Mathematics

- 2690: Dual Enrollment College Course – Science
- 2790: Dual Enrollment College Course – History/Social Science
- 2890: Dual Enrollment College Course – Visual or Performing Arts
- 6090: Dual Enrollment College Course – Other

OR

- CALPADS Field #9.07 (CRS-State Course Code) equals:
    - Any of the 7000-8999 career technical education course codes AND
    - CALPADS Field #9.19 (Course Section Instructional Level Code): Courses marked with 16
- “College Credit”

### **Credit for Special Programs and Private Tutors**

GHC does not grant credit for special programs and private tutors.

### **Credit for World Language Instruction**

GHC accepts World Language credits from accredited and approved programs with prior approval from the GHC Counselor. Students who complete the study of a language *not offered at GHC* at a language school are to follow the procedures outlined below:

- Foreign Language courses must be taken during a student’s high school years (grades 9 through 12).
- In order to receive credit, the school must be accredited and/or recognized as a language school. See the GHC’s registrar if you have questions.
- Students will submit the GHC form to receive credit for Foreign Language courses that are not offered at Granada.
- The class must be pre-approved by the student’s counselor prior to enrolling in the course.

The counselor will sign the form and the student will take it to the school. The language school will mail the form to GHC’s registrar upon completion. Counselors will make a copy for their files. For more information about Foreign Language instruction, see the World Language section.

### **Summer School - Private Schools**

Credit for work completed in accredited private summer schools, may not be granted for such work without approval from the GHC counselor. Credit granted for summer school classes must be equivalent to credit for the same amount and kind of work taken in the regular term. Instructional time in a five-semester period course in summer session should approximate that of a five-semester period course in the regular term. The minimum amount of instructional time for which a full semester of credit may be granted is 60 clock hours. (California Administrative Code, Title 5, Education, Section 1600)

### **Work and Entertainment**

GHC approves work permits and entertainment permits for students who meet the eligibility requirement on the midterm or final semester report cards. The eligibility, used for all extracurricular and athletic programs which includes a 2.0 GPA average and no detentions. Work permit applications are available in the College and Career Office and Entertainment permits are approved in the Counseling Office. During the summer, all permits are signed in the Counseling Office.

# TRANSFERING FROM SCHOOLS WITHIN THE UNITED STATES

## Interpreting Numerical Credits and Marks

GHC accepts credits and marks from accredited public schools in California at their face value if they align closely to credits and marks earned for similar subjects at GHC.

GHC uses the LAUSD criteria for evaluating and interpreting student records received from outside the District and credits earned under special circumstances as follows:

- One (1) Carnegie Unit represents one full-year course and is equivalent to 10 quarter or semester credits. One half of a Carnegie Unit represents one semester's work in a subject and is equivalent to 5 semester credits.
- Conversion from Trimester System:
- One Carnegie Unit = 3 quarter courses = 2 semester courses
- Each quarter (trimester system) is worth 3 1/3 credits per course. Each semester (semester system) is worth 5 credits per course.

Numerical marking systems vary from school to school. Before interpreting numerical subject marks, it is necessary to know the passing mark established and accepted by the sending school. If it is impossible to obtain grade equivalents to a numerical mark, the GHC may record the marks as received with the amount of credit indicated. These marks would not be included in computing a grade point average. Universities are familiar with this issue and can evaluate such a transcript.

Once the passing mark is established, the GHC shall use the following scales as a means of interpreting the system. For example, if the school's passing mark is 65, the scale of letter equivalents for subject marks should be established as shown below with a score from 90-100 being an "A," etc.

## SCALES FOR EVALUATING MARKS

Lowest Passing Mark	A	B	C	D
75	100-93	92-83	82-78	77-75
70	100-91	90-80	79-73	72-70
65	100-90	89-77	76-69	68-65
60	100-88	87-74	73-64	63-60
50	100-84	83-68	67-57	56-50

## Credit for Health

GHC accepts Health as an elective course.

## Grade Level Placement

GHC shall determine the grade placement of the student. Whenever a pupil transfers from another school within the United States, the counselor should attempt to place the pupil in the appropriate grade. If the pupil has a report card or other official document. However, if the pupil has no credentials, questions must be asked concerning the subjects taken at the time of leaving. The counselor may then assign a tentative grade placement. A student and/or parent will be asked to sign a statement regarding tentative grade placement.

## Placement of 12th Grade Students

- Students who are enrolled for only a part of the final semester of the 12th grade should make arrangements with the school from which they transferred for the awarding of the diploma. If arrangements can be made, the student may participate in the GHC graduation ceremony by meeting all requirements at their previous school of enrollment.

- When the student transfers twelfth grade from another school in the United States, a careful evaluation of the transcript is necessary if the student is to graduate at the expected time. Graduation may depend on receiving credit for a particular course that may be comparable to a subject requirement of Granada Hills Charter High School.
- The counselor should contact the previous school for a description of the content of a course about which there are questions, so that the counselor may determine whether this course, although recorded under a different name, may meet a graduation requirement.

## Credit for GHC Graduation Requirements

### Credit for Physical Education

Sometimes a pupil transfers from a state or school which does not give credit for physical education classes taken at the school. Physical Education course credit may be granted to meet GHC graduation requirements in PE as long as the course meets the GHC course description, addresses the content standards, covers four of the eight content areas and meets the required number of minutes of instruction (400 every ten school days).

### “a-g” and Generic Credit designation for courses from an Accredited School

GHC may grant credit for any courses completed at a regionally accredited institution. The six regional accrediting associations in the United States are:

- **Middle States Association of Colleges and Schools** - Educational institutions in New York, New Jersey, Pennsylvania, Delaware, Maryland, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands, as well as schools for American children in Europe, North Africa, and the Middle East.
- **New England Association of Schools and Colleges** - Educational institutions in the six New England states (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont).
- **North Central Association of Colleges and Schools** - Educational institutions in Arkansas, Arizona, Colorado, Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, North Dakota, Nebraska, New Mexico, Ohio, Oklahoma, South Dakota, Wisconsin, West Virginia, and Wyoming.
- **Northwest Accreditation Commission for primary and secondary schools and Northwest Commission on Colleges and Universities** for postsecondary institutions in Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington.
- **Southern Association of Colleges and Schools** - Educational institutions in Virginia, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Alabama, Tennessee and Texas.
- **Western Association of Schools and Colleges** - Educational institutions in California, Hawaii, Guam, American Samoa, Micronesia, Palau, and Northern Marianas Islands, as well as schools for American children in Asia.

### Credit for “a-g” courses not equivalent to GHC courses

For courses that are not equivalent to courses found in the GHC course catalog, the GHC counselor must carefully review the course description(s) and California content standards of courses completed to ensure that the appropriate credit and course title is granted.

For courses that have received “a-g” approval by the University of California Office of the President (UCOP), refer to the sending school’s list of “a-g” approved courses posted on the UC Course Management Portal website at <https://hs-articulation.ucop.edu> for the respective year. If the course is listed as an “a-g” approved course and corresponds to the appropriate subject area, category and honors designation, the course will be entered on the GHC transcript with a generic class description. For example, if a student completed “Scriptures & Sacraments” at a private school, the UC Course Management Portal website shows that the course was eligible for “g” – History/Social Science” the course will be listed on the transcript.

### Credit for Non “a-g” courses not equivalent to GHC courses

For courses completed that have not received “a-g” approval by UCOP and/or are not equivalent to the GHC courses, use the course numbers listed below that correspond to the appropriate subject area(s). Credit granted should be recorded on the transcript by subject area in the appropriate grade level using the generic department course title. The grade entered shall be a “P” for pass. These course numbers will grant numerical credit but will not count towards satisfying other graduation requirements except for electives.



Subject Area	Subject Area	Subject Area	Subject Area
Art	Music	Business	Physical Education
Computer Science	Biological Science	Physical Science	Foreign Language
Social Science	Mathematic	Theater Arts	Generic Department

### **Accredited Private Schools**

Credit may be granted for courses at an accredited private school, parochial or otherwise, regardless of religious content.

### **Credit from a Non-Accredited School or Home School**

When a student enrolls from a non-accredited school, the Administrator or designee should review the transcripts with the student and parent/guardian. The Administrator or designee shall determine that students are appropriately placed in courses which reflect achievement in previous instruction and ensure that State and GHC requirements are met. GHC shall determine the grade placement of the student.

Counselors shall remind students who have attended non-accredited schools to submit transcript(s) from the non-accredited schools in addition to GHC transcripts when applying for admission to colleges and universities.

In grades 6, 7 and 8, course work, credit, and marks may be accepted at the level indicated by a transcript from an established school that maintains acceptable standards.

For grades 9 through 12, courses completed at a school that is not regionally accredited will be awarded numerical credit only. Specific course titles and marks are not to be entered on the cumulative record or the electronic transcript. Credit granted shall be recorded on the transcript by subject area in the appropriate grade level using the generic department course title listed below. The grade entered shall be a "P" for pass. These course descriptions will grant numerical credit but will not count towards satisfying other graduation requirements except for electives.

Subject Area	Subject Area
ART	MUSIC
BUSINESS	PHYSICAL ED
COMPUTER SCI	BIO SCIENCE
ENGLISH	PHYS SCIENCE
FOREIGN LANG	SOCIAL SCI
MATHEMATICS	THEATER ARTS
GENERIC	

Marks may be accepted and recorded with the specific course title through the following:

- An Advanced Placement or IB course taken at a non-accredited school may be recorded along with the marks if the AP Exam was taken and passed with a score of 3, 4, or 5.
- Validation Options may be applied to meet graduation and UC requirements, however, credits shall not be waived. See page \_\_\_\_

### **Credits for Private Tutoring**

Instruction by a private tutor is generally used to supplement instruction in the regular classroom as a means of strengthening student competencies. Credits are not earned in such tutoring situations.

### **Difficulty in Obtaining Records**

The school shall make repeated efforts to obtain a transcript if one is not received within a reasonable time and urge parents to request the former school to send the transcript directly to the school.

California Code of Regulations, Title 5, section 428c states that: "Pupil records shall not be withheld from the requesting district because of any charges or fees owed by the pupil or his parent. This provision applies to pupils in grades K-12 in both public and private schools." Records may be withheld from parents and students, but not educational institutions.

GHC will use the student's copy of his or her report card if a transcript cannot be obtained and note on the cumulative record that the marks were derived from the report card and not from an official transcript. In this case, GHC will post the generic course descriptions and credits similar to that of a non-accredited school as noted above.

# TRANSFER CREDITS FROM SCHOOLS OUTSIDE THE UNITED STATES

## Grade Placement of Students

When a student enrolls from a foreign country, the Administrator or designee shall review the transcripts with the student and parent/guardian. If the student is 17 years of age and older and has graduated from the school with a high school diploma equivalent to a US high school diploma, the student may not be enrolled.

If it is determined that a student has not graduated from a foreign country, the GHC counselor shall determine the grade placement of the student. The educational background and English language proficiency is of particular importance for students from other countries and will be part of the grade placement decision to assure the orderly development of the student's educational placement. The Administrator or designee will make the final decision on grade level placement based on credits and courses completed to meet graduation requirements. All students must satisfy the GHC graduation requirements to be eligible for graduation.

## Procedure for Evaluating Transcripts from Abroad

Photocopy all original transcripts from the student's originating school and other supporting documents. GHC shall return originals to parent/guardian or the student and retain the photocopies in the student's cumulative record folder.

The student, family, or sponsor must provide a certified translated transcript from countries where English is not the official language before an evaluation can be made. Exceptions will be made. The evaluator or counselor should assist the student in completing the Attachment A form entitled "Educational Background".

## Credits Granted

Credits granted shall be recorded on the electronic transcript by subject area in the appropriate grade level using the generic department course title. Specific course titles will be granted numerical credit only. Specific course titles and marks are not to be entered on the electronic transcript. Credit granted should be recorded on the transcript by subject area in the appropriate grade level using the generic department course title listed below. The grade entered shall be a "P" for pass.

Subject Area	Subject Area	Subject Area	Subject Area
Art	Music	Business	Physical Education
Computer Science	Biological Science	Physical Science	Foreign Language
Social Science	Mathematic	Theater Arts	Generic Department

Marks may be accepted and recorded with the specific course title through the following:

- An Advanced Placement or IB course taken at a non-accredited school may be recorded along with the marks if the AP Exam was taken and passed with a score of 3, 4, or 5.
- Validation Options may be applied to meet graduation and UC/CSU requirements, however, credits shall not be waived. See the UC validation section.

## Transfer credits allowed per year

A total of 60 credits will be allowed for each year of study. Additional credits over that number may be counted toward the next succeeding grade level with the approval of the Administrator.

## English Courses

English courses taken in an English speaking country, in an American school, or in a school where the medium of instruction is English will provide English credit.

English courses taken in a non-English speaking country or in a school taught in a language other than English will be listed as a Language other than English (LOTE).

### **Credits Based on Reconstruction of Transcripts**

Students from other countries enrolling in GHC may not have or may not be able to obtain school records because of political unrest, loss, destruction, or other factors. When such circumstances exist, an opportunity will be given for students to reconstruct their school experiences to determine the appropriate credit to be granted.

To assist the student in reconstructing his/her educational experience, the counselor and registrar shall provide assistance to parents in order for them to understand the procedure to reconstruct educational information. Once the Reconstructed Secondary Coursework form is completed, the parent or guardian must notarize the document verifying that the reconstructed educational information is a true report of coursework completed.

On the cumulative record, the section notes and information section of the electronic transcript, enter the following statement "The subjects and credits appearing for grade(s) were obtained from the student's reconstruction of school work in (name of country) for which no transcript was available."

Once the procedures for reconstructing a transcript have been followed, the courses should be entered into the electronic transcript using the procedure above.

### **Acceptance by other Educational Institutions**

Student and parents/guardians should note that numerical credits alone do not satisfy GHC graduation requirements. In addition to numerical credits, students must satisfy "a-g" requirements as well as minimum state requirements. Completing GHC requirements does not assure that another school district will accept these credits or that an institution of higher learning will consider them as contributing to the fulfillment of its entrance requirements.

### **Students Studying Abroad**

The procedures presented in this bulletin do not apply to GHC students who participate in an exchange program or who study abroad and are working toward a high school diploma. These students must make prior arrangements concerning courses and credits needed to meet graduation requirements

### **Transcripts Sent to Other Countries**

For currently enrolled students, GHC shall prepare a current and complete transcript, bearing the official school seal or school stamp. For graduated or exited student, the person requesting the transcript shall order an official transcript through [www.Parchment.com](http://www.Parchment.com). The person requesting the transcript from Parchment shall request an official, sealed copy to be sent to their home.

Many countries require that transcripts from the United States be legalized. The person requesting the transcript must make an appointment to take the transcript (see instructions above), provided in a sealed envelope, to the Foreign Student Admissions Office. There will be no fee for notarization services in this office.

After the transcript is certified as a true copy of the original record and notarized, the person requesting the transcript must take it to the Los Angeles County Clerk District Office. This office will insure validity of the public notary's commission.

There will be a charge for each notarized document. After the above certification, the transcripts must be taken to the Office of the Secretary of State. The Foreign Student Admissions Office will provide the addresses of these offices at the time of notarization.

# SENIOR AWARDS AND COMMENCEMENT GUIDELINES

## Senior Awards

The recognition of individual winners or honorees shall occur at the Senior Awards Ceremony and will include Valedictorians, Gold Seal Bearers, Silver Seal Bearers, Department and Scholarship Winners. To be recognized at the Senior Awards Ceremony, all awards must be provided to the Counseling Office, in writing, no later than May 1 of each year. Information about additional winners received after May 1 and before May 10, shall only be listed in the program.

The cumulative GPA used for recognition at the Seniors Awards Ceremony and Commencement Ceremony is computed at the end of the first semester of the 12<sup>th</sup> grade:

- Is used to determine the high honors (gold seal: 3.60 and above) and honors (silver seal: 3.00 to 3.59) designation awarded to graduates.
- Is used to select the senior class valedictorians (cumulative GPA of 4.0 and above) weighted GPA for GHC seniors.
- This GPA includes all marks earned and received from accredited high schools in the 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> and the first semester of the 12<sup>th</sup> grades.
- Includes all Fail marks.
- Does not include courses taken during the final semester of the senior year.
- Incorporates all transcripts for courses taken outside of GHC before the end of the fall senior semester, which are submitted prior to the deadline posted and advertised yearly by the academic counseling office.

GHC has an established ticket system for the Senior Award Ceremony. Each recognized student shall receive one ticket, an identification lanyard and two guest tickets. Additional tickets may be only available if all tickets have not been claimed. The Senior Awards Ceremony is a dignified and formal event. Presenters and students shall wear business attire. Students who need assistance with attire, should contact their Counselor.

## Commencement Guidelines

Upon successful completion of all high school academic and citizenship requirements, secondary school students are traditionally recognized at formal commencement exercises where diplomas or certificates of completion are conferred. These exercises are dignified and formal occasions eagerly anticipated by the vast majority of students, parents, relatives and friends. Although participation in the commencement exercise continues to be the most significant event marking successful completion of the GHC graduation/culmination requirements, participation is entirely voluntary and carries with it definite responsibilities and expectations for etiquette, safety and protocol.

A grade 12 student who has satisfactorily completed all GHC graduation requirements is entitled to a diploma indicating satisfactory completion of all requirements. Students with disabilities under IDEA, shall participate in the commencement exercises (one time) in which students of similar age without disabilities would be eligible to participate. The right to participate in graduation/culmination ceremonies does not equate a certificate of completion with a regular high school diploma. The primary purpose of the commencement exercise is to honor the graduating class as a whole. The recognition of individual awardees or honorees shall occur at the Senior Awards Ceremony.

Eligibility for participation in all senior activities, including the commencement ceremony, are clearly established and communicated in writing to seniors and their parents in the GHC Senior Contract, distributed at the fall of a student's senior year. Additional requirements for participation in the GHC graduation commencement ceremony may be required as approved by the GHC Governing Board which include but are not limited to:

- Meet academic requirements with credits and required courses
- Clear all detentions and pay all debts
- Attend the Summer Transition Academy (Class of 2011 and above)
- Meet citizenship standards and/or follow school rules at any GHC activity

- Attend all mandatory events per the Senior contract which include but are not limited to:
  - Attend BOTH graduation rehearsals
  - Attend the Senior Clearance
  - Complete all Scoir required tasks
  - Attend a mandatory Sober Grad
  - Fulfill all other obligations of the Senior Contract including behavioral and dress standards

No student may be required to purchase or rent a cap, tassel and gown as a condition of participation in the graduation ceremony. If students are required to wear caps, tassels and gowns at the ceremony, the school administrator shall inform students and parents that: (1) the district will provide caps, tassels and gowns for graduating seniors for use during the ceremony, and (2) students also have the option to purchase caps, tassels and gowns from the approved vendor. GHC will only provide cap, tassel and gown rentals for graduating high school seniors.

GHC has an established ticket system. Each graduate shall receive a specific number of free tickets at the completion of Senior Clearance. Additional tickets may be available for purchase.

## MISSION

Granada Hills Charter High School will provide a positive student-centered environment in which all students will develop academic skills, practical skills, and attitudes to enable them to be successful lifelong learners and productive, responsible citizens in a diverse, global society.

