

**GUAJOME PARK ACADEMY**  
**2025 - 2026**  
**HIGH SCHOOL COURSE CATALOG**



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## Table of Contents

Welcome to Guajome Park Academy	2	Early Graduation	22
<b><u>ACADEMICS</u></b>	3	California High School Proficiency Exam	22
Main Campus High School Program	3	Transcripts and Records	22
International Baccalaureate	5-6	Off-Campus Credit Policy	22
General Policies and Protocols	6	GPA Alternative Credit Options	23-25
Student Study Team	6	Work Permits	25
<b><u>STUDENT COURSE AND CLASS SCHEDULE</u></b>	7	High School Graduation Requirements	25-26
High School Program	7	Sample College Prep Course Sequence	27
Student Entering GPA Late	7-8	Sample IB Diploma Course Sequence	27-28
Student Voluntary Withdrawal During the Semester	8	Sample IB Career Programme Course Sequence	28-29
Main Campus High School Scheduling and Class Change Policy	8	College Entrance Testing	30
Credit Recovery	8	College Placement Exams	30
Math Course Acceleration	9	<b><u>COLLEGE &amp; UNIVERSITY ENTRANCE INFORMATION</u></b>	30
IB Courses and Prerequisites	9	California Community Colleges	30
<b><u>ASSESSMENT POLICY</u></b>	10	California State University	30
Standards Based Grading	11	University of California	30
Instructional Unit Design	12	UC ELC Program	30
Staff Collaboration	12	UC/CSU Subject Requirements – GPA UC Approved Courses	31-32
Communication with Students and Parents	12	Private Colleges and Universities	32
Mandatory and Voluntary Assessments	13	Out-of-State Public Colleges and Universities	32
State Mandated Assessments and Opt-Out Procedures	15	Vocational and Technical Schools	32
International Baccalaureate Diploma Programme and Career-related Programme Assessments	15	Cal Grant	32
<b><u>ACADEMIC POLICIES</u></b>	18	Scholarships	32
Academic Integrity Policy	18-20	Letters of Recommendation	32-33
<b><u>GRADES AND CREDITS</u></b>	21	Discipline History	33
Grade Point Average	21	Additional College/Career Information for Juniors and Seniors	34
Repeated (Remedial) Classes	21	Sports in College	34
Incomplete Grades	21	Other Important Information	34
Withdrawing from a Class	21	Military	34
Course Grade Change	21	<b><u>MAIN CAMPUS HIGH SCHOOL COURSE DESCRIPTIONS</u></b>	35-56
Class Status	21-22	<b><u>DUAL ENROLLMENT WITH PALOMAR COLLEGE AND CAREER-RELATED STUDIES</u></b>	57
Class Rank	22	<b><u>VIRTUAL CLASSES</u></b>	58
Valedictorian/Salutatorian Selection		<b><u>ONLINE COURSE WAIVER</u></b>	59
Honors Recognition		<b><u>RECENT COLLEGE ACCEPTANCES</u></b>	60

## **Welcome to Guajome Park Academy**

Guajome Park Academy (GPA) is located in the northern region of San Diego County in Vista, California. Vista has a population of approximately 100,000. GPA is a public, college preparatory charter school of choice with approximately 1,100 students in grades 6-12. Guajome Park Academy offers a Grade 6-8 Middle School and a Grade 9-12 High School program and is a designated International Baccalaureate World School offering both the International Baccalaureate Diploma Programme (IBDP) and International Baccalaureate Career-related Programme (IBCP). As an IB school, we strive to educate all students and staff towards achieving the qualities of the IB Learner Profile: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

Since its inception in 1994, the school 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 socioeconomic status. GPA opened its brand-new, state of the art campus in 2004, and is located in proximity to both MiraCosta and Palomar Community Colleges, as well as California State University, San Marcos.

GPA is a school designed to meet the needs of a variety of learners, with a standards-based curriculum that includes three pathways for high school students: an IBDP, IBCP, and college-prep program for grades 9-12.

GPA’s mission is “through innovation and excellence our mission is to inspire and empower all learners to become responsible, critical thinking, compassionate global citizens who approach the world with curiosity, courage and resolve”.

GPA also has a partnership with Guajome Learning Centers (GLC). GLC is a blended-learning independent study program designed to accommodate K-12 students who benefit from a non-classroom based program due to academic or personal needs. GLC is an individualized program and is only available to students who voluntarily enroll. Parents of grades K-8 students are offered the opportunity to homeschool their students through a rich array of enrichment courses and standards-based curriculum. The high school GLC curriculum is composed of a core curriculum provided online with APEX Learning Systems. GLC students are required to attend on-campus meetings with their GLC teacher, who will provide support, guidance, and instruction in a non-classroom based environment. Parents are encouraged to attend these weekly meetings as well. For more information about GLC, please visit the Counseling Department or refer to the GLC Student Handbook and/or Course Catalog.

## ACADEMICS

GPA provides opportunities for students to participate in challenging learning experiences inside and outside of the classroom. GPA's multi-tiered programs for grades 6-12 are based on college preparatory expectations, which meet California Content Standards, CSU/UC eligibility, and/or International Baccalaureate (IB) course standards. Additional value is added through opportunities provided in programs such as IBDP, IBCP, college courses, admissions requirements (A-G) of the University of California and California State University, career counseling and preparation, college preparation counseling, and community service hours. Every student who gives evidence of a sincere desire to remain in school, to be diligent in his/her studies, and to profit by the educational facilities provided will be given every opportunity to do so.

The goal of GPA is to educate all members to strive to achieve the qualities of the GPA Schoolwide Learning Outcomes ("SLOs"): self-directed learners, critical thinkers, effective communicators, and responsible citizens.

GPA is a school designed to meet the needs of a variety of learners, with curriculum that provides personal achievement and is challenging for students. GPA also encourages high school students to participate in the concurrent enrollment program with the local community colleges. GPA strives to offer students an educational program that is flexible, demanding, and appropriate.

### **High School Program**

GPA has a six-period schedule that runs for two semesters within the yearly school calendar. GPA is on a six period schedule in which all six classes meet Monday through Friday, with Friday being an early dismissal. GPA assigns letter grades using a 4.0 system (pluses and minuses are not factored into grade point average calculations), with many IB classes receiving weighted value. Class rank is determined by academic, weighted 9-12 grade point average. High school students are provided with a choice of three educational pathways – IBDP, IBCP, or college prep. Courses in all pathways meet California State University and University of California A-G college entrance requirements, which prepare all students for a higher education opportunity after GPA. As of the 2023-2024 Academic Year, GPA has the following breakdown of A-G approved courses:

- **A - Social Science:** 6/6 = 100%
- **B - English:** 6/6 = 100%
- **C - Math:** 8/8 = 100%
- **D - Lab Science:** 8/8 = 100%
- **E - Foreign Language:** 16/16 = 100%
- **F - Visual Performing Arts:** 11/11 = 100%
- **G - Elective:** 13/13 = 100%
- **Non A-G courses:**
  - **Support Classes:** Academic Learning Center, ELD, Modified ELA, Modified Math
  - **9th Grade Requirement:** PE
  - **Junior and Senior Electives:** TA and Office Assistant, Leisure Sports, and Weight Training
  - **Career-Related Studies** - Moonlight Internship Semester 1 and 2; Palomar Medical Pathway Semester 1 and 2; Palomar Computer Science - Cyber Security Semester 1 and 2
- **Percentage of CSU/UC APPROVED COURSES FOR 2023-2024 = 90% (122 out of 135 courses)**

## International Baccalaureate

**Please see Sample IB Course Sequences to ensure your student is on-track towards meeting eligibility for the IB Diploma or IB Career Certificate.**

The International Baccalaureate Organization (IBO) is a recognized leader in the field of international education, encouraging students to be active learners, well-rounded individuals, and engaged world citizens. GPA has been an approved IB World School since 1995.

### International Baccalaureate Diploma Programme

Students in Grades 11 and 12 have the option of participating in the IB Diploma Programme, a college-level, rigorous course of study. The two-year curriculum includes a strong emphasis on the ideals of international understanding and responsible citizenship. The program is designed to meet the needs of highly motivated secondary students. Students who are planning to attend college are highly encouraged to participate in the IB Diploma Programme.

Students may participate in the IB Diploma Programme as diploma or course candidates. Diploma candidates are required to study six groups: Group 1: Language A1; Group 2: Language B; Group 3: Individuals and Societies; Group 4: Experimental Sciences; Group 5: Mathematics; and Group 6: Arts/Electives. A minimum of three and not more than four courses must be taken at an IB designated higher level (recommended 240 teaching hours); the other courses are taken at the standard level (recommended 150 teaching hours). In addition, diploma candidates must complete the required core elements including Theory of Knowledge (“TOK”); Extended Essay; and Creativity/Activity/Service (“CAS”). IB courses vary in length from one to two years. Student performance and achievement are assessed using international standards.

The IB Diploma Programme curriculum is illustrated by the figure below, with the individual learner at the center, enveloped by the philosophical underpinnings of the Approaches to Teaching and Learning (the Core of the programme), with six subject groups, all of which are surrounded by a focus of international-mindedness.



Student performance and achievement are assessed using the international standards. Students are assessed both internally and externally in ways that measure individual performance against stated criteria for each subject. These assessments are more task oriented and performance based including presentations, oral commentary, student portfolios, practical laboratory work, mathematical investigations, artistic performances, and written assessments.

Students who do not pursue the diploma may earn certificates in one or more IB subjects by completing the course requirements and earning a passing score on the exam(s). Certificate candidates are not required to complete the additional core requirements.

The IB Diploma Programme is recognized by colleges and universities worldwide. IB candidates may earn college credit by earning certain scores on IB exams. For more information on how individual colleges and universities recognize the IBDP, please visit: <http://www.ibo.org/recognition/>.

For more information about GPA's IBDP, please contact the IB Diploma Coordinator or your student's counselor.

### **International Baccalaureate Career-related Programme**

The IBCP aligns students with potential career opportunities, as well as continuing lifelong learning. It integrates broad, general learning areas as well as specific career-related content aligned with the rigorous and challenging framework and philosophies of the IB. The CP provides the rigor and fundamentals of the IB Programme to prepare students to be successful at a four-year university or move into a career focus.

The detailed knowledge, skills, and understanding gained from studying IB courses, the Career-related Programme core, and the career-related study, provide opportunities for potential employment, apprenticeship, internships, or further education. Where many career/technical pathways prepare students for career opportunities at the expense of college, the IBCP sets students up to be successful going directly into a career setting or into college.

Students within the IBCP are eligible to earn an IBCP Certificate. Certificate candidates are required to study two IB subjects that align with their career-related study. In addition, certificate candidates must complete the required core elements including the Personal and Professional Skills (PPS) class; Reflective Project; Language Development Portfolio; and Service Learning Project. In addition to the core, students must complete two years of a career-related study. IB courses vary in length from one to two years. Student performance and achievement are assessed using international standards.

The IB Career-related Programme curriculum is illustrated by the figure below, with the individual learner at the center, enveloped by the philosophical underpinnings of the Approaches to Teaching and Learning (the Core of the programme), the career-related studies, and diploma programme courses - all of which are surrounded by a focus of international-mindedness.



Student performance and achievement are assessed using the international standards. Students are assessed both internally and externally in ways that measure individual performance against stated criteria for each subject. These assessments are more task oriented and performance based including presentations, oral commentary, student portfolios, practical laboratory work, mathematical investigations, artistic performances, and written assessments.

### **General Academic Policies and Protocols**

- For registration, enrollment, and re-enrollment policies, please refer to the GPA Student Handbook.
- The GPA Course Catalog lists all *possible* course offerings for the school year. The actual courses offered may vary, dependent upon staffing, course enrollment, fiscal impact, and facilities.
- All courses offered at GPA 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 the school year.**
- Each class is worth five credits per semester. Students are expected to earn 30 credits each semester.
- Specific grading criteria for classes differ. Classroom grading policies are distributed during the first week of class.
- 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 summer school or through an after school credit recovery program.
- Students must attend school regularly, behave appropriately, and participate actively.
- Students enrolling into GPA after a semester has begun may be required to make up missed work.
- School enrollment and course enrollment can determine courses offered. Class sizes vary.
- Guajome Park Academy will hold parents liable for damages up to \$25,000 (Civil Code 1714.1) for any equipment, materials, and/or school property.

### **Guajome Schools Homework Philosophy**

Guajome values and respects the wholeness of the student and the lives they lead outside of the walls of the classroom. The physical, emotional, and social well-being of the student is equally important to the academic well-being, and all aspects influence each other. It is with this in mind, that GPA has a philosophy regarding work in and outside of the classroom that:

1. Promotes a love of learning
2. Emphasizes authenticity and value in the work
3. Encourages students to make connections between course content and their experiences
4. Differentiates work to meet student's academic goals, needs, and interests
5. Accurately reflects the work of the **student**
6. Is mindful of the student's time and access to resources

### **Student Study Team**

A student receiving a progress report showing one or more failing grade(s) may first be contacted by a teacher, counselor, or administrator/designee. A Student Study Team ("SST") meeting may be arranged for students who exhibit a consistent pattern of academic challenges. The team shall consist of teachers, parent/guardian, counselor, administrator/designee, and the student. Strategies will be initiated to support the student in addressing the academic concerns. If the student is credit deficient and in danger of not graduating on time, a plan is established to get the student caught up and on track for graduation. At the SST meeting, the student's learning style, strengths, and weaknesses are discussed. A plan is implemented in order to encourage and support student success. During the SST meeting, a follow-up meeting may be arranged so the student's progress can be re-evaluated.

An SST uses a systematic problem solving approach to assist students with concerns that are interfering with academic success. The SST identifies the student's strengths, clarifies problems and concerns, develops strategies and offers resources; provides a system for school accountability, and serves to assist the parent, teacher, and student.

Additionally, anyone who has a concern for a student can refer that student to the counselor for SST consideration. Anyone who is connected with that student can be included in the SST in order to provide information to share about the student's strengths, concerns, and strategies. These people may include - but are not limited to - teachers, parents, guardians, counselors, doctors, administrators, social workers, and law enforcement officers.

The GPA Counseling Department works in collaboration with the teachers and administration to develop an SST. The SST meeting may include the following steps:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified, and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to use are chosen; concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

After implementation of an SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for Special Education or Section 504 assessment might be deemed necessary by the SST.

## **STUDENT COURSE AND CLASS SCHEDULE**

### **High School Program**

GPA's High School Program consists of a six-period schedule with two semesters in the school calendar. Grade 9-12 students are scheduled for six periods.

### **Student Entering GPA Late**

Students enrolling at GPA are highly encouraged to initiate enrollment at the start of each school year. If enrollment at the start of the school year is not possible, GPA encourages a student to enroll at the beginning of the semester in order for the student's educational needs to be best met. For a student transferring to or from Vista Unified School District, a deadline of two weeks after the beginning of each semester for either the transferring school or GPA, whichever is later, applies. In order for grades and credits to be transferable, the same timeline is preferred, and many times necessary, for students transferring from surrounding school districts. For those who will be transferring from out-of-area, out-of-state, or under special circumstances, every attempt will be made to try to accommodate enrollment (space permitting).

A student entering GPA after the semester has started will be required to submit withdrawal grades from the student's previous school. Counselors will attempt to align courses accordingly, and teachers will make every effort to average correlating withdrawal grades with the grades a student earns while at GPA to assign a semester grade. GPA will only grant a weighted transfer grade to courses that match the curriculum GPA offers. After nine weeks into the semester, courses that were non-transferable will receive a NM (no mark) on the transcript, and the student will not receive credit.

***A student who transfers to GPA after the first six weeks of the semester and brings NO check-out grades from the previous school will receive grades of NM for that semester at GPA and will receive NO credit for that semester.***

## **Student Voluntary Withdrawal During the Semester**

Students withdrawing from GPA before the semester has ended will receive withdrawal grades from student's teachers to take to the new school. GPA does not grant partial credit for courses and it will be up to the student's new school to decide how to grant credit for these courses. The Counseling Departments at most local and traditional high schools operate on a five or zero credit policy. A student who has voluntarily withdrawn may return during the appropriate GPA scheduling windows if space is available.

## **High School Student Scheduling and Class Change Policy**

### **Philosophy:**

The underlying considerations when reviewing student schedules and class changes are three-fold: to support students in meeting graduation and A-G requirements (California State University and University of California prerequisites); to provide student/parent choice when possible; and to effectively utilize and be good stewards of GPA's fiscal resources so continued educational choices can be provided for the GPA community.

### **Background and Process:**

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

1. Students are placed in core courses to meet graduation requirements and A-G eligibility.
2. Electives are determined by student preference, class size, class availability, and grade-level placement with seniors receiving priority.
3. **Once the school year begins, class changes will only be considered during the first two weeks of school.**
4. Failure to submit course selection forms by the stated due date can result in students not being placed in their primary selected courses and/or UC/CSU approved courses.

### **Criteria for Course 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.
- Occurrence of over-enrollment in a class where numbers must be reduced or under-enrollment where numbers must be increased.

### **Further Understandings:**

- A. Elective changes will be considered **only if** it is for a class that is offered during the same period and is an appropriate grade-level placement.
- B. Once a course change is accommodated per request, additional class changes will not be made for the remainder of the school year.
- C. Schedule change request forms **must be returned within 24 hours** to the Counseling Department with parent and Administrator or designee signatures or the change request will be voided.
- D. Submitting a schedule change request form does not guarantee a spot in a class. All classes are subject to availability and the aforementioned criteria.

## **Credit Recovery**

High school students may have the opportunity for credit recovery to make up required core classes through an online learning system (Edmentum). Students who wish to enroll in this credit recovery option should meet with their counselor as soon as possible. The counselor will select a 7<sup>th</sup> period virtual class for the student. Space is limited and enrollment priority goes to current juniors and seniors. The student is required to meet the specific timelines and deadlines determined by the Administrator or designee. For more information on credit recovery courses, see the "Virtual Class" course description. *Students interested in enrolling in online courses for credit recovery should see a GPA Counselor.* Students may also opt for off-campus credit recovery alternatives, and should consult GPA's off-campus credit policy for more information.

**Math Course Acceleration**

With the recent revisions in testing implemented by the State of California, Guajome Park Academy offers the opportunity to meet the educational needs of middle and high school students by offering the opportunity to accelerate in math courses as outlined below.

For placement into **Integrated Math II** as a 9th grader (both new and returning students) must score “Standard Exceeded” on 8th grade CAASPP, **AND** obtain a letter grade of A or B in Integrated Math I in 8th grade. Students who do not meet these criteria would retake Integrated Math I as 9th graders.

**IB Courses and Prerequisites**

**Sequence starting with 9th grade Geometry or Integrated Math II**

9th grade	10th grade	11th grade	12th grade
<b>Geometry or Integrated Math II</b>	<b>IB-Prep Integrated Math III or College Prep Integrated Math III</b>	<b>IB Mathematics: Analysis and Approaches HL 1</b> <i>Prerequisite:</i> “B” or above in Algebra II; “A” is strongly encouraged.	<b>IB Mathematics: Analysis and Approaches HL 2</b> <i>Prerequisite:</i> “B” or above in IB Year 1.
		<b>IB Mathematics: Applications and Interpretations SL</b> <i>Prerequisite:</i> “C” or above in Algebra II; “B” is encouraged. <u>Note:</u> Students may take this one-year course during 11th or 12th grade.	<b>Financial Algebra</b> <u>Note:</u> IB Diploma students and 4 year college-bound students are encouraged to take “IB Math A and A” HL1 and HL2 in 11th and 12th grade, respectively.

**Sequence starting with 9th grade Integrated Math I**

9th grade	10th grade	11th grade	12th grade
<b>Integrated Math I</b>	<b>Integrated Math II</b>	<b>IB-Prep Integrated Math III or College-Prep Integrated Math III</b>	<b>IB Mathematics: Applications and Interpretations SL</b> <i>Prerequisite:</i> “C” or above in Algebra 2; “B” is encouraged. Or Financial Algebra

# ASSESSMENT POLICY

## Guajome Park Academy Charter (2010), Excerpt

*Governing Law: The measurable pupil outcomes identified for use by the Charter School. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. -- California Education Code Section 47605(b)(5)(B)*

*Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. -- California Education Code Section 47605(b) (5)*

Guajome Park Academy's (GPA) commitment to student programs is demonstrated through extensive assessment and philosophical commitment to the educational programs. The *Guajome Park Academy Assessment Policy* pertains to the area of assessment that is integral to the GPA educational program and its commitment to student learning. The primary purpose of assessment and evaluation is to improve student learning. Assessment at Guajome Park Academy is an ongoing process meant to provide feedback for the student, parent, and teacher in order to improve learning for all students.

## Assessment Core Values

Core values within GPA are that assessments

- are criterion based and integral to unit design,
- are products of ongoing staff collaboration and calibration,
- engender a systematic and consistent framework for interpretation of student performance,
- articulate both internal and external expectations for student mastery,
- measure students' growth over time,
- portray a benchmark of students' learning,
- offer students multiple and varied opportunities to illustrate knowledge and mastery of skills,
- address all types of student diversity,
- constitute opportunities to extend learning, deepen understanding, develop skills and attitudes,
- develop students' critical thinking skills,
- generate opportunities for self-reflection and peer assessment by students,
- provide students timely and relevant feedback concerning their performance,
- inform subsequent instruction,
- supply parents with ongoing and relevant feedback about students' learning,
- align common core standards with the aims and objectives the approaches to teaching and learning
- enhance teaching and learning.

## Formative and Summative Assessment

At GPA, formative assessment is defined as assessment for learning, whereas summative assessment is defined as assessment of learning. While both are valuable, we have established a philosophy around the importance of frequent, low-stakes formative assessment to support student learning and differentiate instruction.

Both formative and summative assessments are utilized and evaluated, using student, department, or collaborative all-staff articulated rubrics. Formative assessments are used to gauge ongoing learning, to allow students to practice new knowledge and skills, to inform about necessary adjustments in instruction, and to invite students to evaluate one another and self. Summative assessments are administered within and at the end of the units to assess the skill and knowledge students have gained, as articulated by the unit's initial goals and objectives. Assessment tasks frequently require that students apply their knowledge in a real world context in order to practice critical thinking skills. Additionally, assessment tasks create opportunities for self-reflection and peer assessment.

## Schoolwide Learning Outcomes (SLOs)

Defining GPA's SLOs is an on-going process, reviewed annually. During the 2010 WASC accreditation self-study, the GPA community articulated that GPA students are expected to be self-directed learners, effective communicators, critical thinkers, and responsible citizens. In all levels of GPA grades—elementary, middle school, and upper secondary grades – the goal of instruction is to promote student mastery of these SLOs. The four SLOs are incorporated into instruction in all subjects and are integral to school-wide assessments on an ongoing basis. This focus is evident in the individual subject area content rubrics.

## Assignment of Grades

Teachers have the primary responsibility in assessing student performance within a consistent and systemic K-12 framework for assignment of grades to evaluate student work. This collaborative task of assessing and defining student performance was begun through publication of a grading scale. The school's work to further define student achievement based on alignment with learning objectives and assessment criteria is ongoing and evident in staff collaboration on instructional unit design and benchmarks (see next page).

## Standards Based Grading (SBG)

Guajome's grading philosophy is founded in the belief that grades should accurately reflect the students' knowledge and growth. Utilizing core competencies in each department, and using SBG with those competencies provides more specific feedback for students in their academics and provides specific guidance on how they can continue to improve.

Scores are marked on a 4-1 range with 4 being advancing, 3 accomplishing, 2 approaching, and 1 developing.

My Range of Learning	My Range of Learning	Gradebook Points	Letter Grade
<b>4 Advancing</b>	4+	3.9 - 4	A+
	4	3.5 - 3.8	A
	4-	3.3 - 3.4	A-
<b>3 Accomplishing</b>	3+	3.1 - 3.2	B+
	3	2.7 - 3	B
	3-	2.5 - 2.6	B-
<b>2 Approaching</b>	2+	2.3 - 2.4	C+
	2	1.9 - 2.2	C
	2-	1.7 - 1.8	C-
<b>1 Developing</b>	1+	1.5 - 1.6	D+
	1	1.1 - 1.4	D
	1-	0.9 - 1	D-
	I don't know where to start.	0.1 - 0.8	F
		0 - Missing	

## **Instructional Unit Design**

GPA assessments are integral to an instructional unit design template that has been adopted across the campus. Following the principles of backward design and California Content Standards, the template requires formation of a global essential question as well as clarity about what students should know and be able to do. Student levels of knowledge and skills are assessed against defined assessment criteria. The assessment criteria include the IB criteria articulated for each subject area as well as additional criteria created by each department. The specific assessment tools for a given task are determined based on the desired outcomes. Both formative and summative assessments are utilized and evaluated, using student, department, or collaborative all-staff articulated rubrics. Formative assessments are used to gauge ongoing learning, to allow students to practice new knowledge and skills, to inform about necessary adjustments in instruction, and to invite students to evaluate one another and self. Summative assessments are administered within and at the end of the units to assess the skill and knowledge students have gained, as articulated by the unit's initial goals and objectives. Assessment tasks frequently require that students apply their knowledge in a real world context in order to practice critical thinking skills. Additionally, assessment tasks create opportunities for self-reflection and peer assessment.

## **Staff Collaboration**

GPA Staff collaborates on the design of formative and summative assessments during staff collaboration sessions dedicated to that purpose during pre-assigned Friday afternoons. This subject area articulation occurs both across and within grade levels. It follows the Understanding by Design backward unit design model that is implemented across the campus, ensuring that what students should know and be able to do is articulated first and is aligned with state content standards. Assessments are only then designed by staff to gauge what students know and are able to do. Upon execution of the instructional unit, staff analyzes students' products to evaluate students' mastery and to implement required revisions. The assessments embedded within the units include, but are not limited to, tests, projects, compositions, performances, and presentations.

## **Communication with Students and Parents**

Expectations for student performance are articulated to students and their parents within web published course outlines, teacher web sites, and within the classroom, at the start of each unit. Parents have access to an electronic Parent Portal that provides data about a student's ongoing academic performance on all marked assignments. In courses that constitute the two years of the International Baccalaureate Diploma Programme (DP), students participate in internal and external assessments that are aligned with course and assessment design mandated by the DP. In addition to final semester grades generated in December and June, parents receive progress report grades each semester. To support student learning, feedback about student performance is informative and timely. Select formative assessments are not integrated into a student's semester mark but are planned, designed, and executed only to inform teachers and students about student's mastery and required consequent instruction. A student's final grade is expressive of the ultimate learning that takes place and is not, therefore, an average of all marked assignments. Teachers exercise discretion in determining what assessments—formative and summative—are reflective of the ultimate proficiency exhibited by the student.

## **External Assessment**

GPA students participate in various external assessments, some mandatory and others voluntary.

### **Mandatory assessments**

- California Assessment of Student Performance and Progress (CAASPP) – see description on next page
- The English Language Proficiency Assessment (ELPAC) for students whose home language is a language other than English and who have not yet been re-designated (grade K-11)
- The California Physical Fitness test, grades 5, 7 and 9.

## **Voluntary Assessments**

- Preliminary SAT (PSAT) National Merit Scholarship Qualifying Test to measure critical reading, math solving and writing skills (grades 10-11)
- Early Assessment Program (EAP) to measure college-level English and math readiness (grade 11)
- Army Services Vocational Aptitude Battery (ASVAB) (grades 10-12)
- SAT and ACT assessments to measure readiness for college work (grades 11-12)
- International Baccalaureate (IB) assessments for Full IB Diploma or Course Certificates (grades 11-12)
- Advanced Placement (AP) assessments for college level credit (grades 11-12)

## **California Assessment of Student Performance and Progress (CAASPP)**

The California statewide testing system, CAASPP, is administered annually and was authorized October 2, 2013 by state law (AB 484). The purpose of the CAASPP is to assist teachers, administrators, pupils and their families by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types. *The results from CAASPP may be used as one measure for placement in academic classes.* All GPA students in Grades 3-11 participate in the CAASPP System.

The CAASPP includes:

- The Smarter Balanced assessments for mathematics and English language arts in grades 3-8 and 11.
- California Science Test in grades 5, 8, and 11.
- The California Alternative Assessment (“CAA”) is a grade-level test for students who have an IEP, are receiving grade-level instruction, and, even with interventions, will not achieve grade-level proficiency within the year covered by the student’s IEP. The purpose of the CAA test is to allow a student with disabilities a greater opportunity to demonstrate achievement of the California content standards.
- Optional for local educational agencies in (LEAs) to administer the standards based test in Spanish.

Questions about the AB 484 should be directed to the CDE CAASPP office by phone at (919) 445-8765 or by email at [caaspp@cde.ca.gov](mailto:caaspp@cde.ca.gov).

## **Early Assessment Program**

The Early Assessment Program (“EAP”) was developed in collaboration with the California Department of Education, the State Board of Education, and the California State University (“CSU”) system. The program is a voluntary assessment program designed to provide students in the eleventh grade early indicators for college-level English and mathematics readiness. Students who seek to enroll in a CSU or California Community College (“CCC”) should check the option in the EAP Readiness for College English and Mathematics EAP Augmentation sections within their math and ELA smarter balanced assessments during CAASPP testing. The EAP results can only be released to the CSU or CCC through this process. By taking this assessment, students may be exempt from having to take an English and/or mathematics placement exam for the CSU or CCC system. For more information on the EAP tests, visit [www.csunmathsuccess.org/eap](http://www.csunmathsuccess.org/eap) or [www.csuenglishsuccess.org/eap\\_esw](http://www.csuenglishsuccess.org/eap_esw).

The CSU system recently enacted a policy known as the “Early Start” program requiring incoming students who do not demonstrate readiness for college-level math and/or English to begin remediation during the summer before coming to the CSU. The goals of Early Start are to better prepare students in math and English before their first semester, thereby improving their chances of completing a college degree. For more information regarding the “Early Start” program, visit [www.csuenglishsuccess.org/students/early\\_start\\_faq\\_msw](http://www.csuenglishsuccess.org/students/early_start_faq_msw).

## **California Assessment of Performance and Progress (CAASPP) Grade Bump Incentive**

Students are provided an opportunity to receive a grade bump on their transcript as an incentive to score proficient or advanced and/or improve performance on the California Assessment of Performance and Progress (CAASPP).

- A student who scores “**Meets Standard**” or “**Exceeds Standard**” on a CAASPP assessment (ELA, math and/or Science) will receive **one third of a letter grade bump** for the respective year long course.
- A student who **increases any level** on a CAASPP test will receive one third of a **letter grade bump** for the respective year long course.
- If a student qualifies for a grade bump, the parent/guardian will be responsible for initiating the petition with the Registrar for a grade change.
- The grade bump will be posted on the student’s transcripts prior to the spring semester of the following school year.

**Examples:**

- A student who scores “Meets Standard” on the Language Arts Grade 6 SBAC assessment will receive a grade bump for each semester of the Grade 6 Language Arts course. If the student earned a C for the fall semester, the student’s grade for the course would be bumped to a C+; and if the student earned a D+ for the spring semester, the student’s grade for the course would be bumped to a C-.
- If a student previously scored “Standard Not Met” on Mathematics Grade 6 SBAC earns “Standard Nearly Met” on the Mathematics Grade 7 SBAC, the student will receive a grade bump for each semester of their Grade 7 Mathematics course. If the student earns an F for the fall semester, the student’s grade for the course would be bumped to a D-; and if the student earned a B for the spring semester, the student’s grade for the course would be bumped to a B+.

The form used to petition for a grade bump will be available in the Counseling Department and on the GPA website. It will also be mailed out along with CAASPP results in the fall. Petitions must be completed and submitted to the Registrar on or before October 10th for grade changes to be made for the previous year. Seniors are recommended to submit their completed grade bump petitions by September 19th, to ensure that transcripts being sent to colleges are updated in time for application deadlines. The grade bump will be posted on the student’s transcript prior to the spring semester of the school year in which the petition is submitted.

**English Language Proficiency Assessments for California (ELPAC)**

All students who indicate a home language other than English are given the initial English Language Proficiency Assessments for California (ELPAC) within thirty days of initial enrollment. Based on the results of the initial assessment, students will be identified as either Initially Fluent English Proficient (I-FEP) or an English Learner. English Learners will receive English Language Development (ELD) support and take the summative ELPAC annually thereafter between February 1 and May 31 until Redesignated as Fluent English Proficient (R-FEP). GPA provides notification to all parents of GPA’s responsibility for ELPAC administration and of ELPAC results within 30 days of receiving results from the test publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing.

**California Physical Fitness Test**

The state mandated Physical Fitness Test, required for Grades 5, 7, and 9, and is administered annually to GPA students. Students are made aware of the state standards for gender and age group. Class time is spent preparing students by benchmark testing, goal setting, and providing strategies for improvement.

**PSAT/NMSOT**

The Preliminary SAT/National Merit Scholarship Qualifying Test is a program co-sponsored by the College Board and National Merit Scholarship Corporation. It is a standardized test that provides practice for the SAT, as it measures critical reading skills, math problem-solving skills, and writing skills. The PSAT is an optional

assessment that may be offered in October. *See the Counseling Department to register for this test, or visit [www.collegeboard.com](http://www.collegeboard.com) for more information about the PSAT.*

### **Armed Services Vocational Aptitude Battery**

The Armed Services Vocational Aptitude Battery (“ASVAB”) assesses academic ability and predicts success in a wide variety of occupations. This assessment is highly recommended for all Grade 10-12 students, as the ASVAB Career Exploration Program serves as a valuable career exploration and planning tool. *For more information on the ASVAB, please visit [www.asvabprogram.com](http://www.asvabprogram.com).*

### **State Mandated Assessments and Opt Out Procedures**

Pursuant to Education Code Section 60615, parents have the right to exempt their child from state-mandated assessments such as CAASPP and the Physical Fitness Test. In addition, students may also participate in the California Healthy Kids Survey (CHKS) to help the school determine how to promote better health and wellbeing among our youth, improve the school learning environment, and combat problems such as drug abuse and violence. If you have any questions regarding your child’s participation, or would like to know more information about the content of the state assessments administered at Guajome Park Academy, please contact the main office and inform the office staff of your desire to learn more about and/or opt out of these assessments.

### **Full IB Diploma/IB Courses in Single Subject Areas**

IB Diploma tests are administered annually per the IBO protocol. Student must be enrolled in an IB course in order to qualify to take the corresponding IB exam. A student successfully completing IB exam(s) may earn college units. (Please contact the colleges directly to learn about IB policy.) *See the IB Coordinator for information on registering for IB Exams.*

### **Advanced Placement Examinations**

AP courses offer a cost-effective way for high school students to obtain college-level coursework experience and credit. A student may take an AP exam without having to take the corresponding AP course. *See the Counseling Department for information on registering for this test, or [www.collegeboard.com](http://www.collegeboard.com) for more information about AP Exams.*

### **International Baccalaureate Diploma and Career Programme Assessments**

As rigorous, criterion-related performance assessments, the internal and external IB assessments are highly aligned with GPA’s Core Assessment Values. As outlined in the *IB Diploma Programme Assessment: Principles and Practice* guide, the assessments of the diploma programme include the following aims:

- DP assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.
- The published results of the DP assessment must have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification.
- DP assessment must reflect the international-mindedness of the programme whenever possible, must avoid cultural bias, and must make appropriate allowances for students working in their second language.
- DP assessment must pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding, and application).
- Assessment for each subject must include a suitable range of tasks and instruments/components that ensure all objectives for the subject are addressed.
- The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information.

### **IB Internal Assessments**

Internal assessments are assessments that are evaluated by the subject area teacher who gives the assessment a

score, based on the IB prescribed rubrics, which may then be moderated by external examiners to ensure international parity aligned to the IB assessment criteria in that subject area. Examples of internal assessments include oral examinations in Group 1, Language A (English) and Group 2, Language B (World Languages), projects and portfolios in Group 5, Mathematics, presentations in Theory of Knowledge, practical laboratory work in Group 4, Science, artistic performances and presentations in Group 6, Arts and more. Internal assessments often allow for greater student flexibility in exhibiting their acquired knowledge and skills according to IB criterion-referenced rubrics as well as the opportunity for students to show their work over time and outside of the restrictions of the examination environment.

### **IB External Assessments**

External assessments also enable students to show their work over time and outside of the restrictions of the examination environment. Similar to internal assessments, external assessments are evaluated according to the established subject area criteria as prescribed by the IB. External assessments are not evaluated by the subject area teacher, however, but are marked externally by IB examiners. Many of these assessments are given during a specific assessment window defined by the IB. External assessments are heavily focused on the quality of a finished written product in the IB subject area.

### **IB Assessment Marking**

IB markings are determined through the criterion-referenced rubrics established by IB's standards and practices in each content area. Multiple components are assessed to specific criterion and then combined to determine the final mark. Each subject area has its own defined internal and external assessments. The majority of IB assessments are marked on a 1-7 scale, with 1 being low and 7 being high. Theory of Knowledge and the Extended Essay are marked as: A-excellent, B-good, C-satisfactory, D-mediocre, E-elementary, or N-no grade.

### **IB Diploma Programme**

Students at GPA can choose to participate in individual IB courses, pursue a full IB Diploma, or pursue the IBCP Certificate.

Those students pursuing the full diploma have basic requirements they must meet including:

- Minimum of 24 combined points from External Assessments
- Up to 3 additional points can be earned from Theory of Knowledge (TOK) and Extended Essay (EE) at least a mark of D in both TOK and EE
- No mark of 1 in any class
- No more than two marks of 2
- No more than three marks of 3 or lower
- At least 12 points in higher level (HL) courses
- At least 9 points in standard level (SL) courses

Those students pursuing the IBCP Certificate have the basic requirements they must meet including:

- Completion of two IBDP courses aligned with their career study
- Completion of an IBDP language course and Language Development Portfolio
- Two years of study in a Career-related study
- Completion of Personal and Professional Skills (PPS) Course
- Completion of Service Learning Project
- Completion of Reflective Project

### **Assessment within the Career-Programme**

Assessment within the CP is a combination of externally and internally assessed elements. The IBDP courses that students take include both internal assessments marked by the instructor, and assessments that are externally moderated. The Core elements of the CP including the PPS course, reflective project, service learning project, and language development portfolio are all internally assessed. Finally, the Career-related Studies are assessed by the

relevant external authority.

### **Grading/Marking**

The GPA grading scale is used along with IB assessment rubrics as specified in each of the subject guides. Both are given to students at the beginning of each course and are applied to formative tasks. Summative results are analyzed and assist in shaping formative assessment. IB grades are determined through the criterion-referenced rubrics established by IB's standards and practices in each content area. Multiple components are assessed to specific criterion and are then combined to determine the final grade. Each subject area has its own defined internal and external assessments in addition to the subject area examinations, administered in May of each year. In general, those marks are described as follows:

Teachers are responsible for electronically filing and archiving their gradebook with their administrator by the last work day according to the electronic gradebook procedures. The marking system will be based on letter grades with the following explanation of each grade:

#### **A - Excellent Achievement**

"A" means academic performance that

- Demonstrates thorough understanding of course content
- Demonstrates significant growth in subject area
- Consistently surpasses course expectations

#### **B - Above Average Achievement**

"B" means academic performance that

- Demonstrates good understanding of course content
- Demonstrates noticeable growth in subject area
- Often surpasses course expectations

#### **C - Average Achievement**

"C" means academic performance that

- Demonstrates acceptable command of course content
- Demonstrates some growth in subject area
- Meets minimum course expectations

#### **D - Below Average Achievement--Passing**

"D" means academic performance that

- Demonstrates partial command of course content
- Demonstrates marginal growth in subject area
- Meet some, not all, course expectations

#### **E - Failure--Unacceptable Achievement**

"E" means academic performance that

- Demonstrates minimal understanding of course content
- Demonstrates inadequate growth in subject area
- Does not meet course expectation

## **ACADEMIC POLICIES**

1. All students are expected to come to school every day (see attendance section).
2. All students must sign an agreement to abide by the policies and expectations stated in the GPA Student Handbook and the Course Catalog.
3. Students must abide by the GPA Acceptable Use Policy (computer contract – see "AUP").
4. Students are expected to abide by the GPA Master Agreement signed upon enrollment at GPA. The key provisions of the agreement include:
  - If a student is currently receiving Special Education Services or 504 Accommodations, a copy of the

current 504 or a copy of the current IEP and psycho-educational report must be provided PRIOR to orientation. In addition, a transition IEP must be held prior to the beginning of the school year.

- Prior to enrollment, it is understood that Guajome must be notified of any active or pending expulsion or SARB hearings and/or active expulsion or SARB contracts. Failure to do so may result in immediate disenrollment.
- A student **will not** be enrolled in another public/private school while they are enrolled at Guajome.
- **California Law permits the charter school to hold the parents liable for damages up to \$25,000 on any equipment, materials, and/or school property (Civil code 1714.1).**

### **Academic Integrity Policy**

Honest behavior and integrity is an expectation for all students at Guajome Park Academy (GPA). GPA is committed to creating an ethical academic atmosphere. To that end, students will conduct themselves as principled learners. They will act with integrity and honesty, with a strong sense of fairness and justice. They will take responsibility for their actions and their consequences. Students will follow their teachers' directives and the school-wide practice concerning citation habits and acknowledgement of work published by others.

The school's guidelines with regards to school-wide norms for specific types of academic dishonesty, which will result in disciplinary action, are defined below:

1. Cheating - any intentional giving of or use of external assistance relating to an examination, test or quiz without explicit permission of the teacher. This includes looking at another student's paper, sharing answers, copying another student's paper, or using answers written on a cheat sheet, part of the body, the desk, etc.
2. Fabrication - any intentional falsification or invention of data, data citation, or other authority in an academic exercise.
3. Unauthorized collaboration - while collaboration is often encouraged, unauthorized collaboration is not permitted.
4. Plagiarism - any intentional representation of other's ideas, words, or works as one's own. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her paper for another to copy, without the permission of the teacher, is also engaged in plagiarism.
5. Alteration of materials - any intentional and unauthorized alteration of student, teacher, or library materials.
6. Forgery - any unauthorized signing of another person's name to school related documents.
7. Theft - any theft of materials.
8. Transfer of unauthorized materials - any giving or selling of unauthorized materials.

### **Consequences of Academic Dishonesty**

Consequences are listed in the student handbook; Behavior section; Behavior Matrix.

All incidences of academic dishonesty must be reported to the appropriate designated staff member and recorded in the student's cumulative file.

### **Academic Honesty within the IB Diploma and Career-related Programme**

All students entering the IB Programme, be that full Diploma candidates or students taking individual course work, sign a declaration stating that all work is their own. In addition, students submit a form authenticating all Internal Assessment work as both their own, and the piece that they wish to be submitted.

Academic Honesty in the IBDP and IBCP goes beyond the individual IB courses that students take, but also includes all core elements of each program. For the DP this includes the Extended Essay, Creativity, Activity, and

Service Project, and Theory of Knowledge. For the CP this includes the Language Development Portfolio, the Reflective Project, the Service Learning Project, and the Personal and Professional Skills Course.

A complete guide to the IBO Academic Honesty Policy can be found at the following link:

<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>

As stated within the International Baccalaureate handbook on Academic Honesty, malpractice includes:

- Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own
- Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record, etc.).

### **Avoiding Plagiarism**

As stated within the IB's Academic Honesty Policy, an "authentic piece of work is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged." Assessed work includes both written and oral assignments for internal or external assessments. This assessed work must be in a student's own language and expression with all sources acknowledged whether quoted directly, paraphrased, or used for ideas. If there is any doubt if students should cite a source or not, they should cite.

### **Cite and Acknowledge Sources**

Guajome Park Academy uses the MLA referencing system. Beginning in sixth grade students begin becoming familiar with and utilizing the requirements of MLA formatting. When individual subjects/teachers have their own specific requirements, guidelines will be provided by the subject teacher.

Students Must Acknowledge:

- Sources for all verbatim quotations of two or more consecutive words
- Sources from which students paraphrase or summarize facts or ideas
- Sources for ideas or information that could be regarded as common knowledge but which the reader might still find unfamiliar
- Sources for materials including media other than written text (including but not limited to: film, podcast, visual images, music, etc.)

The IBO states in their Academic Honesty Policy document that:

Many candidates believe that because the Internet is in the public domain and largely uncontrolled, information can be taken from web sites without the need for acknowledgment. Candidates must record the addresses of all web sites from which they obtain information during their research, including the date when each web site was accessed. The uniform (or universal) resource locator (URL) constitutes the web site address for this purpose. (Simply stating the search engine that was used to find the web site is not acceptable.) This includes the copying of maps, photographs, illustrations, data, graphs and so on. For example, to cut and paste a graph from a web site without acknowledging its source constitutes plagiarism. CD-ROMs, DVDs, e-mail messages and any other electronic media must be treated in the same way as the Internet, books and journals.

### **Collusion v. Collaboration**

Within the Diploma Programme, assessment, at times, requires that students work in collaboration to meet a

common assessment goal. In these situations, all members of the group are expected to participate in an equal and fair manner.

The rules for acknowledging sources will still apply, and in addition, the following is permissible:

- Discussion with other students around issues arising from the work to be assessed.
- Discussion with other students regarding ways to address issues arising from the work to be assessed.
- Sharing of location and sources of information relevant to the assessment.

### **The following is NOT permissible in group work:**

- Allowing a member or members of the group to write any part of your assessment piece.
- Allowing a member or members of the group to write any part of another member's assessment piece.
- Giving a copy of one student's work with respect to that assessment to any other student within the group.

Students must clearly understand the difference between collaboration and collusion. Collusion is a form of plagiarism. It can result from improper collaboration during group work and involves at least two people. To avoid collusion in group work, students should take their own personal notes during meetings. Collusion can also occur when one student allows another to copy his or her own work, even if that student makes changes to the work to make it look different.

### **Consequences of Malpractice**

- Any work suspected not to be authentic will not be submitted to IBO. In such cases, one of the following courses of action will occur:
- Malpractice Identified Before a Submission Date to IBO
  - If malpractice is identified before a school based due date, the student will have a chance to correct the problem(s) in time to meet the IBO's submission date. If the student does not meet the due date, a failing grade will be given.
- Malpractice Identified Internally On or After a Submission Deadline
  - This situation is likely to take place with work set by teachers and not necessarily required by the IB for an impending deadline (e.g. lab work or teacher-set assignments). Once the assessment has been formally submitted and malpractice is suspected, the investigation process will take place. If malpractice is confirmed, this will likely have a significant impact on the student being able to receive the IB Diploma under IB rules.

### **Malpractice Identified Externally by IB Examiners**

- Examiners will inform the IBCA and an investigation will occur. An IB Diploma or Certificate may be revoked at any time if malpractice is established.

### **Malpractice in Examination Sessions**

Incidents of misconduct could include, but are not limited to the following:

- Bringing unauthorized material into an exam room (for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone)
- Misconduct during an exam (for example, disrupting the examination or distracting another candidate)
- Supporting, or attempting to support, the passing on of exam related information
- Copying the work of another candidate
- Failing to comply with the instructions of those conducting the exam
- Impersonating another candidate
- Stealing examination papers

- Using an unauthorized calculator during an exam
- Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination

Guajome Park Academy Staff must not engage in the following:

- The unauthorized rescheduling of an examination
- Failing to keep exam papers secure prior to an examination
- Opening examination papers prior to an examination
- Providing undue assistance in the production of any work that contributes to the assessment requirements of the IB diploma
- Leaving candidates unsupervised during an examination period
- Allowing additional time in examinations without IBO approval
- Releasing an examination paper, or disclosing information about the content of a paper within 24 hours after the examination

## **GRADES AND CREDITS**

### **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) for the classes, with the exception of the scale A=5, B=4, C=3, D=1, F=0, which is used for classes offered at an AP or IB level. Pluses and minuses are not factored into grade point average calculations. [*Note: Not all IB courses are recognized by the University of California as Honors courses/credit.*]

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://hs-articulation.ucop.edu/agcourselist/institution/2012>) for the UC approved IB and AP weighted courses when calculating grade point averages for admissions purposes. Students are 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 colleges/universities.

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 D grade or higher was received, will not receive additional credit for the course.

### **Repeated (Remedial) Classes**

Failed classes earn no credit. Only a grade of D or F can be repeated. A student who fails a course required for graduation should meet with the counselor to determine options for making up the requirements. Students are strongly encouraged to pass courses with a C or better, as most four year colleges do not accept grades of D or lower.

### **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. Students will have two weeks to complete any work for an incomplete grade. 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.

### **Withdrawing from a Class**

Students who withdraw from any course outside the designated time frames will have a “W/NC” posted on their transcript. Grades to-date will not be calculated against their overall GPA.

### **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 a medical or health related issue which inhibited the student from completing the work by the stated due dates.

### **Class Status**

Class status determination (freshman, sophomore, junior, senior) will be made every August and remain the same for the school year with the exception of second semester seniors. Class status will be determined as follows:

Freshman Standing	0 - 49 credits
Sophomore	50 - 104 credits
Junior	105 - 159 credits
Senior	160 - 220 credits

### **Class Rank**

For purposes of determining class rank, cumulative (9-12) academic, weighted grade point average is used. Class rank is not published to students and parents, and will only be included on transcripts sent directly from the Registrar’s Office to colleges and/or scholarships. For a student who may need class rank information for scholarship or college applications, please see the High School Counselor for further options to address these considerations.

### **Valedictorian/Salutatorian Selection**

To be considered for valedictorian or salutatorian, a student must graduate with his/her cohort senior class, according to the official class status determined in August of the graduation school year. The graduating senior with the highest 9-12 cumulative academic, weighted grade point average at the time of grade submission of their senior year will be designated as the valedictorian. The student with the second highest 9-12 cumulative academic, weighted grade point average will be named salutatorian. In case of a tie for valedictorian or salutatorian, co-valedictorians and/or co-salutatorians will be recognized.

### **Honors Recognition**

Honors recognition is based off of total GPA from first semester grades of an academic year. Students with the following grade point average will be recognized: 3.5-3.3.84 = Honors, 3.85+ = High Honors.

### **Early Graduation Policy (Main Campus)**

GPA’s Main Campus High School program does not offer an early graduation option. If a student is seeking early graduation, that student may transfer into Guajome Learning Centers (“GLC”), space permitting. GLC students have the option to fulfill their graduation requirements and be eligible for early graduation.

### **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 GPA 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. The student will receive a Certificate of Completion in lieu of a diploma.

### **Transcripts and Records**

College and job applications may require that a student send a copy of their school transcript. Transcripts are maintained by the GPA 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).

### **Off-Campus Credit Policy**

#### ***Off-Campus Courses***

GPA encourages high school students to attend community college courses and complete units that can be applied towards high school credit to meet graduation requirements or college credit after graduation from GPA. 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 course. GPA has approved off-campus course guidelines and forms for both MiraCosta and Palomar community colleges.

#### ***Off-Campus Credit Forms***

A GPA student who wishes to receive credit at GPA for classes taken from accredited institutions off campus (i.e. other high school programs, college, online courses, etc.) must complete a GPA 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 CSU/UC and/or NCAA, and it is ultimately student/parent responsibility to ensure enrollment in appropriate courses if taking classes outside of Guajome Park Academy.

#### ***College Credit for High School Diploma***

College or university courses may be taken for high school credit if prior permission is received using the *GPA 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 *GPA Off-Campus Credit Approval Form*.
- Prior to receiving a GPA high school diploma, all earned credits to be considered for meeting graduation requirements must be posted on the high school transcript. The student is responsible for requesting the official transcript from the college, which must be sent directly to the GPA 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 credits	5 credits
3 credits	10 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.

### **GPA Alternative Credit Options**

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

<b>Guajome Park Academy</b>	<b>Palomar College</b>	<b>Mira Costa College</b>
<b><u>English</u></b>		
English 9-12	ENG 100*	ENGL 100*
<b><u>History</u></b>		
World History*	HIST 107* <b>and/or</b> 108*	HIST 100* <b>and/or</b> 101*
US History*	HIST 101* <b>and/or</b> 102*	HIST 110* <b>and/or</b> 111*
US Government*	POSC 100	PLSC 101*
Economics	ECON 100 <b>and/or</b> 101*	ECON 100*
<b><u>Mathematics</u></b>		
Integrated Math I	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*
<b><u>Life Science</u></b>		
Biology	BIOL 101* <b>AND</b> 101L; or BIOL 100*	BIO 101* <b>AND</b> 101L* or Bio 100

Guajome Park Academy	Palomar College	Mira Costa College
<b><u>Physical Science</u></b>		
Chemistry	CHEM 100*	CHEM 100*
Physics	PHYS 101*	PHYS 101*
<b><u>Additional Science</u></b>		
Astronomy	ASTR 100 <b>AND</b> 105L	ASTR 101 <b>AND</b> 101L or ASTR 201
Oceanography	OCN 100 <b>AND</b> 100L	OCEA 101 <b>AND</b> 101L
<b><u>Foreign Language</u></b>		
German 1	GERM 101*	GERM 101*
German 2	GERM 102*	GERM 102*
German 3	GERM 201*	
German 4	GERM 202*	
Spanish 1	SPAN 101*	SPAN 101*
Spanish 2	SPAN 102*	SPAN 102*
Spanish 3	SPAN 201*	SPAN 201*
Spanish 4	SPAN 202*	SPAN 202*

\*Courses marked with a (\*) are UC approved courses.

A student, who wishes to earn five (5) credits towards GPA physical education requirements may enroll in any of the following Community College classes, provided the course is at least 1.5 units:

Aerobics/ Step	Aquatics/ Swimming	Badminton	Basketball	Golf
Life / Physical Fitness	Softball	Soccer	Tennis	Weight Training

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

### **Work Permits**

All students and persons under 18 years of age, including emancipated minors, MUST have a work permit to be legally employed. Work permits are issued by the Work Experience Coordinator or designee and are valid for one school year at a time. Students must renew work permits yearly, as well as each time they change jobs. Students must maintain a minimum of a 2.0 grade point average in order to remain eligible for a work permit. A student's work permit can be revoked if a student falls below a 2.0 grade point average. The 2.0 grade point average requirement may be waived with administrative approval. In addition, if a student has excessive tardies or absences, or engages in behavior that leads to expulsion, the student risks having the work permit taken away by school personnel. The student may no longer legally remain employed. Additionally, students may NOT be employed during scheduled school hours.

### **High School Graduation Requirements and CSU/UC Requirements**

	<b>Guajome Park Academy Graduation Requirements</b>	<b>California State University Admission Requirements</b>	<b>University of California Admission Requirements</b>
<b>Social Science</b>	Three years of approved courses, including World History, US History or IB History of Americas HL1, American Government/Economics or IB History of Americas HL2 <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	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
<b>English</b>	Four years of approved courses <i>40 credits</i>	Four years of college preparatory English	Four years of college preparatory English
<b>Math</b>	Three years of CSU/UC approved mathematics including Algebra 1, Geometry, Algebra 2, Int Math I, Int Math II, or higher. <i>30 credits</i> Four years recommended	Three years of college preparatory mathematics including Algebra 1, Geometry, Algebra 2, or higher mathematics. Four years recommended	Three years of college preparatory mathematics including Algebra 1, Geometry, Algebra 2, or higher mathematics.. Four years recommended
<b>Science</b>	Three years of CSU/UC approved laboratory science, including one biological science, one physical science, and one additional year of science. <i>30 credits</i>	Two years of approved laboratory science, including one biological science and one physical science. Three years recommended	Two years of approved laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics. Three years recommended
<b>Language (other than English)</b>	Two years of the same world language. <i>20 credits</i>	Two years of the same world language. Three years recommended	Two years of the same world language. Three years recommended
<b>Visual/ Performing Art</b>	One year of visual and performing arts chosen from CSU/UC approved courses. <i>10 credits</i>	One year of visual and performing arts.	One year of visual and performing arts.
<b>College Prep Elective</b>	One year* <i>10 credits</i>	One year*	One year*
<b>Physical Education</b>	One year <i>10 credits</i>		
<b>Electives</b>	<i>40 credits</i>		
<b>Total Credits</b>	220	<b>*Must be chosen from approved academic courses</b>	

### Sample College Prep Course Sequence

A student who successfully follows the college preparatory course sequence will meet the high school graduation requirements for GPA and the state of California. Students will also meet the minimum subject requirements for admission into a four-year college or university immediately after high school if a C- or better in A-G courses is earned for each semester.

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 9	English 10	English 11, English 11 IB HL1	English 12 (ERWC), English 12 IB HL2
Integrated Math I, Integrated Math II, IB-Prep Integrated Math III, College-Prep Integrated Math III	Integrated Math II, IB-Prep Integrated Math III, College-Prep Integrated Math III, Financial Algebra.	IB-Prep Integrated Math III, College-Prep Integrated Math III, Financial Algebra, IB Mathematics: Applications and Interpretations SL or IB Mathematics: Analysis and Approaches HL1	Financial Algebra, , IB Mathematics: Applications and Interpretations SL, or Mathematics: Analysis and Approaches HL2.  Elective option if 3 years of mathematics has been completed.
Freshman Seminar, AVID	World History	U.S. History, History of Americas IB HL1	American Government/ Economics, IB History of Americas IB HL2
Biology or Physics	Biology, Physics, or Chemistry	Chemistry, Physics, IB Bio HL1 or SL1	Chemistry, Physics, IB Physics HL1, IB Physics HL2, IB Bio SL2 or HL2.  Elective option if 3 years of lab science has been completed.
World Language	World Language	World Language Elective option if 2 years of World Language requirement has been completed.	World Language Elective option if 2 years of World Language requirement has been completed.
Physical Education	Elective/ELD /Intervention	Elective/ Intervention	Elective/Intervention

Intervention or Support classes TBD based on individual student needs.

### Sample IB Diploma Course Sequence (IB Diploma or Course Candidate)

A student seeking a more challenging curriculum while in high school has the option to pursue IB courses. These courses prepare students for external assessments, which colleges and universities may recognize for credit. A student is advised to contact the colleges and universities directly because each university has a policy regarding accepting IB and AP exam scores for college credit. Universities generally award college credit based on IB Higher Level exam scores of four or higher.

IB exams are a cost-effective way for a high school student to obtain college-level coursework experience and units. A student in Grades 11-12 may take IB exams if the student is enrolled in the corresponding IB course(s). A student may choose to pursue certificates in individual subjects or the IB diploma, which requires studying six subjects and completing the Extended Essay, Creativity/Activity/Service (CAS), and TOK core requirements. All IB courses are year-long with the exception of TOK. A student who is interested in participating in the IB Diploma Programme as diploma or course students should contact the IB Coordinator and visit <https://www.guajome.net/programs/international-baccalaureate>.

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 9	English 10	<b>English 11 IB HL1</b>	<b>English 12 IB HL2</b>
Integrated Math I, Integrated Math II College-Prep Integrated Math III, IB-Prep Integrated Math III	Int Math II , IB-Prep Integrated Math III, College-Prep Integrated Math III, Financial Algebra	IB-Prep Integrated Math III, College-Prep Integrated Math III, <b>or</b> <b>IB Mathematics: Analysis and Approaches HL1</b>	<b>IB Mathematics: Applications and Interpretations SL, or Analysis and Approaches HL2</b>
Freshman Seminar, AVID	World History	<b>IB History of Americas HL1</b>	<b>IB History of Americas HL2</b>
Biology or Physics	Biology, Chemistry, or Physics	<b>IB Biology HL1 or IB Design Tech or IB Sports Exercise SL</b>	<b>IB Biology HL2</b>
Spanish, Spanish for Spanish Speakers, or German (level 1 or 2)	Spanish or German (level 2 or 3)	Spanish or German (level 3), or <b>IB Spanish or German SL</b> (level 4)	<b>IB Spanish or IB German SL or HL2 (level 4 or 5) or IB Elective if IB level World Language has been completed</b>
Physical Education	Arts Elective	<b>IB Theater Arts SL, IB Psychology SL, IB Sports Exercise and Health Science SL, or IB Design Tech SL</b> Non-IB Elective option (1 year in 11 <sup>th</sup> or 12 <sup>th</sup> grade)	<b>IB Theater Arts SL, HL2, IB Psychology SL, IB Sports Exercise and Health Science SL, or IB Design Tech SL</b> Non-IB Elective option (1 year in 11 <sup>th</sup> or 12 <sup>th</sup> grade)
		<i>Period 0, 7 or Seminar Courses: TOK</i>	<i>Period 0, 7 or Seminar Courses: TOK2</i>

Study Skills, ELD, interventions TBD based on individual student needs. Apply for the IB Programme in the spring of their 10<sup>th</sup> grade year.

### **Sample IB Career Programme Course Sequence**

Below are three samples of pathways that students **could** take to complete the IBCP aligned with each Career Related Study: Computer Science - Cyber Security with Palomar Community College;

Moonlight Theater Internship; and Introduction to the Medical Field with Palomar Community College. Below are not the only course options, but examples of pathways for completion.

**Palomar Community College – Computer Science: Cyber Security**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 9	English 10	IB English 11 SL 1 or IB English 11 HL 1	IB English 12 SL 2 or IB English 12 HL 2
Integrated Math II	College-Prep Integrated Math III or IB-Prep Integrated Math III	IB Math HL	IB Math SL or HL2
World Language	World Language	Personal and Professional Skill	Personal and Professional Skills
Biology	Chemistry	IB Physics	IB Physics
Physical Education	World History	US History/IB History	Government/Econ/IB History
Freshman Seminar	Elective (VAPA)	Palomar – Cyber Security	Palomar – Cyber Security

**Moonlight Theater – Internship**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 9	English 10	IB English 11 SL 1 or IB English 11 HL 1	IB English 12 SL 2 or IB English 12 HL 2
Integrated Math II	College-Prep Integrated Math III or IB-Prep Integrated Math III	IB Math SL, IB Math HL	IB Math HL
World Language	World Language	Personal and Professional Skills	Personal and Professional Skills
Biology	Chemistry	Physics	IB Theater SL
Physical Education	World History	U.S. History/IB History	Government/Econ/ IB History
Freshman Seminar	Elective (VAPA)	Moonlight- Theatre Internship	Moonlight- Theatre Internship

**Palomar Community College – Introduction to the Medical Field**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 9	English 10	IB English 11 SL 1 or IB English 11 HL 1	IB English 12 SL 2 or IB English 12 HL 2
Geometry or Integrated Math II	College-Prep Integrated Math III or IB-Prep Integrated Math III	IB Math HL	IB Math HL
World Language	World Language	Personal and Professional Skills	Personal and Professional Skills
Biology	Chemistry or Physics	IB Biology	IB Biology
Physical Education	World History	U.S. History/IB History	Government/Econ/IB History
Freshman Seminar	Elective (VAPA)	Palomar – Intro to the Medical Field	Palomar – Intro to the Medical Field

## **College Entrance Testing**

Some colleges require entrance exams to measure and compare the student's ability with other students from different schools. College entrance exams are not the only criteria that colleges look at for admission; admissions offices also consider the student's academic performance, submitted application with essays and recommendations, and the student's outside activities. If students intend to take college entrance exams, they should prepare thoroughly in order to perform well.

There are two major college entrance exams. Check with each applicable college to see which exam(s) is required. Students taking the ACT and/or SAT should do so by the spring of their eleventh grade year. A student may repeat the tests to improve their scores for college eligibility. If required by the university, a student applying for admission to the fall term must take these tests no later than the fall of senior year to ensure that a student's application receives prompt and full consideration.

Visit [www.collegeboard.com](http://www.collegeboard.com) (SAT) and [www.actstudent.org](http://www.actstudent.org) (ACT) to register for the tests and to access test preparation resources. A student should register on time to avoid expensive late registration fees. Fee waivers are available for those who qualify (see the High School Counselor for eligibility).

## **College Placement Exams**

Many colleges require placement exams in English and Mathematics to assess a student's current skills and help determine appropriate placement in courses. A student who meets specific college requirements may be exempt from college placement exams. Students should contact individual colleges to determine placement exam policies and procedures.

## **COLLEGE & UNIVERSITY ENTRANCE INFORMATION**

### **California Community Colleges: [www.cccco.edu](http://www.cccco.edu)**

Community college admission is open to anyone who is a high school graduate, has a high school equivalency certificate, or is 18 years of age or older. Students will need to apply online to Community Colleges prior to the college's placement testing dates. Students are highly encouraged to meet with a Transfer Counselor as soon as the student is enrolled at the campus of choice. Community Colleges may also admit a student in Grades 9-12 with **prior approval** of the school Administrator, Counselor, and parent/guardian. Enrollment in certain classes may be restricted.

### **California State University: <https://www2.calstate.edu/apply>**

Qualification for Undergraduate Admission is based upon completion of high school courses ("A-G" requirements) as the minimum to be eligible for admission. CSUs no longer require the SAT or ACT for admission.

### **University of California: [www.universityofcalifornia.edu/admissions](http://www.universityofcalifornia.edu/admissions)**

The University of California sets the sequence of high school courses ("A-G" requirements) as the minimum to be eligible for admission and as the minimum academic preparation a student is expected to achieve in high school before undertaking university level work.

## **UC ELC Program and Statewide Guarantee**

The UC offers guaranteed freshman admission to California residents who are: in the top 9% of their high school graduating class, and the top 9% of graduates statewide. To be considered for ELC status ([Eligibility in the Local Context](#)), students must also complete 11 specific A-G courses by the end of their junior year. The [Statewide](#)

[Index](#) uses a formula to determine eligibility for the Statewide Guarantee, which considers a student’s A-G course totals and UC grade point average. All UC applications are screened by the University for eligibility. Once the application is submitted, students may log back into their application to see if they have been designated in the top 9% in the local or statewide contexts.

CSU/UC SUBJECT REQUIREMENTS	GPA CSU/UC APPROVED COURSES
<p><b>A) History/Social Science – 2 years</b></p> <p><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></p>	<p>World History            US History            History of Americas IB HL1            American Government            History of Americas IB HL2</p>
<p><b>B) English – 4 years</b></p> <p><i>Four years of college preparatory English</i></p>	<p>English 9, English 10 , English 11            English 11 IB SL 1 or HL1            English 12 IB SL 2 or HL2</p>
<p><b>C) Mathematics – 3 years (4 years recommended)</b></p> <p><i>Three years of college preparatory mathematics that includes the topics covered in Algebra 1, Geometry, and Algebra 2</i></p>	<p>Integrated Math I or Geometry            Integrated Math II            College Prep Integrated Math III or IB Prep Integrated Math III            Financial Algebra IB            IB Mathematics: Applications and Interpretations SL            IB Mathematics: Analysis and Approaches HL 1            IB Mathematics: Analysis and Approaches HL 2</p>
<p><b>D) Laboratory Science – 3 years</b></p> <p><i>Three years of laboratory science, including Biology, Chemistry, and Physics</i></p>	<p>Biology 1            Chemistry 1            Physics 1            IB Biology HL1            IB Biology HL2            IB Sports, Exercise, and Health Sciences SL            IB Design Technology SL</p>
<p><b>E) Language Other than English – 2 years (3 years recommended)</b></p> <p><i>Two years of the same world language</i></p>	<p>Spanish I            Spanish for Spanish Speakers I, II, III            Spanish II, III, IV IB SL, V IB HL2            Spanish AP (OL)            German I            German II, III, IV IB SL, V IB HL2</p>
<p><b>F) Visual &amp; Performing Arts – 1 year</b></p>	<p>Beginning Art            Advanced Art            Introduction to Theater, Stage Craft, Stage Production            Theater Arts IB SL, HL 2            Film and Video Production            Orchestra            Voice and Guitar            Intro to Film            Design Mixed Media            Beginning Photography</p>

CSU/UC SUBJECT REQUIREMENTS	GPA CSU/UC APPROVED COURSES
<b>G) College Prep Electives</b>	AVID 9 and 10 Culinary Arts Economics Freshman Seminar Materials Science and Design Peer Leadership IB Personal and Professional Skills 1 and 2 Psychology IB Psychology SL Sociology IB Theory of Knowledge 1 and 2 Transition Skills

Visit <https://doorways.ucop.edu/list> to access GPA's UC Course List, and to see which courses have been designated as "Honors" by the CSU and UC system.

**Private Colleges and Universities:** [www.aiccu.edu](http://www.aiccu.edu)

Entrance requirements at private colleges and universities (i.e. Notre Dame, Stanford) can vary significantly. A student should contact individual schools to obtain information.

**Out-of-State Public Colleges and Universities**

Public colleges and universities in other states (Oregon State University, University of Colorado, etc.) have entrance requirements which can vary significantly. A student should contact individual schools to obtain information. As a general rule, a student who meets University of California entrance requirements will be eligible to attend most public colleges and universities. Out-of-state students usually pay significantly higher fees.

**Vocational and Technical Schools**

Admission requirements for technical and vocational schools vary greatly. A student should contact individual schools for requirements, which may include an entrance exam (SAT or ACT) and/or portfolio.

**Cal Grant**

Cal Grant awards are state funded monetary grants given to students to help pay for college expenses. Any graduating high school senior that meets academic, financial, and eligibility requirements and submits the Free Application for Federal Student Aid ("FAFSA") or California Dream Act Application (CADAA) by March 2 of their senior year may be eligible to qualify for a Cal Grant for college. GPA will be electronically submitting student information and grade point averages by the deadline. If you DO NOT want your student's information to be submitted, please fill out the California Student Aid Commission Cal Grant GPA Information Release Refusal form and return it to the registrar.

**Scholarships**

Scholarship information for Grades 9-12 is available through Naviance. All high school students have a Naviance account. GPA has national, as well as local scholarship information available year round. Throughout the year, scholarships are advertised and students are encouraged to apply. In the spring semester, there is a push for seniors to apply for scholarships before the end of the year. There is a senior recognition ceremony each year to celebrate the students' hard work and accomplishments.

**Letters of Recommendation**

Many colleges and scholarships require a letter of recommendation from a teacher and/or counselor. In order for GPA staff to provide students with the best letter in the timeliest manner, the following is required **at least 20**

**working days prior to the stated deadline.** A good rule to follow is the **earlier the better!** Remember, vacation days DO NOT apply towards the minimum 20 days.

For a *Counselor Recommendation*, the student should complete and return the following to the counselor:

- 1) Letter of Recommendation Counselor Packet

For a *Teacher Recommendation*, the student should complete and return the following to the teacher:

- 1) Letter of Recommendation Teacher Packet
- 2) Letter of Recommendation Resume OR Extracurricular Activities Section of Counselor Packet

To access the above mentioned forms, a student should see their counselor, or visit the Counseling page of the GPA Website. Failure to complete the required documents may result in not receiving a letter of recommendation from a GPA staff member.

### **Discipline History**

Some four-year colleges and universities request disclosure from the school regarding student disciplinary history and violations. Colleges request information regarding student issues that may be related to academic misconduct or behavioral misconduct which resulted in probation, suspension, removal, dismissal, or expulsion and/or if the student has ever been convicted of a misdemeanor, felony, or other crime. GPA does not disclose specific discipline history to colleges. However, students are advised to disclose disciplinary violations directly to the colleges they are applying to.

### **Additional College/Career Information for Juniors and Seniors**

#### **Four-Year College Path**

- Juniors who plan to apply to certain four year colleges may take the SAT and ACT at least once before the end of junior year. Students should review the entrance requirements to colleges for which they are applying and then register online at [www.collegeboard.com](http://www.collegeboard.com) and [www.actstudent.org](http://www.actstudent.org).
- Students are responsible for sending SAT Reasoning and ACT test scores to chosen colleges. Many colleges will NOT provide notification if the student's scores are not received, so it is the student's responsibility to follow up with the colleges.
- Students are encouraged to utilize Naviance and CollegeBoard. Additional college resources and information is available on the GPA Counseling page at [www.guajome.net](http://www.guajome.net)
- The Counseling Department has fee waivers for college applications and college entrance exams for students who qualify.
- Applications for UC and CSU schools are due on November 30 of senior year. Application deadlines will vary among other schools, so check with each school directly for deadlines.
- Most private and some out-of-state public colleges request a midyear report or seventh semester transcript. The midyear report/seventh semester transcript should be submitted to colleges online in December/January. Midyear reports/seventh semester transcripts will automatically be sent to colleges if the student is using the online version of the Common Application. Otherwise, the student needs to request the transcript from the registrar, allowing plenty of time for it to be mailed.
- Senior Grades: It is important to maintain a consistent level of grades during senior year. While students do not have a senior record until seventh semester is completed, acceptance into college is based on a pattern of grades up to that time. Colleges may withdraw acceptances if the grade point average and/or grades upon which the acceptance is based are not maintained.

- If a student is applying to a highly selective school (Stanford, USC, Harvard, Princeton, Cornell, etc.), contact should be made with the school’s admissions office to determine if an interview is required.
- A student who is planning to attend a four-year college immediately after high school is advised to attend the four-year college workshop hosted by counselors.

### **Sports in College**

Students wanting to play sports in college need to work closely with the coach, have videos recorded of the student playing sports, and contact the coaches at the colleges of interest. Also, it is **critical** that students fill out the NCAA application and complete the Amateurism form online at the end of their junior year if applying to a NCAA Division I, II, or III school. <https://web3.ncaa.org/ecwr3/>

Students who plan to play at a NCAA Division I or II school should check directly with the NCAA prior to enrolling in any online courses, as some online vendors may not be approved by NCAA, and this may affect student eligibility.

Fee waivers for NCAA applications are available if a student qualifies (see your School Counselor).

<b>Division I Full Qualifier Requirements</b>	<b>Academic Redshirt</b>
<ol style="list-style-type: none"> <li>1. Complete 16 Core Courses.</li> <li>2. 10 of the 16 core courses must be completed before 7th semester of high school and must include: <ul style="list-style-type: none"> <li>• Four years of English.</li> <li>• Three years of math (Algebra 1 or higher)</li> <li>• Two years of science (including one year of lab, if offered).</li> <li>• One additional year of English, math or science.</li> <li>• Two years of social science.</li> <li>• Four additional years of English, math, science, social science, world language or nondoctrinal religion/philosophy.</li> </ul> </li> <li>3. Minimum core-course GPA of 2.3</li> <li>4. Submit proof of graduation</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete 16 core courses, including: <ul style="list-style-type: none"> <li>• Four years of English.</li> <li>• Three years of math (Algebra 1 or higher).</li> <li>• Two years of science (including one year of lab, if offered).</li> <li>• One additional year of English, math or science.</li> <li>• Two years of social science.</li> <li>• Four additional years of English, math, science, social science, world language or nondoctrinal religion/philosophy.</li> </ul> </li> <li>2. Earn a minimum 2.0 core-course GPA.</li> <li>3. Submit proof of graduation</li> </ol>

### **Other Important Information**

- Check [www.guajome.net](http://www.guajome.net) and visit the Counseling Department link for career, college, scholarship, and other useful information and websites.
- Financial aid applications need to be submitted during senior year. For FAFSA, visit <https://studentaid.gov/h/apply-for-aid/fafsa>. For the CADAA, visit <https://dream.csac.ca.gov/>. For Cal Grant, visit [www.calgrant.org](http://www.calgrant.org).
- College Information Nights are offered to high school students and parents in the fall semester of each school year.

### **Military**

Students need to take the ASVAB at the GPA scheduled time and date (usually October) or on their own, and meet with a recruiter to determine eligibility.

# MAIN CAMPUS HIGH SCHOOL COURSE DESCRIPTIONS

## ENGLISH DEPARTMENT

### English 9

This year-long college preparatory course addresses the Common Core State Standards and is designed to prepare students for higher level English courses. This course is designed to engage students in careful reading and analysis of patterned themes, historical and cultural context, and character development by reading novels, short stories, poetry, drama, and nonfiction works. Students will further develop necessary reading, writing, analytical, and comprehension skills in order to critically think about the meaningful connections between literature and their world. Students will be required to write paragraphs and multi-paragraph papers, focusing particularly on narrative, descriptive, expository, and persuasive writing. Students will learn to write in various domains and for varied purposes and audiences. Vocabulary and grammar development is emphasized. Instruction in listening and speaking focuses on informative speeches, critical listening, note-taking, class and small group discussions, and other interactive activities. Students may be assessed through essays, exams, written and oral projects, or creative writing. The course curriculum and assessments, of both oral and written components, allow the students to build a foundation of knowledge based on critical-thinking, problem-solving, and analytical skills that are required for success in future college-preparatory and IB English courses, college, career, and life. *(UC "B" approved)*

### English 10

This year-long college-preparatory course addresses the Common Core State Standards and is designed to prepare students for higher level English courses. This course works to strengthen all areas within English language: reading, writing, listening, and speaking. Students will read and analyze a broad range of high-quality, increasingly challenging literary and informational texts. They will learn about various genres of writing such as narrative, response to literature, expository, persuasive, and business letters. Students will deliver oral presentations on various topics. Additionally, students will practice test taking strategies in order to prepare for the California High School Exit Exam (CAHSEE). Correct grammar, punctuation, and spelling usage are emphasized. The course curriculum and assessments, of both oral and written components, allow the students to build a foundation of knowledge based on critical-thinking, problem-solving, and analytical skills that are required for success in future college-preparatory and IB English courses, college, career, and life. *(UC "B" approved)*

### English 11 IB SL1

This year-long course is the first half of the greater International Baccalaureate English Language and Literature two-year program. Students will develop strong written, oral, and literary criticism skills, over a two year period. Students will explore the way in which form, structure, language, and text type impacts meaning and contextual understanding. The dynamic role and function of language will be analyzed, and students will be required to reflect on the role language plays in communication, as well as how it shapes understanding. Various text types and mediums will be explored including, but not limited to: novel, drama, poetry, speech, digital media, film, and audio; additionally, students will engage with four literary works over the duration of the two years. Through detailed analysis of language and form, students will learn to recognize and articulate personal perspectives, critique and appreciate various cultural perspectives, and articulate how belief systems shape meaning and understanding. As a result of the focus on various communicative and cultural interpretations, students will develop an appreciation of, and cultural sensitivity toward, the use of language throughout the world. Students will write compositions of increasing length and complexity, and orally present their interpretations. Students will develop the ability to form independent judgments and support their claims with textual evidence. *(UC "B" approved)*

### **English 11 IB HL1**

*Prerequisite: Teacher recommendation and/or Counselor approval; recommended grade of B or better in English 10*

This year-long higher level (HL) course is the first half of the greater International Baccalaureate English Language and Literature two-year program. Students will develop strong written, oral, and literary criticism skills, over a two year period. Students will explore the way in which form, structure, language, and text type impacts meaning and contextual understanding. The dynamic role and function of language will be analyzed, and students will be required to reflect on the role language plays in communication, as well as how it shapes understanding. Various text types and mediums will be explored including, but not limited to: novel, drama, poetry, speech, digital media, film, and audio; additionally, students will engage with six literary works over the duration of the two years. Through detailed analysis of language and form, students will learn to recognize and articulate personal perspectives, critique and appreciate various cultural perspectives, and articulate how belief systems shape meaning and understanding. As a result of the focus on various communicative and cultural interpretations, students will develop an appreciation of, and cultural sensitivity toward, the use of language throughout the world. Students will write compositions of increasing length and complexity, and orally present their interpretations. Students will develop the ability to form independent judgments and support their claims with textual evidence. This course is required for students who want to continue on to English 12 IB, or who want to pursue the IB English Certificate or IB Diploma. (UC “B” approved)

### **English 12 IB SL2**

This year-long course is the second installment in the greater International Baccalaureate English Language Literature two-year program. Students will continue to develop complex and informed appreciations of language and literature. This course emphasizes literary criticism with respect to literary heritage and international perspective. In this course, students will continue to study works from a variety of genres and modes including, but not limited to, the novel, poetry, film, audio, and digital media; additionally, students will engage with four literary works over the duration of the two years. Students write compositions of increasing length and complexity, and present interpretations orally. Students practice varying techniques in writing and speaking to develop fluency, clarity, and articulation of insights. Senior students will also engage in narrative writing in professional documents such as résumés, cover letters, and UC application personal statements. (UC “B” approved)

### **English 12 IB HL2**

*Prerequisite: Teacher recommendation and/or Counselor approval; recommended grade of B or better in English 11 IB*

This year-long course is the second installment in the greater International Baccalaureate English Language Literature two-year program. Students will continue to develop complex and informed appreciations of language and literature. This course emphasizes literary criticism with respect to literary heritage and international perspective. In this course, students will continue to study works from a variety of genres and modes including, but not limited to, the novel, poetry, film, audio, and digital media; additionally, students will engage with six literary works over the duration of the two years. Students write compositions of increasing length and complexity, and present interpretations orally. Students practice varying techniques in writing and speaking to develop fluency, clarity, and articulation of insights. Senior students will also engage in narrative writing in professional documents such as résumés, cover letters, and UC application personal statements. This course is required for students who want to pursue the IB English Certificate or IB Diploma. (UC “B” approved)

## **WORLD LANGUAGE DEPARTMENT**

### **German I**

This year-long college-preparatory course focuses on the development of speaking and writing on topics such as school, subjects, sports, hobbies, chores, preferences, and food. Through discussions, videos, projects, and authentic simulations, students will develop an awareness of linguistic, cultural, and societal similarities and differences leading to an understanding of and respect for other countries and cultures, as well as their own. (UC “E” approved)

### **German II**

**Prerequisite:** Completion of German I or teacher recommendation and/or Counselor approval or passing score on the assessment.

This year-long college-preparatory course further develops the ability to comprehend and produce language (sentences and strings of sentences) that deals with everyday courtesy requirements and topics related to self and the immediate environment, in both informal and transactional settings, through intermediate grammar and vocabulary. (UC “E” approved)

### **German III**

**Prerequisite:** Completion of German II or teacher recommendation and/or Counselor approval

This year-long college-preparatory course further develops the ability to comprehend and produce planned language (paragraphs and strings of paragraphs) that deals with factual topics of public interest in most informal and some formal settings. Students move from the comfort of learned material to creating with the language. Vocabulary and grammatical structures increase with the course. (UC “E” approved)

### **German IV IB SL**

**Prerequisite:** Teacher recommendation and/or Counselor approval; recommended grade of B or better in German III

This year-long IB course allows students to demonstrate increasing mastery of German III performance outcomes, and develop the ability to comprehend and produce extended language (oral and written essays) that deals with unfamiliar, abstract, practical, social, and professional topics in most formal and informal settings and problem situations. Preparation for the IB German SL exam is integrated throughout the course. (UC “E” approved)

### **German V IB HL2**

**Prerequisite:** Teacher recommendation and/or Counselor approval; recommended grade of B or better in German IV IB SL

This year-long IB course focuses on the mastery of German, extending the student’s ability to comprehend and produce more forms and styles of extended language tailored to various audiences from within the target-culture framework. All grammatical structures are reviewed along with vocabulary in many specialized areas in the target language. Preparation for the IB German SL or HL exam is integrated throughout the course. (UC “E” approved)

### **Spanish I**

This year-long college-preparatory course focuses on basic grammar structures such as: subject/verb agreement, adjective/noun agreement, syntax, present tense, preterit tense, verbs like gustar, and stem-changing verbs. Vocabulary units will focus on: school/classes, sports, family, vacation/leisure activities, restaurants, health, and travel. We will be working on a project in each unit that will demonstrate the student’s ability to apply what they have learned. The language skills that will be used to learn Spanish I include listening, speaking, reading, and writing. Aspects of culture will be taught throughout units in order to enrich the understanding and application of

the language. This course's culminating project will give the students the opportunity to demonstrate their mastery of the concepts taught throughout the year. (UC "E" approved)

### **Spanish II**

**Prerequisite:** Completion of Spanish I or teacher recommendation and/or Counselor approval or passing score on the assessment.

This year-long college-preparatory course offers a continuation of a basic/intermediate level. This year-long college-preparatory course will address vocabulary themes such as: airport travel and train travel; eating at restaurants and ordering food; shopping at markets and for clothing and jewelry; visiting theme parks; and hotel visits. The predominant grammatical structures used will be the past tense, the progressive tense, reflexive verbs, and the future tense. This course's culminating project will demonstrate the students' ability to be an active participant, instead of just an observer, while traveling through a Spanish speaking country. (UC "E" approved)

### **Spanish III**

**Prerequisite:** Completion of Spanish II or teacher recommendation and/or Counselor approval

This year-long college-preparatory course is designed for students to use their basic understanding of Spanish vocabulary and grammar as a platform on which they will build intermediate skills of speaking, reading, writing, and listening. After the initial review of basic concepts, this course will take student through the following intermediate grammatical concepts: object pronouns, future, conditional, perfect, and imperative tenses of verbs, as well the present subjunctive mood. Vocabulary will consist of words related to traveling, medical emergencies, the city vs. the country, the kitchen, driving, celebrations, errands, and professions. Aspects of culture will be taught throughout units in order to enrich the understanding and application of the language. Students will be evaluated on the ability to read, write, speak and listen through real-life scenarios, presentations, and written compositions. This course's culminating project will give the students the opportunity to demonstrate their mastery of the concepts taught throughout the year. (UC "E" approved)

### **Spanish IV IB SL**

**Prerequisite:** Teacher recommendation and/or Counselor approval; recommended grade of B or better in Spanish III

This year-long IB course refines students' speaking, reading, and writing skills. Students write compositions, learn advanced grammatical structures and review basic grammar, and expand vocabulary through literary study. Students read and analyze works of literature and explore cultural topics in preparation for the IB Spanish SL examination. (UC "E" approved)

### **Spanish V IB HL2**

**Prerequisite:** Teacher recommendation and/or Counselor approval; recommended grade of B or better in Spanish IB SL IV

Spanish V is a year-long IB course that continues the mastery of Spanish, extending the student's ability to comprehend and produce more forms and styles of extended language tailored to various audiences from within the target-culture framework. All grammatical structures are reviewed along with vocabulary in many specialized areas in the target language. Preparation for the IB Spanish SL or HL exam is integrated throughout the course. (UC "E" approved)

### **Spanish for Spanish Speakers**

Spanish for Spanish Speakers courses are literacy-based language arts classes developed for heritage speakers who, although raised in Spanish-speaking communities or households, are not yet fully proficient in Spanish. Spanish for Spanish Speakers courses take into account the experiences and influences of bilingual and bicultural upbringing.

Spanish for Spanish Speakers builds on students' prior knowledge, experiences, and communicative abilities with Spanish to develop literacy and critical analysis skills entirely in Spanish. In response to students' cultures and

communities, this course will explore cultural and historical contexts of Spanish-speaking peoples through the lens of authentic texts of all genres in Spanish. This language course is an opportunity for students to develop their interpretive, interpersonal, and presentational language skills in Spanish in an effort to develop literacy and strengthen critical thinking skills. Placement for Spanish for Spanish Speakers is assessment based using the STAR Spanish Reading Test.

### **Spanish for Spanish Speakers 1**

This 8th/9th grade course is an introduction to literacy development in Spanish designed for students with basic interpersonal communication skills in Spanish with one of the following characteristics: little or no exposure to complex texts and writing tasks in Spanish and challenges with literacy. This course will focus on developing students' skills in the following areas: narrative writing, introducing supporting claims through citing textual evidence, logically constructing paragraphs, and developing an awareness of literary devices. Finally, this course will explore texts and resources around Latin American cultures in the United States and the Caribbean. (UC "E" approved)

### **Spanish for Spanish Speakers 2**

*Prerequisite: Completion of Spanish for Spanish Speakers 1 or score of 80% or better on the assessment.*

This 9th - 12th grade course focuses on literacy development in Spanish designed for students with basic interpersonal communication skills in Spanish with one of the following characteristics: some exposure to complex texts and writing tasks in Spanish, as well as some challenges with literacy. This course will focus on developing students' skills in the following areas: developing expository writing, more specifically supporting claims through citing textual evidence, logically constructing paragraphs, and developing an awareness of literary devices. In addition, this course will develop students' close reading skills. Finally, this course will explore texts and resources around the theme of the interrelated history of Mexico and Spain. (UC "E" approved)

### **Spanish for Spanish Speakers 3**

*Prerequisite: Completion of Spanish for Spanish Speakers 2 or score of 80% or better on the assessment.*

This 10th - 12th grade course focuses on refining literacy in Spanish and is designed for students with academic communication skills in Spanish with one of the following characteristics: one or more years of exposure to complex texts and writing tasks in Spanish, as well as strong literacy skills. This course will focus on developing students' skills in the following areas: argumentative writing, analyzing arguments, and identifying rhetorical devices (ethos, pathos). Finally, this course will explore texts and resources around the theme of Central and South America. (UC "E" approved)

## **SOCIAL SCIENCE DEPARTMENT**

### **World History**

This year-long college-preparatory course for Grade 10 students provides students with a greater understanding of the evolution of global processes from western political thought through the 20<sup>th</sup> century. The course will trace the rise of democratic ideas and develop an understanding of the historical roots of current geographical, political, economic and social world issues. Students will use major world events such as revolutions, wars, and globalization as the inspiration for design projects to synthesize the knowledge into cohesive assignments that are both content driven and conceptual. This course will offer students an opportunity to gain a global perspective on the past—a vision of history that is meaningful and appropriate for studying the world today. (*UC “A” approved*)

### **US History**

This year-long college-preparatory course for Grade 11 students surveys the major turning points in United States history in the twentieth century. Students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of United States society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. (*UC “A” approved*)

### **History of Americas IB HL1**

*Prerequisite: Teacher recommendation and/or Counselor approval; recommended grade of B or better in World History.*

This year-long IB course for Grade 11 students is the first of a two-year IB course. This course covers major developments in the Americas from around 1760 to 2000: independence movements; the challenges of nation-building; the emergence of the Americas in global affairs; the Great Depression; the Second World War and the Cold War, and their impact on the region, as well as the transition into the 21st century. Within each section political, economic and social issues are considered and, when relevant, cultural aspects are included. Within the sections there will be, where appropriate, a case study approach in which students will have the opportunity to study their own or another national history of the region. This course is offered in place of US History, prepares students for the IB exam and is required for students who want to continue on to History of Americas IB HL2, or who want to pursue the IB History Certificate or the IB Diploma. (*UC “A” approved*)

### **American Government**

American Government is a semester-long course required for Grade 12 students. It is an introductory course into the themes and concepts of American Government, Civics, and comparative governmental systems. Students enrolled in this course will be able to better understand how the American political and governmental system works. This course in American government allows students the opportunity to study the various branches of government including federal, state, county, and local government. The course introduces students to the fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. This course is designed to help students analyze the differences in both democratic and nondemocratic societies. Lastly, students will be able to acquire the understandings needed to evaluate the American Experience and to relate how they are, or are not, active members of that experience. (*American Government – UC “A” approved*)

### **Economics**

Economics is a semester-long course required for Grade 12 students. This course enables students to have a deeper understanding of the economic problems & institutions of the nation & the world in which they live. The course is divided in two main sections, microeconomics, the study of individuals & individual business in the economy, & macroeconomics, the study of aggregate economic behavior of the economy as a whole.

*(Economics - UC "G" approved)*

### **History of Americas IB HL2**

**Prerequisite:** *Teacher recommendation and/or Counselor approval; recommended grade of B or better in Hist of Americas IB HLI*

This year-long IB course for Grade 12 students is the second half of a two-year IB course. This course undertakes an in-depth study of one prescribed subject and two topics. Students will use a range of original evidence and secondary works explore the range of skills that are tested in the IB examination. **Prescribed subject 3: The move to global war.** This prescribed subject focuses on military expansion from 1931 to 1941. Two case studies are prescribed, from different regions of the world, and both of these case studies must be studied. The first case study explores Japanese expansionism from 1931 to 1941, and the second case study explores German and Italian expansionism from 1933 to 1940. The focus of this prescribed subject is on the causes of expansion, key events, and international responses to that expansion. **World History topic 11: Causes and effects of 20th century wars.** This topic focuses on the causes, practice and effects of war in the 20th century. The topic explores the causes of wars, as well as the way in which warfare was conducted, including types of war, the use of technology, and the impact these factors had upon the outcome. **World History topic 12: The Cold War: Superpower tensions and rivalries (20th century).** The Cold War dominated global affairs from the end of the Second World War to the early 1990s. This topic focuses on how superpower rivalries did not remain static but changed according to styles of leadership, strength of ideological beliefs, economic factors and crises involving client states. The topic aims to promote an international perspective on the Cold War by requiring the study of Cold War leaders, countries and crises from more than one region of the world.

This course is offered in place of American Government/Economics, and is required for students who want to pursue the IB History Certificate or the IB Diploma. *(UC "A" approved)*

## SCIENCE DEPARTMENT

### Biology

*Co-requisite: Concurrent enrollment in Integrated Math I*

This year-long college-preparatory is a course in which students develop an in-depth understanding of the living world by studying the content through the lenses of structure and function, stability and change and processes. Students recognize and understand the interactions of earth sciences and engineering in the study of biology. Laboratory investigations incorporate procedures and develop the ability to analyze complex information. The main content areas of focus are cell biology, ecology, genetics, evolution, and physiology. Students will continue to develop their skills of reading, writing, discussion, technology, and analysis through lab reports, essays, and individual and group research projects. The ultimate course goal is to demonstrate scientific knowledge and skills as students work toward the school-wide goals of becoming self-directed learners who can identify a task and complete it, complex thinkers who can determine solutions to problems, and community contributors who can work collaboratively as responsible citizens (*UC "D" approved*)

### Chemistry

*Prerequisite: Completion of Integrated Math I and Biology*

This year-long college preparatory course helps students develop an in-depth understanding of matter and its properties by studying the content through the lenses of scale, systems, patterns and models. Students recognize and understand the interactions of earth sciences and engineering in the study of chemistry. Laboratory investigations incorporate procedures and develop the ability to analyze complex information. The main content areas of focus are atomic structure, chemical reactions including combustion, thermodynamics and its application to Earth systems, and the chemistry of climate change and ocean acidification. Students will continue to develop their skills of reading, writing, discussion, technology, and analysis through lab reports, essays, and individual and group research projects. The ultimate course goal is to demonstrate scientific knowledge and skills as students work toward the school-wide goals of becoming self-directed learners who can identify a task and complete it, complex thinkers who can determine solutions to problems, and community contributors who can work collaboratively as responsible citizens. (*UC "D" approved*)

### Physics

*Prerequisite: Recommended completion of Integrated Math I*

This year-long college-preparatory course in which students develop an in-depth understanding of the nature and properties of matter and energy by examining them through the lenses of patterns, systems and models. Students recognize and understand the interactions between earth sciences and engineering in the study of physics. Students make use of patterns in data to mathematically model systems and use these models to make predictions and develop key understandings of central concepts. The main content areas of focus are forces and motion, energy conversion, nuclear processes, waves and electromagnetic radiation and astronomy. Students will continue to develop their skills of reading, writing, discussion, technology, and analysis through lab reports, essays, and individual and group research projects. The ultimate course goal is to demonstrate scientific knowledge and skills as students work toward the school-wide goals of becoming self-directed learners who can identify a task and complete it, complex thinkers who can determine solutions to problems, and community contributors who can work collaboratively as responsible citizens. (*UC "D" approved*)

### IB Biology HL1

*Prerequisite: Teacher recommendation and/or Counselor approval. Recommended grade of B or above in Biology and Chemistry or Physics.*

This year-long IB course is intended to fulfill the requirements of the IB Diploma. Students may take this course as an elective, but should be aware that it is a college level biology course. The core topics of cells, molecular biology, genetics, ecology, evolution, and human physiology will be covered during this course. Additionally, instruction on how to write an IB lab report using statistical analysis will be examined. The course will take a micro to macro approach and begin with a more in depth look at the cellular organization and end with

comprehensive instructional units involving mammalian physiology. This course is required for students who want to continue on to IB Biology HL2, or who want to pursue the IB Biology Certificate or IB Diploma. Preparation for the IB Biology exam is integrated throughout the course. This course is offered to students in Grades 11-12, with enrollment priority given to IB Diploma Candidates. (UC “D” approved)

### **IB Biology HL2**

***Prerequisite:*** Teacher recommendation and/or Counselor approval. Recommended grade of B or above in IB Biology SL

IB Biology HL is a continuation of IB Biology SL. This rigorous year-long course is offered to seniors only, with enrollment priority given to IB Diploma Candidates. This course is required for students who want to pursue the IB Biology Certificate or IB Diploma. Preparation for the IB Biology HL exam is integrated throughout the course. Students will cover topics in depth in the areas of animal physiology, genetics and evolution, plant biology, metabolism, cell respiration, photosynthesis and nucleic acids. Emphasis on laboratory design and write up strongly used in this class. (UC “D” approved)

### **IB Sports, Exercise, and Health Science SL**

***Prerequisite:*** Completion of Biology, Chemistry, and Algebra 2 with a B or above.

The IB DP course open for 11<sup>th</sup> and 12<sup>th</sup> graders in sports, exercise and health science standard level (SL) involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of international dimensions and ethics by considering sport, exercise and health relative to the individual in a global context. (UC “D” approved)

### **IB Design Technology**

***Prerequisite - Recommended coursework in graphic design, technology design and application, but not required.***

The Diploma Programme design technology course aims to develop internationally minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world. Inquiry and problem-solving are at the heart of the subject. DP design technology requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. A solution can be defined as a model, prototype, product or system that students have developed independently. DP design technology achieves a high level of design literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework. This course is available to 11<sup>th</sup> and 12<sup>th</sup> grade students. (UC “D” approved)

## **MATH DEPARTMENT**

### **Integrated Math I**

Integrated Math I is the first course of a three year college preparatory integrated math sequence. This course is a college prep course that meets the minimum graduation requirement for the state of California, and follows the Integrated Math Pathway in the Common Core State Standards. Furthermore, students will be expected to work collaboratively, individually and demonstrate their learning through the Standards of Mathematical Practice. Students will be exposed to rich instruction that develop their conceptual understanding, procedural skill, problem solving skills, critical thinking abilities, and strengthen situational analysis abilities. At the conclusion of the course, students will proficient in the following topics: Solving Equations and Inequalities, Linear Equations, Linear Functions, Systems of Linear Equations and Inequalities, Exponents and Exponential Functions, Foundations of Geometry, Parallel and Perpendicular lines, Transformations, Triangle Congruence, and Statistics. This course is required for high school graduation. (*UC "C" approved*)

### **Integrated Math II**

Integrated Math II is the second course of a three year college preparatory integrated math sequence. This course is a college prep course that meets the minimum graduation requirement for the state of California, and follows the Integrated Math Pathway in the Common Core State Standards. Geometric concepts from Math 1 are reinforced, with a stronger emphasis on proof, inductive reasoning, and their connection to algebra. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Circles, with their quadratic algebraic representations, round out the course. Students will be expected to work collaboratively, individually and demonstrate their learning through the Standards of Mathematical Practice. Students will be exposed to rich instruction that develop their conceptual understanding, procedural skill, problem solving skills, critical thinking abilities, and strengthen situational analysis abilities. This course is required for high school graduation. (*UC "C" approved*)

### **College-Prep Integrated Math III**

***Prerequisite:*** *Passing grade in Integrated Math I and Integrated Math II.*

This rigorous year-long college-preparatory course combines algebra, geometry, and statistics concepts to build comprehensive mathematical understanding. This course completes the three-year integrated mathematics sequence, preparing students for advanced mathematics courses. Students will master exponential and logarithmic relationships, understand polynomial and rational functions, apply trigonometric concepts, analyze statistical data and probability, explore geometric concepts in three dimensions, develop problem solving strategies, and use mathematical modeling in real-world contexts. Students are expected to complete all assignments on time, participate in class discussions as well as maintaining organized notes, show all work clearly and legibly, and seek help when needed. Upon successful completion of this course, students will be prepared for any of the IB Mathematics courses or for a college-level Pre-Calculus course. (*UC "C" approved*)

### **IB- Prep Integrated Math III**

***Prerequisite:*** *A or B in Integrated Math I and Integrated Math II*

This rigorous year-long college-preparatory course builds on what students have learned in Integrated I and Integrated Math II, and prepares students for IB Mathematics Applications and Interpretation (SL/HL) or IB Mathematics Analysis and Approaches (HL). This course completes the three-year integrated mathematics sequence, preparing students for advanced mathematics courses. Students will master exponential and logarithmic relationships, understand polynomial and rational functions, apply trigonometric concepts,

analyze statistical data and probability, explore geometric concepts in three dimensions, develop problem solving strategies, and use mathematical modeling in real-world contexts. Students are expected to complete all assignments on time, participate in class discussions as well as maintaining organized notes, show all work clearly and legibly, and seek help when needed. Upon successful completion of this course, students will be prepared for any of the IB Mathematics courses or for a college-level Pre-Calculus course. Upon successful completion of this course, students will be prepared for any of the IB Mathematics courses or for a college-level Pre-Calculus course. (UC "C" approved)

### **Financial Algebra**

***Prerequisite:*** Algebra II or concurrent with Algebra II

A course for juniors or seniors, Financial Algebra with Applications is a mathematical modeling course that is algebra-based, applications-oriented, and technology-dependent. The course addresses college preparatory mathematics topics from Algebra II, Statistics and Probability under the seven financial umbrellas: Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living and Retirement Planning and Household Budgeting. This course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures and extrapolate from known situations to unknown situations. The mathematics topics contained in this course are introduced, developed and applied in a real-world context. Students are encouraged to use a variety of problem-solving skills and strategies, and to question outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question model and interpret financial situations through symbolic algebraic representations, graphical representations, geometric representation and verbal representations it provides students a motivating, young-adult centered financial context for understanding and applying the mathematics they are guaranteed to use in the future, and is aligned with the recommendations of the Common Core State Standards. (UC "C" approved)

### **IB Mathematics: Analysis and Approaches HL 1**

***Prerequisite:*** A in Algebra II OR B in Algebra II with teacher recommendation (will require Pre-IB Algebra II beginning in 2020-2021).

This year-long class is the first of a two year IB mathematics class that focuses on analytic methods with an emphasis on calculus. This course is intended for students who wish to pursue studies in mathematics at college or university, or subjects that have a large math content. It is for students who enjoy developing mathematical arguments, problem solving, and exploring real and abstract applications with and without technology. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or some economics courses.

In Year 1 of this course sequence, students will create and interpret functions in both abstract and modeling contexts. The study of functions will include linear, quadratic, exponential, inverse, polynomial, rational, sinusoidal, and logistic functions. Students will complete in depth study of complex numbers and the complex plane. They will develop skills in writing mathematical proofs, including by induction and contradiction. In preparation for Calculus, they will extend their knowledge of trigonometry to non-right triangles, angles in radian measure, the reciprocal trigonometric functions, and trigonometric identities, including compound angle formulae. Students will study probability and statistics, including Bayes' theorem, data collection and presentation, linear regression, and normal and binomial distributions. (UC "C" approved).

### **IB Mathematics: Analysis and Approaches HL 2**

***Prerequisite:*** C or above in Analysis and Approaches HL 1

This year-long class is the second of a two year IB mathematics class that focuses on analytic methods with an emphasis on calculus. This course is intended for students who wish to pursue studies in mathematics at college or university, or subjects that have a large math content. It is for students who enjoy developing mathematical arguments, problem solving, and exploring real and abstract applications with and without technology. This

subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or some economics courses.

In Year 2 of the course, students will pursue a thorough study of differential and integral Calculus, including such topics as implicit differentiation and related rates, differential equations, kinematics, areas between curves, and volumes of revolution. Students will also use vectors to model position and motion in three dimensions. They will further their understanding of the complex plane by studying numbers in Cartesian, polar, and Euler form. All students will complete an independent Mathematical Exploration on the topic of their choice. (*UC "C" approved*).

### **IB Mathematics: Applications and Interpretation SL**

This two-year long IB mathematics class focuses on applications and interpretation with an emphasis on statistics, modeling with functions and use of technology. This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of math. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics courses, psychology, and design.

In this course sequence, students will create functions to model real-world phenomena. They will use linear, quadratic, exponential, inverse, cubic, and sinusoidal models. Students will also use sequences and series in modeling contexts, including for financial applications. They will extend their knowledge of geometry and trigonometry, working with non-right triangles, trigonometric identities, and Voronoi diagrams. Students will use statistics extensively, including data collection and presentation; linear regression; normal and binomial distributions; Chi-squared tests for independence and goodness of fit, and t-tests. Students will also learn the fundamentals of calculus including differentiation and integration. Students will use graphing calculators throughout this course. (*UC "C" approved*).

### **IB Mathematics: Applications and Interpretation SL I**

This year-long IB mathematics class focuses on applications and interpretation with an emphasis on statistics, modeling with functions and use of technology. This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of math. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics courses, psychology, and design.

In this course sequence, students will create functions to model real-world phenomena. They will use linear, quadratic, exponential, inverse, cubic, and sinusoidal models. Students will also use sequences and series in modeling contexts, including for financial applications. They will extend their knowledge of geometry and trigonometry, working with non-right triangles, trigonometric identities, and Voronoi diagrams. Students will use statistics extensively, including data collection and presentation; linear regression; normal and binomial distributions; Chi-squared tests for independence and goodness of fit, and t-tests. Students will also learn the fundamentals of calculus including differentiation and integration. Students will use graphing calculators throughout this course. (*UC "C" approved*).

## **VISUAL AND PERFORMING ARTS DEPARTMENT**

### **Beginning Art**

This year-long college-preparatory course, open to students in grades 10-12, focuses on instruction in fine art. Students will complete projects based on a problem-solving model that offers an understanding of the National and California State Standards for Art. Performance standards include: Artistic Expression, Critical Thinking and Presentation, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections, Relationships, and Applications. (UC "F" approved)

### **Advanced Art**

*Prerequisite: Teacher recommendation and/or Counselor approval; completion of Beginning Art*

This year-long college-preparatory course, open to 11th and 12th graders, offers an advanced level study of art in a variety of media, including 2-dimensional and 3-dimensional techniques. Further, it consists of self-directed studio art instruction in a variety of media, with teacher guidance and feedback on art work, concept development, presentation, written reflection, and development of a college art portfolio. (UC "F" approved)

### **IB Visual Arts**

*Prerequisite - Teacher recommendation and/or Counselor approval; completion of Beginning Art*

The IB Diploma Programme Visual Arts course, open to 11th and 12th graders, is designed to offer students the opportunity to build on prior visual arts experience, while developing and using new skills, techniques, and ideas. Students will learn to connect their ideas to a global cultural experience and expand their creative thinking and problem solving skills through investigative workbooks, critiques, and research exercises. In addition, students will enhance their technical skills by experimenting with new and various media and learn to present their artwork in a professional context by actively participating in art shows. Through inquiry, investigation, reflection, and creative application, visual arts students develop an appreciation for the expressive aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture. (UC "F" approved)

### **Art and Cultural Ethnic Studies**

In this Ethnic Studies course, students will develop and cultivate respect, empathy, and solidarity with historically marginalized groups of people (Asian and Pacific Islander, Black, Chicano/a/Latinx, and Native American) through Visual Arts. Through personal reflection and narrative storytelling, students will foster active social engagement and community building. Additionally, students will gain the foundational knowledge and skills necessary to creatively express themselves as individuals and members of their communities through art. By engaging in activism (activism through the arts) students will become socially and politically conscious about their connection to various issues of oppression or threats to identity. Students will creatively document aspects of their community and apply their knowledge of race, ethnicity, culture and identity to address injustice. Students will use their agency to collectively generate a themed exhibition that celebrates the artistic works they have curated over the course of the class and challenge the lack of diversity, space and representation within the arts.

### **Design Mixed Media Art**

This year-long art class, open to students in grades 10-12, is designed to give students a wide variety of art making experiences and allow students to explore various visual art forms and techniques through the elements of art and principles of design. Students will create two and three dimensional art using a variety of mediums such as clay, paper mache, recycled materials, and paint. Techniques including collage, drawing, painting, mixing, building, cutting, pasting, etc. Learners are expected to keep a journal, participate in class discussions, peer

critiques, and written reflections. All work should be done during class time, and final works of art may be put on display. (UC “F” approved)

### **Photography**

This year-long course, open to students in grades 10-12, introduces students to the practice and academic study of photography. Students will use photography as a means of communication, visual literacy, and creative expression. Stakeholders will understand, analyze, and use elements of art and principles of design to create high quality photos. Master camera controls to expose, focus, and manipulate images with a variety of camera techniques and apps. Learners will explore historical and cultural aspects of photography. Cellphone photography and editing with a variety of phone applications will be infused in the curriculum. Students create their own websites as a place to exhibit their projects and portfolio work. (UC “F” approved)

### **Film and Video Production**

This year-long course is open to students in grades 10 – 12. It introduces students to the art of and language of film and video production. Students are required to learn specialized vocabulary and use it to express themselves clearly in their writing about film and video. The course will focus on film and television history, criticism, analysis of video and film, and shooting and editing techniques using video cameras and digital and linear editing systems. (UC “F” approved)

### **Introduction to Film**

Introduction to Film is a course, open to students in grades 10-12, intended to familiarize students with the evolution of film history as well as provide them with a chance to analyze and appreciate film as a visual art form. Students will learn how to interpret the themes, characters, story structure, and narrative technique of film. They will also explore changes in film styles over time and study the many film genres. This course should appeal to any students who love to watch movies and discuss them. In addition, writing will be emphasized as well as building technical knowledge of film-making in each unit. The course is not a filmmaking course, but more of a film history and appreciation course. (UC “F” approved)

### **Introduction to Theater**

This is a year-long exploratory elective, open to students in grades 10-12, that serves as an introduction and overview to the fundamentals of theater including, acting, technical theater, theater history and theater criticism. Students will experience a blend of the eight theatrical roles of actor, audience, playwright, technician, designer, critic, director, and researcher. Students will learn about being onstage as well as backstage. It is a great beginner class for the student who wants to learn about theater and give something new and daring a try. No prerequisite required. Good for all Grades 9-12. (UC “F” approved)

### **Drama 1**

This year-long college-preparatory course, open to students in grades 10-12, is an introduction to the fundamentals of drama including theater history, basic elements of performance, technical theater elements, and theater terminology and theater criticism. A large part of the class will be spent on performance, including theater games, improvisation, monologue study, and scene study. (UC “F” approved)

### **Stagecraft**

***Prerequisite:*** Completion of Introduction to Theatre with a “C” or better

This year-long course offers an introductory study of the technical elements of production. Students will have hands-on experience in Stagecraft, carpentry, scenic painting, scenery rigging, electricity, audio engineering, stage lighting design, equipment and practices, blueprint reading, special effects, color theory and color mixing, costume and makeup design, and publicity. This class will expose the students to the wide range of production processes and technologies involved in mounting two to three complete main stage shows and many smaller

assemblies and events. This course is open to Grades 11-12 students, and may be repeated for credit. (UC “F” approved)

### **Stage Production: Rehearsal and Performance**

***Prerequisite:*** Completion of Introduction to Theatre with a “C” or better

This year-long course focuses on the rehearsal and performance of a production. It concentrates on the performer, providing the acting company or ensemble for all GPA productions. This is a class for the serious acting student and requires a strong commitment level. (UC “F” approved)

### **IB Theatre Arts SL**

***Prerequisite:*** Teacher recommendation and/or Counselor approval; recommended grade of B or better in Drama I

This year-long IB course includes the Group 6, Arts and Electives component to the IB Diploma Program. The aim of the class is to help students understand the nature of theater, to understand it by studying it and making it. There is a primary focus on other cultures and world theater. The class takes a look at theater from an analytical and directorial point of view. The class focuses on four major components: Performance Skills, World Theater, Play Analysis and Theater production. This course is offered to students in Grades 11-12, with enrollment priority given to IB Diploma Candidates. Preparation for the Theater Arts IB SL exam is integrated throughout the course. (UC “F” approved)

### **IB Film SL**

This year-long IB course aims to develop students’ skills so that they become skillful in both interpreting and making film texts. Through student analysis of film texts and exercises in filmmaking, this course explores film history, theory, and socioeconomic background. The course develops students’ critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures. This course is offered to students in Grades 11-12, with enrollment priority given to IB Diploma Candidates. Preparation for the IB Film SL exam is integrated throughout the course. (UC “F” approved)

### **Voice and Guitar**

This guitar and voice course, open to students in grades 10-12, is designed to benefit students who would like to learn to play the guitar or improve on their playing and singing skills. Students will learn how to play the guitar properly and how to read standard notation and tablature, chord diagrams, and chord charts. Guitarists will learn guitar care, maintenance, composition, and performance techniques. They will examine guitar history and a variety of guitar music. Singers will learn proper vocal technique and various repertoire practices. Students will encounter a variety of listening and playing/singing assignments, as well as performing assessments. Taking this course will prepare students for a lifetime of making music for their own enjoyment and the enjoyment of others. Concert participation will be part of the class fulfillment, as well as possible group participation in music festivals. Attendance at all performances is a mandatory class requirement. (UC approved “F”).

### **Beginning Orchestra**

***Prerequisite:*** 1 year of instrumental music or instructor consent

Beginning Orchestra is a course, open to students in grades 10-12, open to students who want to learn to play the violin, viola, cello, double bass, or percussion with little or no playing experience. Students will learn basic skills for their instrument, as well as learning to read and perform music. This is a performance ensemble, so concert participation is required for the Winter and Spring Concerts. (UC “F” approved)

## **Advanced Orchestra**

### ***Prerequisite:***

Advanced Orchestra is for students, in grades 11 and 12, who have taken Beginning Orchestra or have learned and played a string instrument previously. Students should be proficient on a string instrument (violin, viola, cello, or double bass) where they can focus on ensemble playing and performing. Advanced Orchestra performs in our Winter and Spring Concerts, Stakeholders, Lunch Concerts, as well as participates in Music in the Parks Festival. (UC "F" approved)

## **Piano**

### ***Prerequisite: None***

Piano Class is open to students in grades 10-12, every level of student, from beginner to advanced. Learn how to play songs that you want to play along with peers in this group class. Starting with the basics by learning scales and note-reading to learning how to play the chords of your favorite songs, you will learn the life-long skill of playing the piano. (UC "F" approved)

## **Choir**

### ***Prerequisite: None***

Choir is the musical sound and soul of a school. Students will learn to be confident in their singing voice, as well as learn proper vocal techniques. Students will learn how to read music, sing in an ensemble, as well as learn vocal blend. Students will sing and perform a variety of music in our Winter and Spring Concerts, as well as participate in the Music in the Parks Festival. (UC "F" approved)

## **PHYSICAL EDUCATION DEPARTMENT**

### **Physical Education**

This year-long course is designed to introduce skills and strategies involved in team sports and individual sports. Physical fitness activities, testing, and health instruction will be given. This course fulfills the state health requirement. Health instruction is designed to reinforce and enhance knowledge of a healthy lifestyle. Included is the study of the following topics: physical fitness, hygiene, good nutrition, personal relationships, family life, communicable disease, substance abuse, and safety. This course will fulfill the physical education requirement for graduation, and is required for Grade 9 students. Students who have met their physical education requirement may also enroll in this class for elective credits. This course may be repeated for up to 30 credits.

### **Weight Training**

Weight training is a year-long course designed to give 11th and 12th grade students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

### **Leisure Sports**

Leisure sports is a year-long course designed to give 11th and 12th grade students the opportunity to learn and participate in lifelong physical activities, such as frisbee, table tennis, softball, yoga, weight training, and/or pickleball in an individual/dual sports setting. Students will gain an understanding and appreciation for non-traditional physical activity as an avenue to lifelong fitness, while developing the knowledge and skills necessary to competently participate. Students will also be encouraged to transfer what they learn beyond the physical education setting by taking advantage of county, state, and national parks, as well as other facilities that support the participation of outdoor activities and leisure sports.

## **NON-DEPARTMENTAL / ELECTIVES**

### **Peer Leadership**

Peer Leadership is a year-long A-G approved elective course designed for 11th-12th grade students to take on various leadership roles on campus. Students will be trained in leadership and interpersonal skills so that they can serve as peer mentors in the areas of academics as well as social/emotional development. Students will learn effective communication skills focusing on listening, body language, and speaking. Additionally, students will learn about empathy, respect, kindness, trust, confidentiality, and what and how to report to an adult on campus, if the need arises. Students will have the opportunity to put these skills to use by working with peers on campus. Finally, students will research a topic of interest and bring resources from the community to the school for the benefit of all students. *(UC “G” approved)*

### **Freshman Seminar**

Freshman seminar is a year-long, interdisciplinary course designed to provide students with the knowledge and skills essential for academic success across disciplines and college and career readiness. Students will develop their verbal and written communication skills, their ability to solve problems, and skills to think critically and make informed decisions. Students will demonstrate their understanding of career paths through a variety of assessments including job simulations, speeches, research assignments, an online portfolio, and essay writing. Students will identify academic interests, skills, values and personality types, research employers and industries, gain experience with public speaking and interview skills, familiarize themselves with college and job search tools, collaborate with their peers, and share learning using multimedia formats. *(UC “G” approved)*

### **Materials Science and Design**

The high school year-long Materials Science and Design course, open to students in grades 10-12, will utilize hands-on learning to apply materials science concepts and skills to design solutions to problems found in everyday life outside of school much the same way that engineers and scientists do. Students will engage in both collaborative and individual learning during the course of the projects. Potential units include biosensors, concrete, ceramics, composite materials, polymers, smart sensors, biodegradable materials, sports materials, food packaging and nanotechnology. The course content will support the engineering portions of the Science Standards

for California Public Schools and will provide students with life and career skills that can be pursued further in IB Design Technology or college design, manufacturing, and engineering programs. (UC “G” approved)

### **Game Design**

In this year-long course, open to students in grades 10-12, students will gain insight into careers in the Game Design Industry through video interviews with Professional Experts in the field. They will participate in the Pre-production planning process which includes game concept creation and evaluation and then they will create a game using 3D Modeling and Game Design Platforms. Students will conclude the class with Testing and Post-production evaluations. (UC “G” approved)

### **3D Modeling and Animation**

In this semester-long course, students will gain insight into careers in the Game Design Industry through video interviews with Professional Experts in the field, and through researching Game Design companies. They will learn about the elements of game design in which artistic design techniques will be explored and evaluated. Then they will participate in the Pre-production planning process to develop a game concept as well as evaluating their ideas. In the Production phase, students will participate in teams to develop their skills and produce a game using 3D Modeling and Game Design Platforms. Students will do Beta-Testing and receive Feedback before product release. In the Post-Production phase, students will Evaluate their games and then market them in an interview format with each student explaining their part in the game.

### **Introduction to Psychology**

This psychology class, open to students in grades 10-12, is a survey course that introduces students to the field of psychology. Students will learn that human behavior is influenced by our thoughts & emotions, our genetics & chemical makeup, and by our society & culture. The course will also cover abnormal psychology which includes diagnosing & treating mental disorders. Students will learn about different psychological theories, perform mock experiments & reflect on their own experiences to apply their knowledge. This is a semester course. (UC “G” approved)

### **IB Psychology SL**

*Prerequisite - Recommended Psychology, but not required.*

This year-long psychology course is open to 11<sup>th</sup> and 12<sup>th</sup> grade students and is designed to allow for in-depth analysis, evaluation and consolidation of learning. The overall aim of the course is to give students a deeper understanding of the nature and scope of psychology. Teachers are encouraged to find ways of delivering the course that are most relevant to their students’ interests and to the school’s resources. This course should be taught in an integrated way, as the different parts of the syllabus complement each other. This will allow students to make comparisons and evaluate different psychological theories and arguments. Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behavior. The holistic approach reflected in the curriculum, which sees biological, cognitive and sociocultural analysis being taught in an integrated way ensures that students are able to develop an understanding of what all humans share, as well as the immense diversity of influences on human behavior and mental processes. The ethical concerns raised by the methodology and application of psychological research are also key considerations of the IB psychology course. (UC “G” approved)

### **IB Theory of Knowledge I**

This spring semester IB course for 11<sup>th</sup> graders examines the origins and validity of various forms of knowledge. The process of the course is a critical reflection on what the student claims to know. The focus of the class is on

inquiry. The goals are to gain an understanding of what it means to know something as a scientist, an artist or historian, etc. and how the forms of knowledge relate to one another. This course is mandatory for Full IB Diploma Candidates in Grade 11 and may be offered as a 0 period, 7<sup>th</sup> period, or as a seminar class. Due to this being a semester long course which starting in the spring semester, students will have the first two weeks of the second semester to drop this course. (UC "G" approved)

### **IB Theory of Knowledge II**

*Prerequisite: Completion of IB Theory of Knowledge I*

This fall semester IB course for 12<sup>th</sup> graders is a continuation of IB Theory of Knowledge 1. It examines the origins and validity of various forms of knowledge in a more in-depth manner. The focus of the course remains on inquiry and further explores what it means to know something as a scientist, an artist, or a historian. This course is mandatory for Full IB Diploma Candidates in Grade 12 and may be offered as a 0 period, 7<sup>th</sup> period, or as a seminar class. (UC "G" approved)

### **Personal and Professional Skills I**

This spring semester IB course for 11<sup>th</sup> graders is designed for students to develop the attitudes and skills necessary for personal and professional situations. The course will focus on the themes of personal development, applied ethics, thinking processes, effective communication, and intercultural understandings. During this semester students will begin a Reflective Project, which is a research-based body of work that focuses on a student's career-related ethical dilemma. Both the Reflective Project and the Personal and Professional Skills course are core components of the IB Career-related Program (CP) and are mandatory for all CP Candidates. In addition, students will have opportunities to work on other Core elements of the CP programme including their Language Development Portfolio and Service Learning Project. Students will have the first two weeks of second semester to drop this course.

### **Personal and Professional Skills II**

*Prerequisite: Completion of Personal and Professional Skills I*

This year-long IB course for 12<sup>th</sup> graders is a continuation of Personal and Professional Skills I. The course will continue exploring themes from spring semester, further developing the necessary skills and understandings for personal and professional growth. During this semester students will also complete the Reflective Project begun in Personal and Professional Skills I. In addition students will have opportunities to work on other Core elements of the CP programme including their Language Development Portfolio and Service Learning Project. The Reflective Project and the Personal and Professional Skills course are mandatory for all CP Candidates.

### **Culinary Arts**

This year-long course focuses on the basic principles of food preparation including cooking measurements, terms, equipment, and techniques; safety and sanitation; nutrition; meal planning; table setting; dishwashing; and food presentation. Students also study food groups and prepare recipes for breakfast, lunch, dinner, and desserts using ingredients from all food groups. This course is offered to students in Grades 11-12. (UC "G" approved)

### **AVID 9**

Advancement Via Individual Determination (AVID or A.V.I.D.) 9 is a freshman college and career preparation elective class. Students who are enrolled in the class will develop Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) skills through AVID-specific strategies. AVID 9 introduces students to organization and time-management skills, such as routine use of planners and goal-setting. During this course students will take on an active role in their learning, becoming peer teachers, tutors, and leaders in the process of discovering post-high school opportunities. AVID 9 is designed to be an overview course that introduces students to AVID-specific strategies: tutorials, grade checks, binder checks, Cornell notes. Additional topics covered during AVID 9 include an introduction to college and trade school opportunities, introduction to SAT and ACT testing, introduction to

financial literacy and financial aid, introduction to career opportunities, interview and resume preparation, and effective habits. (UC "G" approved)

### **AVID 10**

AVID 10: Advancement Via Individual Determination (AVID or A.V.I.D.) 10 is a college and career elective course that prepares students for post-high school opportunities. Students selected for AVID 10 will take this course and participate in a nation-wide program that is designed to assist students with achieving their goals. Students will participate in student-centered learning, such as tutorial groups, projects, community service, and field trips. Students in AVID 10 will continue to prepare for college opportunities through PSAT, SAT, and ACT practice. AVID 10 also develops Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) skills. Students are expected to maintain organization through the use of a planner, binder, grade checks, and weekly note checks. AVID students are expected to maintain a 2.5 grade point average and demonstrate a desire and motivation to succeed academically. (UC "G" approved)

### **Office Assistant**

***Prerequisite:*** 2.5 cumulative gpa; approval of counselor

This course allows a student to work with an office staff member as an assistant. Students receive experience in filing, public contact, and other office skills. This course gives students experience in various office support activities under the guidance of office staff. Regular and consistent attendance is required and confidentiality is expected. This course is open to students in Grades 11-12 and may be repeated for up to 20 credits (in combination with credits as a Teacher Assistant). Students who receive a non-compliance letter during the corresponding school year will be ineligible to serve as an Office Assistant. Enrollment is limited.

### **Theater Internship through Moonlight Cultural Foundation**

#### **Moonlight Internship Year 1 Semester 1**

Students will be provided internship opportunities in all aspects of the theater arts. This is designed as a hands-on program, in which interns will learn about the tools needed to move forward in a chosen field within the theater arts. Students will be assigned to a track to ensure an even distribution across the internships. The track will provide students an introductory rotation in directing, choreography, stage and production design, as well as sound, lighting, costume, and make-up design. The track will be maintained throughout the year and determines the type of internship the students will be experiencing during each subsequent semester. The students may choose their first, second and third choice during each track. Every effort will be made to accommodate the student's request while maintaining an appropriate number of interns in each category to ensure the best learning experience.

#### **Moonlight Internship Year 1 Semester 2**

***Prerequisite*** - Moonlight Internship Year 1 Semester 2

Students will continue provided internship opportunities in all aspects of the theater arts, building on the areas not exposed to during first semester track, including: directing, choreography, stage and production design, as well as sound, lighting, costume, and make-up design. The program is designed as a hands-on program, in which interns will learn about the tools needed to move forward in a chosen field within the theater arts.

#### **Moonlight Internship Year 2 Semester 1**

***Prerequisite*** – Moonlight Internship Year 1 Semester 2

Students will continue provided internship opportunities in more specific areas of the theater arts, based upon the experiences of the exposure from the first year of internship. The specific focuses include: directing, choreography, stage and production design, as well as sound, lighting, costume, and make-up design. The program is designed as a hands-on program, in which interns will learn about the tools needed to move forward in a chosen field within the theater arts.

## **Moonlight Internship Year 2 Semester 2**

*Prerequisite - Moonlight Internship Year 2 Semester 2*

Students will continue provided internship opportunities in more specific areas of the theater arts, based upon the experiences of the exposure from the first year of internship. The specific focuses include: directing, choreography, stage and production design, as well as sound, lighting, costume, and make-up design. The program is designed as a hands-on program, in which interns will learn about the tools needed to move forward in a chosen field within the theater arts.

### **SUPPORT CLASSES**

#### **English Language Development (ELD)**

The English Language Development course is a language acquisition program designed to promote students' skills in acquiring English as a second language. Placement in ELD is determined by the individual English Language Proficiency Exam taken each year. This designated ELD course continues to focus on writing, reading, and oral communication and builds into and from content area classes. Reading and writing are focus areas in order to develop the critical language English learners need for content learning in English. Collaboration and communication will be key aspects of this course, as speaking will help students develop the vocabulary and grammar skills needed.

#### **Special Education Courses**

Special Education at Guajome offers a continuum of services including intensive individualized instruction, small group instruction in separate and collaborative settings, and supports designed to increase student access to general education curriculum. Below are descriptions of the courses that are offered in a separate setting. The availability of these courses is determined by student need and overall site resources.

#### **Transition Skills**

12th grade students with disabilities at Guajome Park Academy Charter School who have goals and services that address adult transition skills require a specific course that is designed to provide research based instruction and opportunities for college and career exploration, work readiness preparation, and independent living skills development. This course provides specialized academic instruction (SAI). *(UC "G" approved)*

#### **Academic Learning Center**

The ALC classes are year-long classes that offer students organizational and instructional strategies to help them be successful in all of their academic classes. Students receive help with English, math, science, and history coursework, while also receiving pre-teaching and/or re-teaching for their academic courses. This helps to support students with their IEP goals and meeting their academic goals as well. This class is available for students in grade 7-11. This course provides specialized academic instruction (SAI).

### **Modified English**

Modified English is available for students that are more significantly impacted by their learning disability and need a modified curriculum. This course has 2 sections, MS for grades 6-8 and HS for grades 9-12. High school students who have transition plans that are working towards a certificate of completion will take this class in place of grade level English. Modified English uses adaptive computer software designed to support students with diverse learning needs in developing essential language skills based on grade level standards. This course incorporates Vizzle, an innovative software platform, to create engaging and personalized learning experiences that cater to individualized learning styles and abilities. Throughout this course, students will explore key aspects of English language acquisition, including reading, writing, listening, and speaking, through a variety of interactive activities and instructional modules. The students use a program that is adapted by the teacher scaffold instruction to meet the unique needs and goals of each student, ensuring alignment with individualized education plans (IEPs) and educational standards.

### **Modified Math**

Modified Math is available for students that are more significantly impacted by their learning disability and need a modified curriculum. This course has 2 sections, MS for grades 6-8 and HS for grades 9-12. High school students who have transition plans that are working towards a certificate of completion will take this class in place of grade level Math. Modified Math uses adaptive computer software designed to provide tailored mathematics instruction for students with diverse learning needs based on grade level standards. This course integrates the use of Vizzle, an innovative educational software platform, to create interactive and engaging learning experiences that cater to individualized learning styles and abilities. Throughout this course, students will explore fundamental mathematical concepts and skills, such as numeracy, operations, measurement, geometry, and problem-solving, through a variety of interactive activities and instructional modules. The students use a program that is customized to meet their specific needs and goals, ensuring that learning objectives are aligned with individualized education plans (IEPs) and educational standards.

## **DUAL ENROLLMENT WITH PALOMAR COLLEGE AND CAREER-RELATED STUDIES**

GPA offers dual enrollment opportunities for Juniors and Seniors. Dual enrollment courses will be taught by Palomar College professors on our campus. Upon successful completion of these classes, students will have earned college and high school credits.

Listed below are each of the Palomar College courses which are semester long and have to be taken in sequence. GPA students must earn a C or higher in these dual enrollment courses so their College/University Financial Aid stays in good standing. D's or F's negatively affect their college financial aid. The following courses are initial offerings in Career-related studies. For each pathway there will be a series of courses building upon each other over the four semesters of your Junior and Senior years.

### **Computer Science: Cyber Security - Palomar Community College**

#### **Hardware and O.S. Fundamentals**

Provides the knowledge and skills necessary to build a foundation in computer hardware and operating systems. Includes P.C. hardware and operating system fundamentals; installation, configuration and upgrading; diagnosing and troubleshooting; preventative maintenance; motherboards, processors, and memory; printers; and basic networking including network operating systems. Maps to Comptia A+ Industry Exam.

#### **Networking Fundamentals**

*Prerequisite – Hardware and O.S. Fundamentals*

Provides the knowledge and skills necessary to build a solid foundation in computer networking. Includes networking fundamentals, the OSI model, subjecting features and functions of networking components and the skills needed to install, configure, and troubleshoot basic networking hardware peripherals and protocols

#### **Python Programming**

*Prerequisite – Networking Fundamentals*

Provides the knowledge and skills necessary to use the Python programming language to develop software for Desktop and Web applications. Topics of study include the fundamentals of the language, using lists, dictionaries and creating functions and classes

#### **Hacker Prevention/Security**

*Prerequisite –Python Programming*

In-depth analysis and hands-on experience in PC and network security concepts specific to Microsoft, Unix-based and Cisco systems. Various topics including hacker prevention and intrusion detection, firewall installation and configuration, wireless network security, disaster recovery, access control lists, identification of malicious code, cryptography and forensics. Team dynamics, planning's installing, and configuring various network security elements regarding hardware, software, and media. Understand and demonstrate proper planning and implementation of a secure network, document and offer training to end-users, executives, and human resources on the proper maintenance of a secure network.

### **Medical Introduction - Palomar Community College**

#### **Medical Terminology and Anatomy**

Basic medical terms with emphasis on word analysis and construction. Overview of anatomy and the pathological, diagnostic, therapeutic, and surgical terms related to the body as a whole and the integumentary, digestive, urinary, musculoskeletal, and reproductive systems.

#### **Medical Insurance Billing and Coding**

*Prerequisite – Medical Terminology*

Provides entry level skills in medical insurance, billing, diagnostic and medical procedural coding with CPT-4 and ICD-9 guidelines. Includes compiling and abstracting information from the medical record utilizing computer coding techniques and promoting accurate reimbursement of medical claims. Prepares and utilizes health care claim forms.

### **Introduction to Anatomy and Physiology**

*Prerequisite – Medical Insurance Billing and Coding*

Introduction to the structure and function of human body systems in health and disease.

### **Emergency Medical Responder**

*Prerequisite – Introduction to Anatomy and Physiology*

Covers national curriculum for Emergency Medical Responder (EMR) training. Included the study and application of emergency medical skills and procedures, including basic anatomy and physiology, terminology, and prevention of disease transmission. CPR certification from the American Heart Association.

### **California Child Development**

*Prerequisite - None*

California Child development is a one-semester course designed to familiarize students with the various stages of child development as well as the factors that may prevent the healthy development of a child. This course explores the development, health, nutrition, and safety of children at various stages. In addition, the course covers opportunities in the field of childcare development.

### **California Culinary Arts A/B**

*Prerequisite - None*

California Culinary Arts is a two-semester course intended to help students gain an understanding of the history and development of the culinary arts as well as practical skills for careers in the culinary industry. This course covers the basics of nutrition, health, safety, and sanitation and the basic science principles used in cooking. Students will be exposed to the culinary skills required to make a variety of food items. Additionally, students will become familiar with menu planning, food presentation, different service styles, and kitchen management skills. This course is based on Career and Technical Education (CTE) standards designed to help students prepare for entry into a wide range of careers in the culinary industry.

## **VIRTUAL CLASSES**

*Prerequisite: students and parents must attend a mandatory orientation prior to enrolling in AP APEX courses. Please see waiver below on page 41.*

This option provides students with a variety of online courses, including college-preparatory and Advanced Placement offerings. Online courses provide a unique opportunity for students who are self-motivated, disciplined, and independent learners to pursue educational choices outside the traditional classroom. This 21<sup>st</sup> century learning environment provides students the ability to collaborate and communicate with a virtual instructor. GPA faculty act as a classroom facilitator between the student and online instructor. Students desiring to take these rigorous course offerings must meet the established criteria and have Counselor approval based on space available. Eligible seniors will receive priority enrollment. Once enrolled, the student will be obligated to complete the course full term. Failure to do so will represent an “F” on the student's transcript. Parent and student must attend a MANDATORY orientation and submit a Guajome Park Academy Virtual Class Master Agreement before the student is officially enrolled in an online AP course. Students must also have a minimum of a 2.0 cumulative grade point average in order to enroll in an online AP course. The following are AP courses that may be offered for 11<sup>th</sup> and 12<sup>th</sup> graders only.





**Guajome Park Academy**  
*A Certified Charter Public School*  
*A California Distinguished School*



**Online Course Waiver**

I have attended the mandatory APEX Online Course orientation for \_\_\_\_\_ (student). He or she will be taking \_\_\_\_\_ starting next school year. I understand that APEX online courses have different policy guidelines than courses being offered on campus through Guajome Park Academy.

I understand that this course entails rigorous coursework. Through this course, my student will have a mentor teacher who is a member of Guajome Park Academy staff. This staff member is available to take attendance, unlock tests, and answer technical questions for my student. For any curriculum and assignment issues my student may be having, my child is expected to contact his or her APEX teacher via the message center or email.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Counselor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For more course information (including a class syllabus), visit the APEX Learning Course Catalog at [http://apexlearning.com/Catalog.htm?id\\_catalog=10](http://apexlearning.com/Catalog.htm?id_catalog=10)

Through the virtual/online course option, students also have the opportunity for credit recovery to meet graduation requirements. Credit recovery courses are designated with an \*, and may include the following core classes:

- \*English 9 Common Core      \*English 10 Common Core      \*English 11 Common Core      \*English 12 Common Core
- \*Algebra 1 Common Core      \*Geometry Common Core      \*Algebra 2 Common Core      \*Pre-Calculus Common Core

Per available space, students who are enrolled in virtual class period may also have the opportunity to take additional online non-departmental courses. Classes may include, but are not limited to the following:

## RECENT COLLEGE ACCEPTANCES

Recent graduates of Guajome Park Academy have been accepted to, have attended, or are currently attending the following institutions, as well as others that may not be included on the list.

<p><b><u>California State University:</u></b></p> <ul style="list-style-type: none"> <li>• Bakersfield</li> <li>• Channel Islands</li> <li>• Chico</li> <li>• Dominguez Hills</li> <li>• Fresno</li> <li>• Fullerton</li> <li>• Humboldt</li> <li>• Long Beach</li> <li>• Los Angeles</li> <li>• Monterey Bay</li> <li>• Northridge</li> <li>• Pomona</li> <li>• Sacramento</li> <li>• San Bernardino</li> <li>• San Diego</li> <li>• San Francisco</li> <li>• San Jose</li> <li>• San Luis Obispo</li> <li>• San Marcos</li> <li>• Sonoma</li> <li>• Stanislaus</li> </ul> <p><b><u>University of California:</u></b></p> <ul style="list-style-type: none"> <li>• Berkeley</li> <li>• Davis</li> <li>• Irvine</li> <li>• Los Angeles</li> <li>• Merced</li> <li>• Riverside</li> <li>• San Diego</li> <li>• Santa Barbara</li> <li>• Santa Cruz</li> </ul> <p><b><u>In State Private Colleges and Universities</u></b></p> <p>Azusa Pacific University            AMDA            Biola University            Cal Lutheran            California Baptist University            California College of the Arts            Chapman University            Concordia University            Dominican University of California            Fresno Pacific University            Hope International University            Loyola Marymount University            Occidental College            Pepperdine University            Point Loma Nazarene University            San Diego Christian College            Santa Clara University            Soka University            St. Catherine University            Stanford University            University of La Verne            University of Pacific            University of Redlands            University of Southern California            Whittier College</p> <p><b><u>Out of State Colleges and Universities</u></b></p> <p>Albion College            American University            Arcadia University            Arizona State University</p>	<p>Baylor University            Bethune-Cookman University            Boston College            Boston University            Brigham Young University            Brown University            Calvin College            Carnegie Mellon University            Carroll College            Chatham University            Clark Atlanta University            Colorado State University            Columbia College Chicago            Cornell University            Cornish College of the Arts            Cottey College            Covenant College            DePaul University            Embry-Riddle Aeronautical University            Emerson College            Florida State University            Fordham University            Fort Lewis College            Franklin College            Full Sail University            George Fox University            George Washington University            Georgia Southern University            Gonzaga University            Gordon College            Grand Canyon University            Hampshire College            Hawaii Pacific University            Iowa State University            Lewis &amp; Clark College            Liberty University            Milwaukee Institute of Art &amp; Design            Montana State            Muhlenberg College            New Mexico State University            New York University            North Carolina Central University            North Dakota State University            Northern Arizona University            Northwestern University            Ohio Wesleyan University            Oklahoma Baptist University            Oklahoma State University            Oregon State University            Pace University            Portland State University            Purdue University            Randolph-Macon College            Reed College            Rollins College            Seton Hall University            Sierra Nevada College            Southern Catholic College            Southern Methodist            St. John's University            State Univ. of New York at Oswego            Texas Christian University            The College of Wooster            Savannah College of Art &amp; Design            Smith College            Syracuse University</p>	<p>Texas A&amp;M University            Tulane University            University of Arizona            University of Colorado, Boulder            University of Colorado, Colorado            University of Evansville            University of Hawaii at Hilo            University of Iowa            University of Montana            University of Nevada Las Vegas            University of Oregon            University of Richmond            University of San Francisco            University of Tulsa            University of Utah            University of Vermont            University of Virginia            University of Washington            Utah Valley            Vanguard University            Wagner College            Washington College            Washington State University            Webster University            Western Washington University            West Virginia Wesleyan College            Westmont College            Whitworth University            Willamette University            York University</p> <p><b><u>International Universities</u></b></p> <p>Gymnasium Ulricianum Aurich            ITTP            Prague            McMaster University            University of Montreal            University of Ottawa            University of St. Andrews            University of the Arts London</p> <p><b><u>Community Colleges</u></b></p> <p>Germanna College            Mira Costa College            Palomar College            Peralta Community College            San Diego Mesa College            Southwestern College</p> <p><b><u>Vocational/Trade/VAPA Schools</u></b></p> <p>American Musical Dramatic Academy            American Academy of Dramatic Arts            Art Institute of California – Orange County            Art Institute of California – San Diego            Bellus Academy            Brightwood College            San Francisco Art Institute            Savannah College of Art &amp; Design</p> <p><b><u>Military</u></b></p> <p>Air Force            Army            Coast Guard Academy            Marines            Navy</p>
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