GHC | GRANADA HILLS CHARTER HIGH SCHOOL



COURSE CATALOG

2026-2027

An Independent Public School Since 2003

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INTRODUCTION

Course Catalog 2026-2027

Welcome to Granada Hills Charter! This course catalog is designed to guide students and families through our high school academic offerings, graduation requirements, and college admissions guidelines. It serves as a roadmap for planning the most appropriate program for the coming school year and the entirety of a student's journey at Granada Hills Charter (GHC).

Each student's school counselor is an essential partner in this process. Counselors meet with every student annually to review course selections and four-year graduation plans. In addition, incoming grade 9 students have the opportunity during the **Summer Transition Academy (STA)** to review their course requests and connect with a counselor if needed.

At GHC, we are committed to providing students with a challenging and meaningful educational experience. All classes, including Advanced Placement, are designed as full-year courses (unless otherwise noted), allowing for continuity of instruction, skill development, and deeper learning. We also value the relationships students build with their teachers and peers over time. For this reason, it is GHC's position that students do not change classes or teachers mid-year, except under extenuating circumstances and with approval from an administrator, department chair, and counselor.

Course availability is determined by student interest, students' requests, room capacity, and teacher assignments and may be adjusted as needed. Because requirements evolve, families should consult both the catalog and their counselor for the most current information. Some courses may include prerequisites or require concurrent enrollment.

Our academic program is grounded in the UC/CSU **a–g** standards and approved annually by the University of California Office of the President (UCOP). GHC maintains a rigorous, standards-based curriculum that ensures mastery of essential content and skills across all subject areas, including English, Mathematics, Science, Social Studies, World Languages and Cultures, Visual and Performing Arts, Health, and Physical Education. We are proud of our consistently strong outcomes, with a 96% graduation rate and 90% of graduates attending two- or four-year colleges and universities.

Each year, GHC submits new courses for UC/CSU approval. A full list of approved courses is available at hs-articulation.ucop.edu/A-G.

We are confident that your time at Granada Hills Charter will be both challenging and rewarding, preparing you for success in college, career, and the many opportunities of the 21st century.

CREDITS, MARKS, AND GHC GRADUATION REQUIREMENTS

Definition of Credit
Five (5) instructional credits are earned by completing the equivalent of five class periods per week (40–60 minutes each) for one semester, or 60 hours total. One instructional credit equals approximately 12 hours of instruction. A semester-long course that meets daily and totals 60 hours awards five (5) credits upon satisfactory completion; a year-long course of 120 hours awards ten (10) credits**.**

Awarding Course Credit
Course credit is awarded only for classes approved by the GHC Governing Board. Credits follow the Carnegie Unit standard:

- **One Carnegie Unit** = one full-year course = 10 credits
- **One-half Carnegie Unit** = one semester course = 5 credits

Credit is not granted for courses in which a student earns a Fail, No Mark, Incomplete, or ATF (Fail due to attendance). Courses repeated to raise a grade do not earn additional credit unless the original grade was Fail, No Mark, Incomplete, or ATF.

Partial credit is awarded only when permitted by law (AB 216). Students currently enrolled at GHC who wish to take courses at another institution must first obtain counselor approval for credit. Once posted, all courses and grades become part of the permanent transcript and cannot be removed.

For GPA information, see the "GPA Calculation" section.

Accreditation
All GHC courses are accredited by the Western Association of Schools and Colleges (WASC) and are transferable nationwide. Students who earn a grade of "C" or better in required courses meet the UC/CSU "a–g" requirements**,** unless otherwise specified in their Individualized Education Plan (IEP). NCAA eligibility requirements vary and should be reviewed with a counselor.

Resources:

1. www.californiacolleges.edu
2. www.universityofcalifornia.edu
3. www.calstate.edu
4. UC/CSU approved course list: hs-articulation.ucop.edu

Graduation Requirements
To earn a Granada Hills Charter diploma, students must:

- Earn **230 credits with** grades of **"D" or better**
- Complete the **minimum UC "a–g" sequence**
- Meet **California Department of Education (CDE)** graduation requirements
- Fulfill **additional GHC graduation requirements**

For UC/CSU admission, students must earn a grade of **"C" or better** in "a–g" courses. Completing the minimum GHC graduation requirements does **not** guarantee UC/CSU admission. To remain competitive for admission and scholarships, students are encouraged to take more than the minimum 15 "a–g" courses, all with grades of "C" or better. If a student earns below a "C," the course must be repeated with a "C" or higher, or in some cases, validated through advanced coursework.

Colleges also consider **SAT/ACT scores, GPA, and extracurricular activities**. Students should consult their counselor and review individual college websites for specific requirements.

Validation
In line with UC policy, GHC allows validation of coursework. Validation occurs when a student successfully completes an advanced course (with a grade of "C" or better) in a sequence, thereby satisfying requirements for the lower-level course**.**

Credit for Repeated Courses
Credit is not granted for repeated courses unless the prior grade was a Fail, No Mark, Incomplete, or ATF. Partial credit is awarded only under AB 216. Some courses may be repeated for credit as noted in their course descriptions, though limits may apply. For details, students should consult their counselor.

Number of Courses Required Each Semester

Maximum Credits
Students are generally enrolled in no more than six classes (30 credits) per semester. Exceptions may be made for students who demonstrate the ability, educational goals, and commitment to succeed in an extended program.

Minimum Credits
Students are typically required to enroll in six classes. A seventh class may be added with the completion of the required documentation available in the Counseling Office. Students are responsible for meeting the required deadlines.

Under California Education Code 46147 and GHC policy, students in grade 12 must be enrolled in at least five classes (240 instructional minutes daily). In addition, they must have earned a minimum of 190 credits before the fall semester and 215 credits before the spring semester to enroll in fewer than six classes.

Students in grade 12 may also meet the five-class requirement through regional occupational programs, accredited college courses, independent study, individualized education plans, continuation education, or adult school classes (Ed Codes 46145, 46146). Students in grades 11 and 12 concurrently enrolled part-time at a UC or CSU must also attend at least five classes at GHC. Any student leaving campus before the end of the school day must complete the Home/Off-Site Authorization Form.

Summer Transition Academy (STA)
Since 2011, GHC has required all incoming grade 9 and grade 10 students to attend and successfully complete the Summer Transition Academy (STA). The STA introduces students to GHC's culture and expectations, fosters a successful transition to high school, and ensures accurate placement through diagnostic testing. It also develops a four-year academic plan, models a college-readiness mindset, and connects families with higher education resources.

Students earn 2.5 elective credits in Academy Math and 2.5 in Academy English. Missing more than four hours results in an Attendance Fail (ATF) and requires completion of the STA the following summer. Students unable to attend during the summer before grade 9 may file an appeal under extenuating circumstances; approved appeals defer STA completion to the next summer. Denied appeals result in a Fail on the transcript, and STA must still be completed. STA grades count toward the GHC cumulative GPA.

Students who choose not to attend STA will not be eligible for a GHC diploma or graduation ceremony participation unless they complete the approved Senior Boot Camp after their expected graduation date.

Students entering in grade 11 or grade 12 may either attend STA or request an approved substitute course through their counselor. Students who previously attended GHC in grade 9 or grade 10, withdrew, and later re-enroll must still fulfill the STA requirement to graduate and participate in commencement

Credit for School Service, Similar Courses and Repeated Courses
School Service courses are available to students in grades 10–12 who maintain at least a 2.0 GPA. Students in grade 9 may only enroll under extraordinary circumstances with the Service Form signed by the parent/guardian, counselor, and administrator, and kept on file.

Assembly Bill 1012 (AB 1012) allows a student to be assigned to a course without direct "educational content" only if all three conditions are met:

1. The parent/guardian consents in writing.
2. A school official determines the student will benefit from the course.
3. The administrator provides written verification, maintained on file, that no students are assigned to such courses unless the above conditions are met.

Service and similar classes may include academic mentor, peer tutoring, teacher assistant, laboratory assistant, computer assistant, language assistant, and office assistant.
Under no circumstances may a school assign a student to a course period without educational content simply because there are not sufficient curricular offerings available.
AB 1012 also applies to repeated courses. A student may not be assigned to a course they have already completed with a passing grade that satisfies UC/CSU admission prerequisites or GHC diploma requirements, unless the same three conditions above are met.
Counselors assigning service, similar, or repeated courses must keep a signed parent permission form and administrator verification on file for every student.

Report Cards
Report cards are mailed home at the 20-week marking period and at the end of summer school. Parents/guardians may also view grades in Parent Portal at the 6-week, 12-week, and 20-week reporting periods. All 20-week grades are final and cannot be expunged from the transcript. Work habits and teacher comments do not appear on transcripts. At the time of enrollment, parents may opt to receive paper copies by mail at the 12-week marking periods in addition to the 20-week marking period.

Final Exams
All teachers administer comprehensive final exams according to the designated schedule in December and late May/early June.

- All students are required to take finals.
- Teachers cannot grant early or late exams.
- Students absent on the scheduled date will receive a zero.

Students with extenuating circumstances must file an appeal with the Final Exam Appeal Committee (forms available in the Counseling Office). Verification is required. A student must have a passing grade to be eligible for an "Incomplete." Appeals may be granted with appropriate documentation, such as a doctor's note.

No Mark (NM)
A grade of "No Mark" may be issued if a student has been enrolled at GHC for fewer than 15 days and no grades have been received from the previous school or class**.**

Incomplete (INC)

A grade of "Incomplete" may be issued if a student was passing but absent during the latter part of the grading period and their attendance appeal has been approved.

- Counselors prepare and submit the Incomplete Form for administrator approval.
- Unless otherwise authorized, an INC must be resolved by the six-week report card of the following term.

Request for Course/Class Changes
Program changes are not permitted for elective or teacher and/or class period preference. Students may request a change prior to Permanent Program Day only for the following reasons:

1. Two identical classes scheduled in error.
2. The student previously passed the class (except Algebra 1AB).
3. Dean recommendation for safety reasons.
4. Adjustment needed for sports team enrollment (if possible).
5. Teacher recommendation based on lack of prerequisite skills for success.

Request for Teacher Changes
Requests for teacher changes will not be accommodated. Teacher assignments are made based on class size, course availability, and scheduling logistics to ensure a fair and balanced experience. Counselors may schedule a parent-student-teacher conference to help address concerns.

Permanent Programming Day
Students may not change academic schedules after Permanent Programming Day. The Counseling Office determines this date each term and communicates it in advance. On this date, schedules are considered final for the term.

AP or IB Course Drop Policy
Students enrolled in a yearlong AP or IB course may not drop the class after Permanent Programming Day in the fall. A student who drops after this date will receive a "Drop/Fail" on the transcript and may be placed in a CP (not Honors) class if space is available. Schedule changes in the spring are allowed only if the student earns a grade of D or F in an AP class in the fall and receives approval from the Appeals Committee.

If a student is considering dropping an AP course after Permanent Programming Day, the following must be demonstrated:
• A student-parent meeting with the teacher to review work and support strategies
• Documented steps to improve time management and study skills
• Use of school-provided supports
• A student-parent meeting with the college counselor to review potential long-term impacts

Grades Appeal
All twenty-week grades are final and may be changed only by the teacher with administrator approval. Parents/guardians may request a grade appeal review for the following reasons: mistake, fraud, bad faith, or incompetency in assigning the grade.

When grades are earned at Granada Hills Charter, the teacher determines the grade. In the absence of the reasons above, the grade is final. Disagreement with instructional methods, curriculum, or grading philosophy is not grounds for appeal.

Before requesting a Grade Appeal Form, the student or parent must meet with the teacher within the first ten school days of the next semester. If unresolved, the Grade Appeal Form may be requested from the counselor and must be submitted within 45 school days of the following semester. Teachers no longer employed at GHC will be represented by the Department Chair.

Comments are not grades. Questions about comments must be directed to the teacher or department chair. The teacher's and department chair's decision is final. Grade appeals are not permitted for quizzes, exams, individual or group assignments, or report card marks other than the final grade.

Request for Academic Program Change
Except for opt-in programs such as IB Diploma and AP Capstone, students may request only one academic program change during their four years of high school.

Adult School Credit
Students may complete "A-G" courses in adult school. GHC will verify that completed courses carry the required "A-G" designation by checking the adult school's approved list.

Year of the Diploma
When a student first enters grade 9, the state reporting system sets the graduation year. GHC must adhere to this grade assignment and graduation year. Students must meet the graduation requirements of the year printed on the diploma.

If a student completes requirements in summer school, intersession, or the fall semester following the graduation year, the diploma will carry the previous June graduation date, and the student will be held to the requirements of that school year.

Students with disabilities with an active IEP, English Learners, and foster youth may request to extend their graduation year. These students may need additional semesters or years to complete coursework for their original graduation class year. Students with disabilities who extend their year must remain eligible for special education services at GHC throughout their enrollment. Students with Section 504 plans are not eligible. For students approved for this extension, the graduation year remains the same as the original class year to ensure records reflect accurate requirements.

Students with Disabilities
Students with disabilities working toward a diploma are required to meet the same graduation standards as their non-disabled peers. The IEP team does not have the authority to grant waivers. The governing board of GHC has adopted alternative means for pupils to complete the prescribed course of study in a US-accredited institution as follows:
• Career technical education classes offered in accredited high schools
• Courses offered by accredited regional occupational centers or programs
• Independent study from an accredited institution
• Credit earned at an accredited postsecondary institution

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

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

Students in Foster Care
On September 23, 2013, AB 216 was passed and approved by the Governor to amend Section 51225.3 of, and add Section 51225.1 to the Education Code, relating to high school graduation for students in foster care. As of January 1, 2015, Assembly Bill 1806 (AB 1806) was signed into law, revising Section 51225.1 of the Education Code, extending these provisions to homeless youth. Students who qualify for AB 167/216 and AB 1806 are youth in foster care, identified as homeless, or on probation at the time of the school transfer.

To be considered a youth in foster care for purposes of AB 167/216 graduation, the youth must be subject to Welfare and Institutions Code (WIC) Sections 300 or 309 petition, regardless of where they live. To be considered a probation youth for purposes of AB 167/216 and AB 1806 graduation, the youth must be subject to a petition under WIC Section 602, regardless of where they live. A youth is considered a WIC 602 youth as long as they are charged with a crime in delinquency court; they do not need to already be found guilty or placed on probation.

Among the provisions are:
• Foster youth who transfer between schools any time after the completion of their second year of high school are exempt from all coursework and other requirements adopted by the school district that are in addition to California coursework requirements for graduation, unless the district determines that the student is reasonably able to complete the local requirements by the end of the student's fourth year of high school
• If GHC determines that a student is reasonably able to complete the school district's graduation requirements within a fifth year of high school, GHC shall inform the student of his or her option to remain in school for a fifth year to complete the GHC graduation requirements
• GHC shall notify the student and the education rights holder about the effect this will have on their ability to gain admission to a postsecondary educational institution
• GHC shall provide information about transfer opportunities available through the California Community Colleges
• GHC shall permit that student to attend a fifth year of high school to complete the district's graduation requirements upon agreement with the student, if the student is 18 years or older, or with the education rights holder if the student is under 18 years of age
• The number of credits earned or the length of the student's school enrollment are to be used to determine whether the student is in his or her third or fourth year
• Schools must notify the holder of education rights, the foster youth, and the youth's social worker within 30 days of a transfer of the exemption and whether the student qualifies for the exemption
• Foster youth who meet the eligibility criteria for exemption under AB 167/216 and complete the state graduation requirements before the end of their fourth year in high school are entitled to remain in attendance at their school. The school shall not require or request that the student graduate before the end of their fourth year of high school
• Schools must notify students in foster care that any course requirements waived under AB 167/216 will affect the pupil's ability to gain admission to a postsecondary education institution and shall provide information about transfer opportunities available through the California Community Colleges
• Foster youth who meet the eligibility criteria for exemption under AB 167/216 shall not be required to accept the exemption and are entitled to remain in attendance at their school
• Foster youth may not be denied enrollment in, or the ability to complete, courses for which they are otherwise eligible, including courses necessary to attend an institution of higher education
• If a student in foster care is not exempted from local graduation requirements or has previously declined the exemption, the school shall exempt the student at any time if the student requests an exemption and qualifies for the exemption
• If a student in foster care is exempted from local graduation requirements, a school shall not revoke the exemption
• If a student in foster care is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court's jurisdiction over the student while enrolled in school or if the student transfers to another school or school district
• A school, a student in foster care, the education rights holder, the student's social worker, and/or the student's probation officer shall not require or request a student in foster care to transfer schools in order to qualify for an exemption

The minimum graduation requirements for eligible students in foster care as required by the CDE are the following number of courses in the subjects specified, each course having a duration of one year unless otherwise noted:
• Three years in Social Studies, including United States History and Geography; World History, Culture, and Geography; a one-semester course in American Government and Civics; and a one-semester course in Economics
• Three years in English
• Two years in Mathematics (Algebra 1 or an advanced Algebra course must be completed in grades six through twelve)
• Two years in Science, including Biological and Physical Sciences
• One year in Visual or Performing Arts, Foreign Language, or CTE
• Two years in Physical Education unless the pupil has been exempted pursuant to the provisions of this code
• Students must complete the CDE requirements with a grade of "D" or better
• Note: In many cases, completion of an "A-G" course will also satisfy the CDE requirement. Advanced Placement Exams and/or Subject tests may not be used to meet the CDE requirements

- GHC shall permit that student to attend a 5th year of high school to complete the district's graduation requirements upon agreement with the student, if the student is 18 years or older, or with the education rights holder if the student is under 18 years of age.

- The number of credits earned or the length of the student's school enrollment are to be used to determine whether the student is in his or her 3rd or 4th year.
- Schools must notify the holder of education rights, the foster youth, and the youth's social worker within 30 days of a transfer of the exemption and whether the student qualifies for the exemption.
- Foster youth who meet the eligibility criteria for exemption under AB 167/216 and complete the state graduation requirements before the end of their 4th year in high school are entitled to remain in attendance at their school. The school shall not require or request that the students graduate before the end of their 4th year of high school.
- Schools must notify students in foster care that any course requirements waived under AB 167/216 will affect the pupil's ability to gain admission to a postsecondary education institution and shall provide information about transfer opportunities available through the California Community Colleges.
- Foster youth who meet the eligibility criteria for exemption under AB 167/216 shall not be required to accept the exemption and are entitled to remain in attendance at their school.
- Foster youth may not be denied enrollment in, or the ability to complete, courses for which he or she is otherwise eligible, including courses necessary to attend an institution of higher education.
- If a student in foster care is not exempted from local graduation requirements or has previously declined the exemption, the school shall exempt the student at any time if the student requests an exemption and the student qualifies for the exemption.
- If a student in foster care is exempted from local graduation requirements, a school shall not revoke the exemption.
- If a student in foster care is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court's jurisdiction over the student while he or she is enrolled in school or if the student transfers to another school or school district.
- A school, a student in foster care, the education rights holder, the student's social worker, and/or the student's probation officer shall not require or request a student in foster care to transfer schools in order to qualify the student for an exemption.

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

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

Earning a GHC Diploma Following the Expected Graduation Date

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

Non-Graduates
Situations when a student does not graduate "on time":
• A non-graduate who was expected to graduate in June and finishes the graduation requirements on or before August 15 immediately following the graduation year may receive their GHC diploma
• A non-graduate who was expected to graduate in June and does not take advantage of completing the missing course requirements during the summer/intersession and/or the fall semester immediately following the graduation year shall be referred to Adult School by the counselor or administrator. The Adult School shall determine the new graduation requirements and issue the appropriate diploma
• Exceptions to the above are as follows:
o English Learners who are newcomers enrolling in high school as their first school experience in the United States may remain in high school until graduation requirements are met or through the age of 21, as long as satisfactory progress is made (earning at least 55 credits per year)
o Students with an IEP may remain in high school until the age of 22 based on the IEP
a) A student who becomes 22 years of age during the months of January through June while receiving a special education program and/or services is eligible and may continue services for the remainder of the current fiscal year (including extended school year if applicable)
b) A student with an IEP who voluntarily elected to exit from school with a Certificate of Completion may elect to re-enroll in school prior to their 22nd birthday during the months of January through June. In this case, an IEP team would develop an IEP, including an Individualized Transition Plan (ITP) with appropriate goals and objectives within 30 days

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

Student responsibilities include:
• The student's grade level and School ID will not be changed; they will graduate as a grade 11 student
• The student must meet all of the graduation and eligibility requirements as if they were a senior
• The student must arrange with the English Department to complete the senior project
• The student will not be eligible for the Seal of Biliteracy or Golden State Diploma
• The student cannot be considered for valedictorian
• The student is responsible for attaining senior activity information and meeting all requirements for participation with approval from the Activities Office
• The student must contact the yearbook and arrange for the senior picture
• The student is responsible for completing and submitting the Senior Contract on or before the required due date
• The student is responsible for completing and submitting the Diploma Card on or before the required due date
• The student must participate in graduation rehearsals and senior clearance
• The student must make arrangements to complete final exams in advance of rehearsal

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

Foreign Exchange Students
Foreign exchange students in grade twelve will be given an honorary diploma per Education Code Section 51225.5, which authorizes the conferring of an honorary diploma to foreign exchange students. This option only applies to students enrolled for one academic year who will return to their home countries. Foreign exchange students will walk with the graduating class but will be seated in a designated area separate from the class.

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

Currently Enrolled Students
• Access unofficial transcripts on the Student Data System mobile application (for students and parents)
• Official transcripts are free through Scoir for currently enrolled students applying to postsecondary institutions that accept Scoir
• If a school does not accept Scoir transcripts, students must order transcripts at www.parchment.com
• Currently enrolled students requesting transcripts for reasons other than college applications must order them through www.parchment.com
• Records other than transcripts are available at GHC. Forms can be downloaded at www.ghctk12.com or obtained from the Counseling Office (open Monday–Friday, 7:30 am to 4:00 pm on school days). There is no same-day or walk-in service for records
• Final transcripts must be ordered via www.parchment.com

Alumni Who Graduated or Left 2004–Present
• Transcripts are available at www.parchment.com
• Records other than transcripts are available at GHC. Call 818-360-2361, extension 306 to confirm records are still on site
• Forms may be downloaded at www.ghctk12.com or obtained from the Counseling Office (open Monday–Friday, 7:30 am to 4:00 pm on school days). There is no same-day or walk-in service for records

Alumni Who Graduated or Left Prior to 2004
• Transcripts and records are only available through LAUSD Student Records Center at https://achieve.lausd.net/transcripts
• Students who graduated or left GHC prior to 1990 must provide a student file number when ordering records from LAUSD. Call GHC at 818-360-2361, extension 306, for the file number. Once obtained, transcripts and records can be ordered through LAUSD at 323-224-5950

GHC High School Graduation Subject Requirements

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

Students must take the following required coursework and earn 230 credits

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

TOTAL 230 CREDITS

UC/CSU "A-G" Subject Requirements

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

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

ADDITIONAL INFORMATION ABOUT GRADUATION REQUIREMENTS

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

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

a) Meet academic requirements with credits and required courses
b) Clear all detentions and pay all debts
c) Attend the Summer Transition Academy (Class of 2011 and above)
d) Meet citizenship standards and/or follow school rules at any GHC activity
e) Attend BOTH graduation rehearsals
f) Attend the Senior Clearance
g) Complete all Scoir required tasks
    - Attend a mandatory Sober Grad
    - Fulfill all other obligations of the Senior Contract

TESTING POLICY

As a California public school, GHC administers all California state mandated assessments in the California Assessment of Student Performance and Progress (CAASPP). In addition to California state mandated assessments in the CAASPP, GHC has selected and developed other assessments designed to provide students, parents/guardians, and the school with feedback on student performance. The school uses the results of these assessments to make adjustments to the instructional program to ensure that students are adequately prepared for success in college and career. These assessments may include department created writing prompts, department created multiple choice assessments, computer-based assessments and third-party standardized assessments. The selection and development of the GHC assessments is a local decision made by the GHC instructional departments and through various school committees consisting of faculty, students, and parents/guardians. Careful consideration is given to the purpose of these assessments, the usefulness of the results, and the instructional time necessary for the administration of the tests. The Operations Committee determines the assessments dates and bell schedule.

There are no grades associated with any assessment in the CAASPP program. However, GHC developed or selected assessments are often graded, and students who do not participate in GHC-selected or developed assessments may receive a grade indicating lack of participation and may lose opportunities to participate in optional school activities.

All students must participate fully in GHC assessments in grades 9-11 to be eligible to participate in optional activities such as senior activities, school extracurricular activities and school athletics. Students who clearly disregard an assessment as determined by the testing coordinator or test proctor will be regarded as having refused to comply with the testing requirement and may be subject to loss of senior activities, school extracurricular activities and school athletics. For example: If students do not complete the English writing assessment in grade nine, they may be ineligible for student activities during grade 10. Eligibility will be reinstated for grade eleven year if a student sits for all assessments during the grade 10 school year. For information about this policy, contact the Administrative Director in charge of Student Assessment.

The California Alternate Assessments (CAAs) are part of the California Assessment of Student Performance and Progress (CAASPP) state testing program. The CAAs are designed for students with the most significant cognitive disabilities. Students are eligible for the CAA only if an alternate assessment is indicated in their active individualized education program (IEP) as determined by an IEP team.

As part of the CAASPP state testing program, the California Alternate Assessments (CAAs) for English language arts and mathematics are to be administered to students when designated in their IEP in grades three through eight and grade eleven. The CAA for Science is administered in grades 5, 8 and once in high school. More information about the CAA and their administration can be found here: https://www.cde.ca.gov/ta/tg/ca/documents/caapgtu.pdf.

Per California Education Code 60615, parents and guardians have the right to exempt their child from participating in the CAASPP program, including assessments within the CAA. California Education Code 60615 reads as follows: "Notwithstanding any other provision of law, a parent's or guardian's written request to school officials to excuse his or her child from any or all parts of the assessments administered pursuant to this chapter shall be granted."

California Education Code 60615 applies only to state-mandated assessments in the CAASPP program. The CAASPP program includes the grade 11 Smarter Balanced Assessments in ELA and Mathematics, CAASPP interim assessments, and the grade 10 Life Science test. Students not participating in the CAASPP program are expected to be in attendance at school during the testing periods each day, and will be required to participate in alternative school activities during this these periods.

FINAL EXAM POLICY

All teachers give comprehensive finals during the designated final exam schedule in December and late May/early June. All students are required to take the Final Exams. Teachers will not make accommodations for an early or late final. Students

who are absent on the designated date will receive a zero on the final exam. Students who need to be excused under extenuating circumstances will have to file an appeal with the Final Exam Appeal Committee. Forms are available in the Counseling Office. The student must have a passing grade to apply for an incomplete.

ADVANCED PLACEMENT TESTING

For Advanced Placement Testing information and fees contact the Office of Instruction.

TENTATIVE PLANNING SHEET

	Grade 9	Grade 10
ENGLISH	English 9 AB or H. English 9 AB ESL 1/2 ESL 3/4	English 10 AB or H English 10 AB AP Seminar AB ESL 1/2 ESL 3/4
SOCIAL SCIENCE* *Local Option in Grade 9 and Academic Program Dependent	AP Human Geography Geography AB	World History or H World History AB AP World History AB
MATH	Algebra 1 AB Geometry AB Algebra 2 AB	Algebra 1 AB Geometry AB Algebra 2 AB Precalculus AB AP Precalculus AB AP Calculus AB or BC
SCIENCE	Biology AB or H Biology AB Biology & Sustainable Agriculture (GBF) AP Physics 1 AB H Chemistry AB Principles of Biomedical Science AB (STEM/GGC) H Principles of Biomedical Science AB (STEM/GGC)	Chemistry AB or H Chemistry AB AP Chemistry AB Physics AB AP Physics 1 or AP Physics 2 AB H Biology AB AP Biology AB
WORLD LANGUAGE	Spanish 1AB, 2AB, 3AB Heritage Spanish 2AB, 3AB French 1AB, 2AB, 3AB ASL 1AB, 2AB, 3AB Arabic 1AB, 2AB, 3AB Korean 1AB, 2AB, 3AB Heritage Korean 1AB, 2AB, 3AB Mandarin 1AB, 2AB, 3AB	Spanish 1AB, 2 AB, 3AB Heritage Spanish 2AB, 3AB French 1AB, 2AB, 3AB ASL 1AB, 2AB, 3AB Arabic 1AB, 2AB, 3AB Korean 1AB, 2AB, 3AB Heritage Korean 1AB, 2AB, 3AB Mandarin 1AB, 2AB, 3AB
PE* *Requires Try Out	Physical Education 9 AB	Physical Education 10 AB Intro to Dance AB Yoga & Mindfulness AB Athletics Team AB*
VAPA/ELECTIVE OPTIONS* *Local Option in Grade 9 and Academic Program Dependent	Drama AB Choir AB Instruments AB Drawing AB AP Art History AB Journalism AB AP Comp. Sci Principles AB Principles of AI AB Intro to Engineering AB Intro to Business AB Intro to CAD/Robotics New Media AB (NMA) Radio AB Learning Lab	

TENTATIVE PLANNING SHEET

	Grade 11	Grade 12
ENGLISH	English 11 AB or H English 11 AB AP English Language AB AP English Literature AB AP Seminar AB	English 12 AB AP English Language AB AP English Literature AB AP Seminar AB
SOCIAL SCIENCE	US History AB or H US History AB AP US History AB AP African American Studies AB	Government/Economics AP Macroecnomics/AP Government AP Microeconomics/AP Government
MATH	Geometry AB Algebra 2 AB Precalculus AB AP Precalculus AB AP Calculus AB or BC AP Statistics AB	Algebra 2 AB Precalculus AB AP Precalculus AB AP Calculus AB or BC AP Statistics AB
SCIENCE	Chemistry AB or H Chemistry AB AP Chemistry AB Physics AB AP Physics 1AB, AP Physics 2AB, or AP Physics C AB H Biology AB AP Biology AB Hum. Body Systems AB or H. Hum. Body Systems AB AP Environmental Science	Chemistry AB or H Chemistry AB AP Chemistry AB Physics AB AP Physics 1AB, AP Physics 2AB, or AP Physics C AB H Biology AB AP Biology AB Hum. Body Systems AB or H. Hum. Body Systems AB AP Environmental Science
WORLD LANGUAGE	Spanish 3 AB, AP Span. Lang.AB Heritage Spanish 2AB, 3AB French 3AB AP French Lang AB ASL 3AB Arabic 3AB Korean 3AB Heritage Korean 2AB, 3AB Mandarin 3AB, AP Chinese Lang. AB	Spanish 3 AB, AP Span. Lang.AB, AP Spanish Lit. AB Heritage Spanish 2AB, 3AB French 3AB AP French Lang ASL 3AB Arabic 3AB Korean 3AB Heritage Korean 2AB, 3AB Mandarin 3AB, AP Chinese Lang. AB

GRADE 11-12 VAPA/ELECTIVE OPTIONS* * Requires Audition, Teacher Recommendation, or Prerequistie Class	Introduction to Dance AB, Intermediate Dance AB*, Advanced Dance AB* Automotive Tech Fundamentals 1 AB, Advanced Auto Tech 2 AB* Intro to Business AB Video Broadcasting* Creative Writing AB Radio AB Journalism 1AB , Journalism 2 / Plaid Press,AB8, Journalism 3 / Plaid Press AB*AP Computer Science Principles AP Computer Science A AB AP Cybersecurity 1 AB AP Networking AB Principles of Artificial Intelligence AB AP Computer Science Principles AB Concert Choir AB, Honors Choir AB*, Show Choir AB*, Vocal Ensemble AB* AP Music Theory AB Guitar AB, Advanced Guitar AB* Jazz Band/Ensemble AB* Jazz Fundamentals AB Keyboards AB Music Technology AB, Advanced Music Technology AB* Advanced Band AB*, Instruments AB, Advanced Orchestra AB*, Orchestra AB Drama AB, Theatre Arts Workshop AB*, Play Production AB* AP Art History AB H Art History AB AP Drawing AB* AP Studio Art 2D Design AB* Advanced Drawing AB* Yearbook AB* Ceramics AB, Advanced Ceramics AB* Cartooning/Animation AB Design Craft AB Digital Imaging AB Drawing AB Filmmaking AB Painting AB Introduction to Engineering AB Intro to CAD/Robotics AB Advanced CAD/Robotics AB Robotics Team AB* AP Human Geography AB AP Psychology AB AP African American Studies AB Athletics Team*

UC VALIDATION
MATH AND WORLD LANGUAGES
GHC does not validate using the CSU guidelines

There are two types of validation:

- Validation of coursework: validation of a lower–level course even if the lower-level course was not actually completed ("subject omission")

- Validation of grades: validation of a D or F grade ("grade deficiency") in a lower-level course after completion of a higher-level course with a grade of C or better

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

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

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

However, validation applies in the following cases:

- The omission of the first semester of Geometry can be validated by successful completion of the second semester of Geometry with a letter grade of C or better.

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

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

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

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

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

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

COUNSELING SERVICES

GHC ACADEMIC SUPPORT

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

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

To ensure accurate placement in grade 9 and provide students with the widest range of academic program choices and course options, the counseling office requests that incoming grade nine students submit their grade eight first-semester report card once enrolled. Additionally, students who are new to GHC will also be expected to participate in the Summer Transition Academy (STA).

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

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

GHC Intervention Coordinator

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

Psychiatric Worker Social Emotional Support

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

GHC COLLEGE AND CAREER COUNSELORS

GHC college counselors are available to guide students and parents in the process of college application, admission, and scholarship/financial aid. They provide group presentations, one-on-one counseling, and workshops. Information about these workshops and important college and career related opportunities and deadlines is disseminated through our website, social media, flyers, PA announcements, and the weekly College and Career Office Newsletter that is emailed to all parents, students, and staff. GHC uses Scoir to

assist students as they research, explore, and plan for their post-secondary transition. Students log into Scoir with their Granada email username and password by accessing their Scoir registration invite through their GHC email.

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

Grade Nine:

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

Required tasks for graduation:

- Register Scoir account

Grade Ten:

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

Required tasks for graduation:

- Career Profile

Recommended tasks:

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

Recommended workshops:

- Career speaker series

Grade Eleven:

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

Required tasks for graduation:

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

Recommended tasks:

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

Recommended workshops:

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

Grade Twelve:

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

Required tasks for graduation:

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

Recommended tasks:

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

Recommended workshops:

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

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

2026-2027 GHC ACADEMIC PROGRAM DESCRIPTIONS

The **Granada Guaranteed Curriculum (GGC)** program is designed for students who want the most flexibility in course selection. GGC provides access to all honors and AP courses, including the AP Capstone, IB Diploma and CTE programs that begin in grade eleven. Within GGC, students can pursue a wide range of STEM courses, Humanities and Arts courses, Business and Economics courses, and Social and Behavioral Science courses. **Students in this program can complete CTE pathways in the following industries: Arts, Media and Entertainment, Engineering and Architecture, Transportation, Hospitality, Tourism, and Recreational, and Business and Finance.**

The **New Media Academy (NMA) Academic Program** is a clustered program. The focus of this program is a liberal arts curriculum that incorporates digital media and film production in a project-based, interdisciplinary, team-taught approach. Students interested in a rigorous academic program and media arts that is supported by teamed teachers who provide a nurturing environment will enjoy this program. **Students in this program will complete the Arts, Media, and Entertainment Industry CTE pathway as part of the course sequence.**

The **IB MYP Program (grades 9/10)** is designed for students who want to pursue a rigorous international and service-oriented curriculum. In accordance with the principles of the International Baccalaureate Organization's philosophy, students in this program will experience a well-balanced curriculum focused on STEM, the Humanities, languages, service work, and public speaking to develop themselves into confident leaders in their community. Students will complete a self-directed culminating IB community project and an externally assessed IB personal project aimed at developing the habits of lifelong learning. This program will also provide students with a foundation for success in the GHC IB Diploma Programme that begins in grade eleven. The Granada IB Programme in grades 9 and 10 is open to both students matriculating from the IB MYP program after grade 8 and students entering Granada for the first time in grade 9.

The **iGranada/Independent Study** is an independent study program that incorporates online learning and student support. The program is designed with a collegiate-like schedule, allowing access to the full high school experience. Students engage in various instructional courses, such as Advanced Placement, visual and performing arts, and college-preparatory courses. **Beginning in Fall 2023, the program introduced the IGETC pathway**, allowing students to include community college courses in their schedules and earn both high school and college credit for approved courses. All independent study coursework meets UC/CSU eligibility requirements and is approved by the NCAA.

The Science, Technology, Engineering and Mathematics (STEM)- Biomedical Pathway and Engineering and Math Pathway are clustered program. Both of these programs focus on an integrative approach to science, math, technology, and engineering that allows for real-world application and STEM career readiness. Students in these STEM programs are expected to take four years of foundational science and math courses that go beyond the graduation requirements. These programs integrate coursework and skills in language arts, mathematics, and science that culminate in a STEM-related research project. The Biotechnology Pathway includes Biomedical Science (grade 9), Human Systems (grade 11/12), and Biotech dual enrollment community college courses. **Students in this program can complete the Engineering and Architecture Industry CTE pathway.**

The Global Business and Finance Program (GBF) is a clustered program for students in grades 9 and above. The focus is designed for students who wish to pursue a business career. The GBF program consists of courses in introduction to business, business statistics, and business entrepreneurship. This program provides training in interviewing, job application, and resume building and extensive exposure to various business-related careers in a team-taught environment. Students have access to job shadowing and summer internships during grades 11 and 12. **Students in this program will complete the Business and Finance Industry CTE pathway as part of the course sequence.**

OPT-IN PROGRAMS FOR STUDENTS ENTERING GRADES 10 AND 11

The International Baccalaureate Diploma Programme (IB) is available for students in grades 11 and 12 and caters to creative students who like intellectual collaboration and embrace hard work. Students interested in the IB Programme must complete an IB Diploma Programme interest form and application during the spring semester of grade 10. Full Diploma candidates will be given priority in IB classes.

The AP Capstone Diploma Program (APC) is built on the foundation of two courses – AP Seminar and AP Research – This program is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. Students design research projects and presentations in a wide variety of subjects and disciplines and draw upon their own interests and curiosity in order to increase their college-readiness skills. Students who earn a 3 or above in four or more AP courses and complete the two foundational courses are eligible for an AP Capstone Diploma. Students interested in the AP Capstone Diploma Program must complete an AP Capstone Diploma interest form and application.

All programs offer full access to honors courses, AP courses, IB courses, and preparation for the International Baccalaureate Diploma Program and AP Capstone in grades 11 and 12. Unless otherwise stated in the course catalog, all courses in every program are accredited by the Western Association of Schools and Colleges, Core, UC/CSU approved and are transferable to schools throughout the United States. Students who graduate from GHC High School and earn a grade of "C" or better in the required courses will meet the UC/CSU "A-G" subject area requirements and the NCAA course requirements unless otherwise noted in their Individualized Education Plan.

CAREER TECHNICAL EDUCATION

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

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

Academic Program	INDUSTRY SECTOR	Pathway	Sub-Pathway	CTE SEQUENCE OF COURSES	
				Concentrator	**CTE Capstone Course**
GGC, STEM	**Agriculture and Natural Resources Sector (AGR)**	**Forestry and Natural Resources (104)**		Intermediate Forestry and Natural Resources* CALPADS Code 7151	Advanced Forestry and Natural Resources CALPADS Code 7152
GGC	**Arts, Media and Entertainment Sector (AME)**	**Performing Arts (112)**	**Professional Theatre Sub-Pathway (112C)**	Drama* CALPADS Code 7237	Theatre Arts Workshop AB* CALPADS Code 7238
GGC	**Arts, Media and Entertainment Sector (AME)**	**Performing Arts (112)**	**Dance/Choreography Sub-Pathway (112A)**	Intermediate Dance CALPADS Code 7231	Advanced Dance* CALPADS Code 7232
New Media Academy	**Arts, Media, and Entertainment Sector**	**Design, Visual and Media Arts (111)**	**Visual/Commercial Arts Sub-Pathway (111C)**	New Media* CALPADS Code 7220	Filmmaking* CALPADS Code 7721
GBF, GGC	**Business and Finance Sector (FIN)**	**Financial Services (180)**	**N/A**	Intro to Business* CALPADS Code 7421	Business Finance* CALPADS Code 7422
STEM, GGC	**Engineering and Architecture Sector (ENG)**	**Engineering Technology (153)**	**N/A**	Intro to Engineering* CALPADS Code 7720 Intro to CAD	Advanced Robotics CALPADS Code 7721 An articulation agreement with the University of Texas at Austin for Engineering (ES301).
GGC	**Hospitality, Tourism, and Recreation Sector (HOS)**	**Food Service and Hospitality (201)**	**N/A**	Foods and Nutrition*** CALPADS Code 8020	Advanced Culinary Arts*** CALPADS Code 8021 An articulation agreement with Los Angeles Trade-Tech College (LATTC) for LATCC course CA 112-Sanitation and Safety
GGC	**Transportation Sector (TRA)**	**Systems Diagnostics, Service, and Repair (221)**	**N/A**	Automotive Technology*** CALPADS Code 8531	Advanced Automotive Technology*** CALPADS Code 8532 An articulation Agreement with LA Pierce College for Fundamentals of Auto AST 25.

Notes: 1. * A-G eligible coursework
2. ** Receives community college articulated credit (if end-of-the-year exam is taken)
3. *** A-G eligible coursework and receives community college articulated Credit (if end-of-the-year exam is taken)

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

DRAMA
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: None
This course is designed as a prerequisite for all other drama classes and an introduction to Theatre Arts. Instruction includes the history of the theatre, beginning with Thespis and the Greeks, and progressing to the present time. Students are required to perform monologues, improvisational skits, and a two-person scene. The course includes basic theater terms, major movements, the actor's instrument (voice, movement), and an overview of techniques, focusing mainly on Stanislavsky, Strasberg's American acting "Method", and the modern schools of Stella Adler and Sanford Meisner. Spring semester culminates with a production of a one- act play.

THEATER ARTS WORKSHOPS
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Drama

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

INTERMEDIATE DANCE
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Intro to Dance and Teacher Recommendation

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

ADVANCE DANCE
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Intermediate Dance

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

ARTS, MEDIA AND ENTERTAINMENT SECTOR
CTE PATHWAY: DESIGN, VISUAL AND MEDIA ARTS (Pathway Code 111)

NEW MEDIA
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: None

This course accommodates beginning students and experienced students wanting to learn and improve graphic skills. Instruction covers an introduction to graphic design applications in which application creates a specific type of product. Learning a variety of applications will give students the ability to determine which applications are best for particular projects.

Students are introduced to the importance of visual communication, self-expressionism, concept development, aesthetics, symbolism, type, image, and computer method.

FILMMAKING
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: New Media

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

BUSINESS AND FINANCE SECTOR
CTE PATHWAY: FINANCIAL SERVICES (Pathway Code 180)

INTRODUCTION TO BUSINESS
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: None

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

BUSINESS FINANCE
Grade Level: 10-12 Course: Full Year
Recommended Prerequisite: Intro to Business

This course provides students with an understanding of how accounting processes are used to provide important financial information to internal and external stakeholders. Students apply the accounting cycle for both a service and merchandising business through closing the books for a sole proprietorship, partnership, and corporation; select and use appropriate computer hardware and software to develop, process, and maintain accounting records and create reports. Students complete accounting simulations and business case studies and analyze revenue streams and revenue forecasting. Related topics include: subsidiary ledgers, financial statements, asset acquisition and disposition, depreciation methods, flexible budgets, and capital budgeting decisions. Students are provided work-based learning through professional organizations like the American Institute of CPAs (certified public accountants) and earn industry certifications to demonstrate their mastery of career-ready skills.

FINANCIAL SERVICES
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: None

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

BUSINESS ENTREPRENEURSHIP
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: None

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

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

CULINARY ONE
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: None

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

ADVANCED CULINARY ARTS AB
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: Culinary Arts 1

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

TRANSPORTATION SECTOR
CTE PATHWAY: SYSTEMS DIAGNOSTICS, SERVICE, AND REPAIR (Pathway Code 221)

INTRODUCTION TO SYSTEMS DIAGNOSTICS, SERVICES, AND REPAIR
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: None

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

serves as an introductory course for first year pathway students.

ADVANCED SYSTEMS DIAGNOSTICS, SERVICES, AND REPAIR (CAPSTONE)
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: None

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

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

INTRODUCTION TO ENGINEERING & ARCHITECTURE
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: None

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

ROBOTICS 7721
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Introduction to Engineering & Architecture

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

COMPUTER SCIENCE

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

EXPLORING COMPUTER SCIENCE AB
Grade Level: 9 Course: Full Year
Recommended Prerequisite: None

Exploring Computer Science is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The overall goal of Exploring Computer Science is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students.
At Granada Hills Charter School, students who successfully complete this course are expected to be able to express algorithms using Scratch programming language. Students will complete several complex projects, including creating a website in HTML, designing a game in Scratch, and developing programs in an additional programming language (if time permits). Students will understand the data structure of computers, including garbage collection, overwriting data, and efficient methods of utilizing RAM. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues. As a result of this course, students will be adequately prepared for AP computer science and/or additional programming classes.

AP CYBERSECURITY
Grade Level: 10-12 Course: Full Year
Recommended Prerequisite: Exploring Computer Science or higher

AP Cybersecurity is a yearlong high school course that offers a broad introduction to the field and aligns closely with a college-level, introductory cybersecurity course. Students learn about common threats and vulnerabilities and how they combine to create risk. Students study how individuals and organizations manage risk and how risk can be mitigated through a defense-in-depth strategy. Students explore specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains including physical spaces, computer networks, devices, and data and applications. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, societies, and governments. Content and skills taught in the course align with the professional skills outlined in the National Initiative for Cybersecurity Education Workforce Framework.

AP COMPUTER SCIENCE PRINCIPLES AB
Grade Level: 10-12 Course: Full Year
Recommended Prerequisite: None

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

AP COMPUTER SCIENCE AB
Grade Level: 10-12 Course: Full Year
Recommended Prerequisite: "C" or better in AP Computer Science Principles

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

HL IB COMPUTER SCIENCE 2
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: "C" or better in AP Computer Science A

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

ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING
Grade Level: 9-12 **Course:** Full Year
Recommended Prerequisite: None

This course introduces students to the foundational concepts, applications, and ethical considerations of artificial intelligence and machine learning. Students explore how AI systems collect, organize, and analyze data to recognize patterns, make predictions, and solve real-world problems. Through hands-on, project-based learning, students develop practical skills using generative AI tools and language models to conduct research, enhance learning, and create innovative solutions. Students practice prompt engineering and examine the capabilities, limitations, risks, and responsible use of AI in academic, personal, and professional settings. Students also investigate the role of algorithms, classifiers, and data in machine learning while exploring emerging careers in artificial intelligence and related technology fields. This course serves as an introductory course for students interested in computer science, emerging technologies, and the future of AI.

ENGLISH LANGUAGE ARTS

The four-year English program provides students with reading, writing, speaking and presentation skills needed for all post-secondary college and career choices. The content of the program, aligned with the National Common Core Standards, develops critical reading, writing, researching and thinking skills through the study of relevant literary works from a wide range of genres, eras and literary styles. The curriculum encourages responsible social interaction through group discussions and presentations, and seeks to cultivate an appreciation of literature as means for knowing ourselves and others.
Students meet "A-G" requirements by taking the following courses in sequence: English 9AB, English 10AB, English 11AB, English 12AB, and elective classes. At all grade levels, student writing proficiency is measured by departmental internal assessments that are graded collaboratively by the department members. For students having difficulty meeting proficiency standards in coursework, targeted intervention is utilized in and out of the classroom using various instructional strategies, tutoring, and/or other models of intervention as determined by individual student needs.
Honors, AP, and IB courses are available to meet the needs of the gifted and talented students. AP and IB classes are offered side by side. AP English Language and AP English Literature offer advanced coursework culminating in an externally scored exam. The IB Programme is offered to all students at all skill levels interested in the Diploma Program, a comprehensive set of courses across all academic disciplines.

ELD 1A, 1B
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: None

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

ELD 2A, 2B
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Intermediate Language Proficiency

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

ELD ADVANCED 3 AND 4
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Advanced Language Proficiency

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

CP ENGLISH 9AB
Grade Level: 9-10 Course: Full Year
Recommended Prerequisite: None

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

core reading and writing assignments for the department are available from the department chair.

H ENGLISH 9
Grade Level: 9 Course: Full Year
Recommended Prerequisite: None

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

CP ENGLISH 10
Grade Level: 10 Course: Full Year
Recommended Prerequisite: Grade 9 English

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

H ENGLISH 10
Grade Level: 10 Course: Full Year
Recommended Prerequisite: Honors English 9 with a B or better, or Teacher recommendation, or PSAT Language score 600+

English 10 Honors builds on skills taught in English 9 Honors. In this course, students refine skill in literary analysis, focusing with greater depth on the techniques and effects of both informational and literary genres. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. Student writing also advances through development of more sophisticated argumentation. As they develop their writing skills and respond to claims, students formulate nuanced and sophisticated arguments using a range of textual and multimedia evidence and, when appropriate, personal experience to support their position. To improve their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative and expository styles. Throughout the course students are evaluated through a diversity of assessments and writing practices specifically designed to prepare them for the content, form, and depth of the Common Core assessments as well as grade eleven Honors, AP English Language or IB HL English course. Each semester culminates in either a complex final project or comprehensive written exam that allows students to demonstrate higher order thinking skills, problem solving, critical thinking, and investigation and inquiry techniques.

CP ENGLISH 11AB
Grade Level: 11 Course: Full Year
Recommended Prerequisite: Grade 10 English

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

H ENGLISH 11AB
Grade Level: 11 Course: Full Year
Recommended Prerequisite: Honors English 10 with a B or better, or Teacher recommendation, or PSAT Language score 600+

English 11AB Honors is a full-year survey course of American Literature providing students with a balanced language arts curriculum focusing on major literary works produced in the Americas from the 17th through the 21st centuries. The course consists of texts from every genre: novels, short stories, plays, poetry, non- fiction, essays and visual media. The course may be taught chronologically or thematically. The focus of instruction is to develop advanced critical reading, writing, thinking and research skills in the students who will demonstrate mastery of those skills through oral, visual and written assessments. The course aligns with the Common Core State Standards for English Language Arts by providing instruction in and demonstration of college- and career-ready skills of close reading, analysis, understanding, synthesis and application of knowledge of informational and literary texts. Students write short reflections on the themes or critical questions for each unit, personal narratives, and poetry, process papers on rhetorical and literary analyses, as well as annotated bibliographies and summaries of research sources. In honors classes, students routinely annotate literary and non-fiction texts in preparation for student-led discussions, such as Socratic Seminars, and
student-initiated individual and group research projects. In preparing for such assignments, students utilize a variety of technological tools and digital platforms to research, compose and present their learning in written, oral and multimedia projects. Honors level classes require more substantial practice in rhetorical analysis, literary analysis and exposure to complete texts.
Honors students also complete a research project in which they demonstrate their ability to write an original hypothesis or research question in response to a theme in American culture, or a specific work of American Literature, locate and access resources, read and summarize materials and evaluate the validity of the sources as they compose an extended position or persuasive paper through the composing stages of outline, draft, revision and polished final version.
Accompanying this research is a visual and oral presentation either individually or with a small group. The nature of the topic requires that students investigate a complex or controversial issue related to American Literature or History.
All honors English 11 classes have a comprehensive written final exam or a project-based culminating final assignment.

ENGLISH 12
Grade Level: 12 Course: Full Year
Recommended Prerequisite: English 11

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

multi-page, MLA formatted research paper/report and an oral, multimedia presentation on an appropriate and interesting topic of their choice.
Integrated with the literature component is Advanced Composition. This course is designed to refine students' writing skills. As a core assignment, students compose a personal essay to meet the requirements of college or career applications. Although creative writing opportunities may be present, the course focuses on non-fiction, scholarly, or formal writing, including a documented paper on an original thesis. All seniors must participate in a senior project, the details of which are provided to the students by their individual teacher.

AP SEMINAR
Grade Level: 10-12 Course: Full Year
Recommended Prerequisite: Honors or CP English 9 with a B or better

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision to craft and communicate evidence-based arguments.

AP LANGUAGE AND COMPOSITION
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: Honors English 10 with a B or better, or Teacher recommendation, or PSAT Language score 600+ and Completion of AP Form

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

AP LANGUAGE AND LITERATURE
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: Recommendation and Completion of AP Form

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.
The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

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

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

The IB Diploma Program Language A: literature course develops an understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In language A: literature, the formal analysis of texts

and wide coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses to texts.
Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.
Texts studied are chosen from the prescribed literature in translation (PLT) list and the prescribed list of authors (PLA) or elsewhere. The PLT list is a wide-ranging list of works in translation, from a variety of languages, allowing teachers to select works in a language different from the language of the examination. The PLA lists authors from the language of the examination. The authors on the list are appropriate for students aged 16 to 19.
All group 1 courses are suitable for students experienced in using a language in an academic context. It is also recognized that students have language backgrounds that vary significantly. For one student the target language may be his or her only proficient language; another student may have a complex language profile and competence in more than one language. While students in the group 1 courses will undergo significant development in their ability to use language for a range of purposes, these are not language-acquisition courses. In group 1, it is assumed that students are highly competent in the target language, whether or not it is their mother tongue.

ELECTIVES ADVANCED ELD
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: None

The purpose of Advanced ELD is to provide long-term English Learners or potential Long-Term English Learners not already enrolled in an ESL/ELD class with the skills and content knowledge to increase their current ELD level and meet reclassification requirements. The course's academic emphasis is on oral language development, accelerated academic vocabulary acquisition, expository writing, and reading comprehension with the use of California ELD standards in tandem with the Common Core State Standards/ELA .

CP JOURNALISM AB or 1
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: None

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

CP JOURNALISM 2
Grade Level: 10-12 Course: Full Year
Recommended Prerequisite: Journalism 1 or Teacher Approval

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

CP SPEECH AB
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: None

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

focus of this course is to prepare students for advanced speech and forensic competitions in the community.

CP ADVANCED SPEECH AB
Grade Level: 10-12 Course: Full Year
Recommended Prerequisite: Speech

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

CREATIVE WRITING AB
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: None

Students will develop skills in a wide repertoire of creative fiction and non-fiction via critical reading, writing, peer editing, revision, proofreading, peer assessment, and publication.
This one-year creative writing course targets college-bound seniors who will develop advanced skills in reading, self-expression, and communication via building a repertoire of writing genres. Each student is a writer and artist developing an individual voice in a community of writers who serve as a sounding board, editor, and audience. This rigorous course is built around in-depth studies of various non-fiction and fiction genres, such as essay, poetry, lyrics, short story, memoir, screenplays, novel, and drama. Pivotal to the curriculum is the deepening of student's critical reading, writing and thinking skills and their ability to extend their understanding of complex material via both reading and writing. In addition, they are expected to increase their understanding and application of techniques employed by professional authors. They will read rhetorically to examine relationships between an author's purpose or theme and audience, to analyze the impact of content, structure, and style and to develop expertise in writing, revision and editing. Assessment will be both oral and written and each student must maintain an ongoing portfolio from which they will submit work for publication.
Creative Writing provides instruction and opportunities for students to become effective communicators, who are able to read, write, converse, and listen for a variety of purposes; problem solvers, who are able to apply a variety of creative skills; productive members of society, who are able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community; lifelong learners, who are able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking.

MATHEMATICS

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

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

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

Grade Nine Mathematics Course Placement Policy

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

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

Initial Placement at Spring Enrollment

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

- Student transcripts;
- Current mathematics course;
- Grade 8 first-semester grade; and
- Existing California Assessment of Student Performance and Progress ("CAASPP") test scores.

Final Placement after Summer Transition Academy

During the GHC Summer Transition Academy, the mathematics department, administration, and counseling office review each student's grade 8 spring semester grades along with CAASPP results to determine whether the student meets the criteria for placement in specific courses. Based on this review, they may recommend adjustments to the initial placement and will notify the parents of any necessary changes. The mathematics department, administration, and counseling office will make the final placement decision using the objective academic measures described above. If a student's CAASPP scores or academic records do not support the initial placement, counselors will contact parents and/or guardians to recommend a more appropriate course placement.

Algebra I

All students who were not enrolled in Algebra I or a higher-level mathematics course in grade eight, including those who were enrolled in Common Core Math 8 or did not successfully complete Algebra I, shall be placed into Algebra I, regardless of

performance on any placement measures. Students are not permitted to skip mathematics courses. The Algebra I curriculum is aligned with the California CCS Algebra I Content Standards, which encompass evaluating expressions, solving equations and inequalities, and applying algebraic techniques in problem-solving contexts.

Algebra I Plus

Students enrolled in Common Core Math 8 or its equivalent during grade 8 and meeting any of the following criteria are eligible for the Algebra I Plus course.

- Earned a grade of D or F in Common Core Math 8
- Scored lower than a 220 on the NWEA MAP adaptive mathematics test, or scored standard not met on an assessment of course readiness
- Does not meet standards on the CAASPP grade eight mathematics test

Geometry

To be placed into Geometry in grade nine, students must have been enrolled in Algebra I in grade eight, earning a final grade of B or higher in Algebra I, and meet one of the two following criteria:

- Score 245 or higher on NWEA MAP adaptive mathematics test, or scored standard exceeded on an assessment of course readiness
- Meet or exceed standards on the CAASPP grade eight mathematics test

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

Algebra II and Above

To be placed in a course, the student must have successfully completed the previous course with a final grade of C or higher.

Accelerated Summer Courses

Incoming grade 9 students may enroll in Accelerated Algebra I during the summer prior to grade nine, subject to space availability. To qualify for enrollment, students must have earned an A in both semesters of their grade eight Common Core Math 8 course and achieved a score of 235 or higher on the NWEA assessment, or scored standard exceeded on an assessment on course readiness.

Incoming students entering grade nine may also enroll in Accelerated Geometry during the summer prior to grade nine, subject to space availability. To qualify, students must have earned an A in both semesters of their grade eight Algebra I course and achieved a score of 245 or higher on the NWEA assessment, or scored standard exceeded on an assessment on course readiness.

Students who do not meet the eligibility criteria for Accelerated Algebra I or Accelerated Geometry may be placed on a Summer Course Waitlist, subject to administrative approval.

Students who are admitted to GHC late after being accepted from the School Entrance Waitlist will have their transcripts reviewed. Any previously approved, equivalent coursework completed at another school may be accepted for placement, provided the courses are approved for graduation credit and are UC-eligible. GHC does not grant credit or placement for summer courses completed at other schools unless formally approved through this process.

Placement Checkpoint

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

teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student. Students cannot skip courses in the course sequence.

Annual Examination of Data

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

Recourse Applicable to Incoming Students in Grade Nine

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

A parent/legal guardian of any 9th-grade student may submit a written request to the Office of Instruction and department chair, that:

1. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Office of Instruction shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.
2. Requests that the student retake the placement test; in such cases, the Office of Instruction will attempt to facilitate the retest within two (2) weeks.
3. Request to reconsider a student's mathematics placement based on objective academic measures. Within five (5) school days of receipt, the Office of Instruction shall respond in writing to the parent/legal guardian's request. The Office of Instruction, the department chair, and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in this policy. Based on this assessment, the Office of Instruction and the department chair must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement. If another placement is determined, the Office of Instruction and the department chair shall specify the mathematics course or level recommended for the student. The Office of Instruction and the department chair's response must provide the determination, as well as the objective academic measures that the Office of Instruction and the department chair relied upon in making that determination.
4. Notwithstanding the foregoing, if the Office of Instruction requires additional time to respond to a parent/legal guardian's request, the Office of Instruction will provide a written response indicating that additional time is needed. In no event shall the Office of Instruction's response time exceed one (1) month.

If, after reconsideration of the student's mathematics placement by the Office of Instruction and the department chair, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Office of Instruction and the department chair, acknowledging and accepting responsibility for this placement.

Online Posting

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

Statutory Reference

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

Grades 10 Through 12 Mathematics Course Placement Policy

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

Mathematics Course Sequences

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

- Offer students a variety of courses designed to appeal to different students' strengths, interests, and goals
- Provide all students the opportunity to reach Advanced Placement (AP) and/or International Baccalaureate (IB) courses, regardless of initial math placement
- Employ multiple measures that ensure students are adequately prepared for subsequent mathematics courses, college, and careers

Potential mathematics course sequences:

<table>
<tr><td rowspan="10">Algebra I</td><td rowspan="10">Geometry</td><td rowspan="10">Algebra II</td><td rowspan="3">Informational Data Science/FiCycle</td><td>Informational Data Science/FiCycle</td></tr>
<tr><td>CP Statistics</td></tr>
<tr><td>AP Statistics</td></tr>
<tr><td rowspan="2">CP Statistics</td><td>AP Statistics</td></tr>
<tr><td>Informational Data Science/FiCycle</td></tr>
<tr><td>AP Statistics</td><td>Informational Data Science/FiCycle</td></tr>
<tr><td rowspan="4">CP/AP Precalculus</td><td>Informational Data Science/FiCycle</td></tr>
<tr><td>CP Statistics</td></tr>
<tr><td>AP Statistics</td></tr>
<tr><td>AP Calculus AB</td></tr>
<tr><td>AP Precalculus</td><td>AP Calculus BC</td></tr>
</table>

<table>
<tr><td colspan="4">Middle Years Program</td><td colspan="2">Diploma Program</td></tr>
<tr><td rowspan="3">Algebra I</td><td rowspan="3">Geometry</td><td rowspan="3">Algebra II</td><td rowspan="2"></td><td>SL Analysis and Approaches 1</td><td>SL Analysis and Approaches 2</td></tr>
<tr><td>SL Applications and Interpretations 1</td><td>SL Applications and Interpretations 2</td></tr>
<tr><td>AP Precalculus</td><td>HL Analysis and Approaches 1</td><td>HL Analysis and Approaches 2</td></tr>
</table>

*Algebra I, Geometry, and Algebra 2 are required to earn a GHC diploma. In the event that students complete these courses in middle school, placement into grade 9 mathematics courses follows the GHC Grade 9 Mathematics Placement Policy. Students who take the minimum math requirements limit their post- secondary options.
**The Math Department does not recommend that students go directly from Algebra 2 to AP Statistics. It has been shown that students are more successful if they first complete Precalculus or its equivalent.

Foundational Courses Required for Graduation
All students at GHC must complete Algebra I, Geometry, and Algebra II. To proceed to the next course in this sequence, students must complete the second semester of these courses with a final grade of C or higher. If a student enrolls in GHC after grade 9, they will take the placement test upon enrollment.
Students who are not on pace to complete the math courses required for graduation may proceed to the next mathematics course with a grade of D or higher. For example, a student who earns a D in Geometry in grade 11 would proceed to Algebra II in grade 12. However, if students proceed with a grade of D, these courses would not be counted towards UC or CSU eligibility. Additionally, these students will be recommended to complete additional summer or intervention courses before proceeding.

Placement into Secondary Level Courses Not Required for Graduation
Students who complete the mathematics graduation requirements with a passing grade are eligible to enroll in secondary level mathematics classes.

Informational Data Science ("IDS") and Financial Life Cycle don't require teacher recommendation and are available to all students who have completed the prerequisite course, Geometry, with a passing grade in both semesters and all graduation requirements.

CP Statistics does not require teacher recommendation and is available to all grade 11 and 12 students who have completed the prerequisite course, Algebra 2 with a passing grade in both semesters.

AP Precalculus, and AP Statistics do not require teacher recommendations and are available to all students who have completed the prerequisite course, Algebra 2 with a passing grade in both semesters.

AP Calculus AB does not require a teacher recommendation and is available to all students who have completed the prerequisite course, CP Precalculus or AP Precalculus, with a passing grade in both semesters.

AP Calculus BC does not require a teacher recommendation and is available to all students who have completed the prerequisite course, AP Precalculus or Calculus AB with a passing grade in both semesters. It is recommended that a student has meet one of two criteria:

- Score of 4 or 5 on AP Precalculus exam
- Grade of C or higher in AP Precalculus

Accelerated Summer Courses
Students in grade nine are eligible to enroll in Accelerated Geometry in the summer before grade ten. Enrollment is based on space available. To be enrolled in the class, students must meet the two criteria:

- A in Algebra I class for both R3 and R4 and
- A score of 245 or higher on the January 2026 NWEA, or a score standard exceeded on an assessment of course readiness

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

Students in Algebra 2 are eligible to enroll in Precalculus in the summer. Enrollment must either be in a course offered at GHC or be completed in seat at a city college. To be enrolled in the class, students must the two criteria:

- A in Algebra II class for both semesters and

A score of 265 or higher on the January NWEA 2026, or a score standard exceeded on an assessment of course readiness

Without prior written administrative approval, GHC does not offer credit or placement for courses completed at other schools.

Recourse for students currently enrolled in grades ten through twelve:

All decisions and placements will depend on course scheduling and the placement policy outlined above. If a parent questions the student's placement, then they should reach out to the student's academic counselor for more information.

CP ALGEBRA 1 A/B
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: None

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

CP GEOMETRY A/B
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: "C" or better in Algebra 1

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

CP ALGEBRA 2 A/B
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: "C" or better in Geometry

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

CP PRECALCULUS AB
Grade Level: 10-12 Course: Full Year
Recommended Prerequisite: Algebra 1 - Geometry - Algebra 2 with a "C" or better

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

AP PRECALCULUS
Grade level 10-12 Course: Full Year
Recommended Prerequisite: "C" or better in Algebra 2

AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science. Throughout this course, students develop and hone symbolic manipulation skills, including solving equations and manipulating expressions, for the many function types throughout the course. Students also learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, analytical, and verbal representations, which reveal different attributes of the functions and are useful for

solving problems in mathematical and applied contexts. In turn, the skills learned in this course are widely applicable to situations that involve quantitative reasoning.

AP CALCULUS A/B
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: "C" or better in Precalculus

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

AP CALCULUS B/C
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: "C" or better in Calculus A/B or Honors Precalculus

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

SL IB APPLICATIONS AND INTERPRETATION GRADE LEVEL: 11-12
Course: Full Year
Recommended Prerequisite: Based on previous course and course grade

Mathematics SL Applications and Interpretation is a course designed for students who wish to gain a good knowledge of mathematics, but with an emphasis on the applied nature of the subject. They may have found more traditional mathematics courses a challenge and it will appeal to students who enjoy the practical application of mathematics to real life situations. This course is suitable for students who may go on to further study in subjects that utilize mathematics in this way such as biology, the human sciences and business. In addition to this the course contains investigative and inquiry-based learning, supporting the students in their internally assessed exploration task.
There is some content that is common with Mathematics SL Analysis and Approaches course but the Mathematics SL Applications and Interpretation has a stronger emphasis on modelling and on using probability and statistics in practical scenarios.

SL IB ANALYSIS AND APPROACHES GRADE LEVEL: 11-12
Course: Full Year
Recommended Prerequisite: Based on previous course and course grade

Mathematics SL Analysis and Approaches is a course designed for students who wish to study a good level of mathematics, but not at a higher level. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and generalization. This course is suitable for students who may go on to further study in subjects that have a mathematical background, for example economics, geography and chemistry. The course contains investigative and inquiry-based learning, supporting students in their internally assessed exploration task.
There is some content that is common with the Mathematics SL Applications and Interpretations course but the Mathematics SL Analysis and Approaches has a greater emphasis on calculus, and theoretical approaches.

HL IB APPLICATIONS AND INTERPRETATIONS GRADE LEVEL: 11-12
Course: Full Year
Recommended Prerequisite: Based on previous course and course grade

Mathematics HL Applications and Interpretation is a course designed for students who wish to gain an in-depth knowledge of mathematics but with an emphasis on the applied nature of the subject. It will appeal to students who enjoy the practical application of mathematics to real-life situations. This course is suitable for students who may go on to further study in subjects that utilize mathematics in this way, such as biology, the human sciences, and business.
The course contains investigative and inquiry-based learning, supporting students in their internally assessed exploration task.
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There is some content that is common with Mathematics HL Analysis and Approaches course but the Mathematics HL Applications and Interpretation has a stronger emphasis on modelling and on using probability and statistics in practical scenarios.

HL IB ANALYSIS AND APPROACHES GRADE LEVEL: 11-12
Course: Full Year
Recommended Prerequisite: Based on previous course and course grade

Mathematics HL Analysis and Approaches is a course designed for students who wish to study mathematics in-depth and gain a formal understanding of the subject. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and generalization. This course is suitable for students who may go on to further study in subjects that have a significant level of mathematics content, for example mathematics itself, engineering, physical sciences or economics. The course contains investigative and inquiry- based learning, supporting students in their internally assessed exploration task.
There is some content that is common with the Mathematics HL Applications and Interpretations course but the Mathematics HL Analysis and Approaches has a greater emphasis on calculus, and theoretical approaches.

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

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

CP STATISTICS AB
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: Algebra 1 - Geometry - Algebra 2 with a "C" or better
Statistics offers students who have completed the school's mathematics graduation requirements an alternative to Pre-Calculus. This course provides an elementary introduction to probability and statistics with applications. How do we get good data? Students will investigate sampling and surveys, and will design their own experiments in order to collect data. How do we organize data? Students will describe distributions and relationships using government data. Chance and probability will be explored, including simulations and expected values. How do we make inferences about a larger population without having to survey the entire population? Confidence intervals, tests of significance, population means, two-way tables, and Chi-square tests will be explored. Students will investigate statistics in sports.

AP STATISTICS
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Algebra 2 and Geometry with a "C" or better.
The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

INTRODUCTION TO DATA SCIENCE (IDS)
Grade Level: 12 Course: Full Year
Recommended Prerequisite: Algebra 2 with a "C" or better.
The curriculum teaches students to reason with and think critically about data in all forms. The Common Core State Standards (CCSS) for High School Statistics and Probability relevant to data science are taught along with the data demands of good

citizenship in the 21st century. Additionally, IDS provides access to rigorous learning that fuses mathematics with computer science through the use of R/RStudio, an open-source programming language/environment that has long been the standard for academic statisticians and analysts in industry. IDS is a "c"- approved mathematics course in the University of California A-G requirements. IDS directly addresses the CCSS-Math for High School Statistics and Probability and Practice for Modeling.

FINANCIAL LIFE CYCLE
Grade Level: 12 Course: Full Year
Recommended Prerequisite: Algebra 2 with a "C" or better.

Financial Life Cycle Mathematics covers topics in advanced algebra through the lens of personal finance. Students will develop an understanding of exponents, series, complex functions, probability, expected value, binomial and normal distributions and apply this to authentic financial problems. They will learn to combine these skills with critical reasoning to evaluate real-world decisions: the kinds of financial situations they will face both at college and further on in their careers. By taking this course, students will develop skills in manipulating equations, using the rules of exponents and logarithms, calculating arithmetic and geometric series, using recursive and explicit functions, calculating probability and modeling sample spaces, calculating expected values, recognizing and modeling binomial experiments, understanding standard deviation, and calculating probability in a normal distribution.

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

PHYSICAL EDUCATION

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

All students at GHC must take two years (four semesters) of Physical Education unless exempt under Education Code 51242 which reads as follows: The governing board of a school district may exempt any four-year or senior high school pupil from attending courses of physical education, if the pupil is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours. (Stats. 1976, CH, 1010). GHC adopted this policy June 2017. Students who qualify for this exemption must complete the PE exemption form which can be obtained from the student's counselor. Temporary exemptions from Physical Education are limited to students whose medical conditions do not allow for inclusion in the general, modified, or adapted Physical Education program, per Education Code 51241.
All students in grade nine, regardless of the above exemption under Education code 51242, must take two semesters of Physical Education in grade nine and take the California Physical Fitness Exam. GHC does not offer permanent exemptions for Physical Education. However, GHC does offer a modified Physical Education class for students with temporary disabilities and Adaptive Physical Education for students with severe physical disabilities who qualify under an IEP or 504 plan.

PE Clothes
It is appropriate for students to change their clothes for hygiene, safety, and movement efficiency purposes. GHC expressly requires that pupils dress for P.E., which is part of the responsibility and health and safety category. Dressing for Physical Education includes the following:
GHC grey approved PE t-shirt available in the Student Store
GHC-approved black or green PE gym shorts or sweat pants available in the Student Store
Tennis shoes or gym shoes
Armbands for heart monitors will be provided at no cost (if required).
Armbands, if lost or damaged can be purchased at the Student Store.
Students who cannot afford PE clothes may contact the GHC Student Store for assistance. Students who do not dress, including wearing their Heart Zone armband, for Physical Education will still be expected to participate, however, they will be marked down in the responsibility, health and safety category for failing to dress.

PHYSICAL EDUCATION GRADE 9
Grade Level: 9-12 Course: One Semester or Full Year
Recommended Prerequisite: None

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

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

Group Cooperation
Health module

Students in grade 9 may select courses that includes content for developing skills and knowledge in the following courses:
Fitness for Life
Health and fitness, movement, fitness concerts, aerobics, etc.
Racquet Sports and Fitness
Individual and dual activities such as tennis, table tennis, badminton, racquetball, handball
Recreation Aerobics
Aerobics, dance, running, walking, yoga, etc.
GHC does not have a swimming pool, therefore, the content area of aquatics will focus on water safety and drowning prevention. All students in grade will take an online health unit which will be included in the final grade. With parent permission, students in grade nine have an opportunity to attend an assembly sponsored by the Kaiser Foundation named "What Comes around Goes Around" and/or an assembly sponsored by the Kopf family named "Positively Waiting".

PHYSICAL EDUCATION GRADE 10
Grade Level: 10-12 Course: One Semester or Full Year
Recommended Prerequisite: Grade 9 PE

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

Physical Education Grade Ten Grading Categories:
Standard 1 Knowledge and competency in motor skills and movement patterns
Self-Defense and personal safety
Standard 2 Fitness Level and demonstrating knowledge of fitness concepts
Standard 3 Physiological and sociological concepts that apply to learning and performance of physical activities
Self-Responsibility/Health and Safety/Best Effort/Cooperation
Social Interaction
Group Dynamics
Students in grade 10 may select courses that include content for developing skills and knowledge in the following courses:
Weight Training and Fitness
Lifting techniques, strength training, cardio
Fielding Games and Fitness
Softball, baseball,
Cricket, kickball, etc.
Invasion Sports and Fitness
Hockey, soccer, netball, basketball
Net Sports and Fitness
Volleyball, squash, meteor ball, soft ball, lobster ball
The content area of combative will focus on self-defense with presentations on student self-defense and safety.

INTRO TO DANCE
Grade Level: 10-12 Course: One Semester or Full Year
Recommended Prerequisite: None

Students will be introduced to various forms of dance technique, choreography, performance, and history. In dance, students will learn multiple genres of dance. Students will learn dance technique while exploring creative expression and improving basic coordination skills. They will be expected to perform in a spring concert and select students will perform in the fall concert. In dance class, students will be exploring, but not limited to, movement, patterns, pathways, juxtapositions, musicality, emotion,

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

INTERMEDIATE DANCE
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Intro to Dance and Teacher Recommendation

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

YOGA, MINDFULNESS, AND BREATHWORK
Grade Level: 10-12 Course: Full Year
Recommended Prerequisite: None

This course introduces students to the principles and practices of yoga, mindfulness, and breathwork to promote lifelong physical fitness, emotional well-being, and healthy stress management. Students develop strength, flexibility, balance, endurance, and body awareness through the practice of yoga postures, mobility exercises, bodyweight conditioning, and restorative movement. Students learn proper alignment, injury prevention, and techniques that support safe and effective physical activity. Through mindfulness practices, guided meditation, breathwork, reflective journaling, and visualization, students develop strategies to improve focus, emotional regulation, and resilience. Students also explore the connection between movement, breathing, and the nervous system while examining how these practices contribute to overall health and wellness. This course serves as a physical education elective that encourages students to develop sustainable habits for lifelong fitness and personal well-being.

SCIENCE

Science—and therefore science education—is central to the lives of all Americans, preparing them to be informed citizens in a democracy and knowledgeable consumers. All students must have a solid K–12 Science education that prepares them for college and careers. The goal of science instruction is to empower students to understand the physical universe through scientific inquiry, data acquisition and analysis, problem-solving, critical thinking, technology, information retrieval, and research skills. Students learn to communicate their findings through scientific writing.
Many science courses have math prerequisites. Grade nine students enrolled in Algebra 1 will be placed in Biology or H Biology. Grade nine students in higher-level math courses will have a wider range of science options, depending on class availability and their academic program.
College Preparatory (CP) and Honors (H) Biology, Physics, and Chemistry courses are aligned with the Next Generation Science Standards (NGSS) and contextually incorporate Earth and Space Science. These foundational Science courses provide the scientific knowledge and skills that all students should acquire before graduating high school. Proficiency in NGSS is met through mastery of the following foundational courses: Biology AB, Chemistry AB, and Physics AB.
Human Systems (CP & H) and SL IB Astronomy are offered as science electives for students to pursue an interest in these fields.
Advanced Placement (AP) courses and International Baccalaureate (IB) offer students a rigorous curriculum corresponding to a college-level freshman Science course. The following AP Courses are offered: AP Biology, AP Chemistry, AP Environmental Science, AP Physics 1, AP Physics 2, and AP Physics C.
IB Biology, IB Physics, IB Environmental Systems & Society, and IB Chemistry are offered primarily for students pursuing an IB Diploma.

CP BIOLOGY AB
Grade Level: Grade 9-10, priority Algebra 1 Students
Course: Full Year
Recommended Prerequisite: Grade 8 Science

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

HONORS BIOLOGY AB
Grade Level: 9 - 10 priority Algebra 1 Students
Course: Full Year
Recommended Prerequisite: Grade 8 Honors Science with a B or better or Grade 8 Science with an A or AP Physics 1 with a C or better or Honors Chemistry (9th STEM) with a C or better. Grade 8 common core Math or any other higher-level math with a B or better.

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

BIOMEDICAL SCIENCE
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Grade 8 Science

This course serves to provide foundational knowledge and skills in fields such as biology, anatomy & physiology, genetics, microbiology, and epidemiology as well as engage students in how this content can be applied to real world situations, cases, and problems. Through both individual and collaborative team activities, projects, and problems, students will tackle real-world challenges faced by biomedical professionals in the field. They will work with the same tools and equipment used in hospitals and labs as they engage in relevant hands-on work. Students will develop skill in technical documentation to represent and communicate experimental findings and solutions to problems. In addition, students will explore how connections to other disciplines such as computer science and engineering shape the future of medicine and practice collaboration techniques that will help them connect with professionals across any field.

HONORS BIOMEDICAL SCIENCE
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Grade 8 Honors Science with a B or better or Grade 8 Science with an A

This course serves to provide foundational knowledge and skills in fields such as biology, anatomy & physiology, genetics, microbiology, and epidemiology as well as engage students in how this content can be applied to real world situations, cases, and problems. Through both individual and collaborative team activities, projects, and problems, students will tackle real-world challenges faced by biomedical professionals in the field. They will work with the same tools and equipment used in hospitals and labs as they engage in relevant hands-on work. Students will develop skill in technical documentation to represent and communicate experimental findings and solutions to problems. In addition, students will explore how connections to other disciplines such as computer science and engineering shape the future of medicine and practice collaboration techniques that will help them connect with professionals across any field.

AP BIOLOGY AB
Grade Level: 10 - 12 Course: Full Year
Recommended Prerequisite: CP Bio AB and/or Chemistry AB or CP Physics AB completed with an A or Honors Biology AB and/or Honors Chemistry AB completed with a B or better or AP Chemistry AB and/or AP Physics I with a C or better (or any combination previously listed). Geometry AB passed with a B or better.

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

IB HL BIOLOGY 1
Grade Level: 11 Course: Full Year
Recommended Prerequisite: None

IB HL BIOLOGY 2
Grade Level: 12 Course: Full Year
Recommended Prerequisite: HL IB Biology1

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

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

CP INTRODUCTION TO ENGINEERING AB
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: None

CP Introduction to Engineering is a year-long high school engineering curriculum for students who want to learn more about engineering, its role in shaping our world, and careers in engineering. Developed by University of Texas faculty and NASA engineers working in collaboration with experienced secondary teachers and curriculum developers, this hands-on course engages students in authentic engineering practices in a project-based environment. By scaffolding student learning over a series of engaging and socially relevant design challenges, the curriculum tells students the story of engineering as they develop design skills and engineering habits of mind.
Students complete collaborative, student-directed projects that build resilient problem-solving skills and empower students to think like engineers, to adopt engineering processes, and to pursue engineering disciplines for the betterment of our world. Teachers of this course complete a two-week professional development course on both the curriculum and pedagogy of

Engineer your World. Engineer Your World is available from the UTeach Engineering program at The University of Texas at Austin. www.EngineerYourWorld.org

AP ENVIRONMENTAL SCIENCE AB
Grade Level: Grade 12 priority, 11
Course: Full Year
Recommended Prerequisite: CP Chemistry and/or CP Biology with an A *or* Honors Chemistry and Honors Biology with a B or better *or* AP Biology and AP Chemistry with a C or better (or any combination previously listed.) Geometry AB completed with a B or better.

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

IB HL ENVIRONMENTAL SYSTEMS AND SOCIETIES 1
Grade Level: 11 Course: Full Year
Recommended Prerequisite: 2 Years of Science

IB HL ENVIRONMENTAL SYSTEMS AND SOCIETIES 2
Grade Level: 12 Course: Full Year
Recommended Prerequisite: APES (or IB ESS 1 Year) or AP Biology with a C or better

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

CP HUMAN BODY SYSTEM AB
Grade Level: Grade 12 priority, 11
Course: Full Year
Recommended Prerequisite: Biology and Chemistry (any level) with a C *or* better. Algebra 1 AB completed with a C or better.

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

HUMAN BODY SYSTEMS AB
Grade Level: Grade 12 priority, 11
Course: Full Year
Recommended Prerequisite: CP Biology and CP Chemistry with an A *or* Honors Biology and Honors Chemistry with a B or better.

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

CP CHEMISTRY AB
Grade Level: 10 - 12 Course: Full Year
Recommended Prerequisite: Biology AB

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

HONORS CHEMISTRY AB
Grade Level: Grade 9 - STEM only Course: Full Year
Recommended Prerequisite: Grade 8 Honors Science with a B or better. Grade 8 common core Math, Algebra 1 or Geometry with a B or better.

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

HONORS CHEMISTRY AB
Grade Level: 10 - 12 Course: Full Year
Recommended Prerequisite: Honors Biology AB with a B or better *or* CP Biology or CP Physics AB completed with an A *or* AP Physics 1 with a C or better (or any combination previously listed). Algebra 1 AB completed with a B or better.

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

AP CHEMISTRY AB
Grade Level: 10- 12 Course: Full Year
Recommended Prerequisite: CP Bio AB and/or Chemistry AB *or* CP Physics AB completed with an A *or* Honors Biology AB and/or Honors Chemistry AB completed with a B or better *or* AP Physics 1 and/or AP Biology with a C or better (or any combination previously listed).
Geometry AB passed with a B or better.

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

IB HL CHEMISTRY 1
Grade Level: 11 Course: Full Year
Recommended Prerequisite: None

IB HL CHEMISTRY 2
Grade Level: 12 Course: Full Year
Recommended Prerequisite: IB HL 1

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science. Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and

to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century.
By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject.

CP PHYSICS AB
Grade Level: 10 - 12 Course: Full Year
Recommended Prerequisite: CP Biology AB or CP Chemistry AB

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

AP PHYSICS 1
Grade Level: Grade 9 only Course: Full Year
Recommended Prerequisite: Grade 8 Honors Science with a B or better. Algebra 1 AB completed with an A (or higher-level math with a B).

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

AP PHYSICS 1
Grade Level: 10 - 12 Course: Full Year
Recommended Prerequisite: CP Biology AB and/or CP Chemistry AB completed with an A *or* Honors Biology AB and/or Honors Chemistry AB with a B or better *or* AP Chemistry AB and/or AP Biology AB with a C or better (or any combination previously listed).

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

AP PHYSICS 2
Grade Level: 10 - 12 Course: Full Year
Recommended Prerequisite: Completed AP Physics 1 AB with C or better. Geometry AB completed with an B or better.

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

AP PHYSICS C
Fall Semester: Mechanics and Spring Semester: Electricity/Magnetism
Grade Level: Grade 12 priority, grade 11 Course: Full Year
Recommended Prerequisite: AP Physics 1 AB completed with a B or better *or* CP Physics AB with an A. Pre-Calculus AB completed with a B or better. Precalculus AB completed with a B or better.
Completed or concurrent enrollment in Calculus BC.

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

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

IB HL PHYSICS 2
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: AP Physics 1 with a C or better

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

Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.
By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings.

SCIENCE COURSE RECOMMENDATIONS

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

COURSE	GRADE	Recommended Grade in Previous Science Course	Recommended Grade in Previous Math Course	Other Recommendations
Intro to Engineering	9	none	none	none
CP Biology AB	9	none	none	none
Honors Biology AB	9, 10	Grade 8 Honors Science with a B or better *or* Grade 8 Science with an A. *or* AP Physics 1 with a C or better *or* Honors Chemistry (STEM) with a C or better	Grade 8 common core Math or any other higher level math with a B or better	★*Excellent Work habits* ★*Strong Reading, Writing Skills*
H Chemistry 9TH STEM only	9	Grade 8 Honors Science with a B or better	Grade 8 common core Math, Algebra I, or Geometry with a B or better	★*Excellent Work habits* ★*Strong Reading, Writing Skills*

AP Physics 1 Grade 9	9	Grade 8 Honors Science with a B or better	Algebra I AB completed with an A (or higher level math with a B)	★*Excellent Work habits* ★*Strong Reading, Writing Skills*
CP Chemistry AB	10, 11,12	Biology AB passed	none	none
Honors Chemistry AB	10, 11, 12	Honors Biology AB with a B or better *or* CP Biology or CP Physics AB completed with an A. *or* AP Physics 1 with a C or better. **(or any combination listed above)**	Algebra I AB completed with a B or better	★*Excellent Work habits* ★*Strong Reading, Writing Skills*
CP Physics AB	10, 11, 12	CP Biology AB or CP Chemistry AB passed	none	none
AP Biology	10, 11, 12	CP Bio AB and/or Chemistry AB *or* CP Physics AB completed with an A *or* Honors Biology AB and/or Honors Chemistry AB completed with a B or better *or* AP Chemistry AB and/or AP Physics I with a C or better **(or any combination listed above)**	Geometry AB completed with a B or better	★*Excellent Work habits* ★*Strong Reading, Writing Skills*

AP Chemistry	10, 11, 12	CP Bio AB and/or Chemistry AB *or* CP Physics AB completed with an A *or* Honors Biology AB and/or Honors Chemistry AB completed with a B or better *or* AP Physics I and/or AP Biology with a C or better **(or any combination listed above)**	Geometry AB completed with a B or better	★*Excellent Work habits* ★*Strong Reading, Writing Skills*
AP Physics 1	10, 11, 12	CP Biology AB and/or CP Chem AB completed with an A. *or* Honors Biology AB and/or Honors Chem AB with a B or better *or* AP Chemistry AB and/or AP Biology AB with a C or better **(or any combination listed above)**	Algebra 1AB completed with an A (or higher-level math with a B)	★*Excellent Work habits* ★*Strong Reading, Writing Skills* ★*Strong Math Skills*
AP Physics 2	10, 11, 12	Completed AP Physics 1 AB with C or better	Geometry AB completed with a B or better	★*Excellent Work habits* ★*Strong Reading, Writing Skills* ★*Strong Math Skills*
IB Biology - HL 1	11	none	none	Per IB Programme

IB Chemistry - HL1	11, 12	none	none	Per IB Programme
IB Physics - HL1	11, 12	none	none	Per IB Programme
IB Biology - HL 2	12	IB Biology year 1, Honors or AP Biology with a B or better	none	Per IB Programme
IB Chemistry - HL 2	12	IB Chemistry year 1, Honors or AP Chemistry with a B or better	none	Per IB Programme
IB ESS year 1	11	2 years of science	none	Per IB Programme
IB ESS year 2	12	Completion of APES (or IB ESS Year 1) or AP Bio with a C or better.	none	Per IB Programme

IB Physics - HL 2	12	AP Physics 1 with a C or better, or IB HL 1	none	Per IB Programme
AP Environmental Science	11, 12	CP Chemistry and CP Biology with an A *or* Honors Chemistry and Honors Biology with a B or better *or* AP Biology and AP Chemistry with a C or better **(or any combination listed above)**	Geometry AB completed with a B or better.	★*Excellent Work habits* ★*Strong Reading, Writing Skills*
CP Physiology AB	11, 12	Biology and Chemistry (any level) with a C *or* better	Algebra I AB completed with a C or better	***Priority to seniors***
Honors Physiology AB	11, 12	CP Biology and CP Chemistry with an A *or* Honors Biology and Honors Chemistry with a B or better *or* AP Biology and AP Chemistry with a C or better **(or any combination listed above)**	Algebra I AB completed with a B or better	***Priority to seniors***
AP Physics C Mechanics (Fall) Elec/Magnet (Spring)	11, 12	AP Physics 1 AB completed with a B or better *or* CP Physics AB with an A	Precalculus AB completed with a B or better. Completed or concurrent enrollment in Calculus BC.	★*Excellent Work habits* ★*Strong Reading, Writing Skills*

IB Astronomy AB	12	CP Science with a B or better *or* H Science with a C or better *or* AP Science with a C or better	Geometry AB completed with a B or better	★*Senior elective course* ★***Seniors only***.

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

SOCIAL SCIENCE

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

Students, particularly those interested in pursuing studies in the Humanities, are strongly encouraged to elect enrollment into the Advanced Placement courses. These courses provide a rigorous study of the social sciences at the college level, that involve in-depth investigation of the traditions of Western culture or other geopolitical regions, as well as those that provide an introduction to human behavior. This adds a valuable dimension to the social sciences.
The goal of Social Science instruction is to foster a culturally sensitive perspective rooted in civic-mindedness and egalitarian principles. The courses help students understand universal concepts by using a variety of sources – the recognition of the dignity of the individual and the importance of ethical issues in the context of societies, the understanding of religion, philosophy, and other major belief systems as they relate to culture as well as to human and environmental interaction; the analysis of patterns of global change; application of basic economic and political concepts; knowledge of the role minorities, immigrants, and women have played in society; the understanding of the basic principles of democracy and the origins of basic constitutional concepts; the development of political systems across time; the knowledge of the globalization of national affairs; and the use of time and chronology in the analysis of cause and effect. Social Science standards are met through the following courses: Geography, Modern World History A/B, US History: 21st Century A/B, Government, and Economics. Honors and Advanced Placement courses are offered in U.S. History, Government, Economics, World History, and European History. IB History of the Americas is offered for the IB Diploma or Certificate Program.

CP WHG: MODERN WORLD HISTORY A/B
Grade Level: 10 Course: Full Year
Recommended Prerequisite: None

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

AP WORLD HISTORY A/B
Grade Level: 10-12 Course: Full Year
Recommended Prerequisite: A or B in Honors English
Concurrent Enrollment – Honors English

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

AP EUROPEAN HISTORY A/B
Grade Level: 10-12 Course: Full Year
Recommended Prerequisite: A or B in Honors English Concurrent Enrollment – Honors or AP English

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

CP UNITED STATES HISTORY A/B
Grade Level: 11 Course: Full Year
Recommended Prerequisite: World History

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

AP UNITED STATES HISTORY A/B
Grade Level: 11-12 Course Full Year
Recommended Prerequisite: Grade of A or B in Honors or AP history classes; grade of A or B in H English
Concurrent Enrollment – Honors or AP English

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

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

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

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

CP PRINCIPLES OF AMERICAN DEMOCRACY
Grade Level: 12 Course: One Semester
Recommended Prerequisite: Completion of World History and US History

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

AP GOVERNMENT AND UNITED STATES POLITICS
Grade Level: 12 Course: One Semester
Recommended Prerequisite: Grade of A or B in Honors or AP history classes; grade of A or B in Honors English
Concurrent Enrollment – AP or Honors English

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

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

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

The DP global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.
Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

CP ECONOMICS
Grade Level: 12 Course: One Semester
Recommended Prerequisite: Completion of World History and U. S. History

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

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

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

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

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

The purpose of the World Geography course is to prepare the students to become knowledgeable, self- aware citizens in the global setting. This course will introduce students to new ideas and ways of viewing the world, and possibly shatter or change some of their preconceptions about the societies and cultures of the world. The focus of this course is a mixture of physical geography and human geography, and is intended as a broad-based introduction to world geography. Upon completion of this course, the student will have knowledge of various regions and cultures and be able to interpret and analyze maps, cultures, graphs/charts/other tools, and assess geographical information from a multicultural perspective.
Emphasis will be placed upon the physical aspects of the world as well as social, political, economic, and cultural. Various global regions (Europe and Africa for example) will be studied using a variety of techniques and modalities to engage all learners. Each unit of study will delve more deeply into certain topics (how China's economic rise has changed the country, for example), to give the students a broad- based and current focus on the global setting and region of study.
In addition, the class will focus on important skill building exercises to help the students advance as active learners. Emphasis on critical thinking, reading, writing, problem solving and presenting before peers will enhance the learning and build skills necessary for success.
The overall goal is to provide grade 9 students with a rigorous interdisciplinary approach to geography. Its aim is to relate physical and cultural geography to the economic, political, social, historical and cultural aspects of human interaction. The course will provide students with a base of knowledge about the earth's geographic regions and relate that knowledge to events in the rapidly changing world of today.

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

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

SL IB PHILOSOPHY
Grade Level: 11-12 Course: Full Year
Recommended Prerequisites: Based on previous course and course grade.

Philosophy SL is a course that tackles questions important to humanity. For example, what is it to be a human being and how do I know what is the right thing to do? Students learn how to think systematically, analyze arguments, and study philosophical themes. They also look at problems facing contemporary society, including those resulting from increased international interaction.

CP INTRODUCTION TO PSYCHOLOGY A/B
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: None

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

AP PSYCHOLOGY A/B
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: None

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

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

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

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

VISUAL AND PERFORMING ARTS

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

VISUAL ARTS

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

The third content standard focuses on the understanding of the historical contributions and cultural dimensions of the Visual Arts. The role and development of visual arts and their relationship to diverse social, economic, and political developments reflected in works of art is examined. Students will respond to, analyze, and make judgments about works of art relating to the aesthetic value of the artwork. They will derive meaning and make informed judgments. Lastly, students will connect and apply what is learned in the visual arts to other art forms, subject areas and careers.
Students interested in careers including architecture, fine and commercial art, and the crafts will find it useful to explore the array of courses offered by the department. Art courses may be used for personal growth as well as for acceptance to colleges, general education or more specifically for art institutes for advanced students.

CP AMERICAN IMAGES A/B
Grade Level: 9-12
Course: One Semester or Full Year Recommended Prerequisite: None

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

CP ART HISTORY ANALYSIS A/B
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: None

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

AP ART HISTORY A/B
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: None

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

research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art.

CP CARTOONING ANIMATION A/B
Grade Level: 9-12
Course: One Semester or Full Year Recommended Prerequisite: None

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

CP CERAMICS A/B
Grade Level: 9-12
Course: One Semester or Full Year Recommended Prerequisite: None

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

CP ADVANCED CERAMICS A/B
Grade Level: 11-12
Course: One Semester or Full Year Recommended Prerequisite: CP Ceramics 1 AB

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

CP DESIGN CRAFT A/B
Grade Level: 9-12
Course: One Semester or Full Year Recommended Prerequisite: None

This course emphasizes original creative design and appropriate use of materials such as paper, fabric, fiber, clay, wood, plastics, plaster, and metal. The course stresses understanding the suitability of design to materials, respect for the integrity of materials, and good craftsmanship. Crafts such as wood carving, fiber arts, and jewelry approached from an artistic intent may be included. Students study the history of crafts in art and their use in specific media.

CP DRAWING A/B
Grade Level: 9-12
Course: One Semester or Full Year Recommended Prerequisite: None

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

AP STUDIO ART: 2-D DESIGN A/B
Grade Level: 9-12
Course: One Semester or Full Year Recommended Prerequisite: Drawing

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

AP STUDIO ART: DRAWING A/B
Grade Level: 9-12
Course: One Semester or Full Year Recommended Prerequisite: None

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

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

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

CP ADVANCED DRAWING
Grade Level: 10-12 Course: Full Year
Recommended Prerequisite: Basic Drawing

This course explores new approaches to drawing using previously learned basic drawing skills. These basic skills are utilized to build advanced approaches for artistic expression. The subjects vary as do the media which include charcoal, oil pastel, pencil, watercolor, pen and ink, monoprint, color pencil, etc. Other skills include using the digital camera, taking photos for portraiture, and principles of composition. All instruction culminates in a final project. Advanced drawing provides a focused development of essential drawing skills, as well as exposing the student to contemporary approaches to drawing. Basic and advanced compositional issues are explored requiring the student not only to develop various drawing techniques but design understanding. Drawing approaches include gesture drawing, contour drawing, structural drawing, two- and three-point perspective, use of the grid, calligraphic line etc. Each unit is introduced with examples from various historical and cultural sources. Students are exposed to samples of work that utilize the various drawing approaches and design concepts. Students provide written critique of the work demonstrating their ability to perceive and identify the artist's use of the approaches studied. Student then work with preparatory skill building exercises that culminates in a final drawing project. Each project must demonstrate comprehension of the drawing and design approaches covered. Students provide written analysis of their work critiquing the work and process involved. Students also provide written analysis of artworks from various historical periods and cultural environments.

CP FILMMAKING A/B
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: None

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

YEARBOOK
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Yearbook AB Application, interview and instructor permission required prior to

enrollment.

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

NEW MEDIA
Grade Level: 9 Course: Full Year
Required Prerequisite: Enrolled in the New Media Academy Program

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

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

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

CP BROADCASTING A/B
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Previous experience or interest graphic design, digital imaging, new media, film photography, or video production

Students in this course will be working in collaboration with the Communications Department in producing news, announcements, social media content, and editorials for GHC. This course is designed for the study and practice of the basic elements of broadcast journalism and video production. The course will emphasize news-gathering, writing, video recording, editing, and the study of mass media and social media. Students will learn the basic elements of news value and vocabulary specific to broadcast writing. They will also identify various news sources and use interview skills to create stories using video and editing software. Students work in collaborative teams to produce projects using cameras, while learning the basics of studio and field production, lighting, and sound. In addition, this course introduces students to digital and social media marketing. Students will explore principles, strategies, tools, and tactics related to consumers, branding, advertising, and promotions. Students explore how success is measured in a digital and social media marketing campaign.

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

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

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

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

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

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

The major emphasis of this course is to develop student achievement through beginning level techniques in playing orchestral or band instruments. The course develops the physical skills necessary to play beginning level music accurately and with good tone quality, and develops skills in reading music notation. The course also provides opportunities for growth in the understanding of musical elements as applied to the music played.

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

The major emphasis of this course is to develop student achievement through beginning study of the piano. The course develops the skills necessary to play beginning level music accurately and with good tone quality, including pedal technique and skills in reading music notation. An understanding of the historical significance of the piano and its literature is developed. The course also provides opportunities for growth in the understanding of musical elements as applied to the music played.

CP MUSIC TECHNOLOGY A/B
Grade Level: 10-12 Course: Full Year
Recommended Prerequisite: None

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

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

ADVANCED MUSIC TECHNOLOGY A/B
Grade Level: 10-12 Course: Full Year
Recommended Prerequisite: CP Music Technology

Advanced Music Technology is available to students who have successfully completed Music Technology I or have comparable experience. Students should already have a working knowledge of music production hardware and software for music sequencing, sampling, synthesis, recording, and live music performance. A basic grasp of music fundamentals, theory, composition and songwriting is also helpful as students will broaden their foundation through creating, recording and arranging music through computer technology including MIDI, online and software applications. This course delves deeper into music creation using computer technology, including MIDI, online tools, and software applications. Students will use industry-standard equipment like Ableton Live, Universal Audio LUNA, Roland Cloud plug-ins, high-quality microphones, and external hardware to create original compositions, arrangements, and remixes.
The curriculum explores professional recording techniques, mixing and mastering with industry-standard equipment, live sound engineering, immersive audio mixing, instrument and effect design, and even DJ/ mashup strategies. By the course's end, students will have a polished portfolio showcasing their diverse skillset, preparing them for admission to top-tier music technology programs and future careers in music and entertainment.

CP MARCHING DYNAMICS/BAND
Grade Level: 9-12
Course: Fall Semester Only Recommended Prerequisite: None

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

CP JAZZ ENSEMBLE A/B
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Audition

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

CP ADVANCED BAND A/B
Grade Level: 9-12
Course: Spring Semester Only
Recommended Prerequisite: Audition

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

INTERMEDIATE BAND A/B
Grade Level: 9-12
Course: Spring Semester Only
Recommended Prerequisite: None

The purpose of this course is to study and perform standard wind band (grade 2-4) repertoire. This includes pieces from multiple periods of music history as well as from composers of varying nationalities. Proper instrumental technique (breathing

technique, articulation, blend and balance, etc.) will be taught in order to achieve the best possible wind band sound. The bulk of class time will focus on building the fundamentals of instrumental technique and the teaching of music theory. Students will also have occasional sight-reading lessons to gain proficiency in music literacy. This group performs at Instrumental Music concerts, and at least one festival in the Spring.

INTERMEDIATE ORCHESTRA A/B
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: None

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

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

CP ADVANCED ORCHESTRA A/B
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Audition

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

AP MUSIC THEORY A/B
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: Audition and Music Literature and Analysis

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

CP CLASS PERCUSSION A/B
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Audition

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

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

CP Guitar A/B focuses on teaching students the fundamentals of guitar performance. In addition to learning how to play the guitar, students will learn the fundamentals of songwriting and will have the opportunity perform their own songs in class. All

students are eligible to take Guitar AB (pending course availability) to satisfy their VAPA course- credit graduation requirement. This course offers all students - regardless of their level of music experience the opportunity to learn and utilize various guitar performance techniques to accommodate a wide range of musical genres.

CHORAL MUSIC

Within the choral classes that are offered, students will learn to read, write, and sing music through a repertoire of choral literature representing various genres, styles, and cultures with expression, technical accuracy and tone quality. Students will perform what they have learned in a variety of professional performance settings with a strong emphasis on teamwork and collaboration. All students are encouraged to audition regardless of singing and/or dancing experience.

CP CONCERT CHOIR A/B
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: No Audition Required

The purpose of this course is to study and perform beginner to intermediate choral repertoire written for high school treble choirs primarily in two or three voices (SSA). The major emphasis of this course is to develop student achievement through the study of vocal production and performance of ensemble music. Students begin to develop the ability to sing and read music with considerable skill, accuracy, and sensitivity. Proper vocal technique, breathing technique, vowel formation, and blend will be taught in order to achieve personal growth and an optimum choral sound. Aesthetic appreciation and discriminating judgment skills are developed in a teambuilding environment. Music chosen will be choral pieces sung in a variety of different languages and historical periods. Students will also study music theory and vocabulary that will aid them in the process of understanding the language of music and learning how
to read and sing music at sight.

CP HONORS CHOIR A/B
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Audition

The purpose of this course is to study and perform intermediate to advanced choral repertoire. The major emphasis of this course is to develop student achievement through the study of vocal ensemble music. Students develop the ability to sing and read music with considerable skill, accuracy, and sensitivity. Aesthetic appreciation and discriminating judgment skills are also developed within a teambuilding environment. The course also provides for increased skill in both ensemble singing and in small groups, and enlarges students' acquaintance with the study of standard choral literature of varying degrees of difficulty. Music chosen will be three or four-part choral pieces sung in a variety of languages and historical periods. Proper vocal technique, breathing technique, vowel formation, and blend will be taught in order to achieve personal vocal growth and an optimum choral sound. The Honors Choir choral ensemble is divided into four voice parts: Soprano, Alto, Tenor, and Bass. Students will also study music theory and vocabulary that will aid them in the process of understanding the language of music and learning how to read and sing music at sight.

CP SHOW CHOIR A/B
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Audition

The purpose of this course is to study and perform show choir repertoire arranged for a four-part mixed choir. Show choir music consists of choral contemporary genres, primarily compiled from the twentieth century. However, in the scope of this course, students will also learn a variety of traditional choral music sung in multiple languages from various historical periods. The biographical and poetic contexts of both contemporary and traditional repertoires will be investigated and used to expand students' knowledge with music theory and vocabulary. In addition to learning one's vocal and dance parts, students will be given daily instruction to develop their skills with music reading at sight, proper vocal technique, and effective collaborative strategies. The most critical difference between show choir and the other Granada choirs, is the inclusion of elaborate dance routines requiring students to participate in weekly lessons designed to create fully-staged and choreographed musical sets. For this, a professional show choir choreographer will visit class and teach them in after school rehearsals.

CP VOCAL ENSEMBLE A/B
Grade Level: 10-12 Course: Full Year
Recommended Prerequisite: Audition

The purpose of this course is to study and perform choral repertoire at the most advanced level. Chamber Singers' vocal ensemble is divided into four voice parts: Soprano, Alto, Tenor, and Bass which can then be divided further when called for by the music. Music repertoire reflects collegiate and professional choral music performed in multiple languages composed throughout choral music's rich history. This includes musical selections from
the Medieval, Renaissance, Baroque, Classical, Romantic, and Modern eras as well as from jazz, popular/rock, and world-music. Meaningful connections will coincide with the students' deep investigation into a work's biographical and textual content, allowing students to perform with considerable skill, accuracy, and expressive sensitivity. Proper vocal technique, breathing technique, vowel formation, and blend will be taught in order to achieve optimum choral sound. Students will also further their knowledge and skills with the study of music theory and vocabulary that will aid them in the process of learning how to read and sing music at sight.

DANCE

DANCE CHOREOGRAPHY A/B
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: Introduction to Dance AB

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

In dance class, students will be exploring, but not limited to, movement, patterns, pathways, juxtapositions, musicality, emotion, form, and technique. In addition, students will be required to reflect on their movement as well as create their own movement sequences.
Starting with the set warm up, students will begin body awareness and understand what muscles are required for different movements in dance. Following, they must transpose their movement to center and across the floor combinations. Finally, students will use their technique and dance knowledge to create original works of art. Then, the students will perform their works of art and understand staging, costuming, and music editing. Self and group reflection will occur after each performance and during the creation process. Reflections may be written or verbal.

THEATER

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

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

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

CP THEATER/PLAYPRODUCTION A/B
Grade Level: 10-12 Course: Full Year

Recommended Prerequisite: Drama A/B and Teacher Approval

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

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

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

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

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

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

WORLD LANGUAGES AND CULTURES

Students in the 21st Century, with all of its technological advancements, live in a global society. People all over the world can communicate in real time, organizations and businesses are multinational, and new professions are continually emerging. Students that are successful in the 21st century will be those who are proficient in more than the traditional core subjects. These students will be global citizens with the ability to navigate the international marketplace, communicate proficiently, and interact meaningfully with understanding and awareness across cultures. These skills—listening/viewing, speaking/signing, reading, writing in world languages, and in English— are essential for students to effectively contribute to state and national efforts and succeed in business, research and international relations as 21st Century global citizens.

Global California 2030: Speak. Learn. Lead. prompts schools to introduce and support language learning early in elementary school, offer a wide range of world languages, including heritage languages, and ensure continuous language acquisition from elementary through high school and beyond (*California World Languages Framework*, 2020)

The goal of the World Languages study at GHC is to create citizens of the world. Our students learn to use world languages to communicate effectively and appropriately, to understand the cultures of the peoples who use the world's languages, and to understand the value of the world's languages in our communities. Languages offered include three or more years of the following: American Sign Language, Arabic and Arabic for Arabic Speakers, Korean and Korean for Korean speakers, French, Mandarin, and Spanish and Spanish for Spanish Speakers. AP courses are offered in French, Mandarin, and Spanish. IB Diploma and IB Certificate students can access an IB Language courses in Arabic, French, Korean, Mandarin, and Spanish.

CP WORLD LANGUAGE AND CULTURE 1AB
AMERICAN SIGN LANGUAGE, ARABIC, FRENCH, KOREAN, MANDARIN, SPANISH
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: None

Students learn to function in common daily settings for which they have rehearsed; understand learned words and phrases in authentic texts (oral/written/signed); produce learned words and phrases; deal with discrete elements of life; comprehend and produce oral, written and signed words and phrases; comprehend and be understood by highly-sympathetic natives.
Key topics that may be included: Personal identity and introductions, School and daily routines, Family and friends, Food, health, and wellness, Hobbies and interests, Home and community life Weather, seasons, and celebrations.

CP WORLD LANGUAGE AND CULTURE 2AB
AMERICAN SIGN LANGUAGE, ARABIC, FRENCH, KOREAN, MANDARIN, SPANISH
Grade Level: 9-12, Course: Full Year
Recommended Prerequisite: Foreign Language 1AB

Students learn to function in transactional settings and in some informal situations; understand the overall meaning, key ideas, and some supporting details in transactional and some informal texts (oral/written/signed); break apart and recombine learned material to express personal meaning; deal with topics related to self and the immediate environment; comprehend and produce oral, written and signed sentences and strings of sentences; comprehend and be understood by sympathetic natives.
Key topics that may be included: Personal and social relationships, Daily activities and responsibilities, Travel and transportation, Shopping, dining, and money, Celebrations and traditions, Media, technology, and entertainment.

CP WORLD LANGUAGE AND CULTURE 3AB
AMERICAN SIGN LANGUAGE, ARABIC, FRENCH, KOREAN, MANDARIN, SPANISH
Grade Level: 9-12, Course: Full Year
Recommended Prerequisite: Foreign Language 2AB

Students learn to function in most informal and some formal settings; understand the main ideas and most supporting details in uncomplicated concrete and factual texts (oral/written/signed); produce paragraph level discourse: simple narration, description and explanation; deal with uncomplicated topics related to the external environment; comprehend and produce oral, written and signed paragraphs; comprehend and be understood by non-sympathetic natives.
Key topics that may be included: Education and career pathways, Environmental and societal issues, Current events and news media, Global citizenship and social justice, Arts, music, and literature, Cultural identity and values.

CP HERITAGE LANGUAGE AND CULTURE 1AB
ARABIC, KOREAN, SPANISH
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Oral Proficiency

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

Key topics that may be included: Family history and cultural heritage, Education and bilingual identity, Immigration and community life, social justice and civic participation, Media, storytelling, and oral traditions, Language variation and formal/informal registers.

CP HERITAGE LANGUAGE AND CULTURE 2AB
ARABIC, KOREAN, SPANISH
Grade Level: 9-12 Course: Full Year

Recommended Prerequisite: Heritage Language 1AB; or literacy in the heritage language. Students learn to function in many formal settings; understand the main ideas and most supporting details in many formal and abstract texts (oral/written); produce extended discourse: narration, description, explanation, discussion and supported opinion; deal with topics related to the external environment; comprehend extended discourse and produce oral paragraphs and written essays; comprehend and be understood by non-sympathetic natives when using formal language.
Key topics that may be included: Global and local current events, Education, equity, and civic responsibility, Historical memory and cultural narratives, social movements and youth voice, Bilingualism, translation, and interpretation, Career pathways and professional communication.

CP HERITAGE LANGUAGE AND CULTURE 3AB
ARABIC, KOREAN
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Heritage Speakers 2AB

Students learn to function in informal and many formal settings; understand the main ideas and most supporting details in complex concrete, factual and uncomplicated abstract texts (oral/written); produce extended discourse: simple narration, description and explanation; deal with complex concrete, factual and uncomplicated abstract topics related to the external environment; comprehend extended discourse and produce oral paragraphs and written essays; comprehend and be understood by non-sympathetic natives.
Key topics that may be included: Leadership, community, and civic engagement, Cultural preservation and language identity, Migration, diaspora, and global citizenship, Literature, history, and political discourse, Media, popular culture, and digital communication, Intergenerational and intercultural communication.

CP WORLD LANGUAGE AND CULTURE 4AB, IB 2AB or AP LANGUAGE AND CULTURE AB
FRENCH, MANDARIN (CHINESE), SPANISH
Grade Level:9-12 Course: Full Year
Recommended Prerequisite: Foreign Language 3AB or IB 1AB or Heritage Speakers 2AB or 3AB

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

AP Language and Culture courses are designed to be comparable to an intermediate level university course in a world language and its cultures. It focuses on developing students' cultural knowledge and communicative skills in a completely integrated way, developing grammatical accuracy through a wide variety of communicative contexts in listening, reading, speaking and writing. In order to promote the integration of language, culture, and content, the course is structured around six broad

themes: Families and Communities; Personal and Public Identities; Contemporary Life; Science and Technology; Global Challenges; and Beauty and Aesthetics. These themes promote improved communication skills and the cultural perspectives essential to global citizenry. After successfully completing this course, students are well prepared to pursue majors, double majors, or minors as they continue their study of a world language and its cultures in post-secondary settings.

AP SPANISH LITERATURE AND CULTURE AB
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Advanced Placement Spanish Language and Culture or AB or IB 2AB

The AP Spanish Literature and Culture course is designed to be comparable to an intermediate level university course in Spanish literature and its cultures. The course uses a thematic approach to explore major historical periods and literary movements in Spain, Spanish America, and Spanish speaking regions of the United States. Students learn strategies for the analysis and criticism of literature, study representative authors and works, and explore and parallel manifestations in painting / sculpture / architecture, music / dance, and film. Through representative texts (short stories, novels, poetry, drama, essays), students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings and focusing on cultural connections and comparisons. In order to promote the integration of language, culture, and content, the course is structured around six broad themes: Societies in Contact, The Construction of Gender, Time and Space, Literary Creation, Interpersonal Relationships, and The Dual Nature of Being. After successfully completing this course, students are well prepared to pursue majors, double majors, or minors as they continue their study of Spanish literature and its cultures in post-secondary settings.

IB Language B SL (Standard Level)

This course is designed for students with some prior experience learning an IB language. It emphasizes the development of communicative competence in listening, speaking, reading, and writing, while deepening students' understanding of Spanish speaking cultures. Students explore global IB themes such as Identity, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet through a variety of authentic texts and classroom activities. The course prepares students for the IB SL assessments, including reading comprehension, written responses, and the individual oral task.

IB Language B HL (Higher Level)
This course is intended for students with a solid foundation in an IB language who seek to expand their cultural understanding, vocabulary, and fluency. The HL curriculum covers all SL themes and content with greater depth and includes additional literary texts and more demanding language tasks. Students engage with complex global issues and cultural topics through analysis of authentic materials, in-depth discussions, and writing assignments. The course fosters critical thinking and intercultural awareness, preparing students for all HL components of the IB exam, including the HL-specific writing assignment and individual oral exam which involves literature.

SL IB FRENCH
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: CP French 2

SL IB MANDARIN
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: CP Mandarin 2

SL IB SPANISH
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: CP Spanish 2 or Spanish Speakers 1

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

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

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

HL IB FRENCH 1
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: CP French 3 or SL IB French

HL IB FRENCH 2
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: HL IB French 1 or AP French Language and Culture

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

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

HL IB MANDARIN 1
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: CP Mandarin 3 or SL IB Mandarin

HL IB MANDARIN 2
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: HL IB Mandarin 1 or AP Mandarin Language and Culture
HL IB SPANISH 1
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: CP Spanish 3 or Spanish Speakers 2 or SL IB Spanish

HL IB SPANISH 2
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: AP Spanish Language and Culture or HL IB Spanish 1

The IB DP language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. Language B is designed for students who possess a degree of knowledge and experience in the target language. Those learning a language B at higher level should be able to follow university courses in other disciplines in the language B that is studied.

WORLD LANGUAGES COURSE CREDIT OPTIONS

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

Students who complete a first-year course (1AB) for heritage speakers at Granada Hills Charter High School have completed a course that is equivalent to the second course in the sequence for non-natives. These students are not required to complete a

second-year course for heritage speakers in order to graduate. Students who complete a second-year course (2AB) at Granada Hills Charter High School are not required to complete additional course work in world language and culture in order to graduate. Since students will earn only 10 world language credits, they must make up the necessary credits in another area.

Counselors should complete a graduation waiver form and attach the documentation. Students who complete the study of a language not offered at GHC at a language school are to follow the procedures outlined below:

* World language courses must be taken during a student's high school years (grades 9 through 12).

* In order to receive credit, the school must be accredited and/or recognized as a language school. See the GHC's registrar if you have questions.

* Students will submit the GHC form to receive credit for world language and culture courses that are not offered at Granada.

* The course must be pre-approved by the student's counselor prior to enrolling in the course.

* The counselor will sign the form and the student will take it to the school. The school will mail the form back to GHC's registrar upon completion. Counselors will make a copy for their files.

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

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

Passing scores for 2026 for AP Language and/or Literature and Culture Examination acceptable to the University of California:
3, 4 or 5 on the AP Language and Culture Examination in Chinese, French, German, Italian, Japanese or Spanish or on the AP Literature and Culture Examination in Spanish.

Passing scores for 2026 for IB Examination acceptable to the University of California:
5, 6 or 7 on an IB Language A2 HL Examination.

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

INTERNATIONAL BACCALAUREATE (IB)

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

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

How will IB help me prepare for applying to college?

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

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

In addition, our students continue to stand out in competitive scholarship application programs. In the past few years, they have been awarded the full ride POSSE scholarships, prestigious Milken scholarships, and the QuestBridge scholarships. Our students truly stand out in interviews because they come to know themselves, have meaningful community service to talk about, and have completed primary research in their science courses. We actively teach students how to articulate the work they are doing at school and in the community in ways that demonstrate their excellence.

Do colleges recognize IB? Or, just AP?

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

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

Some students take an AP science in grades nine or ten. Each year, we hear students say that it will hurt their college application if they take one of those sciences in grades eleven and twelve (and not a new science). This will not harm your application. In fact, we work with all students in this situation to teach them how to make this choice a strength on their college application. For instance, a student wishing to pursue a major in a health sciences field would be able to set themselves apart from other students by writing about choosing the IB Programme because it was an opportunity to take biology or chemistry for three years and to conduct primary research. Students in IB also have the opportunity to take 2 science courses in grade eleven and 2 science courses in grade twelve. In IB, it is common for our STEM focused students to graduate with 6 years of science instead of the traditional 4 years. In fact, some years a few grade twelve students have enrolled in 3 science courses.

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

Yes. More than 35% of IB students participate in an extracurricular activity. IB students are in ASB, SLC, Journalism,

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

Are IB courses weighted like AP courses?

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

Do I have to complete the community service requirement?

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

How much homework is assigned?

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

Can I still take AP classes?

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

What characteristics do the happiest IB students share?

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

Must I take a zero period?

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

Do I have to be a straight A student or have high test scores to join the IB Programme?
The IB Programme is for students of ALL backgrounds and abilities. Typically, 25% of our incoming class have a GPA over

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

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

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

No. Students from all academic programs are accepted into IB. Currently, students from GGC make up the most students in IB. Many STEM, GBF, and New Media Academy students have chosen to join.

What is the difference between IB and AP Capstone?

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

Biology

HL IB BIOLOGY 1
Grade Level: 11 Course: Full Year
Recommended Prerequisites: None

HL IB BIOLOGY 2
Grade Level: 12 Course: Full Year
Recommended Prerequisites: HL IB Biology1

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

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

Chemistry

HL IB CHEMISTRY 1
Grade Level: 11 Course: Full Year
Recommended Prerequisites: None

HL IB CHEMISTRY 2
Grade Level: 12 Course: Full Year
Recommended Prerequisites: IB HL Chemistry 1

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

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

Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century.
By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject.

Computer Science

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

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

Environmental Systems and Societies

IB HL ENVIRONMENTAL SYSTEMS AND SOCIETIES 1
Grade Level: 11
Course: Full Year
Recommended Prerequisite: 2 Years of Science

IB HL ENVIRONMENTAL SYSTEMS AND SOCIETIES 2
Grade Level: 12
Course: Full Year
Recommended Prerequisite: APES (or IB ESS 1 Year) or AP Biology with a C or better

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

Global Politics—Higher Level

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

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

The DP global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to

understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

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

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

IB Language A: Literature- Higher Level

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

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

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

Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.
Texts studied are chosen from the prescribed literature in translation (PLT) list and the prescribed list of authors (PLA) or elsewhere. The PLT list is a wide-ranging list of works in translation from a variety of languages, allowing teachers to select works in a language different from the language of the examination. The PLA lists authors from the language of the examination. The authors on the list are appropriate for students aged 16 to 19.

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

Language acquisition: Language ab initio – Standard Level

SL IB SPANISH
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: CP Spanish or Spanish Speakers 1

SL IB FRENCH
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: CP Spanish 2

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

SL IB MANDARIN
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: CP Mandarin 2 or Mandarin Speakers I

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

Language acquisition: Language B – Higher Level

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

HL IB SPANISH 2
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: AP Spanish Language or HL IB Spanish 1

HL IB FRENCH 1
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: CP French 3 or
SL IB French

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

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

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

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

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

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

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

IB Language B SL (Standard Level)
This course is designed for students with some prior experience learning an IB language. It emphasizes the development of communicative competence in listening, speaking, reading, and writing, while deepening students' understanding of Spanish speaking cultures. Students explore global IB themes such as Identity, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet through a variety of authentic texts and classroom activities. The course prepares students for the IB SL assessments, including reading comprehension, written responses, and the individual oral task.

IB Language B HL (Higher Level)
This course is intended for students with a solid foundation in an IB language who seek to expand their cultural understanding, vocabulary, and fluency. The HL curriculum covers all SL themes and content with greater depth and includes additional literary texts and more demanding language tasks. Students engage with complex global issues and cultural topics through analysis of authentic materials, in-depth discussions, and writing assignments. The course fosters critical thinking and

intercultural awareness, preparing students for all HL components of the IB exam, including the HL-specific writing assignment and individual oral exam which involves literature.

Mathematics – Standard Level

SL IB APPLICATIONS AND INTERPRETATION GRADE LEVEL: 11-12
Course: Full Year
Recommended Prerequisite: Based on previous course and course grade.

Mathematics SL Applications and Interpretation is a course designed for students who wish to gain a good knowledge of mathematics, but with an emphasis on the applied nature of the subject. They may have found more traditional mathematics courses a challenge and it will appeal to students who enjoy the practical application of mathematics to real life situations. This course is suitable for students who may go on to further study in subjects that utilize mathematics in this way such as biology, the human sciences and business. In addition to this the course contains investigative and inquiry-based learning, supporting the students in their internally assessed exploration task.
There is some content that is common with Mathematics SL Analysis and Approaches course but the Mathematics SL Applications and Interpretation has a stronger emphasis on modelling and on using probability and statistics in practical scenarios.

SL IB ANALYSIS AND APPROACHES GRADE LEVEL: 11-12
Course: Full Year
Recommended Prerequisite: Based on previous course and course grade.

Mathematics SL Analysis and Approaches is a course designed for students who wish to study a good level of mathematics, but not at a higher level. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and generalization. This course is suitable for students who may go on to further study in subjects that have a mathematical background, for example economics, geography and chemistry. The course contains investigative and inquiry-based learning, supporting students in their
internally assessed exploration task.
There is some content that is common with the Mathematics SL Applications and Interpretations course but the Mathematics SL Analysis and Approaches has a greater emphasis on calculus, and theoretical approaches.

Mathematics – Higher Level

HL IB APPLICATIONS AND INTERPRETATIONS GRADE LEVEL: 11-12
Course: Full Year
Recommended Prerequisite: Based on previous course and course grade.

Mathematics HL Applications and Interpretation is a course designed for students who wish to gain an in-depth knowledge of mathematics, but with an emphasis on the applied nature of the subject. It will appeal to students who enjoy the practical application of mathematics to real life situations. This course is suitable for students who may go on to further study in subjects that utilize mathematics in this way such as biology, the human sciences and business. The course contains investigative and inquiry-based learning, supporting students in their internally assessed exploration task.
There is some content that is common with Mathematics HL Analysis and Approaches course but the Mathematics HL Applications and Interpretation has a stronger emphasis on modelling and on using probability and statistics in practical scenarios.

HL IB ANALYSIS AND APPROACHES GRADE LEVEL: 11-12
Course: Full Year
Recommended Prerequisite: Based on previous course and course grade.

Mathematics HL Analysis and Approaches is a course designed for students who wish to study mathematics in-depth and gain a formal understanding of the subject. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and generalization. This course is suitable for students who may go

on to further study in subjects that have a significant level of mathematics content, for example mathematics itself, engineering, physical sciences or economics. The course contains investigative and inquiry- based learning, supporting students in their internally assessed exploration task.
There is some content that is common with the Mathematics HL Applications and Interpretations course but the Mathematics HL Analysis and Approaches has a greater emphasis on calculus, and theoretical approaches.

Physics

HL IB PHYSICS 2
Grade Level: 11-12 Course: Full Year
Recommended Prerequisites: AP Physics 1 with a C or better

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.
Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.
By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings.

Philosophy

SL IB PHILOSOPHY
Grade Level: 11-12 Course: Full Year
Recommended Prerequisites: Based on previous course and course grade.

Philosophy SL is a course that tackles questions important to humanity. For example, what is it to be a human being and how do I know what is the right thing to do? Students learn how to think systematically, analyze arguments, and study philosophical themes. They also look at problems facing contemporary society, including those resulting from increased international interaction.

Psychology

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

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

Theory of Knowledge

IB THEORY OF KNOWLEDGE
Grade Level: 11-12 Course: Full Year
Recommended Prerequisites: Based on previous course and course grade.

Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives

and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question "how do you know?" in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

Visual Arts—Higher Level

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

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

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

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

ADVANCED PLACEMENT (AP) AND AP CAPSTONE

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

What is AP Capstone?

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

What are the Seminar and Research Courses?

The Seminar and Research courses differ from other AP courses in that they are not content-driven but rather focused on cross-curricular and interdisciplinary critical thinking skills. Instead of being assessed via a traditional year-end test, AP scores in the Seminar and Research courses are determined through several performance-based tasks: individual and collaborative research projects, papers, and presentations. In the Seminar Course, students will complete a team research project focused on current social issues, which will include a paper and presentation, an individual research paper and presentation in a discipline of the student's choosing, and a year-end assessment designed to measure student skill in evaluating arguments in multiple disciplines.

AP Seminar Assessment Structure

Students are assessed with two through-course performance assessment tasks and one end-of-course exam. All three assessments are summative and will be used to calculate a final AP score (using the 1–5 scale) for AP Seminar.
Format of Assessment
Team Project and Presentation | 20% of AP Score
Individual Research and Reflection
Team Multimedia Presentation and Defense
Individual Research-Based Essay and Presentation | 35% of AP Score
Individual Written Argument
Individual Multimedia Presentation
Oral Defense
End-of-Course Exam (3 Hours) | 45% of AP Score
Understanding and analyzing an argument
Synthesizing information to develop an evidence-based argument.

AP Research Assessment Structure

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

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

How will participating in the program affect my schedule?

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

Who is eligible for this program?

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

What are the requirements for joining the program?

There are no prerequisites courses. We are, however, asking for a recommendation from a current teacher in an academic course, in order for us to help determine if this program is a good fit for you. Should your teacher not recommend you, there is the option for you to fill out an additional application. However, it is required that you take AP English Language concurrently with AP Seminar. This is meant to provide you an opportunity to reinforce some of the fundamental skills necessary for the course, as well as to help you earn one of the qualifying scores necessary for the AP Capstone Diploma.

Is there a summer assignment?

There is not a summer assignment.

COMPUTER SCIENCE

AP COMPUTER SCIENCE PRINCIPLES AB
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Exploring Computer Science

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

AP COMPUTER SCIENCE AB
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: "C" or better in Geometry

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

AP CYBERSECURITY
Grade Level: 10-12 Course: Full Year

Recommended Prerequisite: Exploring Computer Science or higher

AP Cybersecurity is a yearlong high school course that offers a broad introduction to the field and aligns closely with a college-level, introductory cybersecurity course. Students learn about common threats and vulnerabilities and how they combine to create risk. Students study how individuals and organizations manage risk and how risk can be mitigated through a defense-in-depth strategy. Students explore specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains including physical spaces, computer networks, devices, and data and applications. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, societies, and governments. Content and skills taught in the course align with the professional skills outlined in the National Initiative for Cybersecurity Education Workforce Framework.

ENGLISH LANGUAGE ARTS

AP LANGUAGE AND COMPOSITION
Grade Level: 11 Course: Full Year
Recommended Prerequisite: Recommendation and Completion of AP Packet

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

AP LANGUAGE AND LITERATURE
Grade Level: 12 Course: Full Year
Recommended Prerequisite: Recommendation and Completion of AP Packet

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

MATHEMATICS

AP PRECALCULUS
Grade level 10-12 Course: Full Year
Recommended Prerequisite: "C" or better in Algebra 2

AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses.

AP CALCULUS A/B
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: "C" or better in Precalculus

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

AP CALCULUS B/C
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: "C" or better in Calculus A/B or Honors Precalculus

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses. It extends the content learned

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

SCIENCE

AP BIOLOGY AB
Grade Level: 11-12 Course: Full Year
Recommended Prerequisites: Honors Biology and Honors Chemistry completed with a B or better, or CP Biology and CP Chemistry completed with an A; Geometry concurrent or completed with a B or better.

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

AP ENVIRONMENTAL SCIENCE AB
Grade Level: 11-12, grade 12 priority Course: Full Year
Recommended Prerequisites: Honors Biology and Honors Chemistry completed with a B or better, or CP Biology and CP Chemistry completed with an A; Geometry completed with a B or better.

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

AP CHEMISTRY AB
Grade Level: 10-12 Course: Full Year
Recommended Prerequisites: Honors Biology and Honors Chemistry completed with a B or better, or Honors Physics/AP Physics 1/Honors Biology (9th-grade option) completed with a B or better, or CP Biology and CP Chemistry completed with an A; Algebra II completed with an A.

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

AP PHYSICS 1
Grade Level: Grade 9 only Course: Full Year
Recommended Prerequisites: Grade 8 science completed with a B or better; earned a B or better in Algebra 1.

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

AP PHYSICS 1
Grade Level: 11-12 Course: Full Year
Recommended Prerequisites: Honors Biology completed with a B or better, or CP Biology completed with an A; earned a B or better in Algebra 1.

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics

through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound.

AP PHYSICS C
Fall Semester: Mechanics and Spring Semester: Electricity/Magnetism
Grade Level: 11-12, grade 12 priority Course: Full Year
Recommended Prerequisites: AP Physics 1 completed with a B or better; CP Biology and CP Chemistry or CP Physics completed with an A; Calculus A completed with a B or better; Calculus BC or above concurrent.

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

SOCIAL SCIENCE

AP WORLD HISTORY A/B
Grade Level: 10-12 Course: Full Year
Recommended Prerequisite: – A or B in Honors English Concurrent Enrollment – Honors English

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

AP UNITED STATES HISTORY A/B
Grade Level: 11-12 Course Full Year
Recommended Prerequisite: Grade of A or B in Honors or AP History classes; grade of A or B in Honors English Concurrent Enrollment – Honors or AP English

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

AP GOVERNMENT AND UNITED STATES POLITICS
Grade Level: 12 Course: One Semester
Recommended Prerequisite: Grade of A or B in Honors or AP History classes; grade of A or B in Honors English Concurrent Enrollment – AP or Honors English

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts

and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

AP MACROECONOMICS
Grade Level: 12 Course: One Semester
Recommended Prerequisite: Algebra

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

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

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

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

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

AP PSYCHOLOGY A/B
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: None

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

VISUAL AND PERFORMING ARTS

AP ART HISTORY A/B
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: None

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

AP STUDIO ART: 2-D DESIGN A/B
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Drawing

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

AP STUDIO ART: DRAWING A/B
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: None

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

AP MUSIC THEORY A/B
Grade Level: 11-12 Course: Full Year
Recommended Prerequisite: Audition and Music Literature and Analysis

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

WORLD LANGUAGES AND CULTURES
AP SPANISH LITERATURE AND CULTURE AB
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Advanced Placement Spanish Language and Culture or AB or IB 2AB

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

SPECIAL EDUCATION PROGRAMS

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

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

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

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

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

Severe/Moderate/Mild SDP2 Program
Students in this program require the highest level of support. This is an academic and life skills-based curriculum, where students participate in CAASP testing and typically earn a GHC Certificate of Completion. The students are given opportunities for campus work experiences in the Cafeteria, Reprographics, School Offices, and the Student Store. Electives are taken with non- disabled peers. GHC and LAUSD work in partnership to offer this unique program to students outside of the GHC residential boundaries.

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

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

ENGLISH 9 A/B
Grade Level: 9 Course: Full Year
Recommended Prerequisite: Per the IEP

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

ENGLISH 10 A/B
Grade Level: 10 Course: Full Year
Recommended Prerequisite: English 9 AB and per the IEP

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

English 11 A/B
Grade Level: 11 Course: Full Year
Recommended Prerequisite: English 9 and 10 and per the IEP

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

ENGLISH 12 A/B
Grade Level: 12 Course: Full Year
Recommended Prerequisite: English 9, 10, 11, and per the IEP

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

LITERACY SKILLS
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Per the IEP

This course is designed to provide instruction in basic and developmental reading skills and strategies while emphasizing individual student progress. Course content depends on students' abilities entering the course and is designed to accelerate student growth in reading ability. Instruction may focus on reading silently or aloud, vocabulary development, comprehension, fluent decoding, reading/writing connections, text-based collaboration, student motivation and self-directed learning. This course does not meet the UC/CSU requirements. This course may be taken more than one year for credit as a GHC elective

course.

NUMERACY SKILLS
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Per the IEP

This is a course of basic skills in addition, subtraction, multiplication, and division of whole numbers, as well as fractions and decimals. The course is designed for low achieving students. To effectively assist students, teachers individualize and/or make use of small group instruction. The teaching techniques emphasize the use of manipulatives and other tools, including technological tools in a laboratory setting. This course does not meet the UC/CSU requirements. This course may be taken more than one year for credit as a GHC elective course.

SKILLS FOR SUCCESS
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Per the IEP

A course that provides academic support and guidance in order to help students achieve success in their academic work. Can include the following content time management, outlining, note taking, organization, active listening, research methods and test- taking strategies. This course does not meet the UC/CSU requirements. This course may be taken more than one year for credit as a GHC elective course.

SOCIAL SKILLS
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Per the IEP

This course is a support class, for students with social challenges. It is an elective designed to build upon and enhance the social skills that are an area of need for many students with ASD. Students receive directed lessons using research-based curriculum called Model Me Kids, a video-based skills program. Many social skills are worked on including various aspects of communication, building rapports, making eye contact, learning and maintaining acceptable and appropriate boundaries, and more. Students work together in practicing and demonstrating these skills, as they build positive peer relationships with each other. This course does not meet the UC/CSU requirements. This course may be taken more than one year for credit as a GHC elective course.

RESOURCE SKILLS
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Per the IEP

Resource classes are divided into components that address student needs in the areas of math, language, reading, and oral communication skills, as indicated in the Common Core Standards, and the GHC Expected School Wide Learning Results, ESLRs. An important goal of the resource class is to help students to be successful in the general education program by helping them to understand their specific learning styles and to compensate for their weaknesses with the use of accommodations. This course does not meet the UC/CSU requirements. This course may be taken more than one year for credit as a GHC elective course.

COMMUNICATION SKILLS
Grade Level 9-12 Course: Full Year
Recommended Prerequisite: Per the IEP

Communication Skills is designed for students who are deaf and hard of hearing. This class addresses student needs in the areas of math, language, reading, and oral communication skills, as indicated in the Common Core Standards, and the GHC Expected School wide Learning Results, ESLRs. An important goal of the resource class is to help students to be successful in the general education program by helping them to understand their specific learning styles and to compensate for their weaknesses with the use of accommodations. This course does not meet the UC/CSU requirements. This course may be taken more than one year for credit as a GHC elective course.

MODIFIED CURRICULUM FOR STUDENTS WITH THE MOST SEVERE DISABILITIES

Students in this program require the highest level of support. This is an academic and life skills-based curriculum, where students participate in CAPA testing and typically earn a GHC Certificate of Completion. These courses do not meet the UC/CSU admissions requirement. Students may take these courses more than one year and earn credit. The students are given opportunities for campus work experiences in the Cafeteria, Reprographics, School Offices, and the Student Store. Electives are taken with non-disabled peers. Students may also participate in the "We Can Work Program".

MATH
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Per the IEP

Students will learn to master functional math skills such as working with money and time. Students will learn to apply and manage use of time in context of real-world situations. Students will learn to apply and manage personal finances and the process of making purchases in the community. Students will continue to work on the basic principles of math: math facts, solving word problems, and calculator skills.

SCIENCE
Grade Level: 9-12 Course: Full Year
Recommended Prerequisite: Per the IEP

This course combines more than one branch of science into a cohesive study where students explore general scientific life and earth science concepts. Topics covered include the principles underlying the scientific method and the techniques of experimentation.

SOCIAL STUDIES
Grade Level: 9-12
Course: Full Year
Recommended Prerequisite: Per the IEP

This course covers topics as follows: learning and working now and in past historical time periods; geography -people who supply our needs (parents, grandparents, ancestors, and people from many cultures); topics dealing with continuity and change in local history and the nation's history; topics in United States History; Modern World History and Geography, Civics, Basic Government and Economy.

DEVELOPMENTAL READING/LITERACY SKILLS
Grade Level: 9-12 Course: One Semester
Recommended Prerequisite: Per the IEP

Students will learn to master the English reading system through speech sounds, syllables, and meaningful parts known as morphemes. In addition, students will utilize the most crucial principles of the English language: most spelling follows regular & predictable patterns, every speech sound in a word is represented by grapheme, many phonemes have more than one spelling, and many spellings are determined by the position of the sound. Students will also have the opportunity to exercise writing skills.

INTEGRATION AND USE OF TECHNOLOGY

Grades TK-8 Program
Technology plays a central role in the education of children in the 21st century. However, the use of and instruction of technology in the early grades should not come at the cost of foundational reading, math, writing, and thinking skills. Whatever a child can do with technology they should be able to do or think through without. That is why at the GHC grades TK-8 program we will begin with strong foundational preparation in the early years and slowly introduce devices and other technology in later years. In the early years, there is an emphasis on logic and critical thinking skills.
Students in the GHC grades TK-8 program will have access to tablets in the primary grades and Chromebooks in the middle grades.

Grades 9-12 Program
Granada Hills Charter believes that access to the internet and technology is an integral part of the instructional program designed to help students meet the GHC's Expected Schoolwide Learning Results. The use of technology enhances students' learning experiences by personalizing learning and creating new learning experiences. From the extensive use of technology in a 1:1 environment, GHC students will:

- Use technology to take an active role in choosing, achieving and demonstrating an understanding of their learning goals
- Develop organizational skills necessary to be successful in the digital world
- Understand the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and act in ways that are safe, legal and ethical
- Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally
- Use technology to access information and learn how to critically evaluate and process this information

At the center of student technology is the 1:1 Chromebook program that provides each GHC student with a Chromebook for use at school and at home.

With the Chromebook, students have access to tens of thousands of educational apps through Google Apps for Education. Google Classroom is the most widely used app at GHC, with nearly every classroom using the app to create and collect assignments, make announcements, and provide an online discussion forum for students. Students also have access to the full G Suite of Apps - Google Docs, Slides, Sheets, Drive, and Gmail. These apps are free to educational institutions and are the same apps available to businesses and government institutions.

There is no cost to the 1:1 program for students, and all students have access to a Chromebook at all times. In the event that students forget their Chromebooks or need a repair, loaners are available through the Chromebook support center. Students may elect to purchase the Optional Chromebook Protection Plan that covers any damage to the Chromebook or loss. Most replacement parts are covered under the school's warranty, and Hewlett Packard reimburses GHC for warranty repairs (details below). Since the inception of the program, the Chromebook support center has helped more than 9,000 students and has performed over 2,500 repairs.

Granada Hills Charter has full high-speed wireless coverage in every classroom. Hotspots are available for students without wireless access at home.

Classroom Displays and Basic Technology
One hundred percent of GHC classrooms have projection systems, full audio systems, and all teachers have the option for document readers. Teachers have the ability to bring their laptop to any classroom and connect seamlessly to the room's projection system and other technology. While on the GHC campus, any user can connect to any Windows laptop or desktop and have access to all their files.

Faculty Laptops and Peripheral Devices
All certificated faculty have a Hewlett Packard laptop (HP), which provides access to all network programs and applications, the full suite of Google products, and Microsoft Office programs.

Teachers also have access to peripheral devices such as wireless keyboards, desktop monitors, and tablets. The Technology Committee also reviewed and recommended the use of the Chromebit, a device that enables any HD display to operate as a Chrome device. Teachers can run Google Classroom, slides, Chrome browser, and any other Google App from the Chromebit. The Chromebit is operated using a wireless keyboard and mouse, enabling teachers to move freely throughout the classroom while presenting on the display.

Teachers have the ability to at the GHC reprographics center directly from their laptop - and have the print job delivered directly to their classroom. This both reduces cost of printing and makes it easier for a teacher to print lengthy documents such as exams.

Internet and Wireless Network
Granada Hills Charter has 1 GBPS (1-Gig) internet connection from Time Warner/Spectrum Business Class on a three-year contract with 99.999 percent guaranteed uptime. Through the Time Warner circuit, GHC connects to California's K-12 High Speed Network (K12 HSN), the internet backbone for educational institutions. The majority of both contracts are covered by eRate, a federal program for schools and libraries that provides discounts of up to 80 percent based on a school's participation in the national school lunch program.

There are two wireless access points per classroom, each capable of handling up to 40 different connections. Additionally, there are wireless access points on the exterior of every building. These access points provide wireless access in 100 percent of buildings and all exterior areas except the home side of the athletic field. Since the wireless network was installed by LAUSD as part of a bond financed technology upgrade, the network is configured and maintained by GHC.

Enhancing Network Reliability
Given the dependency on a highly reliable connection to the internet, GHC has installed a secondary internet connection to utilize in the event of disruption to service. In the event of the failure of the primary internet connection, the secondary network would connect in less than ten minutes. Granada Hills Charter also maintains spare equipment for the internal wireless network, and the technology team has the ability to complete most repairs within thirty minutes.

Enhancing Data Security
Since 2003, GHC has used Microsoft Exchange for all email communication and storage. Although this server is physically located at GHC and managed internally, there are some drawbacks to using Outlook Exchange. These drawbacks include maintenance requirements, limited storage, limited customization/management, and security risks.

In July of 2017, all users migrated from Microsoft Outlook to Gmail. The benefits of migrating to Gmail include increased ease of communication with students and full integration with Google Classroom and Google Apps for Education, unlimited storage space for all users, and efficiencies due to the interaction Google's algorithms and other apps in the G Suite.

The majority of GHC faculty uses Google Drive to maintain files; as of April 2017, faculty and students store more than four million files using nearly twenty terabytes of drive space. These files aref accessible from any device, continuously saved, and backed up by Google. In addition to the backups by Google, GHC uses an additional third-party backup application. In the highly unlikely event of failure or data loss by Google, GHC would be able to recover all data from the last overnight recovery point.

Granada Hills Charter also maintains several file servers on site, used primarily by administration and office staff. The files on these servers are not accessible off-site and are backed up nightly to a separate server on- site and a third-party off-site backup. Given the advantages of using Google Drive (or other cloud-based storage), one of the goals of the technology department is to move more users to Google Drive.

COURSE CURRICULUM GRADES TK-8 PROGRAM

English Language Arts (ELA)
The ELA curriculum will have developmentally appropriate systematic instruction and built-in diagnostic support in developing students' working knowledge of phonological awareness, phonics, vocabulary development, syntax, and fluency. ELA learning will intersect with social studies, science, and math. Each of the subjects will include vocabulary-building, comprehension, and writing activities.

Teachers will design a comprehensive curriculum that will include daily opportunities for students to practice and improve reading, writing, listening, and speaking skills. Research has consistently shown that students who spend more time actually reading and writing in school become better readers and writers. To serve the needs of different students, visual, kinesthetic, drama, and musical literacy activities will support lessons in reading, writing, and speaking English.

English Language Learners and students who struggle with reading and writing will be given additional support with lessons using multiple modalities and through after-school tutoring, in ELA reading, writing, and speaking skills. Advanced readers will be given appropriate reading material for their skill levels, and practice comprehension skills through extension activities and more independent reading and writing projects. Goals will be established for all students so that they are aware of their reading and writing levels and take ownership of their progress.

Before the school year, the Charter School will require students to take the Fountas & Pinnell Benchmark Assessment System. This will determine reading levels and will guide small group reading skills curriculum along the continuum of literacy learning. Intensive small-group reading and individualized writing interventions will be a key component to supporting struggling readers and writers. Leveled reading texts will also be guided by the Fountas & Pinnell Leveled Literacy recommendations.

Teachers will design a system to showcase student writing such as publishing for the real world, writing letters to real people, or showcasing student work in public areas such as the library. The goal of writing lessons is for students to develop skills in self- expression and communication. Educational research suggests that students take responsibility for quality work when these are intended for peer or public readership.

Students will be exposed to a variety of genres and increasingly complex text. Reading level assessments will be used to help students choose books for independent reading, and for teachers to plan guided reading lessons. The reading program is designed to instill a love of reading and will include the following components:

- Independent Reading: Every day students will engage in independent reading. To become proficient readers, students must read a variety of text at an appropriate level. Through whole class and small group instruction, teachers will teach students how to choose appropriate independent reading material and to monitor their own comprehension. During independent reading time, teachers may be engaged in one-on-one reading conferences and/or work with small groups or students who require additional reading support.

- On-going Assessment: Assessment will be an important part of the reading program. At the beginning of the year and at the end of each trimester, teachers will assess students' reading levels. Additionally, teachers will use Informal Reading Inventories and conferences to assess progress on an on-going basis. This information will guide students in choosing appropriate independent reading books and help teachers differentiate instruction. The Charter School will also use the Accelerated Reader Program to allow students to read and take comprehension assessments individually.

- Strategy Workshops/Mini Lessons: In the workshop/mini lesson format, teachers lead students in developing comprehension strategies and fluency. Depending on the grade level and needs of the students, mini-lessons may include think-alouds, shared reading, and interactive read-alouds.

Format	Component	Materials
Thematic Units in other Content Areas	Vocabulary development	Teacher-selected non-fictional materials Teacher-selected core literature Benchmark Advance Benchmark Advance (ELD) Write from the Beginning Write from the Beginning and Beyond
	Content-specific literature study	
	Content-specific writing	
Thematic Units addressing essential PYP questions	Word work	
	Comprehension and word analysis strategy session	
	Strategic and systematic writing lessons	
	Shared reading/writing	
	Literature study	
	Guided reading	
Interdisciplinary Reading Workshops	Word work	
	Comprehension and word analysis strategy session	
	Shared reading/writing	
	Literature study	
	Guided reading	
	Individual conferences	
	Interactive read-alouds	
Interdisciplinary Writing Workshops	Strategic and systematic writing lessons	Write from the Beginning Write from the Beginning and Beyond
	Shared writing	
	Independent and small group writing	

For learning handwriting and keyboarding skills GHC will use the curriculum developed by the organization "Learning Without
Tears (http://www.lwtears.com/)."

Science

The NGSS content modules will raise the scientific literacy of students by engaging students in scientific investigation and experimentation, incorporating real-life applications. These will be guided by the National Research Council's framework for science learning, which underscores the dynamic nature of science. As stated in the National Academies (2013) "Science comprises a body of knowledge and evidence- based theories" which prepare students for critical thought and literacy requirements to solve the complex problems of the 21st century.

The science program will be guided by *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*, developed by the Board of Science Education. Each content module of the science curriculum will present three dimensions of the new standards in science, engineering, and technology: practices, crosscutting concepts, and disciplinary core ideas (NGSS, 2013). Four themes will guide the composition of lessons: (1) Scientific investigations use a variety of methods; (2) Scientific knowledge is based on empirical evidence; (3) Scientific knowledge is open to revision in the light of new evidence; and (4) Science models, laws, mechanisms, and theories explain natural phenomena (NGSS, 2013).

Practices will engage students in scientific understanding of concepts through investigation and building models and theories about the natural world, incorporating an understanding of how engineering and science intersect. Inquiry activities will involve applications of cognitive, social, and physical practice. Crosscutting concepts will build students' understanding of linkage in different domains of science and engineering. These include: patterns, similarity, and diversity; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; stability and change. Disciplinary core ideas provide key organizing concepts of each of the disciplines.

The science curriculum will be integrated within an interdisciplinary framework of units and themes while building upon CCSS. Science learning will involve reading, writing, and speaking about scientific phenomena, engineering practices, and the social implications of scientific and engineering practices.

Math
The math curriculum will stress not only procedural skills but more importantly, conceptual understanding of mathematical concepts and their applications (Common Core State Standards Initiative, 2012). In transitional kindergarten and kindergarten for example, students will experience number values through hands on learning, learning how numbers correspond to quantities, and learning how to put numbers together and take them apart. In the middle school students will engage in hands on learning in geometry, algebra, as well as probability and statistics.

Each content module of the math curriculum will be structured along the new core standards for mathematical practice and the standards for mathematical content: (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; and (8) Look for and express regularity in repeated reasoning.

In the PYP and the MYP programs, Math units will begin with hands on activities. Instruction will emphasize the use of mathematical language and reasoning while involved in problem-solving. For example as part of a unit on volume and surface, students will progress through a series of problems using unit cubes. They might begin by building rectangles with an assigned number of cubes. Next, a teacher might present a series of problems using the cubes. These problems will be differentiated by student ability. Using pre- and formative assessments, teachers would identify students with an advanced understanding of volume and those who may need additional support. More advanced students might be presented with more complex shapes or complex numbers. Students needing additional support might have simpler problems or be assigned to work with the teacher in a small group for part of the session. After the students have had opportunities to experience the concept the symbolic representation of Volume = length x width x height would be introduced.

Students will continue to hone this of concepts understanding through more specific practice. As an example, lessons may typically begin with a brief mental math warm-up. The teacher may post a math problem such as 13 x 27 which students work on for a few minutes independently. Multiple methods of mathematical reasoning may be used to solve the problem. For the rest of the lesson, students may engage in whole class, small group, or individual work. For example, during the unit on volume and surface area, the class might have a menu of activities designed to reinforce and extend their conceptual understanding. The teacher would post activities that students are responsible for completing over the course of a week.
Granada Hills Charter may work with Silicon Valley Math Initiative, (http://www.svmimac.org/home.html) Southern California division, Math for America (https://www.mfala.org/), Los Angeles, and Math Solutions (www.mathsolutions.com) and have access to a large library of resources including professional development, performance assessments, curriculum, and instructional tools.

Social Studies
The social studies curriculum will build awareness and develop analytical, social, and empathic skills so students learn to make informed and rational decisions for personal growth and the public good in the context of a culturally diverse democratic society and an international mindset.

Each content module of social studies builds civic competence and prepares students for positive and thoughtful engagement, promoting ideas and values of civil society, empathy, and creativity. Through inquiry and solutions-oriented lessons, students will learn through hands-on and context- based learning strategies, the skills of data collection and analysis, collaboration, decision- making, and problem-solving. Students will value diversity, including similarities and differences based on race, ethnicity, language, religion, gender, sexual orientation, exceptional learning needs, and other educationally and personally significant characteristics of students (National Council for the Social Studies, 2011).

Thematic strands, for example, “time, continuity, and change”; “individual development and identity”; "production, distribution, and consumption”, “science, technology, and society,” will engage students in analytical understanding of the growth and dynamics of human civilization, both in personal and societal contexts. Lessons will draw from disciplines in the social sciences, including anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology. These lessons will be tied to the essential question units as proposed by the PYP framework.

Thematic units in social studies will draw from a variety of resources and materials. Understanding how perspective

influences information and decision-making from individual to societal levels necessitates drawing from a variety of materials, recognizing patterns, and connecting one's context to societal and historical phenomena. Students will learn from primary materials including interviews, observations, visual images, videos, field trips, and written documents. To organize the themes, teachers will take inspiration from Teacher Curriculum Institute's (TCI) Social Studies Alive! (K-5) and History Alive (6-8).

Physical Education

Physical Education (PE) seeks to develop life-long habits of building physical strength and dexterity. Students will be exposed to a variety of age appropriate physical movement activities that will suit a variety of learning styles and skills and that are aligned to the State Content Standards. Physical Education will take place daily. PE develops students' awareness of how the body moves and how physical activity impacts other parts of their life. For instance, students may learn how physical activity can relieve stress or help with focus through practices of deep breathing and yoga. PE activities will develop a range of physical and athletic skills, as well as habits of teamwork, cooperation, and fair play.

Visual & Performing Arts

Visual and performing arts are integral components of the curriculum in the PYP and MYP programs. Supported by the curriculum developed by the Getty Center called the "Incredible Art Department" (https://www.incredibleart.org/links/toolbox/curriculum.html), students will discover through practice the elements of art and composition and the visual arts genres in art history. They will use their skills in artistic practice with the multi-sensory, multi- modal way to access and interact with core subject areas. Additionally, students will be encouraged to use the arts as a way to communicate their understanding and learning. For example, students may develop a theatrical piece as the culmination of a study of a historical era or enter an art competition for real life experience.

COURSE OFFERINGS GRADES 6-8

All courses are CORE/COLLEGE PREPARATORY unless noted **(Non-Core/Non-College Preparatory)**

MYP English 6

The focus of reading instruction in English 6 will be on continuing to make students more engaged readers through annotation and discussion of important themes in each text as guided by the MYP framework and the CCSS ELA Standards. Throughout the year, students will annotate text using various methods such as circling unknown words, asking questions, responding to the text, using highlighters meaningfully to distinguish components of the texts and other important details. As teachers collaborate and plan all contents with an interdisciplinary approach, students will students receive reading questions for comprehension and discussions with a focus on summarizing, questioning, clarifying, and predicting.

At the end of each unit, students will participate in a writer's workshop wherein they compose various styles of writing, including narrative, literary analysis, persuasion, and exposition. These workshops will walk them through the layout of essay writing, with focus on citing and explaining textual evidence to support their arguments. Students will use the SEE- IDA – state, exemplify, elaborate, interpret, demonstrate and analyze – method and other teacher developed instructional strategies and mnemonics to respond to literary and other writing.

MYP English 7

In this course students will continue to explore many writing genres such as expository, persuasive, collaborative writing and analytical essays in order to strengthen and enhance their reading and writing skills. Interdisciplinary writing will help students bridge their understanding of subjects and help them understand and relate to the interconnectedness of the world. They will analyze the connections between the texts they read, other contents and the real world. Throughout this course, students will read a variety of short stories, novels, essays, and poems governed by the principles of the MYP framework. Literature in this course is used to sharpen reading skills, develop vocabulary, and improve comprehension and strengthen identification of literary elements such as theme, plot, characterization, and figurative language and the overall impact of literature on society.

MYP English 8

Students will continue to go in depth and develop analytical skills. Students will develop their analytical minds as they read a variety of texts that span several genres and come in many forms at or above grade level. They will learn about extrapolating a text through annotation and understanding each author's purpose within varying genres. Through reading and Socratic seminars they begin to foster the skills needed to tackle different levels of understanding in Bloom's taxonomy and gain a greater understanding and appreciation of differing viewpoints.

Mathematics

Mathematics at grades 6-12 is organized into the conceptual categories defined by the Common Core Standards:

- Number and Quantity
- Algebra and Functions
- Modeling
- Geometry
- Statistics and Probability

These conceptual categories offer a starting and connecting point for all mathematics courses at GHC. In addition, the Common Core "Standards for Mathematical Practice" provide a framework for what students across grade levels should be able to do in each math class. These practices describe what it means to really "do" mathematics and are extensively reflected in teacher assessment and curriculum material.

Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning

California Department of Education. (2010a). California's common core state standards. http://www.cde.ca.gov/ci/cc/

Emphasis is placed on using mathematics to grasp and solve unfamiliar problems that may not match examples the student has seen before. Students will be encouraged to find patterns of reasoning, make and test conjectures, try multiple representations (e.g., symbolic, geometric, graphical) and approaches (e.g., deduction, mathematical induction, linking to known results), analyze simple examples, make abstractions and generalizations, and verify that solutions are correct, approximate or reasonable. Students will also be encouraged to rationalize each concept and skill. Students will gain confidence and fluency in handling formulas and computational algorithms: understanding their motivation and design, predicting approximate outcomes and computing them and applying them in real life situations.

Granada Hills Charter's goal is to highlight mathematics as an integral part of the world around us. The teaching team will strive so our students see mathematics as an artistic, logical, and problem-solving endeavor woven into everyday applications. This approach will encourage students to use, interpret, and analyze the mathematical phenomenon present in everyday life and in more specialized career fields such as computer programming, engineering, architecture, actuarial sciences, Graphic Design, and more.

MYP Math 6

MYP Math 6 as based on the precepts of the CCSS and has five main areas of focus: operations with rational numbers; ratios and rates; writing, interpreting, simplifying, and solving expressions and equations; probability and statistics; and foundations of geometry. Teachers will have the ability to create curriculum that aligns the CCSS with the MYP framework.

Building on previous understandings, students will explore the meaning of each category of the full system of rational numbers including fractions, decimals, and integers. Students will demonstrate understanding, mastery, and fluency when performing operations with rational numbers. Building on this foundational knowledge or rational numbers, students will use reasoning to solve ratio and rate problems about quantities. Connecting equivalent fractions to ratios and rates allows students to derive and extend understandings of relative sizes of quantities. These connections allow students to solve problems using a variety of representations and techniques including pattern recognition, linear graphing, and algebra. While rates and ratios provided an insight into a window of algebraic thinking, students will further develop their understanding and use of variables and algebra.

Building on and reinforcing their understanding of numbers, students will begin to develop their ability to think statistically. Students will recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. Students will recognize that a measure of variability can also be useful for summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their variability. Students will learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

Students in grade 6 will also build on their geometric understanding and reasoning about relationships among shapes to determine area, surface area, and volume. Students will find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students will discuss, develop, and justify formulas for areas of triangles and parallelograms. Students will also prepare for work on scale drawings and constructions in grade 7 and vertical articulation between teachers will be instrumental in meeting students' needs or bridging
gaps in learning.

MYP Pre-Algebra
MYP Pre-Algebra has four main areas of focus: developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples.

Building on MYP Math 6 foundations in ratios and rates students will expand their knowledge and understanding of these concepts by using proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease.

Students will develop a unified understanding of number, recognizing fractions, decimals, and percent's as different representations of rational numbers. Students once again must demonstrate mastery and fluency of addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between the operations. Developing algebraic reasoning and problem-solving skills will continue to be a focus as students use arithmetic of rational numbers to formulate expressions and equations in one variable and use these equations to solve problems.

Students will continue their work with area from grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in MYP Algebra 1 and MYP Geometry students reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and gain familiarity with the relationships between angles formed by intersecting lines. Students will solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Probability and statistics is once again incorporated to build on student's previous work with single data distributions to compare two data distributions and address questions about differences between populations. Students will begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences. These skills will also be applied in their science classes.

MYP Algebra 1
The MYP Algebra 1 course is composed of four major units of study: Solving equations and inequalities, linear functions, quadratic functions, and rational expressions. In each of the major units of study, concepts will be explored using multiple representations so that students develop essential procedural and conceptual understandings in algebra.

The basic foundations of the algebra curriculum are developed in the first unit of study. The central theme of this unit will involve solving multistep equations and inequalities. Students will be proficient in these skills which will then be applied to writing and solving multistep equations and inequalities for word problems. Each of the concepts in the first unit will be continuously revisited and reinforced throughout the remainder of the course.

During the second unit, students will use algebra to generalize, interpret, and analyze key patterns observed when working with linear functions. Particular attention will be paid to patterns that relate to the concept of slope and how this concept manifests in graphs, tables, and equations. Students will also explore multiple methods of graphing linear functions including: creating a table; finding the x- and y- intercepts; using the slope- intercept form; and point slope form. With a strong linear functions foundation, students will transition into applying procedural graphing knowledge and skills to more conceptual tasks as they solve systems of equations and inequalities both graphically and algebraically.

During the quadratic functions unit, students will begin to master the basic factoring techniques used extensively in the remainder to the algebra curriculum. The concept of factoring will then be applied to graphing, analyzing, and interpreting the relationship between quadratic equations and their graphs. Students will also need to master multiple factoring techniques including completing the square and using the quadratic formula. Students will then begin to apply their procedural knowledge to more conceptual tasks as they solve physical problems including motion, force, gravity, and acceleration.

The final unit of study will emphasize computational mastery in a more complex algebraic manner. Students will apply basic techniques of adding, subtracting, multiplying, and dividing as they simplify rational expressions. Students will also expand their skills and knowledge of operations with fractions as they apply these skills to solving rational equations.

MYP Geometry
The course will allow students to strengthen their inductive and deductive reasoning as they examine and develop arguments, contradictions, and proofs. A significant amount of definitions, postulates, and theorems will need to be mastered by students as they perform basic proofs and then apply these proofs to real-world problem-solving situations. The course includes several major units of study beginning with the basic components of geometry and then proceeding to concepts involving two and three- dimensional geometric figures. The basic components unit includes a review of key notations and visual representations that will be used throughout the course. Central to this unit are the angles relationships and properties that emanate from parallel lines cut by transversals.

Building on the basic components of geometry, the next unit relates to an extensive examination of triangles. Students will work extensively with two column proofs of triangle congruence and similarity. The triangle unit continues with a closer examination of right triangles. Students will know and apply the Pythagorean Theorem, Distance Formula, special right triangle relationships, and trigonometric functions to find unknown lengths and angles in right triangles.

The focus of the course then transitions to a more general investigation of the properties of two-dimensional figures including the relationships between angles and sides, and area and perimeter. Students then investigate the relationships and properties of three- dimensional figures involving computations and problem solving related to volume and surface area. Students will also develop theorems related to chords, secants, tangents, inscribed angles and polygons. These theorems will then be applied to problem solving situations that involve missing angle and arc measures, as well as finding the length of arcs, chords, tangents, and secants.

For students progressing above and beyond the requirements of these courses, differentiated instruction for additional challenges will be available and students will be required to demonstrate mastery using multiple perspectives that include but are not limited to: written analysis of concepts and connections; visual representation and manipulation; symbolic notation and justification; and relevant connections to real world situations.

MYP Grade 6 Earth Science
In addition to the integrated science concepts that students learn in TK – 5 PYP, grade 6 students will deepen their understanding of the concepts of earth science. Students will understand how Earth's systems operate by modeling the flow of energy and cycling of matter within and among different systems. Students will investigate the controlling properties of important materials and construct explanations based on the analysis of real science data. Students will understand the ways that human activities impact Earth's other systems. Students use many different practices to understand the significant and complex issues surrounding human uses of land, energy, mineral, and water resources and the resulting impacts of their development. Students will examine the Earth's place in relation to the solar system, Milky Way galaxy, and universe. Students will create models of the solar system to explain astronomical and other observations of the cyclic patterns of eclipses, tides, and seasons. Students will examine scientific data in order to understand the processes and events in Earth's history.

MYP Grade 7 Life Science
The grade 7 science class will focus on the life science disciplinary core ideas from NGSS. The life sciences focus on patterns, processes, and relationships of living organisms through four core ideas. Lessons will reinforce organisms and go in depth into the many processes and structures. Our focus then broadens to consider organisms in their environment—how they interact with the environment's living (biotic) and physical (abiotic) features. The core ideas in the life sciences will culminate with the principle

that evolution can explain how diversity that is observed within species has led to the diversity of life across species through a process of descent with adaptive modification.

Students engage in practices to apply their knowledge of core ideas and crosscutting concepts by not only in the sciences but connecting them to other disciplines by 1. Asking questions and defining problems (engineering); 2. Developing and using models; 3. Planning and carrying out investigations; 4. Analyzing and interpreting data; 5. Using mathematics and computational thinking; 6. Constructing explanations and designing solutions (engineering); 7. Engaging in argument from evidence; and 8.
Obtaining, evaluating, and communicating information.

MYP Grade 8 Physical Science
Physical science is composed of two major units of study with investigation and experimentation as an underlying theme throughout the course. Students will explore the concepts of basic physics and basic chemistry, and will establish a solid foundation upon which they can build for their high school science courses as well as maintain the integrity of the MYP framework.

Throughout the basic chemistry units, students will explore the properties of matter from subatomic particles to biological macromolecules. Specific topics will include density, structure of matter, reactions, periodic table organization and trends, and chemistry in living systems.

The basic physics units will address concepts of basics kinematics, including motion, and forces. We will also cover the role of gravity in forming and conserving the composition of solar system, stars and galaxies. Students will design and conduct experiments whenever possible to attempt to discover the underlying principles, laws and theories woven throughout physical science. Students will be required to collect evidence, state relationships between variables, and draw evidence-based conclusions from lab data.

Social Science
MYP Grade 6 Ancient Civilizations
Since transdisciplinary understanding and complexity is built into the very core of the MYP program, it is difficult to allocate specific units to a grade level. In the event of teachers building the interdisciplinary units, these grade level unit allocations may change and evolve. The IB curriculum requires teachers to build the POI and flexibility is an essential component of curriculum development.

Ancient Civilizations will take us on a journey from the very beginning of human history to the formation of the first sophisticated societies. Students will learn about how evolutionary changes made it possible for early humans to adapt and survive in a brutal environment to establish communities, kingdoms, city-states, and empires. The students will look at major turning points such as the agricultural revolution. Understanding of ancient river civilizations such as Mesopotamia, Egypt, Greece, Rome, India and China will be analyzed through multiple lenses - geography, religion, art, political structure, economy, and society. In doing so, students will develop higher levels of critical thinking by considering why civilizations rise and fall alongside acknowledging their contributions to society. Students will analyze the interactions among the various cultures emphasizing their enduring contributions and the link between the ancient and contemporary worlds.

MYP Grade 7 Medieval History
Beginning with the fall of the Roman Empire and continuing through the Enlightenment, this class will tour through the events that shaped the modern world. Powered by hands-on simulations and experiential exercises, the CA Standards-based curriculum takes students on an unforgettable journey through time. This course is designed to provide a lens of the early medieval world in Western Europe, Asia, Africa and the Americas. As the New and Old World have been discovered through exploration, students examine a world perspective of the exchange of people, goods, and ideas. New economic systems arise and social hierarchies are compared in societies in Western Europe, China, India, Africa and Mesoamerica.

In Western Europe, students will examine religious and political development beginning from feudalism to the Magna Carta in which the powers of the monarchy were limited. Though religious and secular art were both prominent, the ideals of the Catholic Church played an important role in the way individuals lived. The corruption of the Catholic Church led to newfound Christian sects that are still prevalent today. This notion of religion vs. reason during the

Enlightenment led many to question the ideologies of the Catholic Church especially in the realm of politics. This segues into the Scientific Revolution where skepticism was challenged with proof and facts.

Such political and religious developments are seen throughout the rest of the world as students study the origins and spread of Islam, Christianity and Judaism. Students study China's political development and its influence on Japan's feudal society and "Golden Age." As students unravel more knowledge on the East, they move towards the New World by understanding how the growth and spread of West African Societies played a role in European exploration and the rise and fall of the Meso American civilizations.

MYP Grade 8 Early American History
In grade 8 history, students will learn the significance of the earliest colonists by exploring the development of social, economic, political structures and how they impacted society.

The course will open with an examination of the collision of Native, European, and African people on the continent and the formation of the Thirteen Colonies followed by the formation of the Constitution Students explore the challenges of the newly formed government, the role of leadership and the art of diplomacy that makes nations successful.

The course continues with the nation's rapid westward expansion and the resulting impact on Native Americans, Mexico, and tensions between slave and free states. A detailed explanation of the causes, course, and consequences of the Civil War follows with a focus on Reconstruction's failure to secure equal rights for African Americans.

World Languages
Spanish 1 — MYP Language Acquisition
Spanish 1 is a UC/CSU A–G approved college-preparatory course in the Language Other Than English ("e") subject area. Aligned with the California World Languages Standards and the International Baccalaureate Middle Years Programme (MYP) Language Acquisition framework, the course develops foundational proficiency through interpretive, interpersonal, and presentational communication. Students learn to understand and communicate information about familiar topics through listening, speaking, reading, and writing while developing essential vocabulary and language structures. Through authentic texts, media, and inquiry-based learning, students examine the products, practices, and perspectives of Spanish-speaking cultures, make cultural comparisons, and connect their language learning to other disciplines. The course builds intercultural competence, international-mindedness, and confidence in using Spanish in academic and real-world settings.

Spanish 2 — MYP Language Acquisition
Spanish 2 is a UC/CSU A–G approved college-preparatory course in the Language Other Than English ("e") subject area. Aligned with the California World Languages Standards and the MYP Language Acquisition framework, the course builds upon the foundational proficiency developed in Spanish 1. Students interpret increasingly complex spoken, written, and visual texts; participate in interpersonal exchanges; and present information, ideas, and perspectives for a variety of purposes and audiences. Students expand their vocabulary and language structures while communicating with increasing accuracy, detail, and independence. Through authentic materials and inquiry-based learning, students deepen their understanding of the products, practices, perspectives, and diverse viewpoints of Spanish-speaking cultures, make cultural and linguistic comparisons, and connect Spanish to other disciplines and real-world contexts.

Mandarin 1 — MYP Language Acquisition
Mandarin 1 is a UC/CSU A–G approved college-preparatory course in the Language Other Than English ("e") subject area. Aligned with the California World Languages Standards and the MYP Language Acquisition framework, the course develops foundational proficiency through interpretive, interpersonal, and presentational communication. Students learn to understand and communicate information about familiar topics through listening, speaking, reading, and writing while developing essential vocabulary, sentence structures, pronunciation, tones, and Chinese characters. Through authentic texts, media, and inquiry-based learning, students examine the products, practices, and perspectives of Mandarin-speaking cultures, make cultural comparisons, and connect their language learning to other disciplines. The course builds intercultural competence, international-mindedness, and confidence in using Mandarin in academic and real-world settings.

Mandarin 2 — MYP Language Acquisition
Mandarin 2 is a UC/CSU A–G approved college-preparatory course in the Language Other Than English ("e") subject area. Aligned with the California World Languages Standards and the MYP Language Acquisition framework, the course builds upon the foundational proficiency developed in Mandarin 1. Students interpret increasingly complex spoken, written,

and visual texts; participate in interpersonal exchanges; and present information, ideas, and perspectives for a variety of purposes and audiences. Students expand their vocabulary and knowledge of Chinese characters while strengthening their pronunciation, use of tones, and control of language structures. Through authentic materials and inquiry-based learning, students deepen their understanding of the products, practices, perspectives, and diverse viewpoints of Mandarin-speaking cultures, make cultural and linguistic comparisons, and connect Mandarin to other disciplines and real-world contexts.

Visual and Performing Arts

The standards for visual and performing arts are as follows:

- Artistic Perception
- Creative Expression
- Historical and Cultural Context
- Aesthetic Valuing
- Connections. Relationships and Applications

Students will explore the techniques of a wide range of artists that will allow them to develop their own artistic processes. The curriculum will be woven into other disciplines and allow for students to think creatively, make connections, appreciate the arts and develop their "whole" person. The benefits of arts education include:

- Enhance problem-solving skills, critical thinking skills, and learning in other subject areas
- Exposure students to a variety of cultures; develop empathy, tolerance, and openness in working with others
- Prepare students for success in college and in the 21st century workforce through innovation, creativity, and imagination
- Promote school culture, build a sense of community within the school, create ties to surrounding communities and
  provide a fun and challenging learning environment
- Provide opportunities for development in creativity and expressive power, accountability, collaboration, perception,
  self-confidence, performance/stage presence, improvisation, and expressive outlet.

Visual Arts (Non-Core/Non College Preparatory)

MYP Art 1 is a California Visual Arts Standards foundational visual arts course. This class introduces students to the elements of art and principles of design, focusing on line, shape, color, form, space, balance, contrast, pattern, emphasis, and unity. Students will explore a variety of materials such as pencil, colored pencil, paint, watercolors, oil and chalk pastels, and ink. Students will learn how to apply the rules of perspective in a work of art, learn about proportions of the face, and how to create interesting and successful compositions. In addition to creating art, students read, write, and discuss art. Looking at a variety of worldwide traditions, and criticism are important components of the class. Students will learn how to describe and analyze works of art, as well as develop their own informed opinion about successful art.

MYP Art 2 will be a continuing art course for students who desire to continue their artistic journey. Students will have more flexibility to develop skills they have learned by challenging and challenging individual though t and artistic expression. Art history and critiques will be important parts of the curriculum, and students will continue to develop their abilities to read, write, and discourse about art.

Performing Arts (Non-Core/Non-College Preparatory)

In the Performing Arts students will,

- Comprehend how techniques and practices of dance, music, and visual art are used for creative thought and artistic expression
- Execute basic production processes in the areas of dance, singing, stage direction, choreography, and design
- Acquire knowledge of diverse historical and multi-cultural dimensions and traditions of dance, art, and music
- Formulate assessments of quality, both, creatively and critically in works of dance, art, music, and other related art forms.

All students in every skill level, grades TK-8 will explore the traditional and non-traditional art forms. This will be accomplished through opportunities to learn about the history and context of each style, genre- specific terminology, technical skills, viewing and critiquing the aesthetics of dance, and creating and performing works in each genre. All of these elements will culminate with opportunities for students to perform in annual concerts, community events,

competitions, and school events.

Physical Education (Non-Core/Non-College Preparatory)
The health and physical fitness California Content Standards support nutrition and healthy choices that improve the quality of life. Students demonstrate knowledge and understanding through the performance of exercises, written examinations and observations by the instructor. The goal of Physical Education class is to enhance knowledge in physical activity and fitness while helping each student understand the importance of achieving a healthy lifestyle. Physical Education is divided into these three focus areas:

- Motor skills, movement patterns, and strategies needed to perform a variety of physical activities
- Physical fitness for health and performance, fitness concepts, principles and strategies.
- Psychological and sociological concepts, principles, and strategies

Middle School MYP Physical Education will engage all students on a daily basis and promote staying active. Awareness of good nutrition and overall good health that contributes to students' health and wellness to become productive members of society is essential to adopting a positive lifestyle. Along with regular exercise routines, GHC will offer team sports like flag football, basketball, baseball, soccer and also try and incorporate some non- traditional sports like ultimate frisbee, team handball and rugby. Students will be provided with opportunities to improve their health-related physical fitness as well as understand advanced concepts related to physical fitness and physical activity. This course will also provide a setting for adolescents to learn appropriate social interaction, communication and leadership skills.

GRADE POINT AVERAGE (GPA) CALCULATION
DEFINITION OF THE GHC GRADE-POINT AVERAGE (GPA)

The GHC Grade Point Average (GPA) is the computation of a student's marks earned in accredited schools from grade 9 through the end of grade 12. Students earn a GPA for every semester and a cumulative GPA (indicated as *Class Rank GPA* on their transcript) that averages all of the student's semester GPA's.

The Granada Hills Charter Grade Point Average (GPA) Student Data System reports two different types of GPA's: Cumulative GPA (weighted) and the Honor Roll/Eligibility GPA (unweighted). Both GPA's are calculated by assigning each eligible class a letter grade a number value, (A=4, B=3, C=2, D=1, F=0, INC=0, ATF=0, NTI=0). The total sum of grade points is then divided by the number of eligible classes taken.

BASIC CLASSROOM GRADING SCALE AND MARKS

A	90.00 to 100.00
B	80.00 to 89.99
C	70.00-79.99
D	60.00-69.99
F	Zero to 59.99
PR	Progress 5 week Only-Not calculated
NP	No Progress 5 week Only-Not calculated in GPA
NM	No Mark Not calculated in GPA
INC	Incomplete Calculated in the GPA as a Zero
NTI	Not Turned In Calculated in the GPA as Zero
ATF	Fail due to Attendance Calculated in the GPA as a Zero
W*	Withdrawal from an approved dual-enrollment class Not calculated into the GPA

***** A "W" (Withdrawal) indicates that a student dropped a course after the initial add/drop deadline but before the community college's final withdrawal deadline. The "W" will also remain on the community college transcript. Depending on when the withdrawal occurs, students may be required to enroll in an in-person GHC course for that semester. If a student drops the class after the college's withdrawal deadline, they may receive a failing grade (F) on both the community college and GHC transcripts.

When a course is repeated, all marks for the course are included in the GPA calculation.

GPA USES

HONOR ROLL/ELIGIBILITY GPA (UNWEIGHTED) GPA

- Determine eligibility for participation in extracurricular activities

REPORT CARD (WEIGHTED) SEMESTER GPA

- Indicates grades from the most recent semester grade-reporting period and is therefore not cumulative

- Determine Honors and High Honors semester recognition

CUMULATIVE CLASS RANK (WEIGHTED) GPA
The GHC cumulative Class Rank GPA is used:

- To determine Valedictorian.
- To select students for various school honors and awards.
- For students' college admission requirements, financial aid and various scholarships,
- A GPA may be reported that is based on criteria different from the criteria used to determine the GHC cumulative class
  rank GPA. Thus, the GHC cumulative GPA may not be applicable.
-

MID TERM AND SEMESTER HONOR ROLL AND ELIGIBILITY GPA
This unweighted GPA is recalculated every 12-week semester and includes all classes except for college classes. The Honor Roll and Eligibility GPA is used for determining sports eligibility and the honor roll. No weight for Honors (H), International Baccalaureate (IB), or Advanced Placement (AP) classes are used in determining this GPA. An example of this GPA calculation is as follows:

Grades	Performance	Un-Weighted Grade Points
A	Excellent	4
B	Above Average	3
C	Average	2
D	Below Average	1
F	Failing	0

CRITERIA FOR DETERMINING CUMULATIVE CLASS RANK GPA
This GHC cumulative class rank GPA is recorded on the student's record and is printed on the student's transcript. All classes during the student's high school career, starting in grade nine, with the exception of physical education and teacher's assistant types of classes are included. Marching Band, Dance, and any sports team classes, which are considered as PE classes, are not included in the class ranking GPA. Dance courses considered VAPA courses are included in the GPA.

GPA WEIGHTS
The GHC GPA is based on a four-point scale. Augmentation "weighted" points are given for courses designated as Advanced Placement, IB courses, Honors, and up to six college courses, which results in what is known as a "weighted" GPA. Weighted grade points are assigned to letter grades of A, B or C only.

The grade weighting policy assigns different grade points for classes labeled as "Honors" "Advanced Placement" or "International Baccalaureate (IB)." Honors, International Baccalaureate (IB) SL classes, and college classes receive an extra .5 grade point per semester. International Baccalaureate (IB) HL and Advanced Placement (AP) classes receive 1 extra point per semester.

An example of this GPA calculation is as follows:

Grades	Performance	Un-Weighted Grade Points	Weighted Honors Grade Points	Weighted AP Grade Points
A	Excellent	4	4.5	5
B	Above Average	3	3.5	4
C	Average	2	2.5	3
D	Below Average	1	1	1
F	Failing	0	0	0

CUMULATIVE GPA USED FOR RECOGNITION AT THE SENIOR AWARDS CEREMONY AND COMMENCEMENT CEREMONY

The GHC cumulative GPA that is computed at the end of the first semester of grade twelve:

- Is used to determine the recognition award designation awarded to graduates.
- Is used to select the senior class valedictorians (cumulative GPA of 4.0 and above) weighted GPA for GHC seniors is calculated at the end of grade twelve. It includes all marks earned and received from accredited high schools in grades 9-11 and the first semester of grade 12.
- Includes all Fail marks.
- Does not include courses taken during the final semester of the senior year.
- Incorporates all transcripts for courses taken outside of GHC before the end of the fall senior semester, which are submitted prior to the deadline posted and advertised yearly by the academic counseling office.

FINAL CUMULATIVE GPA

The final cumulative GPA posted on the final transcript courses includes all eligible courses taken in the spring semester of the
senior year, including college courses.

GPA AND COLLEGE ADMISSIONS

There is various grade point averages (GPA) that are used for college related matters. Many colleges internally recalculate their applicant's GPAs. The Granada Hills Charter High School cumulative GPA is used mostly for scholarships, private and out of state college applications that ask for a weighted high school GPA.

CLASS RANKING

Granada does not provide an individual GPA rank to colleges and universities**.** Many private/independent universities and scholarships want to know how a student has performed within the context of their school. At a high performing school such as Granada Hills Charter High School, it is a challenge to adequately give recognition to so many outstanding students. Accordingly, whenever a class rank is requested, we simply respond, ***"Granada Hills Charter High School does not rank."*** Class rank is only used internally to identify valedictorians with the highest cumulative GPA's to determine who will deliver the valedictorian speech at the graduation ceremony.

CSU/UC GPA

As of May 2018, the GPA for UC & CSU eligibility is the average of grades earned in the required "A-G" subjects completed from the summer after grade 9 to the summer after grade 11. Extra points are awarded for up to 8 semesters of UC-certified advanced coursework which can be verified using UCOP Doorways. https://hs-articulation.ucop.edu/agcourselist#/list/search/institution.

The UC/CSU GPA calculation has many nuances that are not listed here that may change at the discretion of UC/CSU institutions. For the most updated information regarding the UC/CSU GPA calculation, readers are advised to visit http://admission.universityofcalifornia.edu/counselors/q- and-a/calculating-gpa/index.html

CAL GRANT GPA

The purpose of the Cal Grant GPA is to determine the student's GPA eligibility for the Cal Grant Award.

The high school Cal Grant GPA is calculated on a 4.00 scale to two decimal places (between 0.00 and 4.00) and does NOT use a weighted scale. GPAs calculated beyond a 4.00 scale are not accepted. For students who have not yet completed high school, the GPA is calculated using all academic course work from the beginning of sophomore year to the summer following junior year.
The high school Cal Grant GPA excludes Physical Education (PE), Reserve Officer Training Corps (ROTC), and remedial courses. Remedial work is defined as any course that is not counted toward high school graduation. Failing grades must be included in the GPA calculation unless the course has been retaken.

For students who are graduating after their junior year, the GPA would only be calculated using sophomore grade course work, including any summer school course work following their sophomore year.
For more information about Cal Grants, go to http://www.calgrants.org/.

CREDIT FOR COURSES OUTSIDE THE REGULAR PROGRAM WHILE ENROLLED IN GHC

Currently enrolled students who take classes at institutions other than Granada Hills Charter High School must have approval from their GHC Counselor to earn high school credit. All courses posted to the transcript are final and cannot be removed from the transcript record. The Counselor should advise the student as to the way a college or university would accept a repeated course for admission purposes and in the calculation of the college admission GPA.

Credit will only be granted for classes taken at accredited schools or colleges. Credit for programs offered by tutors, non-accredited private or home schools, organizations, institutions, and others will not be granted. Approval from the GHC counselor should prevent problems from occurring when students request credit for their educational experiences after taking courses rather than prior to enrollment and the credits earned are not from an accredited school. Credit is not given for the implicit value of a learning experience, travel, or camp.
There may be a limit to the number of times a course may be repeated for numerical credit. For more information, see the course
description in the GHC course catalog.

CREDIT GRANTED FOR COURSES OUTSIDE TRADITIONAL PROGRAMS

Coursework completed outside the regular day program such as Community Adult School, College or ROP Center, may be granted credit ONLY when arrangements have been made with approval of the GHC counselor prior to enrollment. Courses completed without prior authorization are not guaranteed credit. GHC does not grant credit for special programs or enrichment programs.

Credit from LAUSD Adult Schools or Other Adult Schools
Coursework completed at LAUSD adult schools or other adult schools may be accepted toward meeting graduation requirements of GHC provided the course meets the California state content standards and the high school course description. Students should be informed that coursework completed at any adult school will not yield NCAA credit for college admission eligibility.

- Courses must have prior approval of the student's counselor to ensure that course meets the GHC course equivalencies
- No partial credit is to be given. The student must complete the course to receive the full credit value given for each course.

Credit from Community College, Four-Year College, or University
Coursework completed in college programs may be accepted toward meeting graduation requirements for high school Authorization is required prior to enrolling in a community college or university. Once permission has been granted to have college work count toward high school graduation, a transcript of courses completed must be provided to the high school. Students are responsible for providing an official transcript. All college semester courses will be posted on the transcript unless otherwise designated below.

- A maximum of six college classes (ten high school credits per college class) may be calculated into the GPA.
    - College courses may not replace GHC courses unless the college class is offered and taught by the GHC teacher during the regular school day (CTE) or not offered by GHC. For the purposes of this document, "not offered" may include courses where GHC teachers do not teach sufficient sections to meet the needs of students and sufficient demand does not exist to hire another GHC teacher.
- Students may submit transcripts to the college/university on their own as needed.
- Off-campus classes and/or summer school classes at schools other than GHC may only be taken if the student has obtained written counselor permission before enrolling in the class.
- Credit will not be granted without prior approval.

Classes will be recorded on the transcript and earn an augmented one-half (.5) point as follows:

- 2190: Dual Enrollment College Course – English Language Arts
- 2290: Dual Enrollment College Course – Foreign Languages
- 2490: Dual Enrollment College Course – Mathematics

- 2690: Dual Enrollment College Course – Science
- 2790: Dual Enrollment College Course – History/Social Science
- 2890: Dual Enrollment College Course – Visual or Performing Arts
- 6090: Dual Enrollment College Course – Other

OR

- CALPADS Field #9.07 (CRS-State Course Code) equals:
    - Any of the 7000-8999 career technical education course codes AND
    - CALPADS Field #9.19 (Course Section Instructional Level Code): Courses marked with 16 – "College Credit"

Credit for Special Programs and Private Tutors
GHC does not grant credit for special programs and private tutors.

Credit for World Language Instruction
GHC accepts World Language credits from accredited and approved programs with prior approval from the GHC Counselor. Students who complete the study of a language *not offered at GHC* at a language school are to follow the procedures outlined below:

- Foreign Language courses must be taken during a student's high school years (grades 9 through 12).
- To receive credit, the school must be accredited and/or recognized as a language school. See the GHC's registrar if you have questions.
- Students will submit the GHC form to receive credit for Foreign Language courses not offered at Granada.
- The class must be pre-approved by the student's counselor before enrolling in the course.

The counselor will sign the form, and the student will take it to the school. Upon completion, the language school will mail the form to GHC's registrar. Counselors will make a copy for their files. For more information about foreign language instruction, see the World Language section.

Summer School - Private Schools
Credit for work completed in accredited private summer schools may not be granted for such work without approval from the GHC counselor. Credit granted for summer school classes must be equivalent to credit for the same amount and kind of work taken in the regular term. Instructional time in a five-semester period course in summer session should approximate that of a five- semester period course in the regular term. The minimum amount of instructional time for which a full semester of credit may be granted is 60 clock hours. (California Administrative Code, Title 5, Education, Section 1600)

Work and Entertainment
GHC approves work permits and entertainment permits for students who meet the eligibility requirement on the midterm or final semester report cards. The eligibility, used for all extracurricular and athletic programs which includes a 2.0 GPA average and no detentions. Work permit applications are available in the College and Career Office and Entertainment permits are approved in the Counseling Office. During the summer, all permits are signed in the Counseling Office.

TRANSFERING FROM SCHOOLS WITHIN THE UNITED STATES

Interpreting Numerical Credits and Marks
GHC accepts credits and marks from accredited public schools in California at their face value if they align closely to credits and marks earned for similar subjects at GHC.

GHC uses the LAUSD criteria for evaluating and interpreting student records received from outside the District and credits earned under special circumstances as follows:

- One (1) Carnegie Unit represents one full-year course and is equivalent to 10 quarter or semester credits. One half of a Carnegie Unit represents one semester's work in a subject and is equivalent to 5 semester credits.
- Conversion from Trimester System:
- One Carnegie Unit = 3 quarter courses = 2 semester courses
- Each quarter (trimester system) is worth 3 1/3 credits per course. Each semester (semester system) is worth 5 credits per
  course.

Numerical marking systems vary from school to school. Before interpreting numerical subject marks, it is necessary to know the passing mark established and accepted by the sending school. If it is impossible to obtain grade equivalents to a numerical mark, the GHC may record the marks as received with the amount of credit indicated. These marks would not be included in computing a grade point average. Universities are familiar with this issue and can evaluate such a transcript.

Once the passing mark is established, the GHC shall use the following scales as a means of interpreting the system. For example, if the school's passing mark is 65, the scale of letter equivalents for subject marks should be established as shown below with a score from 90-100 being an "A," etc.

SCALES FOR EVALUATING MARKS

Lowest Passing Mark	A	B	C	D
75	100-93	92-83	82-78	77-75
70	100-91	90-80	79-73	72-70
65	100-90	89-77	76-69	68-65
60	100-88	87-74	73-64	63-60
50	100-84	83-68	67-57	56-50

Credit for Health
GHC accepts Health as an elective course.

Grade Level Placement

GHC shall determine the grade placement of the student. Whenever a pupil transfers from another school within the United States, the counselor should attempt to place the pupil in the appropriate grade. If the pupil has a report card or other official document. However, if the pupil has no credentials, questions must be asked concerning the subjects taken at the time of leaving. The counselor may then assign a tentative grade placement. A student and/or parent will be asked to sign a statement regarding tentative grade placement.

Placement of Grade 12 Students

- Students who are enrolled for only a part of the final semester of grade twelve should make arrangements with the school from which they transferred for the awarding of the diploma. If arrangements can be made, the student may participate in the GHC graduation ceremony by meeting all requirements at their previous school of enrollment.

- When the student transfers in grade 12 from another school in the United States, a careful evaluation of the transcript is necessary if the student is to graduate at the expected time. Graduation may depend on receiving credit for a particular course that may be comparable to a subject requirement of Granada Hills Charter High School.
- The counselor should contact the previous school for a description of the content of a course about which there are questions, so that the counselor may determine whether this course, although recorded under a different name, may meet a graduation requirement.

Credit for GHC Graduation Requirements

Credit for Physical Education
Sometimes a pupil transfers from a state or school which does not give credit for physical education classes taken at the school. Physical Education course credit may be granted to meet GHC graduation requirements in PE as long as the course meets the GHC course description, addresses the content standards, covers four of the eight content areas and meets the required number of minutes of instruction (400 every ten school days).
"A-G" and Generic Credit designation for courses from an Accredited School
GHC may grant credit for any courses completed at a regionally accredited institution. The six regional accrediting associations in the United States are:

- **Middle States Association of Colleges and Schools** - Educational institutions in New York, New Jersey, Pennsylvania, Delaware, Maryland, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands, as well as schools for American children in Europe, North Africa, and the Middle East.
- **New England Association of Schools and Colleges** - Educational institutions in the six New England states (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont).
- **North Central Association of Colleges and Schools** - Educational institutions in Arkansas, Arizona, Colorado, Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, North Dakota, Nebraska, New Mexico, Ohio, Oklahoma, South Dakota, Wisconsin, West Virginia, and Wyoming.
- **Northwest Accreditation Commission for primary and secondary schools and Northwest Commission on Colleges and Universities** for postsecondary institutions in Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington.
- **Southern Association of Colleges and Schools** - Educational institutions in Virginia, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Alabama, Tennessee and Texas.
- **Western Association of Schools and Colleges** - Educational institutions in California, Hawaii, Guam, American Samoa, Micronesia, Palau, and Northern Marianas Islands, as well as schools for American children in Asia.

Credit for "A-G" courses not equivalent to GHC courses
For courses that are not equivalent to courses found in the GHC course catalog, the GHC counselor must carefully review the course description(s) and California content standards of courses completed to ensure that the appropriate credit and course title is granted.

For courses that have received "A-G" approval by the University of California Office of the President (UCOP), refer to the sending school's list of "A-G" approved courses posted on the UC Course Management Portal website at https://hs- articulation.ucop.edu for the respective year. If the course is listed as an "A-G" approved course and corresponds to the appropriate subject area, category and honors designation, the course will be entered on the GHC transcript with a generic class description. For example, if a student completed "Scriptures & Sacraments" at a private school, the UC Course Management Portal website shows that the course was eligible for "g" – History/Social Science" the course will be listed on the transcript.

Credit for Non "A-G" courses not equivalent to GHC courses
For courses completed that have not received "A-G" approval by UCOP and/or are not equivalent to the GHC courses, use the course numbers listed below that correspond to the appropriate subject area(s). Credit granted should be recorded on the transcript by subject area in the appropriate grade level using the generic department course title. The grade entered shall be a "P" for pass. These course numbers will grant numerical credit but will not count towards satisfying other graduation requirements except for electives.

Subject Area	Subject Area	Subject Area	Subject Area
Art	Music	Business	Physical Education
Computer Science	Biological Science	Physical Science	Foreign Language
Social Science	Mathematic	Theater Arts	Generic Department

Accredited Private Schools
Credit may be granted for courses at an accredited private school, parochial or otherwise, regardless of religious content.

Credit from a Non-Accredited School or Home School
When a student enrolls from a non-accredited school, the Administrator or designee should review the transcripts with the student and parent/guardian. The Administrator or designee shall determine that students are appropriately placed in courses that reflect achievement in previous instruction and ensure that State and GHC requirements are met. GHC shall determine the student's grade placement**.**

Counselors shall remind students who have attended non-accredited schools to submit transcript(s) from the non-accredited schools and GHC transcripts when applying for admission to colleges and universities.

In grades 6, 7 and 8, course work, credit, and marks may be accepted at the level indicated by a transcript from an established school that maintains acceptable standards.

For grades 9 through 12, courses completed at a school that is not regionally accredited will be awarded numerical credit only. Specific course titles and marks are not to be entered on the cumulative record or the electronic transcript. Credit granted shall be recorded on the transcript by subject area in the appropriate grade level using the generic department course title listed below The grade entered shall be a "P" for pass. These course descriptions will grant numerical credit but will not count towards satisfying other graduation requirements except for electives.

Subject Area	Subject Area
ART	MUSIC
BUSINESS	PHYSICAL ED
COMPUTER SCI	BIO SCIENCE
ENGLISH	PHYS SCIENCE
FOREIGN LANG	SOCIAL SCI
MATHEMATICS	THEATER ARTS
GENERIC	

Marks may be accepted and recorded with the specific course title through the following:

- An Advanced Placement or IB course taken at a non-accredited school may be recorded along with the marks if the AP Exam was taken and passed with a score of 3, 4, or 5.
- Validation Options may be applied to meet graduation and UC requirements; however, credits shall not be waived. Please see page 17 for additional information.

Credits for Private Tutoring
Instruction by a private tutor is generally used to supplement instruction in the regular classroom as a means of strengthening student competencies. Credits are not earned in such tutoring situations.

Difficulty in Obtaining Records
The school shall make repeated efforts to obtain a transcript if one is not received within a reasonable time and urge parents to request the former school to send the transcript directly to the school.

California Code of Regulations, Title 5, section 428c states that: "Pupil records shall not be withheld from the requesting district because of any charges or fees owed by the pupil or his parent. This provision applies to pupils in grades K-12 in both public and private schools." Records may be withheld from parents and students, but not educational institutions.

If a transcript cannot be obtained, GHC will use the student's copy of his or her report card and note on the cumulative record that the marks were derived from the report card and not from an official transcript. In this case, GHC will post generic course descriptions and credits similar to those of a non-accredited school, as noted above.

TRANSFER CREDITS FROM SCHOOLS OUTSIDE THE UNITED STATES

Grade Placement of Students
When a student enrolls from a foreign country, the Administrator or designee shall review the transcripts with the student and parent/guardian. If the student is 17 years of age and older and has graduated from the school with a high school diploma equivalent to a US high school diploma, the student may not be enrolled.

If it is determined that a student has not graduated from a foreign country, the GHC counselor shall determine the student's grade placement. The educational background and English language proficiency are of particular importance for students from other countries and will be part of the grade placement decision to ensure the orderly development of the student's educational placement. The Administrator or designee will make the final decision on grade-level placement based on credits and courses completed to meet graduation requirements. All students must satisfy the GHC graduation requirements to be eligible for graduation.

Procedure for Evaluating Transcripts from Abroad
Photocopy all original transcripts from the student's originating school and other supporting documents. GHC shall return originals to the parent/guardian or the student and retain the photocopies in the student's cumulative record folder.

The student, family, or sponsor must provide a certified translated transcript from countries where English is not the official language before an evaluation can be made. Exceptions will be made. The evaluator or counselor should assist the student in completing the Attachment A form entitled "Educational Background".

Credits Granted
Credits granted shall be recorded on the electronic transcript by subject area in the appropriate grade level using the generic department course title. Specific course titles will be given numerical credit only. Specific course titles and marks are not to be entered on the electronic transcript. Credit granted should be recorded on the transcript by subject area in the appropriate grade level using the generic department course title listed below. The grade entered shall be a "P" for pass.

Subject Area	Subject Area	Subject Area	Subject Area
Art	Music	Business	Physical Education
Computer Science	Biological Science	Physical Science	Foreign Language
Social Science	Mathematic	Theater Arts	Generic Department

Marks may be accepted and recorded with the specific course title through the following:

- An Advanced Placement or IB course taken at a non-accredited school may be recorded along with the marks if the AP Exam was taken and passed with a score of 3, 4, or 5.
- Validation Options may be applied to meet graduation and UC/CSU requirements, however, credits shall not be waived.
  See the UC validation section.

Transfer credits allowed per year
A total of 60 credits will be allowed for each year of study. Additional credits over that number may be counted toward the next succeeding grade level with the approval of the Administrator.

English Courses
English courses taken in an English-speaking country, in an American school, or in a school where the medium of instruction is English will provide English credit.

English courses taken in a non-English speaking country or in a school taught in a language other than English will be listed as a Language other than English (LOTE).

Credits Based on Reconstruction of Transcripts
Students from other countries enrolling in GHC may not have or may not be able to obtain school records because of political unrest, loss, destruction, or other factors. When such circumstances exist, an opportunity will be given for students to reconstruct their school experiences to determine the appropriate credit to be granted.

To assist students in reconstructing their educational experience, the counselor and registrar shall provide assistance to parents in order for them to understand the procedure to reconstruct educational information. Once the Reconstructed Secondary Coursework form is completed, the parent or guardian must notarize the document verifying that the reconstructed educational information is a true report of coursework completed.

On the cumulative record, the section notes and information section of the electronic transcript, enter the following statement "The subjects and credits appearing for grade(s) were obtained from the student's reconstruction of school work in (name of country) for which no transcript was available."

Once the procedures for reconstructing a transcript have been followed, the courses should be entered into the electronic transcript using the procedure above.

Acceptance by other Educational Institutions
Student and parents/guardians should note that numerical credits alone do not satisfy GHC graduation requirements. In addition to numerical credits, students must satisfy "A-G" requirements as well as minimum state requirements. Completing GHC requirements does not assure that another school district will accept these credits or that an institution of higher learning will consider them as contributing to the fulfillment of its entrance requirements.

Students Studying Abroad
The procedures presented in this bulletin do not apply to GHC students who participate in an exchange program or who study abroad and are working toward a high school diploma. These students must make prior arrangements concerning courses and credits needed to meet graduation requirements

Transcripts Sent to Other Countries
For currently enrolled students, GHC shall prepare a current and complete transcript, bearing the official school seal or school stamp. For graduated or exited student, the person requesting the transcript shall order an official transcript through www.parchment.com. The person requesting the transcript from Parchment shall request an official, sealed copy to be sent to their home.

Many countries require that transcripts from the United States be legalized. The person requesting the transcript must make an appointment to take the transcript (see instructions above), provided in a sealed envelope, to the Foreign Student Admissions Office. There will be no fee for notarization services in this office.

After the transcript is certified as a true copy of the original record and notarized, the person requesting the transcript must take it to the Los Angeles County Clerk District Office. This office will ensure the validity of the public notary's commission.

There will be a charge for each notarized document. After the above certification, the transcripts must be taken to the Office of the Secretary of State. The Foreign Student Admissions Office will provide the addresses of these offices at the time of notarization.

SENIOR AWARDS AND COMMENCEMENT GUIDELINES

Senior Awards
The recognition of individual winners or honorees shall occur at the Senior Awards Ceremony and may include departmental awards, scholarship winners, and Valedictorians. To be considered for recognition at the Senior Awards Ceremony, all awards must be provided to the Counseling Office in writing no later than May 1 of each year. Information about additional winners received after May 1 and before May 10 may only be listed in the program.

The cumulative GPA used for recognition at the Seniors Awards Ceremony and Commencement Ceremony is computed at the end of the first semester of grade twelve:

- Is used to determine the designation awarded to graduates.
- Is used to select the senior class valedictorians (cumulative GPA of 4.0 and above) weighted GPA for GHC seniors.
- This GPA includes all marks earned and received from accredited high schools in grades 9, 10, and 11 and the first semester of grade 12.
- Includes all Fail marks.
- Does not include courses taken during the final semester of the senior year.
- Incorporates all transcripts for courses taken outside of GHC before the end of the fall senior semester, which are submitted before the deadline posted and advertised yearly by the academic counseling office.

GHC has an established ticket system for the Senior Award Ceremony. Additional tickets may be only available if all tickets have not been claimed. The Senior Awards Ceremony is a dignified and formal event. Presenters and students shall wear business attire. Students who need assistance with attire, should contact their Counselor.

Commencement Guidelines
Upon successful completion of all high school academic and citizenship requirements, secondary school students are traditionally recognized at formal commencement exercises where diplomas or certificates of completion are conferred. These exercises are dignified and formal occasions eagerly anticipated by the vast majority of students, parents, relatives, and friends. Although participation in the commencement exercise continues to be the most significant event marking successful completion of the GHC graduation/culmination requirements, participation is entirely voluntary and carries with it definite responsibilities and expectations for etiquette, safety and protocol.

A grade 12 student who has satisfactorily completed all GHC graduation requirements is entitled to a diploma indicating satisfactory completion of all requirements. Students with disabilities under IDEA, shall participate in the commencement exercises (one time) in which students of similar age without disabilities would be eligible to participate. The right to participate in graduation/culmination ceremonies does not equate a certificate of completion with a regular high school diploma. The primary purpose of the commencement exercise is to honor the graduating class as a whole. The recognition of individual awardees or honorees shall occur at the Senior Awards Ceremony.

Eligibility for participation in all senior activities, including the commencement ceremony, are clearly established and communicated in writing to seniors and their parents in the GHC Senior Contract, distributed at the fall of a student's senior year. Additional requirements for participation in the GHC graduation commencement ceremony may be required as approved by the GHC Governing Board which include but are not limited to:

- Meet academic requirements with credits and required courses
- Clear all detentions and pay all debts
- Attend the Summer Transition Academy (Class of 2011 and above)

- Meet citizenship standards and/or follow school rules at any GHC activity
- Attend all mandatory events per the Senior contract which include but are not limited to:
    - Attend BOTH graduation rehearsals
    - Attend the Senior Clearance
    - Complete all Scoir required tasks
    - Attend a mandatory Sober Grad
    - Fulfill all other obligations of the Senior Contract including behavioral and dress standards

No student may be required to purchase or rent a cap, tassel and gown as a condition of participation in the graduation ceremony. If students are required to wear caps, tassels and gowns at the ceremony, the school administrator shall inform students and parents that: (1) the district will provide caps, tassels and gowns for graduating seniors for use during the ceremony, and (2) students also have the option to purchase caps, tassels and gowns from the approved vendor. GHC will only provide cap, tassel and gown rentals for graduating high school seniors.

MISSION

Granada Hills Charter High School will provide a positive student-centered environment in which all students will develop academic skills, practical skills, and attitudes to enable them to be successful lifelong learners and productive, responsible citizens in a diverse, global society.

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