

GUAJOME LEARNING CENTERS

2023-2024

COURSE CATALOG

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WELCOME TO GUAJOME LEARNING CENTER

Guajome Learning Centers (“GLC”) is a public charter school of choice. Our main campus and administrative services center is located in Vista. Vista is located in the northern region of San Diego County in California, approximately eight miles from the Pacific Ocean, and has a population of approximately 95,000.

GLC has endeavored to establish and maintain a student body that is diverse in nature and generally reflective of the state of California and the sponsoring Vista Unified School District (“VUSD”) in terms of race, ethnicity, and socio-economic status. GLC is located in proximity to both MiraCosta College and Palomar Community College, as well as California State University San Marcos. GLC is an independent study school serving grades K-12 with a standards-based curriculum that offers a variety of unique and innovative learning platforms.

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

General Policies and Protocols

- For registration, enrollment, and re-enrollment policies; please refer to GLC Student Handbook.
- All classes and learning objectives will be reflected on the Personal Learning Plan (“PLP”) which is individually tailored for each student. Parents/Guardians are encouraged to meet weekly with GLC staff to review the PLP which reflects student progress during the course of the semester.
- The GLC Course Catalog lists all *possible* course offerings for the school year. The actual courses offered may vary depending upon staffing, course enrollment, fiscal impact, and facilities.
- All courses offered at GLC are year-long unless otherwise noted. Students are expected to remain enrolled in the scheduled courses for the entire school year. Schedule changes will only be considered during the first two weeks of the start of each semester or from the first day of enrollment.
- Each high school class is worth five (5) credits per semester. Students are expected to earn 30 credits each semester, with the exception of qualifying seniors. Qualifying seniors may not take less than 20 credits each semester to maintain compliance in the program.
- Specific grading criteria for high school students are based on the school-wide grading rubric and indicators reflected on the personal learning plan. Students in grades K-5 are evaluated and assessed on a standards-based report card indicating a pass/fail.
- Students will be placed in grade-level designated courses. Students who have previously failed grade-level courses will be required to make the courses up in addition to the grade-specific classes.

STUDENT COURSE AND CLASS SCHEDULE

Elementary and Middle School Student Scheduling

Students will be placed in their classes according to their grade level. They will have four core classes which include Math, Language Arts, Science and Social Studies. Additionally, other enrichment alternatives may be provided based on Guajome Schools’ offerings or partnerships with other community organizations. Class or participation size may determine final offerings provided.

High School Student Scheduling and Class Change Policy

Background and Process:

During scheduling, student and parent/guardian have a variety of opportunities to provide input regarding the course selections,

1. In February/March, high school counselors provide student with a transcript showing work completed and work in progress during the scheduling sequence. Additionally, graduation status letters are also mailed home to all seniors. The student and parent/guardian should check the transcript and/or graduation status letter carefully to ensure that student is meeting graduation requirements.

2. In the spring, high school student Course Request forms are distributed to current students enrolled in Grades 9 - 11, and the course catalog is available for review prior to class selections. A parent signature is required on all Course Request forms.
3. In the spring, if there are concerns or questions regarding classes and requirements, contact should be made with the counselor before the student registers.

Criteria for courses changes:

- Student has failed prerequisites
- Student has taken the course in question over the summer and no longer needs the class
- Student needs a schedule change due to graduation requirements
- Student has been placed in an incorrect skill level class

Further Understandings:

- A. Optional changes will be granted at the discretion of the administrator and the counselor.
- B. Submitting a schedule change request form does not guarantee a course change. All classes are subject to availability and the aforementioned criteria.

Students in grades 9-11 are expected to enroll in six classes each semester. Students in grades 9-12 may request up to two classes to be taken at Guajome Park Academy in place of classes through GLC. All requests are subject to administrator approval. Students in Grade 12 are expected to enroll in a minimum of four classes. All students must maintain a majority of their classes at GLC to remain enrolled at GLC.

High School Semester Credit Recovery

The *Petition for Credit Recovery* form was designed for high school students who are credit deficient and would like to increase the semester earned credit in addition to the currently scheduled classes. In order to conduct a formal review of a student's Petition for Credit Recovery, a *Checklist for Petition for Credit Recovery* form (#S151.1), and the following packet of information must be submitted to the counseling department **no later than three weeks after the start of each semester**:

Students with excessive absences or late assignments, and/or disciplinary issues, may be denied approval for credit recovery.

Summer School Requirement

If you are credit deficient by 20 credits or more, summer school or credit recovery alternatives are required for re-enrollment into GLC. For more information or questions, please see your counselor.

GRADES AND CREDITS

High School Grade Point Average

- A student receives five semester credits or units for each class during a semester in which a passing grade (A, B, C, D) is earned. The cumulative grade point average is computed by awarding grade points (A=4, B=3, C=2, D=1, F=0).
- A student's grade point average for admission to the UC and CSU system is computed using classes taken in Grades 10-11, which are on the approved A-G course list. A student must check the UC Course List (<https://doorways.ucop.edu/list>) for the UC approved AP weighted courses when calculating grade point averages for admissions purposes. Student is expected to continue with a similar or higher grade point average during senior year for admission to the UC/CSU system, or other four year college/university.
- Grades are never removed from the transcript; if a student repeats a course and earns a higher grade, both grades will still appear. A student who retakes a failed course will have an "r" placed next to the original grade on the transcript, and the new grade with the appropriate credit will be recorded in the year the course is repeated. Only the new grade will be used in computing the grade point average.
- A student who repeats a course in which a C grade or higher was received, will not receive additional credit for the course.
- Grading Scale:

- A – 90-100%
- B – 80-89%
- C – 70-79%
- D – 60-69%
- F – below 60%

High School Repeated Classes

Failed classes earn no credit. Only a grade of “D” or “F” can be repeated for credit. A student who fails a course required for graduation should meet with the Counselor to determine options for making up the requirements.

Course Grade Change

A student will receive a grade for any given course of instruction determined by the teacher who taught that course. All grades are considered final when assigned by the teacher at the end of a semester. The teacher may request a change of grade when an error of technology or procedural nature occurred in the original assignment of the grade. A grade may not be changed as a result of a reassessment of student work. Also, a grade may not be changed as a result of submission of additional work after the end of the ensuing semester unless there was medical, health, or disability related issue which inhibited the student to complete the work by the stated due dates.

Incomplete Grades

A student may receive an incomplete (“I”) upon Administrator or designee approval if a situation would warrant such action. Students will be required to complete all necessary coursework prior to the end of the ensuing semester. If course requirements are not completed within the stated timeline, a “zero” will be given for the incomplete work and a final grade will be determined and recorded.

Honors Recognition

Students with the following grade point average will be recognized towards the end of the school year: 3.5 – 3.84 = Honors; 3.85+ = High Honors.

High School Early Graduation Policy

Students may have the option to fulfill their graduation requirements in a timelier manner and be eligible for early graduation. Students will be considered a graduate of GLC on the day that the student’s final graduation requirements are completed and will not be required to attend school beyond the official graduation date; however, a student who graduates early will continue to have the opportunity to participate in the graduation commencement ceremony and other senior year activities for the graduation school year. Diplomas will not be available until the end of the school year, even if graduation requirements have been met prior; however, a transcript may be available through the registrar's office upon student/parent request.

California High School Proficiency Exam

Students who are planning to take the California High School Proficiency Exam (CHSPE) must continue to attend school while awaiting test dates and/or results. A GLC student who passes the CHSPE may be allowed to dis-enroll from school with parent permission, and will be allowed to participate in the graduation ceremony of the final school year in which the student was enrolled in. Student will receive a Certificate of Completion in lieu of the diploma.

High School Transcripts and Records

College and job applications may require that a student send a copy of student’s school transcript. Transcripts are maintained by the Registrar. A student may request that transcripts be sent to another school or agency by completing a transcript request form in the Registrar’s Office. Transcript request forms will require a parent/guardian signature. If the student is 18 years of age or older, the student may sign the transcript request form. Please allow five (5) business days for the request to be processed. There is no charge for the first transcript. For the second request and beyond, a \$5.00 charge must be paid at the time of the request (cash or money order only).

NCAA

GLC courses do not fulfill the NCAA requirements at this time.

Off-Campus Credit Policy

Off-Campus Courses

GLC encourages high school students to attend community college and complete credits that will be applied towards either high school credit to meet graduation requirements or college credit after graduation from GLC. Middle School students taking off-campus courses will not receive high school credit. However, each high school transcript will reflect that the Algebra requirement was met once the course is passed. 8th grade students wanting to take Algebra off-campus must fill out the pre-approval form for this and be receiving a B in their current Math 8 course. GLC has approved off-campus course guidelines and forms for both MiraCosta and Palomar community colleges.

Off-Campus Credit Forms

A GLC student who wishes to receive credit at GLC for classes taken from accredited institutions off campus (i.e. other high school programs, college, online courses, etc.) must complete a GLC Off-Campus Credit Approval Form PRIOR TO ENROLLING IN AN OFF-CAMPUS CLASS. Middle School students taking off-campus courses will not receive high school credit. However, each high school transcript will reflect that the Algebra requirement was met once the course is passed. Forms may be obtained from a Counselor. The Counselor will maintain a copy of the completed and approved form. Please be advised that not all online vendors are approved by UC and/or NCAA, and it is ultimately student/parent responsibility to ensure enrollment in appropriate courses if taking classes outside of Guajome Learning Centers.

College Credit for High School Diploma

College or university courses may be taken for high school credit if prior permission is received using the *GLC Off-Campus Credit Approval Form*. Arrangements to apply this credit toward high school graduation must be made prior to the first meeting of the course, and in accordance with the following:

- A student may apply a maximum of 20 high school credits from college courses toward graduation requirements upon administration approval and by submitting the *GLC Off-Campus Credit Approval Form*. In addition, student may repeat a class that has been attempted and failed at the high school level.
- Prior to receiving a GLC high school diploma, all earned credits to be considered for meeting graduation requirements must be posted on the high school transcript. Student is responsible for requesting the official transcript from the college, which must be sent directly to the Registrar.
- A student who attends classes provided by a college will be allowed high school credit according to the following scale:

a) *College classes at the “100” level or equivalent:*

3.3 high school credits per college unit (maximum 10 H.S. credits per course)

b) *College classes below the “100” level:*

<u>College credits</u>	<u>Equivalent High School credits</u>
1 credit	no credit
2 or 3 credits	10 credits
4 or 5 credits	15 credits

A student who receives 1.5 - 2 college credits for physical education will receive five (5) high school credits in physical education. Prior administrative approval is required.

GLC Alternative Credit Options

Although it is highly recommended that students complete all required coursework through GLC, it is understood that certain situations may require alternative options. The following is a list of equivalent courses approved for graduation from GLC. Students must complete a *GLC Off-Campus Credit Approval Form* prior to enrollment.

Guajome Learning Centers	Palomar College	Mira Costa College
<u>English</u>		
English 9-12	ENG 100*	ENGL 100*
<u>History</u>		
World History*	HIST 107* and/or 108*	HIST 100* and/or 101*
US History*	HIST 101* and/or 102*	HIST 110* and/or 111*
US Government*	POSC 100	PLSC 101*
Economics	ECON 100 and/or 101*	ECON 100*
<u>Mathematics</u>		
Algebra 1	MATH 50 (or 50 A&B)	MATH 30
Geometry	MATH 55	
Algebra 2	MATH 60	MATH 64
Trigonometry	MATH 115	
Pre-Calculus 1*	MATH 135*	MATH 126*
Pre-Calculus II*		MATH 131*
Calculus*	MATH 140*	MATH 150*
<u>Life Science</u>		
Biology	BIOL 101* AND 101L; or BIOL 100*	BIO 101* AND 101L*or Bio 100
<u>Physical Science</u>		
Chemistry	CHEM 100*	CHEM 100*
Physics	PHYS 101*	PHYS 101*
<u>Foreign Language</u>		
Spanish 1	SPAN 101*	SPAN 101*
Spanish 2	SPAN 102*	SPAN 102*
Spanish 3	SPAN 201*	SPAN 201*

A student, who wishes to earn five (5) credits towards GLC physical education requirements may enroll in any of the following Community College classes, provided the course is at least 1.5 units: Aerobics/Step, Golf, Soccer, Aquatics/Swimming, Life fitness, Tennis, Badminton, Physical Fitness, Volleyball, Basketball, Softball, and Weight Training.

Courses marked with a () are UC approved courses.

Transfer credit is subject to change. Please check college course catalogs or speak with a college counselor for updated information.

UC/CSU Subject Requirements
Guajome Learning Center UC Approved Courses

A) History/Social Science – 2 years <i>Two years of history/social science, including one year of World History, Cultures, or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics</i>	World History, Culture and Geography US History US Government and Politics AP US Government and Politics AP US History
B) English – 4 years <i>Four years of college preparatory English</i>	English 9 English 10 English 11 English 12 AP English Language & Composition AP English Literature & Composition
C) Mathematics – 3 years (4 years recommended) <i>Three years of college preparatory mathematics that includes the topics covered in Algebra 1, Geometry, and Algebra 2</i>	Algebra 1A/1B Algebra 1 Algebra II Geometry Mathematics I Mathematics II Mathematics III Precalculus Statistics and Probability AP Calculus AB AP Statistics
D) Laboratory Science – 3 years <i>Three years of laboratory science, including Biology, Chemistry, and Physics</i>	Biology Chemistry Environmental Studies Physics
E) Language Other than English – 2 years (3 years recommended) <i>Two years of the same language other than English</i>	Spanish I Spanish II Spanish III AP Spanish Language and Culture French I French II
F) Visual & Performing Arts – 1 year	Art Appreciation Music Appreciation A/B

<p>G) Elective – 1 year required One year (two semesters), in addition to those required in "a-f" above.</p>	<p> A.P. Microeconomics A.P Psychology Business Applications Computer Applications Creative Writing Economics Core Ethnic Studies Geography and World Cultures Health Education Human Resources Principles Intro to Business and Technology Information Technology Applications Legal Environment of Business Principles of Health Science Principles of Information Technology Psychology Sociology </p>
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Guajome Learning Center High School Graduation Requirements

	Guajome Learning Center Graduation Requirements Graduation year 2023+	California State University Admission Requirements
Social Science	Three years of approved courses, including World History, US History American Government/Economics <i>30 credits</i>	Two years, including one year of US History or one semester of US History and one semester of Civics or American Government AND one year of other approved social science
English	Four years of approved courses <i>40 credits</i>	Four years of college preparatory English
Math	<i>30 credits</i> 10 credits must be Algebra 1	Three years of college preparatory mathematics including Algebra 1, Geometry, Algebra 2, or higher mathematics Four years recommended
Science	Two years of laboratory science, including one biological science and one physical science. <i>20 credits</i>	Two years of approved laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics. Three years recommended
Language other than English		Two years of the same language
Visual/Performing Art	One year of visual and performing arts <i>10 credits</i>	One year of visual and performing arts chosen from UC approved courses
College Prep Elective		One year
Physical Education	One Year <i>10 credits</i>	
Health	<i>5 credits</i>	
Electives	<i>75 credits</i>	
Total Credits	220	

Career and Technical Education

Below is a matrix of CTE courses and the pathways that we offer for students to get experience in these areas. Carefully designed sequences of introductory, intermediate, and capstone-level courses ensure students have exposure to various career pathways. Built to state, industry, and national standards, Apex Learning CTE Courses provide students with the knowledge and skills required for career readiness.

<i>Program of Study</i>	APEX CTE Pathways			
	<i>General Management</i>	<i>Human Resources</i>	<i>Administrative Support</i>	<i>Accounting</i>
1st year	Introduction to Business and Technology	Principles of Business, Marketing, and Finance	Introduction to Business and Technology	Principles Business, Marketing and Finance
2nd year	Principles of Business, Marketing, and Finance	Legal Environment of Business	Principles of Business, Marketing and Finance	Accounting I
3rd year	Legal Environment of Business	Human Resource Principles	Human Resource Principles	Accounting II
Future Careers of pathway	<i>General Manager, Operations Manager, Project Manager</i>	<i>Human Resource Manager, Training and Development Manager, and Recruiter</i>	<i>Office Manager, Legal Secretary, Administrative Assistant</i>	<i>Accountant, Actuary, Controller, Internal Auditor, Financial Manager</i>

COURSE DESCRIPTIONS

*Accelerated courses are remedial.

*Advanced courses are Honors and may be aligned with AP standards. Some Advanced courses are AP. AP designated courses are notated below.

High School

Languages:

French 1A (A-G):

In French 1A, they will be introduced to several common situations in which people communicate, such as exchanging names and greetings, describing people by physical and personality traits, and describing family members and aspects of their social life. They will start with basic sentence structures and grammatical tools, and they will communicate by listening, speaking, reading, and writing in French as they internalize new vocabulary and grammar. Students will also learn about some regions of the French-speaking world that the central characters of each unit are visiting. Students will build on this semester's work as they advance in their French studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

French 1B (A-G):

In French 1B, students will be introduced to several common situations in which people describe how to earn, save, and manage money, modes of urban transportation, various seasons and the associated weather conditions, food, clothes, and activities. They will also describe various art forms, plays, concerts, and movies. Students will discuss health and well-being, and travel and tourism. They will build on what they learned in the French 1A course and communicate by listening, speaking, reading, and writing in French as they internalize new vocabulary and grammar. They will also learn about some regions of the French-speaking world that the central characters of each unit are visiting. Students will build on this semester's work as they advance in their French studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

French 2A (A-G):

In French 2A, students will be reintroduced to French in common situations, beginning with describing classes, school friends, teachers, and school supplies. They will discuss different styles of dressing, housing, and neighborhoods, and learn about relationships between family members and friends, students and teachers, and employees and employer. Students will also describe daily personal routines and schedules, household chores, and family responsibilities. Finally, they will discuss different types of cuisine, dining establishments, and dining etiquette. Students will build on what they learned in the French 1B course to communicate by listening, speaking, reading, and writing in French as they internalize new vocabulary and grammar. They will also learn about some regions of the French-speaking world where the central characters of each unit are visiting. Students will build on this semester's work as they advance in their French studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

French 2B (A-G):

In French 2B, students will be reintroduced to French in common situations, beginning with various professions and career plans for the future. They will discuss traveling to different regions and the flora and fauna found in each region and describe different types of trips, including road trips, camping, and ecotourism. Students will also describe different hobbies, activities, and crafts that people enjoy. Finally, they will discuss about different medical specialists, including dentists and veterinarians, and describe symptoms related to illness and injury. Students will build on what they learned in the French 2A course to communicate by listening, speaking, reading, and writing in French as they internalize new vocabulary and grammar. They will also learn about some regions of the French-speaking world where the central characters of each unit are visiting. Students will build on this semester's work as they advance in their French studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Spanish 1A (A-G):

In Spanish 1A, students will be introduced to several common situations in which people communicate, such as exchanging names and greetings, describing people by physical and personality traits, and describing family members and aspects of social life. Students will start with basic sentence structures and grammatical tools, and they will learn to communicate by listening, speaking, reading, and writing in Spanish as they learn new vocabulary and grammar. They will also learn about some regions of the Spanish-speaking world that the central characters of each unit are visiting.

Spanish 1B (A-G):

In Spanish 1B, students will be introduced to several common situations in which people describe how to earn, save, and manage money, modes of urban transportation, various seasons and the associated weather conditions, food, clothes, and activities. They will also describe various art forms, plays, concerts, and movies. Students will discuss health and well-being and travel and tourism. They will build on what they learned in the Spanish 1B course to communicate by listening, speaking, reading, and writing in Spanish as they internalize new vocabulary and grammar. Students will also learn about some regions of the Spanish-speaking world that the central characters of each unit are visiting. They will build on this semester's work as they advance in their Spanish studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Spanish 2A (A-G):

In Spanish 2A, students will be reintroduced to Spanish in common situations, beginning with describing classes, school friends, teachers, and school supplies. Students will discuss different styles of dressing, housing, and neighborhoods, and learn about relationships between family members and friends, students and teachers, and employees and employer. They will also describe daily personal routines and schedules, household chores, and family responsibilities. Finally, students will discuss different types of cuisine, dining establishments, and dining etiquette. They will build on what you learned in Spanish 1B to communicate by

listening, speaking, reading, and writing in Spanish as they internalize new vocabulary and grammar. Students will also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. They will build on this semester's work as they advance in their Spanish studies: everything that students learn about a language and the cultures in which it is spoken will serve as a foundation for further learning

Spanish 2B (A-G):

In Spanish 2B, students are reintroduced to Spanish in common situations, beginning with various professions and career plans for the future. They will discuss traveling to different regions and the flora and fauna found in each region and describe different types of trips, including road trips, camping, and ecotourism. They will also describe different hobbies, activities, and crafts that people enjoy. Finally, students will discuss about different medical specialists, including dentists and veterinarians, and describe symptoms related to illness and injury. They will build on what they have learned in the Spanish 2A course to communicate by listening, speaking, reading, and writing in Spanish as they internalize new vocabulary and grammar. Students will also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. They will build on this semester's work as they advance in their Spanish studies: everything that students learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Spanish 3A (A-G):

In Spanish 3A, students will be reintroduced to Spanish in common situations, beginning with various daily routines, describing friends and family, childhood memories and activities, and childhood hopes and aspirations. They will discuss and describe art, such as paintings and sculptures, and literature, such as novels and novellas, and give reactions and form opinions about art and literature. Students will also understand the process of selecting and applying to a university, aspirations at the university, and dealing with leaving home and moving into a dormitory. Further, students will describe university life and expectations from the university experience. They will explore the dynamics and challenges of multiethnic and developing societies, environmental and social issues, causes and possible resolutions, and learning about unfamiliar countries using technology. Finally, they will discuss current events reported in the media, different types of classified and other types of advertisement in the media (both print and online), the sections and supplements of a newspaper or magazine, and various jobs available in the media. Students will build on what they learned in Spanish 2 to communicate by listening, speaking, reading, and writing in Spanish as they internalize new vocabulary and grammar. They will also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. Students will build on this semester's work as they advance in their Spanish studies: everything that students learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Spanish 3B (A-G):

In Spanish 3B, students will be reintroduced to Spanish in a variety of situations, beginning with multiculturalism, bilingualism, cultural influences on traditions, customs, food, and social experiences, and legends and folklore from different cultures. Students will discuss and describe genres of music, poetry, drama, and short stories, and proverbs from different cultures. They will also explore how geographical features affect the weather, and how the geography and weather affect the clothing, food, and livelihoods of the local population. Students will also understand the history of Venezuela and how the Spanish conquerors and indigenous people shaped the culture of the country, and they will learn about the South American independence movement, including some significant freedom fighters and their struggles to win independence. They will also discuss religions practiced in Argentina, the cultural icons of the country and how they compare to cultural icons from other countries, sports and activities in Argentina, some national symbols, such as the gauchos, and idioms and sayings from Argentina. Finally, students will discuss types of wildlife and natural and agricultural resources found in Costa Rica, the human resources of the country that help overcome economic and natural disasters, and how to write formal and informal letters to share experiences. They will build on what they learned in Spanish 3A to communicate by listening, speaking, reading, and writing in Spanish as they internalize new vocabulary and grammar. Students will also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. They will build on this semester's work as

they advance in their Spanish studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

PE/Health:

California Health (A-G):

This course is based on a rigorously researched scope and sequence that covers the essential concepts of health, according to California Content Standards. Students are provided with a variety of health concepts and demonstrate their understanding of those concepts through problem solving. The five units explore a wide variety of topics that include nutrition and fitness, disease and injury, development and sexuality, substance abuse, and mental and community health.

Personal Fitness (A-G):

What does being fit really mean? Is it just based on physical appearance or is it something deeper? Though we strive to be healthy and make sensible choices, it's difficult to know how to achieve this. It's not only about losing weight or lifting a heavy barbell; in Personal Fitness you will learn about body functions, safety, diet, goals, and strategies for longevity. Human beings, in both body and mind, are complex and highly sensitive organisms that need the right attention to physically excel and feel great. Being fit is about living life to the fullest and making the most of what you have—yourself! Explore the world of healthy living and see how real fitness can be achieved through intention, effort, and just the right amount of knowledge.

Physical Education:

This course's three units include Getting Active, Improving Performance, and Lifestyle. Unit activities elevate students' self-awareness of their health and well-being while examining topics such as diet and mental health and exploring websites and other resources. In addition to being effective as a stand-alone course, the components can be easily integrated into other health and wellness courses.

Math:

Accelerate to CA Algebra 1:

Accelerate to California Algebra I is a short course designed to prepare students for success in Algebra I aligned to California Common Core State Standards. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques for representing relationships and use these relationships to solve problems. Students will also explore how statistics and probability can be used to draw conclusions and make predictions.

Accelerate to CA Algebra 2:

Accelerate to California Algebra II is a short course designed to prepare students for success in Algebra II aligned to California Common Core State Standards. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques for representing relationships and use these relationships to solve problems. Students will also explore how statistics and probability can be used to draw conclusions and make predictions.

Accelerate to CA Geometry:

Accelerate to California Geometry is a short course designed to prepare students for success in Geometry aligned to California Common Core State Standards. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques to rewrite and solve expressions and equations. Students will also explore simple probability and revisit fundamental geometric relationships

California Algebra 1A (A-G):

California Algebra I A/B is a completely re-designed course that offers 100% alignment to the California Common Core State Standards for Mathematics. The specific standard alignment for each lesson is visible to both educators and students. In addition to the emphasis on alignment, the lessons in the new course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for students. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist students in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help students record key takeaways as they move through the tutorial. The course is also built around student engagement, with more interactive lessons and videos that work through examples and model problem-solving skills. This fresh new look and feel for the course was inspired by educator feedback. Educators were also involved in the course at the design-level, as many unit activities, worksheets, and video scripts were written by current algebra classroom teachers. California Algebra I reflects our commitment to standards alignment and putting the needs of educators and students first in all aspects of course design.

California Algebra 1B (A-G):

California Algebra I A/B is a completely re-designed course that offers 100% alignment to the California Common Core State Standards for Mathematics. The specific standard alignment for each lesson is visible to both educators and students. In addition to the emphasis on alignment, the lessons in the new course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for students. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist students in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help students record key takeaways as they move through the tutorial. The course is also built around student engagement, with more interactive lessons and videos that work through examples and model problem-solving skills. This fresh new look and feel for the course was inspired by educator feedback. Educators were also involved in the course at the design-level, as many unit activities, worksheets, and video scripts were written by current algebra classroom teachers. California Algebra I reflects our commitment to standards alignment and putting the needs of educators and students first in all aspects of course design.

California Algebra 2A (A-G):

California Algebra II is a completely re-designed course that offers 100% alignment to California Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners, and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. California Algebra II reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

California Algebra 2B (A-G):

California Algebra II is a completely re-designed course that offers 100% alignment to California Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners, and intentionally grouped to reinforce connections. Practice

questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. California Algebra II reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

California Geometry 1A (A-G):

California Geometry v2.0 is a completely re-designed course that offers 100% alignment to the California Common Core State Standards. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering a focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforced connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. California Geometry v2.0 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

California Geometry 1B (A-G):

California Geometry v2.0 is a completely re-designed course that offers 100% alignment to the California Common Core State Standards. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering a focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforced connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. California Geometry v2.0 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

California Integrated Mathematics 1A (A-G):

California Integrated Mathematics I is a completely re-designed course that offers 100% alignment to the integrated pathway in the California Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to

support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. California Integrated Mathematics I reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

California Integrated Mathematics 1B (A-G):

California Integrated Mathematics I is a completely re-designed course that offers 100% alignment to the integrated pathway in the California Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. California Integrated Mathematics I reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

California Integrated Mathematics 2A (A-G):

California Integrated Mathematics II is a completely re-designed course that offers alignment to the integrated pathway in the California Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. California Integrated Mathematics II reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

California Integrated Mathematics 2B (A-G):

California Integrated Mathematics II is a completely re-designed course that offers alignment to the integrated pathway in the California Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key

takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. California Integrated Mathematics II reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

California Integrated Mathematics 3A (A-G):

California Integrated Mathematics III is a completely re-designed course that offers 100% alignment to the integrated pathway in the California Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. California Integrated Mathematics III reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

California Integrated Mathematics 3B (A-G):

California Integrated Mathematics III is a completely re-designed course that offers 100% alignment to the integrated pathway in the California Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. California Integrated Mathematics III reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

Financial Mathematics A (A-G):

Financial Algebra is designed to instruct students in algebraic thinking while also preparing them to navigate a number of financial applications. Students will explore how algebraic knowledge is connected to many financial situations, including investing, using credit, paying taxes, and shopping for insurance. In studying these topics, students will learn about the linear, exponential, and quadratic relationships that apply to financial applications. In addition, the course will help prepare students to tackle the wide variety of financial decisions they will face in life, from setting up their first budget to planning for retirement.

Financial Mathematics B (A-G):

Financial Algebra is designed to instruct students in algebraic thinking while also preparing them to navigate a number of financial applications. Students will explore how algebraic knowledge is connected to many financial situations, including investing, using credit, paying taxes, and shopping for insurance. In studying these topics, students will learn about the linear, exponential, and quadratic relationships that apply to financial applications. In addition, the course will help prepare students to tackle the wide variety of financial decisions they will face in life, from setting up their first budget to planning for retirement.

Precalculus A (A-G):

Precalculus builds on algebraic concepts to prepare students for calculus. The course begins with a review of basic algebraic concepts and moves into operations with functions, where students manipulate functions and their graphs. Precalculus also provides a detailed look at trigonometric functions, their graphs, the trigonometric identities, and the unit circle. Finally, students are introduced to polar coordinates, parametric equations, and limits.

Precalculus B (A-G):

Precalculus builds on algebraic concepts to prepare students for calculus. The course begins with a review of basic algebraic concepts and moves into operations with functions, where students manipulate functions and their graphs. Precalculus also provides a detailed look at trigonometric functions, their graphs, the trigonometric identities, and the unit circle. Finally, students are introduced to polar coordinates, parametric equations, and limits.

Advanced Calculus A (A-G):

This course grounds the study of calculus in real-world scenarios and integrates it with the four STEM disciplines. The first semester covers functions, limits, derivatives and the application of derivatives. The course goes on to cover differentiation and antidifferentiation, applications of integration, inverse functions, and techniques of integration.

Advanced Calculus B (A-G):

This course grounds the study of calculus in real-world scenarios and integrates it with the four STEM disciplines. The first semester covers functions, limits, derivatives and the application of derivatives. The course goes on to cover differentiation and antidifferentiation, applications of integration, inverse functions, and techniques of integration.

Probability and Statistics A (A-G) 11 and 12 graders only

This course is designed for students in grades 11 and 12 who may not have attained a deep and integrated understanding of the topics in earlier grades. Students acquire a comprehensive understanding of how to represent and interpret data; how to relate data sets; independent and conditional probability; applying probability; making relevant inferences and conclusions; and how to use probability to make decisions.

Probability and Statistics B (A-G) 11 and 12 graders only

This course is designed for students in grades 11 and 12 who may not have attained a deep and integrated understanding of the topics in earlier grades. Students acquire a comprehensive understanding of how to represent and interpret data; how to relate data sets; independent and conditional probability; applying probability; making relevant inferences and conclusions; and how to use probability to make decisions.

English Language Arts:

Accelerate to CA English 9:

Accelerate to California English 09 is a short course designed to prepare students for success in English 09 aligned to California Common Core State Standards. It focuses on developing the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, structure, and language in their writing. Students will also practice close reading to interpret texts and provide support for written analysis.

Accelerate to CA English 10:

Accelerate to California English 10 is a short course designed to prepare students for success in English 10 aligned to California Common Core State Standards. It focuses on the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, persuasive techniques, structure, and language in their writing. Students will also practice close reading to interpret texts and provide support for written analysis.

Accelerate to CA English 11: Accelerate to California English 11 is a short course designed to prepare students for success in English 11 aligned to California Common Core State Standards. It focuses on the reading and writing skills that will serve as the foundation for upcoming learning. Students will read literary and informational texts to analyze how authors use various structures, elements, and techniques to create effects. Students will also use close reading strategies to interpret texts and inform your writing.

Accelerate to CA English 12: Accelerate to California English 12 is a short course designed to prepare students for success in English 12 aligned to California Content Standards. It focuses on developing the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, structure, and language in their writing. Students will also compose brief analyses to demonstrate your understanding of the historical and cultural perspectives in these texts.

California English 9A (A-G):

California English 9 v2.0 is a completely re-designed course that offers alignment to the California Common Core State Standards for English and Language Arts & Literacy. In addition to an emphasis on alignment, the redesigned lessons are designed based on a clear thematic connection and build upon each other ensuring that standards are scaffolded and covered multiple times going deeper with each lesson. Texts in this course are diverse, authentic, complex, and rich in length. Students encounter texts multiple times over the course of a unit digging deeper in theme and focus standards. Each lesson follows a clear instructional model mirroring that of the traditional tier-one lesson cycle: warm-up, direct teach with modeling, guided practice, independent practice, and closure. Instructional best practices are embedded throughout lessons such as close reading, modeling, and chunking. Features to support student mastery included guided notes and graphic organizers. Scaffolding pieces, such as Clarifying Big Ideas (CBI) lessons are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. These CBI lessons include additional modeling, student examples, and detailed explanations to ensure students internalize key concepts discussed in tutorials.

California English 9B (A-G):

California English 9 v2.0 is a completely re-designed course that offers alignment to the California Common Core State Standards for English and Language Arts & Literacy. In addition to an emphasis on alignment, the redesigned lessons are designed based on a clear thematic connection and build upon each other ensuring that standards are scaffolded and covered multiple times going deeper with each lesson. Texts in this course are diverse, authentic, complex, and rich in length. Students encounter texts multiple times over the course of a unit digging deeper in theme and focus standards. Each lesson follows a clear instructional model mirroring that of the traditional tier-one lesson cycle: warm-up, direct teach with modeling, guided practice, independent practice, and closure. Instructional best practices are embedded throughout lessons such as close reading, modeling, and chunking. Features to support student mastery included guided notes and graphic organizers. Scaffolding pieces, such as Clarifying Big Ideas (CBI) lessons are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. These

CBI lessons include additional modeling, student examples, and detailed explanations to ensure students internalize key concepts discussed in tutorials.

California English 10A (A-G):

California English 10 is a completely re-designed course that offers 100% alignment to the California Common Core State Standards for English Language Arts. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners, and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. This new design offers learners multiple opportunities to experience the reading and writing connection via analysis tasks, and other opportunities to engage in research and experience writing across genres. Instructional best practices are embedded throughout lessons such as the close reading of texts and application of reading strategies. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. Scaffolding pieces, such as Clarifying Big Ideas (CBI) lessons, are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. These CBI lessons include additional modeling, student examples, and detailed explanations to ensure students internalize key concepts discussed in tutorials. This fresh new look and feel for the course was inspired by educator feedback. California English 10 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

California English 10B (A-G):

California English 10 is a completely re-designed course that offers 100% alignment to the California Common Core State Standards for English Language Arts. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners, and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. This new design offers learners multiple opportunities to experience the reading and writing connection via analysis tasks, and other opportunities to engage in research and experience writing across genres. Instructional best practices are embedded throughout lessons such as the close reading of texts and application of reading strategies. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. Scaffolding pieces, such as Clarifying Big Ideas (CBI) lessons, are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. These CBI lessons include additional modeling, student examples, and detailed explanations to ensure students internalize key concepts discussed in tutorials. This fresh new look and feel for the course was inspired by educator feedback. California English 10 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

California English 11A (A-G):

California English 11 A/B is a completely re-designed course that offers 100% alignment to the California Common Core State Standards for English Language Arts. Semester A explores the relation between American history and literature from the colonial period through the realism and naturalism eras.

California English 11B (A-G):

California English 11 A/B is a completely re-designed course that offers 100% alignment to the California Common Core State Standards for English Language Arts. Semester B explores the relation between American history and literature from the modernist period through the contemporary era and presents learners

with relevant cultural and political history. Readings are scaffolded with pre-reading information, interactions, and activities to actively engage learners in the content. The lessons in both semesters focus on developing grammar, vocabulary, speech, and writing skills.

California English 12A (A-G):

California English 12 A/B is a completely re-designed course that offers 100% alignment to the California Common Core State Standards for English Language Arts. In keeping with the model established in California English 11, these courses emphasize the study of literature in the context of specific historical periods, beginning with the Anglo-Saxon and medieval periods in Britain in semester A. Each lesson includes tutorials and embedded lesson activities that provide for a more engaging and effective learning experience.

California English 12B (A-G):

California English 12 A/B is a completely re-designed course that offers 100% alignment to the California Common Core State Standards for English Language Arts. Semester B covers the romantic, Victorian, and modern eras. End of unit tests ensure mastery of the concepts taught in each unit, and exemptive pretests allow students to focus on content that they have yet to master

Business English A (A-G) :

Business English is designed to strengthen students' ability to read and write in the workplace. Writing for business purposes is a main focus of the course. Students will learn how to communicate effectively through email and instant messaging, as well as format specific types of business messages and workplace documents. The role of digital media, visuals, and graphics in workplace communication will be explored. The importance of professionalism, ethics, and other positive skills are also emphasized in the course. Additionally, guidance is provided to help students through the process of searching, applying, and interviewing for a job.

Business English B (A-G):

Business English is designed to strengthen students' ability to read and write in the workplace. Writing for business purposes is a main focus of the course. Students will learn how to communicate effectively through email and instant messaging, as well as format specific types of business messages and workplace documents. The role of digital media, visuals, and graphics in workplace communication will be explored. The importance of professionalism, ethics, and other positive skills are also emphasized in the course. Additionally, guidance is provided to help students through the process of searching, applying, and interviewing for a job.

Advanced English Literature and Composition A (A-G):

Each unit of Advanced English Literature and Composition is based on a researched scope and sequence that covers the essential concepts of literature at an AP level. Students engage in in-depth analysis of literary works in order to provide both depth and breadth of coverage of the readings. Units include Close Analysis and Interpretation of Fiction, Short Fiction, the Novel, and Poetic Form and Content. Writing activities reinforce the reading activities and include writing arguments, analysis, interpretation, evaluation, and college application essays.

Advanced English Literature and Composition B (A-G):

Each unit of Advanced English Literature and Composition is based on a researched scope and sequence that covers the essential concepts of literature at an AP level. Students engage in in-depth analysis of literary works in order to provide both depth and breadth of coverage of the readings. Units include Close Analysis and Interpretation of Fiction, Short Fiction, the Novel, and Poetic Form and Content. Writing activities reinforce the reading activities and include writing arguments, analysis, interpretation, evaluation, and college application essays.

Social Studies

California United States History A (A-G):

California United States History is a two-semester course aligned to the Social Science Content Standards for California Public Schools. The course promotes the examination, analysis, and evaluation of important people and events in the history of the United States of America. The course also uses investigative questions to guide the examination and analysis of events. The content of the course is designed to promote understanding of the impacts historical events had on the numerous groups of diverse people who make up the United States. Clarifying Big Ideas (CBI) Lessons appear throughout the course to model critical thinking skills and strategies. These skills and strategies are woven throughout the lessons to allow students to practice using the skills in context. Activities further promote critical thinking about historical figures and encourage learners to analyze factors that impacted the decisions these figures made to shape the growth and development of the United States. The activities have learners analyze and evaluate primary and secondary sources and have them form opinions while using evidence to support their opinions.

California United States History B (A-G):

California United States History is a two-semester course aligned to the Social Science Content Standards for California Public Schools. The course promotes the examination, analysis, and evaluation of important people and events in the history of the United States of America. The course also uses investigative questions to guide the examination and analysis of events. The content of the course is designed to promote understanding of the impacts historical events had on the numerous groups of diverse people who make up the United States. Clarifying Big Ideas (CBI) Lessons appear throughout the course to model critical thinking skills and strategies. These skills and strategies are woven throughout the lessons to allow students to practice using the skills in context. Activities further promote critical thinking about historical figures and encourage learners to analyze factors that impacted the decisions these figures made to shape the growth and development of the United States. The activities have learners analyze and evaluate primary and secondary sources and have them form opinions while using evidence to support their opinions.

Advanced US History A (A-G):

This course develops critical thinking skills by encouraging multiple views as students realized that there are often multiple accounts of a single historical event that may not be entirely consistent. Electronic discussion groups encourage collaboration, and a variety of practice activities are provided, from multiple choice actions to advanced interactions. Units include: The Historical Process; Early America; Revolutionary America; The Civil War; Populism and Progressivism; the emergence of the U.S. as a world power; and contemporary themes.

Advanced US History B (A-G):

This course develops critical thinking skills by encouraging multiple views as students realized that there are often multiple accounts of a single historical event that may not be entirely consistent. Electronic discussion groups encourage collaboration, and a variety of practice activities are provided, from multiple choice actions to advanced interactions. Units include: The Historical Process; Early America; Revolutionary America; The Civil War; Populism and Progressivism; the emergence of the U.S. as a world power; and contemporary themes.

California World History, Culture and Geography A (A-G):

The California World History course for high school students begins with the Age of Revolutions, where students get to dive into the worldwide impact of the American Revolution before turning to other significant revolutionary movements. Other exciting topics include industrialization, imperialism, the world wars, communism and the Cold War, and eventually, the increasingly globalized world of the 21st century. California educators will be pleased to find that the course aligns to the California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

California World History, Culture and Geography B (A-G):

The California World History course for high school students begins with the Age of Revolutions, where students get to dive into the worldwide impact of the American Revolution before turning to other significant revolutionary movements. Other exciting topics include industrialization, imperialism, the world wars, communism and the Cold War, and eventually, the increasingly globalized world of the 21st century. California educators will be pleased to find that the course aligns to the California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

Economics (A-G):

This course covers basic economic problems such as scarcity, choice, and effective use of resources. It also covers topics on a larger scale such as market structures and international trade. It particularly focuses on the US economy and analyzes the role of the government and the Federal Reserve System.

US Government (A-G):

The interactive, problem-centered, and inquiry-based units in U.S. Government emphasize the acquisition, mastery, and processing of information. Semester A units include study of the foundations of American government and the American political culture, with units 2 and 3 covering the U.S. constitution, including its roots in Greek and English law, and the various institutions that impact American politics.

World Geography A (A-G):

In an increasingly interconnected world, equipping students to develop a better understanding of our global neighbors is critical to ensuring that they are college and career ready. These semester-long courses empower students to increase their knowledge of the world in which they live and how its diverse geographies shape the international community. Semester A units begin with an overview of the physical world and the tools necessary to exploring it effectively. Subsequent units survey each continent and its physical characteristics and engage students and encourage them to develop a global perspective

World Geography B (A-G):

In an increasingly interconnected world, equipping students to develop a better understanding of our global neighbors is critical to ensuring that they are college and career ready. These semester-long courses empower students to increase their knowledge of the world in which they live and how its diverse geographies shape the international community. Semester A units begin with an overview of the physical world and the tools necessary to exploring it effectively. Subsequent units survey each continent and its physical characteristics and engage students and encourage them to develop a global perspective

Science

Biology with Virtual Labs A (A-G):

This inquiry- and virtual-lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards for high school biology. Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the interdependence of ecosystems. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a number of virtual lab activities in which students will exercise experimental design, data analysis, and data interpretation skills while working through a simulated laboratory situation.

Biology with Virtual Labs B (A-G):

This inquiry- and virtual-lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards for high school biology. Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the

interdependence of ecosystems. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a number of virtual lab activities in which students will exercise experimental design, data analysis, and data interpretation skills while working through a simulated laboratory situation.

Advanced Biology A (A-G):

To generate skills for lifelong learning, 25 percent of the lessons in Advanced Biology use student-driven, constructivist approaches for concept development. The remaining lessons employ direct-instruction approaches. In both cases, the lessons incorporate multimedia-rich, interactive resources to make learning an engaging experience. The AP approach to advanced biology topics helps students achieve mastery of abstract concepts and their application in everyday life and in STEM-related professions.

Advanced Biology B (A-G):

To generate skills for lifelong learning, 25 percent of the lessons in Advanced Biology use student-driven, constructivist approaches for concept development. The remaining lessons employ direct-instruction approaches. In both cases, the lessons incorporate multimedia-rich, interactive resources to make learning an engaging experience. The AP approach to advanced biology topics helps students achieve mastery of abstract concepts and their application in everyday life and in STEM-related professions.

Chemistry A (A-G):

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with high school chemistry along with additional concepts and standards typically included in a full-year high school chemistry course. Content topics include atoms and elements, chemical bonding, chemical reactions, quantitative chemistry, molecular-level forces, solutions, and energy and changes in matter. It also addresses additional concepts and standards typically included in a full-year high school chemistry course, including molar concentrations, acid-base reactions, advanced stoichiometry, gas laws, and organic compounds. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3).

Chemistry B (A-G):

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with high school chemistry along with additional concepts and standards typically included in a full-year high school chemistry course. Content topics include atoms and elements, chemical bonding, chemical reactions, quantitative chemistry, molecular-level forces, solutions, and energy and changes in matter. It also addresses additional concepts and standards typically included in a full-year high school chemistry course, including molar concentrations, acid-base reactions, advanced stoichiometry, gas laws, and organic compounds. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3).

Advanced Chemistry A (A-G):

Advanced Chemistry includes most of the 22 laboratory experiments recommended by the College Board to provide a complete advanced experience in a blended environment. More than 25 percent of the online lesson modules are inquiry-based and employ online simulations, databased analysis, online data-based tools, and —kitchen sink labs that require no specialized equipment or supervision. Many of the lessons include significant practice in stoichiometry and other critical, advanced chemistry skills.

Advanced Chemistry B (A-G):

Advanced Chemistry includes most of the 22 laboratory experiments recommended by the College Board to provide a complete advanced experience in a blended environment. More than 25 percent of the online lesson modules are inquiry-based and employ online simulations, databased analysis, online data-based tools, and —kitchen sink labs that require no specialized equipment or supervision. Many of the lessons include significant practice in stoichiometry and other critical, advanced chemistry skills.

Physics A (A-G) Physics introduces students to the physics of motion, properties of matter, force, heat, vector, light, and sound. Students learn the history of physics from the discoveries of Galileo and Newton to those of contemporary physicists. The course focuses more on explanation than calculation and prepares students for introductory quantitative physics at the college level. Additional areas of discussion include gases and liquids, atoms, electricity, magnetism, and nuclear physics.

Physics B (A-G):

Physics introduces students to the physics of motion, properties of matter, force, heat, vector, light, and sound. Students learn the history of physics from the discoveries of Galileo and Newton to those of contemporary physicists. The course focuses more on explanation than calculation and prepares students for introductory quantitative physics at the college level. Additional areas of discussion include gases and liquids, atoms, electricity, magnetism, and nuclear physics.

High School Earth and Space Science A (A-G):

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with high school Earth and space science. Content topics include scientific processes and methods, the universe, the Precambrian Earth, the Earth's materials and tectonics, the hydrosphere and atmosphere, and human interactions with the Earth's systems and resources. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3).

High School Earth and Space Science B (A-G):

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with high school Earth and space science. Content topics include scientific processes and methods, the universe, the Precambrian Earth, the Earth's materials and tectonics, the hydrosphere and atmosphere, and human interactions with the Earth's systems and resources. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3).

Advanced Environmental Science A (A-G) **authorized to use AP designation**

Advanced Environmental Science provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course draws upon various disciplines, including geology, biology, environmental studies, environmental science, chemistry, and geography in order to explore a variety of environmental topics. The equivalent of an introductory college level science course, AP Environmental Science prepares students for the AP exam and for further study in science, health sciences, or engineering. Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, deconstruct claims, form and test hypotheses, and use logic and evidence to draw

conclusions about the concepts. Frequent no- and low-stakes assessments allow students to measure their comprehension and improve their performance as they progress through each activity. Students also perform hands-on labs and projects that give them insight into the nature of science and help them understand environmental concepts, as well as how evidence can be obtained to support those concepts.

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Advanced Environmental Science B (A-G) authorized to use AP designation

Advanced Environmental Science provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course draws upon various disciplines, including geology, biology, environmental studies, environmental science, chemistry, and geography in order to explore a variety of environmental topics. The equivalent of an introductory college level science course, AP Environmental Science prepares students for the AP exam and for further study in science, health sciences, or engineering. Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, deconstruct claims, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Frequent no- and low-stakes assessments allow students to measure their comprehension and improve their performance as they progress through each activity. Students also perform hands-on labs and projects that give them insight into the nature of science and help them understand environmental concepts, as well as how evidence can be obtained to support those concepts.

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Miscellaneous Electives

Music Appreciation (A-G):

Have you ever heard a piece of music that made you want to get up and dance? Cry your heart out? Sing at the top of your lungs? Whether pop, classical, or anything in between, music provides a powerful way for people to celebrate their humanity and connect with something larger than themselves. Music Appreciation: The Enjoyment of Listening not only will provide a historical perspective on music from the Middle Ages to the 21st century, but it will also teach you the essentials of how to listen and really hear (with a knowledgeable ear) the different music that's all around you. Learning how to truly appreciate sound and melody is the best way to ensure a continued love of this delightful art form.

Reading and Writing for Purpose (A-G):

This course introduces useful, real-world information by having students learn to read legal, insurance, employment, and vehicle related documents. Furthermore, students will explore media bias, trends in journalism, word structures, and research strategies. To entrench real-world applications, students will learn how to critically read, identify good sources of information, and create an outline, making this course an asset to building life and study skills.

Art in World Cultures (A-G):

Who do you think is the greatest artist of all time? Maybe Leonardo da Vinci? Michelangelo? Maybe a more modern artist like Claude Monet or Pablo Picasso? Or is it possible that the greatest artist of all time is actually someone whose name has been lost to history? In Art in World Cultures, you'll learn about some of the greatest artists in the world while creating your own art, both on paper and digitally. This course explores basic principles and elements of art and teaches you how to critique different art works art. And along the way, you will get to discover some traditional art forms from various regions of the world including the Americas, Africa, and Oceania.

Creative Writing (A-G):

Writing can change the world. Think about the Declaration of Independence, the Bill of Rights, and Lincoln's 2nd Inaugural Address. How have these writings shaped our country and the future? While you learn how to unleash the core of your imagination to develop your own creative writing, you'll also explore creative writing through foundational literary works from the 18th to 20th century of Colonialism to American Gothic to Modernism, and everything in between, while evaluating original writings and their interpretations.

California Personal Finance (A-G):

Financial literacy is an increasingly essential capability as students prepare for the workforce, and this 18-lesson course provides the information they need to determine if a career in finance is right for them. This California course uses games and online discussions to effectively facilitate learning, while introducing your learners to a variety of topics, including investment strategies, money management, asset valuation, and personal finance.

Sociology 1 (A-G):

Human beings are complex creatures; however, when they interact and begin to form relationships and societies, things become even more complicated. Are we more likely to act differently in a group than we will when we're alone? How do we learn how to be "human"? Sometimes it can feel as if there are more questions than answers. Sociology I: The Study of Human Relationships seeks to answer these questions and many more as it explores culture, group behavior, and societal institutions and how they affect human behavior. You'll learn how social beliefs form and how this shapes our lives. How does this happen? Join us and find out!

Sociology 2 (A-G):

Why do people disagree on so many big issues? Where do culture wars come from? Maybe you've wondered this as you've looked through your social media feed or read the latest online article about groups fighting over different social issues. Sociology II: Your Social Life takes a powerful look at how social institutions like families, religion, government, and education shape our world and how collective behavior and social movements can create change. Although the reality of the battles isn't always pretty, gaining a clearer picture of the different sides can help you better understand how our lives are shaped by entertainment, social institutions, and social change.

Social Media (A-G):

Do you have any social media accounts? Learn the ins and outs of such social media platforms as Facebook, Twitter, Instagram, Pinterest, and more and how to use them for your benefit personally, academically, and, eventually, professionally. If you thought social media platforms were just a place to keep track of friends and share personal photos, this course will show you how to use these resources in much more powerful ways.

Real World Parenting (A-G):

Do you love children? Maybe you dream of being a parent someday. But perhaps you are also asking yourself, just how, exactly, do you learn to parent? Learning how to care for children while teaching them confidence and accountability is not an easy feat. In Real-World Parenting, you'll learn that being a parent is much more than simply feeding, bathing, and protecting a child. Creating a positive environment, nurturing, fostering education, and serving as a role model are all critical aspects as well. You'll learn how to be a positive force in the development of your future children as well as others around you.

Life Skills (A-G):

What do you want out of life? How do you achieve your dreams for the future? These can be difficult questions to answer, but with the right tools, they don't have to be. This course will encourage you to learn more about yourself and help you to prepare for the future. You will explore goal setting, decision making, and surviving college and career. You will also discover how to become a valuable contributing member of society. Now is the time to take action. It's your life, make it count!

Law and Order: Introduction to Legal Studies (A-G):

Imagine if there were no laws and people could do anything they wanted. It's safe to say the world would be a pretty chaotic place! Every society needs some form of regulation to ensure peace in our daily lives and in the broader areas of business, family disputes, traffic violations, and the protection of children. Laws are essential to preserving our way of life and must be established and upheld in everyone's best interest. In Law and Order: Introduction to Legal Studies, you'll delve deeper into the importance of laws and consider how their application affects us as individuals and communities. Through understanding the court system and how laws are actually enacted, you will learn to appreciate the larger legal process and how it safeguards us all.

High School Career Discovery:

Your future career is likely something you've dreamed about since you were a child. Now it's time to turn that dream into a reality! In this course, you will explore your own strengths, interests, and preferences and use that information to uncover the best career for you! You will explore 17 career clusters, learn about the skills needed to work in different industries, and choose a path to pursue. You'll build a plan to get you from high school to your first day on the job, and craft a strong portfolio to land your perfect job. You've dreamed about your future career. Now it's time to create a plan and turn that dream into a goal!

Human Geography (A-G):

Modern humans have been roaming the earth for about 200,000 years. How do the places we live influence the way we live? How do geography, weather, and location relate to our customs and lifestyles? In Human Geography: Our Global Identity, you will explore the diverse ways that different people have physically influenced the world around them and how they, in turn, are changed by their surroundings. Discover how beliefs and ideas spread through time, shaping and changing the cultures they encounter. In this course, you'll gain tremendous insight into human geography and begin to better understand the important relationship between humans and their environments.

California Child Development (A-G)

As adulthood and its accompanying responsibilities become closer for many of your students, this one-semester course with 12 lessons introduces them to the basics of parenting. Students will learn the nuances of parenting including learning about prenatal and postnatal care and gain insights on the nurture of children. Students will also learn about the importance of positive parenting skills, parent-child communication, and ways to use community resources for effective parenting. Activities will help your students connect leading research to real-life experience.

California Principles of Health Science A: (A-G)

With an engaging and interactive instructional approach, this rigorous course provides your students with a comprehensive overview of health science topics and careers. Health science professionals are in increasing demand and of increasing interest, and this California course is an effective way to introduce students to the wide array of health science careers. Beginning with medical terminology, the course includes an overview of physiology and human homeostasis and more.

California Principles of Health Science B: (A-G)

With an engaging and interactive instructional approach, this rigorous course provides your students with a comprehensive overview of health science topics and careers. Health science professionals are in increasing demand and of increasing interest, and this California course is an effective way to introduce students to the

wide array of health science careers. Beginning with medical terminology, the course includes an overview of physiology and human homeostasis and more.

California Principles of Information Technology A (A-G)

Building on the fundamentals learned in Information Technology 1A, this course takes the next steps in preparing learners for a career in information technology. Covering software, hardware, and implementation topics, the course also addresses the security and ethical issues that your students will face in an IT career. Combining lessons, online and offline activities, and interactive discussions, the course will provide a practical yet cutting edge look at the issues faced by leading IT professionals today and in the future. The course is based on California Education standards for Career and Technical Education (CTE) to help students develop technical knowledge and skills needed for success in the information technology industry

California Principles of Information Technology B (A-G)

Building on the fundamentals learned in Information Technology 1A, this course takes the next steps in preparing learners for a career in information technology. Covering software, hardware, and implementation topics, the course also addresses the security and ethical issues that your students will face in an IT career. Combining lessons, online and offline activities, and interactive discussions, the course will provide a practical yet cutting edge look at the issues faced by leading IT professionals today and in the future. The course is based on California Education standards for Career and Technical Education (CTE) to help students develop technical knowledge and skills needed for success in the information technology industry

California Introduction to Finance (A-G)

This California course is designed to enable students at high school level to develop financial skills that they can use during in their careers in business organizations. Financial literacy is an increasingly essential capability as students prepare for the workforce, and this 18-lesson course provides the information they need to determine if a career in finance is right for them. The course uses games and online discussions to effectively facilitate learning, while introducing your learners to a variety of topics, including investment strategies, money management, asset valuation, and personal finance. The course is based on Career Technical Education (CTE) standards designed to help students develop technical knowledge and skills needed for success in the finance industry.

California Marketing, Advertising and Sales (A-G)

Issues in marketing, advertising, and sales promotion are evolving rapidly in an increasingly digital environment. This California course effectively helps your students prepare for a career in that environment through a comprehensive look at essential marketing principles, interactive tools and channels, and the growing impact of data in marketing and advertising. Simple to manage and easy to customize, the course provides an overview of all of the fundamental topics necessary to effectively put your students on a career path that unleashes their creativity and develops and leverages their critical thinking skills.

Personal Psychology 1 (A-G):

Building on the prior prerequisite course, expand your knowledge in the field of biotechnology. Explore the discovery of antibiotics and the concerns of antibiotic resistance while also examining the agricultural,

pharmaceutical, and genetic applications of biotechnology. Finally, learn about the future of biotechnology to understand the depth and breadth of this field.

Personal Psychology 2 (A-G):

Why do you sometimes remember song lyrics but can't remember where you left your phone, your keys, or even your shoes? How does language affect the way we think? Why is your personality so different from (or so similar) your brother's or sister's personality? Personal Psychology II: Living in a Complex World will allow you to explore what makes you 'you'. Why do some things motivate you more than others? How can you determine your IQ? If you've ever wanted to dive right into the depths of who you are and how you got to be you, jump on board and start your exploration now!

ELL Courses

ELL Foundations Level 1:

ELL Foundations: Level 1 provides 32 interactive lessons based on beginning-level multicultural readings that reflect the diverse backgrounds of English language learners. Readings include fiction, poetry, informational texts, and culturally informed myths. Educators are supported with built-in reporting, grading, and standards-alignment capabilities. They will also have access to complete lesson plans designed to maximize learning. The course is composed of online student tutorials with beginning-level readings, vocabulary and comprehension activities for on- or offline assignments, and mastery tests to gauge student comprehension and progress. Students and teachers will also enjoy the familiar structure and user experience of Edmentum Courseware.

ELL Foundations Newcomer:

ELL Foundations: Newcomer provides 23 vocabulary-focused, interactive lessons based on clear representation and developmentally appropriate art of entry-level vocabulary for school success. Educators are supported with built-in reporting, grading, and standards-alignment capabilities. They will also have access to complete lesson plans designed to maximize learning. The course is composed of online student tutorials with beginning-level readings, vocabulary and comprehension activities for on- or offline assignments, and mastery tests to gauge student comprehension and progress. Students and teachers will also enjoy the familiar structure and user experience of Edmentum Courseware.