

UNIVERSITY PREPARATORY SCHOOL

A Shasta Union High School District Charter School

2015/2016



COURSE GUIDE

Course of Study



University Preparatory School

2200 Eureka Way, Redding, CA 96001

(530) 245-2790 • FAX (530) 245-2791

*U-Prep is an educational **community** invested in developing **confident, capable, and compassionate citizens.***

Mission

University Preparatory School is a small, grades 6–12, college preparatory school committed to a university level preparation in fine arts, literature, languages, history, mathematics, science, and philosophy. Working together, University Preparatory School staff, parents, and community will offer students learning experiences needed to achieve their leadership and academic potential, to become creative thinkers, compassionate human beings, and ethical participants in a multi-cultural, democratic society. Students will be immersed in rigorous academics and meaningful extra-curricular activities supported by a close-knit community of teacher/advisors, which will enable them to choose any course of post-secondary education.

UNIVERSITY PREPARATORY SCHOOL BOARD

Karen Hatter..... President
Sue Brix..Vice-President
Kim Niemer.....Member
Mike StuartMember
Susan Saepanh.....Member
Mike Wharton, Jr.SUHSD Liaison

ADMINISTRATION

Shelle Peterson.....Superintendent/Principal
Michele O’Leary.....Assistant Principal
Monica CabralAthletic Administrator/Assistant Principal
Lane Carlson.....Assistant Principal

TABLE OF CONTENTS

Student Learning Outcomes.....	4
Curriculum and Philosophy.....	5
Eighth Grade & High School Graduation Requirements.....	6-8
Number of Classes Required per Grade Level.....	8
Grading and Report Cards.....	8-9
Academic Policies.....	10-12
Academic Probation.....	10
Adding/Dropping Courses for High School Students.....	10
Travel Abroad/Foreign Exchange.....	10
Valedictorian Status.....	10
Transferring Credits/Coursework for High School Students.....	11
Advanced Placement/College Prep Course Descriptions for Transcripts	11
Online Courses.....	12
Participation in WES Camp.....	12
Assessment and Testing Philosophy.....	12
Testing Programs.....	12-14
Examination Schedules - College Readiness Assessments.....	15-16
Special Programs.....	17
College and University Information.....	18
Community Colleges.....	18-19
University of California.....	19
California State University.....	19
Admission/Eligibility Requirements for UC and CSU.....	20-21
Private/Independent Colleges and Universities.....	21
State, Shasta Union High School District, U-Prep Requirements for High School Graduation/College Admission.....	22-23
Online Resources.....	23-24
Academic Courses: 6 th , 7 th , and 8 th Grade.....	25
Core Curriculum Course Descriptions - 6 th Grade.....	25-26
Core Curriculum Course Descriptions - 7 th Grade.....	27-28
Core Curriculum Course Descriptions - 8 th Grade.....	29-30
Elective Offerings: 6 th , 7 th , and 8 th Grade.....	31-33

Academic Courses: High School.....	34
English.....	34-35
Social Science.....	36-38
Mathematics.....	39-42
Science.....	43-45
World Languages.....	46-52
Visual Arts.....	53-55
Performing Arts - Music.....	55-57
Performing Arts - Dance.....	57-58
Performing Arts - Drama.....	58
Physical Fitness and Health Education.....	59-60
Non-Academic High School Courses and Additional Electives.....	61-62

STUDENT LEARNING OUTCOMES

EVERY STUDENT WHO GRADUATES FROM U-PREP WILL BE:

- **A MATURE COMMUNICATOR**

Able to read, write, speak, question and listen effectively and professionally to support all aspects of communication.

- **AN INFORMATION MANAGER**

Able to ethically and morally access, organize and evaluate information for a complex and technological world.

- **A PROBLEM SOLVER**

Able to be innovative through critical thinking and decision making to produce solutions, while adapting and facing new challenges.

- **A POSITIVE MEMBER OF A DIVERSE SOCIETY**

Able to demonstrate compassion and empathy throughout the community, both locally and globally.

- **A LIFELONG LEARNER**

Able to be accountable in setting and achieving education, career and personal health goals to adapt to a rapidly changing environment.

**SO THAT HE OR SHE CAN SERVE THE WORLD WITH
CHARACTER, SKILLS AND LEADERSHIP.**

University Preparatory School Curriculum and Philosophy

In the 21st century, post-secondary education is essential to prepare young people to be successful in a fast-changing and competitive global community. The U-Prep course of study prepares our students to be competitive applicants to universities and autonomous learners with the self-directed study skills necessary for college success. High school honors and Advanced Placement academic classes expose students to college level scholarship. Junior high school students take Latin to enhance their vocabularies, develop critical thinking skills, and advance their knowledge of grammar and usage. We offer students the opportunity to become proficient in at least one other language as well as the chance to develop a life-long avocation in one of the arts through our extensive, music, drama, dance, and art programs. In physical education and life science classes, students learn to apply nutrition and fitness information in preparation for a lifetime of healthy choices. Tutorials support academic achievement and encourage critical thinking. In Advisories students create portfolios that demonstrate their acquisition of leadership, communication, and citizenship skills.

EIGHTH GRADE GRADUATION REQUIREMENTS

Required Courses:

- Language Arts
- U. S. History
- Physical Science
- Latin I*

**Student's Latin requirement is waived if they are placed in a math or reading lab class.*

- Math 8 Honors or Honors Integrated I for accelerated students
- Physical Education or Dance
- Advisory and Tutorial, "A.S.A.P."

Electives:

- Art I, II
- Prep Band, Band II, Drum Corps, Concert Band, Jazz Band
- Beginning Strings, Intermediate Strings, Orchestra
- Guitar I and II
- Dance I–VI
- Drama I, II
- Student Government
- Yearbook/Journalism
- Mixed Choir, Choraliers
- Computer Applications, Physical Geography, Junior Journalism
- Peer Mentors
- Music Production

NOTE: Students must earn at least a 2.0 GPA for the second semester of eighth grade to be eligible to participate in the eighth grade graduation ceremony.

HIGH SCHOOL GRADUATION REQUIREMENTS

COURSE REQUIREMENTS:

Students must pass courses in these subjects and earn 260 credits in order to graduate.

English:	4 years (40 credits)
Mathematics:	3 years (30 credits)
Science:	2 years; life and physical lab science (20 credits)
Social Science:	4 years (40 credits)
Physical Education:	2 years (20 credits)
Visual/ Performing Arts:	1 year (10 credits)
Foreign Language:	2 years (after 8 th grade – 20 credits)
Advisory (A.S.A.P.)	3 years (5 credits per year)
Tutorial (A.S.A.P.)	3 years (5 credits per year)
Senior Transition	1 year (10 credits)

PERFORMANCE REQUIREMENTS: *(skills satisfied in other classes)*

Health	Satisfied by Biology and Freshman P.E.
Computer Proficiency	Must pass a competency test or take an approved computer class
ELECTIVES:	40 credits
TOTAL CREDITS REQUIRED:	260 credits

Seven periods offered per day (plus Advisory/Tutorial or Senior Transition) through the senior year.

- ◇ Five units of credit per semester are earned when a student passes one class (with the exception of Advisory/Tutorial. "A.S.A.P.").
- ◇ All graduates must demonstrate a minimum competency in reading, writing and mathematics by school approved standards to measure proficiency. Students must pass the California High School Exit Exam (CAHSEE) to graduate.
- ◇ Credit requirements must be met prior to graduation to participate in graduation exercises.

Number of Classes Required* per Grade Level

Grade Level	Number of Classes per Day	Credits Earned
6 th	6-7 plus Advisory/Tutorial*	N/A
7 th	7 plus Advisory/Tutorial*	N/A
8 th	7 plus Advisory/Tutorial	N/A
9 th	7 plus Advisory/Tutorial	80
10 th	7 plus Advisory/Tutorial	80
11 th	(Minimum) 6 plus Advisory/Tutorial	70
12 th	(Minimum) 5 plus Senior Transition	60
		290 Total Credits

Adopted 2/7/07

* Students will have the opportunity to take 7 classes per day through their senior year (plus Advisory/Tutorial, "A.S.A.P.", or Senior Transition). High school students may request permission to take college classes for high school credit. These classes may not supplant required classes at U-Prep.

GRADING AND REPORT CARDS

All grades are calculated on the traditional 4 point scale:

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point
- F = 0 points (and no credit)

Plus or minus grades (e.g., A-, B+) do not factor into the GPA.

Quarter Grades: Report cards will be issued to students in the middle of each semester (exact dates are on the yearly calendar). These grades are formal reports on student progress; they do not carry any credit and are not part of the permanent record. They do, however, count for athletic eligibility.

Semester Grades: Semester report cards are issued at the end of each semester. These grades reflect final credit and are considered permanent grades. These grades become part of the student's official transcript.

Progress Reports: Deficiency Notices are sent home in the middle of each quarter to those students whose work indicates the need for improvement (students earning a D, F, or Incomplete). These notices assist the student in correcting deficiencies before the end of the grading period.

Incomplete Grades: Students may receive an incomplete grade when a teacher determines that assignments, tests, etc. or other requirements of the course have not been completed by the end of the grading period due to extenuating circumstances. Incomplete grades must be made up by the end of the next grading period or they will become "F" grades.

Failing Grades: A failing grade in any subject required for graduation must be made up in summer school or repeated at U-Prep (with administrative permission). Parents are encouraged to contact teachers directly if they have questions about a student's progress. Voice mail for every teacher is available at University Preparatory school and e-mail addresses are on the University Prep website at www.uprep.net.

Advancement in Mathematics (High School): In order to move to the next level of math, students must earn a "C" in the class and pass the exit exam in their current class or receive the recommendation of their current U-Prep mathematics teacher.

AERIES

Aeries is a fully integrated information system and web portal for teachers, parents, students, and school administrators to monitor student progress of the school-wide course of studies. University Preparatory School provides all parents and students with an access code to set up Aeries at home. Teachers use Aeries to document homework, class assignments, essays, long-term projects, labs, quizzes, and tests. Students and parents use Aeries to manage homework requirements and check on grades received for homework, class assignments, essays, projects, labs, quizzes and tests.

Student Transcripts: Unofficial transcripts for high school students are available upon request. Official transcripts will be produced as soon as possible, but may take up to a week depending upon the time of year.

ACADEMIC POLICIES

Academic Probation

In order to be successful at University Preparatory School a student should maintain a 2.0 (minimum) GPA. A student who does not maintain a 2.0 GPA may be placed on Academic Probation beginning the semester after the GPA falls below 2.0. Students will receive extra academic assistance, if necessary; however, the responsibility for studying and turning in work is the student's.

Adding/Dropping Courses for High School Students

High School students may drop a course without record within the first 20 days from the beginning of the semester. Students who drop a course after 20 days will receive an "F," no credit and the course will appear on his or her permanent transcript. Students who are moved by the counselor from one level of a subject to a lower or high level (i.e. from Algebra I to Pre-Algebra) after twenty days will not receive an automatic failing grade. Students may not add or transfer into a class for credit after 20 days unless the student is transferring from another school. Prior to the 20 day cut-off, students must also receive permission from the teacher to add the class. Junior high students may add or drop classes as determined by counselors and/or administration.

Travel Abroad/Foreign Exchange

Students may attend school out of the U.S. during their sophomore or junior year of school provided these qualifications are met:

- The course work in the foreign school meets the standards of U-Prep
- The student will be on track for graduation when he/she returns from study abroad
- It is the parent's responsibility to provide (in adequate time) study abroad information to U-Prep

This does not apply to summer academic travel; however, if students would like to transfer credit to U-Prep they must meet the criteria in the Policy for Transferring Credits/Coursework. U-Prep is not affiliated with any study abroad programs.

Valedictorian Status

To qualify as class valedictorian, the student must have obtained the highest grade in the most rigorous courses available. For example, a senior would have to have all A's with AP credit (they cannot earn a 4.0 by opting for CP credit to obtain it). An eighth grader would have to have top grades in all classes including Latin.

Transferring Credits/Coursework for High School Students

No student will be enrolled for full semester credit after school has been in session for more than 20 school days unless the student is currently enrolled in another school. To transfer credits, courses must meet the following criteria:

- Courses must be from an accredited school
- Coursework cannot have been completed prior to entering 9th grade
- Coursework must meet the standards of U-Prep
- Parents must provide U-Prep an official copy of all academic transcripts
- Online courses must meet the criteria above and a form must be completed and submitted to school counselor for course approval in advance

PLEASE NOTE: Students may not take a college course in place of a course offered at U-PREP (i.e. History 17B at Shasta College may not *replace* AP U.S. History).

Exceptions:

- Taking a college course to improve an existing grade/course
- Taking a college math or English language course to achieve at-grade-level status for the following school year
- When two courses on the Master Schedule are offered at the same time (not including core/academic courses)
- Online courses must be from an accredited school; parents are responsible for providing accredited information and scheduling online course (same rules apply as above)

Advanced Placement/College Prep Course Designation for Transcripts

- For selected courses (AP English III, AP English IV, AP U.S. History, AP American Government, and AP Economics) students may elect College Prep credit rather than Advanced Placement credit as the designation on their report cards. Students electing to receive CP credit would receive a one grade level increase on their report cards and transcripts (D to C, C to B, and B to A). Students with the AP designation on report cards and transcripts would not receive a grade increase. Students may not raise an F to a D by changing the course designation. Students and parents will be notified of the deadlines for changing course designation; students who do not turn in completed paperwork (requires student and parent signatures) for CP credit by the deadline will automatically receive the AP designation on report cards and transcripts.

Online Courses

Students may not take an online course for *initial* credit. Students may, however, petition to take online Internet courses from an approved institution to meet some graduation requirements. To utilize any online course work towards meeting graduation requirements, students must fill out and have the proper forms approved by the counselor/administration in advance.

Participation in WES Camp

Because of the rigorous academics at U-Prep, it is not recommended that high school students participate as counselors for WES Camp except during U-Prep's spring break. Students may request a maximum of three weeks of STIS per year. U-Prep may refuse STIS to a student when insufficient notice is given (at least 2 school days) or when the student has not completed a previous STIS contract. STIS contracts will not be given after March 25 of the 2015–2016 school year.

ASSESSMENT AND TESTING PHILOSOPHY

University Preparatory students are expected to perform their best on all tests including but not limited to in-class, state, and national tests. Test-taking skills are essential for the many tests students will experience in college and in some careers. Specific state and federally mandated tests give students the opportunity to demonstrate their knowledge and give teachers and administrators important feedback about the effectiveness of both curriculum and instructional delivery.

Testing Programs

Smarter Balanced/California Assessment of Student Performance and Progress (CAASPP)

The CAASPP replaces the existing tests in English and math for grades 6–8 and 11 high school. These tests replace the STAR exam. Unlike the STAR, the new assessments will be administered online, adapt to each student's ability, and give teachers and parents better information to help students succeed.

The CAASPP will measure critical thinking by asking questions that ask students to demonstrate their research, writing, and problem solving skills. Assessments are untimed and student can take breaks. To take a practice test and learn more about the experience through the lens of a student, visit <http://www.smarterbalanced.org/practice-test/>.

California High School Exit Exam (CAHSEE)

Students must pass the California High School Exit Examination in both English and Mathematics (CAHSEE) to receive a high school diploma. The purpose of this graduation requirement, authorized by state law, is to help improve student achievement in high school and to make sure that graduates meet rigorous state standards in reading, writing, and mathematics.

The CAHSEE will be given to students in grade 10; they will have one opportunity to pass the test as 10th graders. Students will have two opportunities to pass the test in 11th grade and three opportunities in 12th grade. A student who has passed the English portion of the test but failed the math portion need not retake the English part of the exam and vice versa. Students who do not pass either part of the test will be given special instruction, if needed.

PSAT

This test geared for high school juniors is taken annually in October as preparation for the SAT. Students are encouraged to take the PSAT at least one time before the junior year. We are encouraging ALL of our ninth graders to take the PSAT; this will be offered free of cost. Eligibility for the National Merit Scholarship is dependent on the results of the PSAT taken in the junior year and colleges may use the results for some of their scholarship awards.

SAT

The SAT is one of the tests used by colleges for determining admission acceptance. The SAT is generally taken in the spring of the junior year and in the fall of the senior year. Students are encouraged to study for the test using one of many sources available to them in the school, on line, and in the community. The SAT provides scores in Critical Reading, Math, and Writing with scores ranging from a total of 600 to 2400. Students may apply for a fee waiver through College Board, see counselor for more information. Students may take the ACT as an alternative (see below).

SAT Subject Tests

The SAT Subject Tests are tests measuring student achievement in specific areas of study. Students usually take at least two SAT Subject Tests, which are used by colleges for a wide variety of purposes. Most private schools require SAT Subject Tests (please contact admissions to confirm). For the UC System, SAT Subject tests are no longer required. There may still be some campuses with competitive majors that “prefer” students take the SAT Subject Tests in particular subjects. SAT Subject Tests would only help students by

providing additional information for college admissions' counselors when determining student acceptance. A fee waiver may be available for low-income students.

ACT Plus Writing

The ACT Plus Writing is one of the tests used by colleges for determining admission acceptance. The ACT is generally taken in the spring of the junior year and in the fall of the senior year. Students are encouraged to study for the test using one of many sources available to them in the school, on line, and in the community. The ACT provides scores in English, math, reading, science, and writing with scores ranging from 1–36 including a composite score. The ACT Plus Writing is based on information you are learning in high school. A fee waiver may be available for low-income students.

*Students should see the school counselor to determine whether the SAT or ACT Plus Writing is more appropriate for them.

Advanced Placement (AP) Exams

Advanced Placement (AP) exams are designed to measure student achievement in specific college-level courses offered through the high schools. Participation in AP classes allows a student's grade point average to be calculated by CSU and UC System above the traditional 4.0 range. AP exams are scored using a 1–5 scale. CSU and UC give college credit for an AP score of 3 or higher. For private schools, contact admissions. The credit may be subject credit or elective credit. A fee waiver may be available for low-income students. Students planning to take an AP test for which they have NOT taken the requisite AP class must consult our AP Panel to properly prepare for the test.

GED

The GED is taken by students in lieu of a high school diploma. Students who pass the GED are then eligible for entrance into community college programs as long as they meet other requirements. School policy requires students to be 18 years old or past the date of his/her class's graduation.

California High School Proficiency Exam


The high school proficiency test is available to students who are at least 16 years of age. Students who pass the test are issued a Certificate of Proficiency from the state of California and may withdraw from high school with parental consent. Students who elect this option do not receive a diploma and may not participate in graduation exercises.

Examination Schedules

(Costs vary from year to year – check with the Counseling Office)





PSAT

Practice test for the SAT College Readiness Test and NATIONAL MERIT SCHOLARSHIP CORPORATON Qualifying Test.

-  Approximate Test Dates: Mid October
-  Cost: Varies – approx. \$15.00
-  Location: University Preparatory School & All High Schools





SAT College Readiness Test

For information regarding test dates, locations and registration, please log on to www.collegeboard.org or talk with your school counselor.

-  Registration Deadlines: Approximately one month prior to test
-  Approximate Test Dates: Seven National Testing Dates Each Year
-  Cost: SAT – \$47.00
-  Location: Central Valley High School, Anderson, Red Bluff
(Register online to determine testing site)





SAT Subject Tests

For information regarding test dates, locations and registration, please log on to www.collegeboard.org or talk with your school counselor.

-  Registration Deadlines: Approximately one month prior to test
-  Approximate Test Dates: Six National Testing Dates Each Year
-  Cost: \$21.00 for first test; \$10.00 for additional tests
-  Location: Central Valley High School, Red Bluff (look online)
(Register online to determine testing site)

ACT College Readiness Test

For information regarding test dates, locations and registration, please log on to www.actstudent.org or talk with your school counselor.

-  Registration Deadlines: Approximately one month prior to test
-  Approximate Test Dates: Six National Testing Dates Each Year
-  Cost: \$48.00 including Writing Test;
\$32.00 without writing
-  Location: Central Valley High School, Red Bluff
(Register online to determine testing site)

Fee waivers for the SAT and ACT are available for low income students. See the Counseling Center for information.

Advanced Placement (AP) Examinations

Advanced Placement Examinations are available in many subject matter areas and provide outstanding students an opportunity to earn college credits on the basis of subject matter knowledge. See your counselor for more information. Registration materials for AP Tests are available in the Counseling Center.

 Approximate Test Dates: May (usually first two weeks of May)

\$ Cost: Varies – Approx. \$91.00

 Location: University Preparatory School

Armed Services Vocational Aptitude Battery (ASVAB)

Students interested in the military can use these results for entrance requirements. For more information visit www.asvabprogram.com or a local recruiter.

 Approximate Test Dates: Tuesdays at the local Armory

\$ Cost: Free

 Location: See Local Recruiter

Special Programs

Advanced Placement

The Advanced Placement (AP) Program is a cooperative educational endeavor between secondary schools and colleges and universities. It exposes high school students to college-level material through involvement in an AP course, and it gives them the opportunity to show that they have mastered it by taking an AP Exam. Colleges and universities may then grant credit, placement, or both to students who have done so. A university generally grants credit for all College Board Advanced Placement Tests on which a student scores 3 or higher. The credit may be subject credit, graduation credit or credit toward general education or breadth requirements, as determined by evaluators at each campus.

English Language Development (ELD)

The Shasta Union High School District offers an English Language Development program for Limited English Proficient (LEP) students. At the time of registration any LEP students will be referred to the Shasta Union High School District ELD staff for assessment and placement.

Independent Study (Medical)

University Preparatory School provides an independent study option to temporarily disabled students. Contact the student's counselor for more information and the proper forms.

Summer School

Students may be provided opportunities to make up required courses they have failed through Shasta Union High School District Summer School. Shasta Union High School District students are given priority for registration.

Shasta College Courses

High school students may participate in Shasta College programs. In most cases students can earn both high school and college credit for the same class. Students may not take a college course in place of a course offered at U-Prep (i.e. History 17B at Shasta College may not replace AP US History) with the exception of taking a college course to improve an existing grade/course or taking a math/language course to achieve at-grade-level status for the following school year. Interested students should see their counselors; concurrent enrollment forms are available in the counseling office. Depending on student enrollment and teacher availability, U-Prep may offer 1-2 college classes on campus each semester.

COLLEGE AND UNIVERSITY INFORMATION

Community Colleges

California community colleges, including Shasta College, have two major purposes: 1) to offer transfer courses to a CSU or UC; private and out-of-state colleges may or may not accept transfer credits; and 2) to provide vocational training. Studies in these areas may lead to an Associate of Arts or Associate of Science degree, or to a certificate of achievement.

1. Transfer Courses are equivalent to the lower division (freshman and sophomore) offerings of the four-year colleges and universities. These courses enable the junior college student to transfer to a four-year college for his/her junior year without loss of credit, provided he/she has a "C" average scholarship rating.
2. Vocational Training courses are given in occupations that require post-high school courses, but not a Bachelor's degree. Occupations include engineering technician, registered nurse, legal or medical secretary, law enforcement, and firefighter. Many community colleges offer certificates of achievement upon the satisfactory completion of occupational curricula that require less than two years for completion.
3. Graduating seniors from local high schools have the unique opportunity to participate Shasta College's early admissions program. This program is designed to make the transition from high school to college both easy and enjoyable. When the student completes five simple steps: applies to the college; applies for financial aid; requests transcripts; takes the assessment; and completes orientation/counseling, they will be able to register in May for classes.
4. Shasta College also offers the New Fast Trac - New Transfer Readiness and Completion Program. New Fast Trac is for students who want to transfer to a California State University or a University of California campus after two years at Shasta College. New Fast Trac ensures that students who comply with the requirements of the program will be eligible for admission at either a C.S.U. or U.C. campus after attending Shasta College for two years.

Admission Requirements

High School Graduates: All high school graduates are eligible for admission to public community colleges in California.

Non-High School Graduates: Non-high school graduates 18 years of age or older who, in the opinion of the administration would benefit from the institution, may be admitted.

Required Tests

Shasta College and other community colleges require placement tests in English and Math prior to enrolling in courses. Students who wish to attend a community college other than Shasta College should contact that community college to determine directions for registration.

Application Dates

Generally, applications should be filed during the fall or early spring semester of the senior year. Shasta College's early admissions program, the *Shasta Promise* (see information above) requires a freshman orientation as part of the four-step process.

University of California

There are 10 University of California campuses offering programs leading to a Bachelor's degree. All have graduate programs leading to Masters and/or Doctorate degrees in numerous subject areas. Students can utilize the UC website <https://admissions.ucop.edu/pathwaysF2007/> for additional information.

The UC system is opening their application period August 1st.

Please note: 1) Application sections and personal statement prompts are the same as previous years; 2) Applications are submitted between Nov. 1 - 30; and, 3) Early preparation and submission of the application do not impact admission decisions.

California State University

There are 23 California State University (CSU) campuses offering program leading to a Bachelor's degree. These programs provide training for all careers that require a Bachelor's degree. The CSU system also has graduate programs leading to Masters degrees. Students may utilize the CSU website <http://www.csumentor.edu/> for additional information.

Admission Eligibility Requirements for UC and CSU

A–G Admission Requirements

The A–G Admission Requirements are a sequence of high school courses that are required by the University of California and the California State University systems for admission into college. High school students must pass the A–G Course Requirements with a "C" or better.

- a.** *History / Social Science* – Two years, including one year of world history, cultures, and historical geography and one year of us history or one–half year of us history and one–half year of civics or American government.
- b.** *English* – Four years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature.
- c.** *Mathematics* – Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two– and three–dimensional geometry.
- d.** *Laboratory Science* – Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry, and physics.
- e.** *Language Other Than English* – Two years of the same language other than English.
- f.** *Visual & Performing Arts* – One year, including dance, drama/theater, music, or visual art.
- g.** *College Preparatory Elective* – One year (two semesters), chosen from additional A–F courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as G electives.

Students, who have met the A–G Admission Requirements with a "C" or better and a GPA of **3.0 or above**, are eligible for admission to the UC System.

Students, who have met the A–G Admission Requirements with a "C" or better and a GPA of **2.0 or above**, are eligible for admission to the CSU System.

Note: UC and CSU impacted schools may have higher GPA and test score requirements.

For the most current information on a–g admission requirements, visit the University of California website at <http://www.ucop.edu/agguide> or the California State University website at http://www.csumentor.edu/planning/high_school/subjects.asp

Required Admission Assessments

All freshman applicants must submit either an ACT or SAT score as part of the application process. Subject tests are no longer required; however, we recommend taking them. There may be some competitive majors/campuses that “prefer” students take the SAT Subject Tests in particular subjects. SAT Subject Test would only help a student in this situation and provides more information to determine acceptance. Most private colleges require at least two SAT Subject Tests (check with the private school’s admissions office).

The ACT and/or SAT should be taken during the spring of the 11th grade or the fall of the 12th grade. Students may register online for the SAT and SAT Subject Tests at <http://sat.collegeboard.com/home>. Students may register for the ACT at <http://www.actstudent.org/index.html>.

Application Dates

The priority application filing period for fall semester is October 1 through November 30 for CSU and November 1 through November 30 for UC of your senior year. UC and CSU campuses will only accept applications after November 30th if they have openings. Apply at or www.csumentor.edu/ or www.universityofcalifornia.edu/admissions/.

Application Fees

Students may apply to as many UC or CSU campuses as they wish. If you apply to colleges in both the UC and CSU system, you would complete one UC application and one CSU application. A fee of approximately \$60.00 for the UC and \$55.00 for the CSU is required for each campus. Waivers are available for low income students who used a waiver for SAT or ACT.

PRIVATE/INDEPENDENT COLLEGES AND UNIVERSITIES

Over seventy Private/Independent Colleges and Universities are available to high school graduates within the State of California. There are thousands of two- and four-year colleges throughout the country with a wide variety of programs. Many schools specialize in unique skill and training programs, such as art, music, business, trades, and technical. Entrance requirements, application procedures and deadlines, and tuition fees vary from school to school. For this reason, students interested in private/independent colleges and universities should contact the admissions office of the school. Addresses for all California colleges may be obtained through asking your counselor or online at <https://secure.californiacolleges.edu/>.

Many independent colleges require the “CCS Profile Application” to determine financial aid. See high school counselor for information.

California, Shasta Union High School District, and U-Prep Requirements for High School Graduation/College Admission

Subject	State Mandated	SUHS D	U-PREP	CSU Required	UC Required	UC Recommend	U-Prep Courses that meet A-G Requirements
English	3 years	4 years of approved courses	4 years of approved courses	4 years of approved courses	4 years of approved courses	4 years of approved courses Category "b"	English I (H), English II (H), English III (AP), English IV (AP)
Math	2 years including Algebra /Integrated Math I	3 years including two advanced classes (i.e.: Algebra I and Geometry, or Integrated Math I and II)	3 years including Algebra I, Geometry and Alg. II or Integrated Math I - III 4 years recommended	3 years including Algebra I, Geometry and Alg. II or Integrated Math I - III	3 years including Algebra I, Geometry and Alg. II or Integrated Math I - III	4 years Category "c"	Algebra I, CP Geometry, Algebra II, Trig/Pre-Calculus, Honors Integrated Math I-III, Integrated Math I-III, AP Statistics, AP Calculus AB, AP Calculus BC
Social Science	3 years including 1 year U.S. History, 1 year World History, 1 semester each American Gov't and Economics	4 years including 1 year of Freshman Soc Science, 1 year U.S. History, 1 year World History, 1 semester each American Gov't and Economics	4 years including 1 semester each of Ethics and Geography, 1 year U.S. History, 1 year World History, 1 semester each American Gov't and Economics	2 years including 1 year U.S. History or 1 semester U.S. History and 1 semester American Gov't or Civics, and 1 year World History	2 years including 1 year U.S. History or U.S. History and Government and one year of other approved social science course	2 years Category "a"	Human Geography, World History (AP/Honors), U.S. History, U.S. History (AP) American Government (CP/AP), Economics (CP/AP)
Science	2 years including biological and physical sciences	2 years including biological and physical lab sciences	2 years including biological and physical lab sciences 3 or 4 years recommended	2 years including biological and physical lab sciences	2 years with lab, chosen from biology, physics and chemistry	3 years Category "d"	Biology (CP), Honors Chemistry, Physics, AP Physics B, AP Physics 1, AP Physics 2, AP Physics C, Anatomy/Physiology AP Environmental Science AP Biology
Foreign Lang.		1 year of either visual and performing arts or foreign language	2 years (after 8 th grade) in same language	2 years in same language	2 years in same language	3 years in same language Category "e"	French I –Honors French IV, Latin I-AP Latin V, Chinese I-IV, Spanish I – Honors Spanish IV, Russian I - Hon Russian IV
Visual and Performing Arts	1 year of either visual and performing arts or foreign language	1 year	1 year	1 year chosen from the following: dance, drama/theatre, music, or visual art	1 year chosen from the following: dance, drama/theatre, music, or visual art	1 year Category "f"	Art I -AP Art, Band, Choraliars, Concert Choir, Jazz Ensemble, Symph. Orchestra, Perc. Ensemble, Guitar I, Drama II – III Dance I-VI,

Subject	State Mandated	SUHSD	U-PREP	CSU Required	UC Required	UC Recommend	Music Production, Drafting U-Prep Courses that meet A-G Requirements
Health		Satisfied by Personal Growth class/ Freshman PE	Satisfied by Biology class and Freshman PE				
Physical Educ.	2 years	2 years	2 years	One year	One year		
Practical /Voc Arts		1 year					
Computer Proficiency		1 year class or test	1 year class or pass competency test				
Exit Project			Required for seniors				

Online Resources

The Internet has an enormous amount of information regarding college entrance, financial aid, and career guidance materials. Below are some names and addresses of Internet sites that will assist you with your pursuit of college and career goals. Additional sites are available at the www.uprep.net "College Information" webpage (under Current Students menu bar).

College Admission Tests	
ACT	www.act.org
SAT	www.collegeboard.com
Kaplan	www.kaptest.com
The Princeton Review Test Prep	www.princetonreview.com
College Applications	
California Colleges	www.californiacolleges.edu
California State University	secure.csumentor.edu
University of California	www.ucop.edu/pathways
College NET	www.collegenet.com
The Common Application	www.commonapp.org
NCAA Eligibility Center	www.ncaa.org/student-athletes/future/eligibility-center
Financial Aid	
California Student Aid Commission	www.csac.ca.gov
Free Application for Federal Student Aid	www.fafsa.ed.gov
Help Completing the FAFSA	fafsa.ed.gov/help.htm

Mapping Your Future	www.mappingyourfuture.org
U.S. Department of Education	www.ed.gov
CA Postsecondary Education Commission	www.cpec.ca.gov
Assoc Independent CA Colleges & Univ	www.aiccu.edu
FinAid	www.finaid.org
EdFund	www.edfund.com
California Community Colleges	www.cccco.edu
Scholarship Directories	www.fastweb.com ; www.fastaid.com
Cal Grant	www.calgrants.org

ACADEMIC COURSES

6th, 7th, and 8th Grade

Core Curriculum Course Descriptions – 6th Grade

6th English English/ Language Arts/ Social Science

This core program focuses on the skills of writing, reading comprehension, spelling, and vocabulary development. The content focuses on the content standards for Ancient World History and Geography. Students will learn to research, find evidence, and organize information within a historical perspective. Students will deliver focused and well-organized formal presentations.

Earth Science

This year of science focuses on physical earth science including phenomenon such as volcanoes, earthquakes and fossil formation. Students will conduct experiments, keep a science journal and learn the fundamentals of science writing and the scientific method.

Honors Math 6

Students who test out of Honors Math 6 may be placed in Honors Math 7 or another appropriate math class based on placement and class availability. Honors Math 6 will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Math Lab

Students showing discrepancies in basic math skills as measured by their math placement test and other factors may be placed in math lab for their elective. Diagnostic/prescriptive tools in conjunction with instruction will be utilized to build and develop proficiency with fundamental math skills.

Physical Education/Health

Students will learn the rules and techniques of various sports, work on physical fitness, and engage in lifetime physical activities such as dance. Sportsmanship will be emphasized.

Reading Lab

This course is available to students who may need additional assistance and is designed to support success in academic classes. Students may be placed in this course for one to four quarters depending upon their progress. Placement will be determined by testing, counselor evaluation, and teacher recommendation.

Rota (6th only)

Students will study three of five available courses: Drama, Art, Physical Geography, Mandarin, and Music Appreciation in nine week rotations. All ROTA students will learn keyboarding and basic computer skills in their first quarter of ROTA. Rota Music Appreciation students will be instructed in music history, composition, and various instruments. Rota Drama students learn basic theatrical techniques and perform a short play for their parents; the subject of the play supports the sixth grade history curriculum. The focus of Rota Art is learning the basic elements of design and working in a variety of media. Rota Mandarin will introduce students to the language, art, and culture of China. Rota Physical Geography students will engage in hands-on/outdoor learning about their environment and ecosystem.

A.S.A.P.

(Effective 2015–16 school year, Advisory/Tutorial will be referred to as ASAP–Academic Support and Advisory Program) Students meet as a consistent group four days a week. Typically the weeks will be structured as follows Mondays will be Advisory, where they will cover curriculum designed to support student success through test-taking, study, and time management skills. This course also covers a variety of topics specific to each grade level: i.e.: goal setting, college advisement, team building, resumes, peer issues, etc. Tuesdays and Thursdays are designed for academic support where students will be working in a study hall format with the ability to visit specific teachers with prior approval. A.S.A.P. teachers will also use these tutorial times to regularly communicate with students regarding their individual academic progress. Wednesdays will be “Enrichment” days, where students will be placed in particular 9 week themed units based on a rotating priority of their expressed interests. A.S.A.P. is not held on Fridays; teachers will host office hours as a way to increase direct support to students in need of additional assistance. Friday office hours are not a part of the regular school day, and are offered to students as an additional opportunity to connect with their teachers throughout the year. Required Grades 6 – 8; year-long course

Electives

Sixth grade students may elect to take a 7th elective class if they choose to. Elective choices for 6th grade students are: Prep Band, Concert Band, Beginning Strings, Orchestra, Mixed Chorus, and Dance. Course descriptions for these classes are at the end of this section.

Core Curriculum Course Descriptions – 7th Grade

7th English/ Language Arts

This two-semester course focuses on writing, literary response, reading comprehension, and word analysis. Students will practice expository critique, literary criticism, and narrative analysis of grade-level-appropriate text along with writing clear and coherent narrative and persuasive essays. Students will deliver focused and well-organized formal presentations.

7th World History

This year-long course focuses on the content standards of World History and Geography (Medieval and Early Modern Times). Students will demonstrate chronological and spatial thinking and historical interpretation using research, evidence, and point of view.

7th Life Science

This year of science focuses on cell biology, genetics, structure and function in living systems, and earth and life history. Asking meaningful questions and conducting careful experiments and investigations will help students understand scientific process.

Honors Math 7

Honors Math 7 will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) 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 (4) drawing inferences about populations based on samples.

Math Lab

Students showing discrepancies in basic math skills as measured by their math placement test and other factors may be placed in math lab for their elective. Diagnostic/prescriptive tools in conjunction with instruction will be utilized to build and develop proficiency with fundamental math skills.

Prep Latin

Prep Latin is a course designed to develop critical thinking skills relating to language and to provide students with a strong foundation in English grammar terminology and usage. Emphasis is placed on the study of the parts of speech, understanding basic grammatical structures, spelling awareness, and English vocabulary building. Students will read short selections based on Roman mythology to enhance their knowledge of literature, promote their ability to identify various grammatical constructions, and engage in creative writing.

Some basic elements of the Latin language are introduced through the study of prefixes, suffixes, Latin root words, and English derivatives.

Latin 1

This course is a requirement for eighth grade graduation. Vocabulary, grammar, syntax, and pronunciation are the primary focus; there will be some translating and reading.

Prerequisite: Prep Latin or English teacher recommendation

Physical Education/Health

Students will continue their study of the rules and techniques of various sports, work on physical fitness, and explore lifetime physical activities. Sportsmanship will be emphasized. Students will learn about the benefits of good nutrition and exercise.

Note: 7th Grade students may audition for Dance in place of PE.

Reading Lab

This course is available to students who may need additional assistance and is designed to support success in academic classes. Students may be placed in this course for one to four quarters depending upon their progress. Placement will be determined by testing, counselor evaluation, and teacher recommendation.

A.S.A.P.

(Effective 2015-16 school year, Advisory/Tutorial will be referred to as ASAP–Academic Support and Advisory Program) Students meet as a consistent group four days a week. Typically the weeks will be structured as follows Mondays will be Advisory, where they will cover curriculum designed to support student success through test-taking, study, and time management skills. This course also covers a variety of topics specific to each grade level: i.e.: goal setting, college advisement, team building, resumes, peer issues, etc. Tuesdays and Thursdays are designed for academic support where students will be working in a study hall format with the ability to visit specific teachers with prior approval. A.S.A.P. teachers will also use these tutorial times to regularly communicate with students regarding their individual academic progress. Wednesdays will be “Enrichment” days, where students will be placed in particular 9 week themed units based on a rotating priority of their expressed interests. A.S.A.P. is not held on Fridays; teachers will host office hours as a way to increase direct support to students in need of additional assistance. Friday office hours are not a part of the regular school day, and are offered to students as an additional opportunity to connect with their teachers throughout the year. Required Grades 6 – 8, year-long course

Elective

Students will have their choice of one of the electives listed at the end of this section.

Core Curriculum Course Descriptions – 8th Grade

8th English English/Language Arts

This two-semester course focuses on vocabulary development, reading comprehension of informational text, and literary response. Students will write clear and focused essays in each genre and demonstrate skill in oral communication as outlined in the listening and speaking standards.

8th United States History

In this year-long course, students will study United States history and geography. Students will use analysis, reflection, and research skills as they look at major events and the divergent paths of the American people.

Physical Science

Physical science is the study of motion and velocity and structure of matter; physical science also is the principles of chemistry underlying the functioning of biological systems and chemical reactions. Through investigation and experimentation students will develop a basis for understanding these concepts.

Honors Math 8

Honors Math 8 will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Math Lab

Students showing discrepancies in basic math skills as measured by their math placement test and other factors may be placed in math lab for their elective. Diagnostic/prescriptive tools in conjunction with instruction will be utilized to build and develop proficiency with fundamental math skills.

Latin I

This course seeks to provide students with a solid foundation in the basic understanding of the rudiments of the Latin language. Emphasis will be on the development of a clear understanding of the overall structure of the Latin language, the ability to comprehend, read, write and speak simple passages in Latin. The expansion of English vocabulary through the study of Latin root words and cognates also will be studied. Students will explore the basic elements of ancient Roman history, culture, mythology, engineering,

architecture, government and how the achievements of the ancient Romans have influenced the world.

Prerequisite: Prep Latin or teacher recommendation

* Students who have successfully completed Latin I and are recommended by their teacher may take a Modern World Language in 8th grade. Priority placement for world language courses will be given to high school students. Modern World Language choices include: Chinese, French, and Spanish.

Physical Education/Health

Students will continue their study of various sports, work on physical fitness, and explore lifetime physical activities. Sportsmanship will be emphasized. Students will learn about drugs and their effect on the body as well as information about sexually transmitted diseases. *8th Grade students may audition for Dance in place of PE.*

Reading Lab

This course is available to students who may need additional assistance and is designed to support success in academic classes. Students may be placed in these courses for one to four quarters depending upon their progress. Placement will be determined by testing, counselor evaluation, and teacher recommendation.

A.S.A.P.

(Effective 2015-16 school year, Advisory/Tutorial will be referred to as ASAP-Academic Support and Advisory Program) Students meet as a consistent group four days a week. Typically the weeks will be structured as follows Mondays will be Advisory, where they will cover curriculum designed to support student success through test-taking, study, and time management skills. This course also covers a variety of topics specific to each grade level: i.e.: goal setting, college advisement, team building, resumes, peer issues, etc. Tuesdays and Thursdays are designed for academic support where students will be working in a study hall format with the ability to visit specific teachers with prior approval. A.S.A.P. teachers will also use these tutorial times to regularly communicate with students regarding their individual academic progress. Wednesdays will be “Enrichment” days, where students will be placed in particular 9 week themed units based on a rotating priority of their expressed interests. A.S.A.P. is not held on Fridays; teachers will host office hours as a way to increase direct support to students in need of additional assistance. Friday office hours are not a part of the regular school day, and are offered to students as an additional opportunity to connect with their teachers throughout the year. Required Grades 6 – 8, year-long course

Elective

Students will have their choice of one of the electives listed at the end of this section.

Electives – 6th, 7th, and 8th Grade

The elective program at U-Prep will be developed around the interests and talents of the students. Classes are year-long unless otherwise noted.

Art I (7th & 8th Grade)

Students will study the basic elements and principles of art through a variety of two- and three- dimensional media.

Junior High Art II (8th Grade)

Students will study/review the basic elements and principles of art through a variety of two-dimensional media. The course will emphasize drawing from life and applying art theory to open-ended projects. Students are expected to complete weekly writing and sketchbook assignments, periodic reading and writing assignments, maintain a portfolio, and attempt all assigned art projects. The course develops the individual student's capabilities to a more advanced level.

Prerequisites: Art I

Prep Band (6th–8th Grades)

The purpose of this class is to provide students with a comfortable environment to work on a new or current instrument and gain ensemble and performance experience. Prep Band should help prepare students for future performing ensembles.

Percussion Ensemble/ Drum Corp (7th & 8th Grades)

The purpose of this class is to provide students training with percussion instruments and give them the opportunity to play and perform in an ensemble. Students will be expected to participate in two yearly performances.

Concert Band – auditioned (6th–12th Grades)

The purpose of this class is to provide students who already have training with their instrument the opportunity to play and perform in an advanced ensemble. Students in Concert Band have an obligation to themselves and their fellow band members to practice at home and bring what they have learned to daily rehearsal.

Jazz Band – auditioned (7th–12th Grades)

The purpose of this class is to push students to the limit while maintaining a fun and relaxed (Jazz) atmosphere. Students in Jazz Band play more independently with a higher level of creativity and dedication to the Art of music. Every member is a potential soloist and every member has a responsibility to the greater needs of the band.

Orchestra-auditioned (This class is mixed junior high and high school)

An in-depth course designed to extend instruction in all aspects of string family education including technical skill, performance, historical context, composition and integration with other disciplines and art forms. Students will gain skills to enable them to be life-long learners and musicians. They will gain cultural appreciation of all forms of music and the specific application of strings education to those goals. Compositional instruction will allow students to carry their musical creativity independently.

Prerequisites: Audition or minimum 2 years of Strings instruction

Beginning Strings (Sixth, Seventh and Eighth Grades)

Students will be introduced to the string instrument family (violin, cello, and bass). Students will choose or be assigned instruments based on availability. Beginning instruction will include emphasis on posture, tone production and music reading. Concert attendance and performance required.

Guitar I

Guitar I is an in depth course designed to introduce students to many aspects of guitar culture including technical skill, performance, historical context, composition and integration with other disciplines and art forms. Students will gain skills to enable them to be life-long learners and musicians. They will gain cultural appreciation of all forms of music and the specific application of that to guitar. Compositional instruction will allow students to carry their musical creativity independently.

Guitar II

The Guitar II (Electric Guitar) class will use a wide variety of songs from many different genres to teach the fundamental techniques of the electric guitar. Special attention and focus will be given to the following areas: chords, scales, arpeggios, rhythm guitar and lead playing. Students will be encouraged to develop their own style through studying the styles and techniques of the greatest guitar players of the last century. Guitar II will endeavor to stimulate students to a lifelong joyful pursuit of mastery of the guitar.

Prerequisites: Guitar I

Mixed Choir (6th–8th Grades)

The purpose of this class is to provide young men and ladies the opportunity to explore their singing voice in a fun and comfortable environment. This class is geared towards developing youth voice and will introduce singers to a wide variety of musical styles and genres.

Choraliers – auditioned (7th–12th Grades)

The purpose of this class is to provide skilled ladies the opportunity to perform advanced music literature and prepare for future choirs and musical opportunities.

Drama I (7th and 8th Grades)

Drama I is a class for younger students which emphasizes acting, movement, improvisation, monologues, and stagecraft. This is a year-long course.

Drama II (8th Grade)

A class for mature students who would benefit from being in a class with high school students and which also emphasizes acting, scene work, movement, improvisation, and the technical aspects of theatre.

Beginning/Intermediate Dance (Dance I, II, III)

This class focuses on the study of multiple dance forms including ballet, modern, jazz, and musical theatre. Students gain the ability to perform in these disciplines, learning to use style and expression. Students will be required to perform aerobic exercises throughout the year, which include running, aerobics, Pilates, yoga, and conditioning exercises. Students perform twice a year.

Prerequisite: Audition, open to all grades

Advanced Dance (Dance IV AND V)

This course focuses on the advanced study of multiple dance forms including ballet, modern, jazz, and musical theatre. Students gain the ability to perform in all disciplines with a strong understanding of style and expression. Students participating in this course will demonstrate excellent writing and communication skills on dance topics. This class includes opportunities for student choreography. Students will be required to perform aerobic exercises throughout the year, which include running, aerobics, Pilates, yoga, and conditioning exercises. Students perform twice a year.

Prerequisite: Audition, open to all grades

Student Government/Leadership (7th and 8th Grade)

This course is designed for the student interested in learning basic concepts of democratic government, leadership skills, and parliamentary procedures. These students are the officers and representatives of the ASB (Associated Student Body).

Prerequisite: Election or Appointment

Peer Mentoring (8th Grade)

In this class, students will learn about, develop, and practice their leadership/mentoring skills. Peer mentors act as a resource for their peers to receive guidance with academic and social issues. In this class students will develop and coordinate school success groups, run the school wide intramural program, and work with younger students to help them build relationships with their peers.

Prerequisite: Application or teacher recommendation, open to grades 8

ACADEMIC COURSES

High School

(All courses are one year unless stated otherwise.)

English

Four years of English are required for graduation as students who plan to attend a university must have four years of college preparatory English. All English courses include work in the areas of reading, writing, grammar, vocabulary, and spelling. Students must earn passing grades in the required English classes. Students who fail required courses must make up credit in summer school in approved electives.

Honors English I

This two-semester course focuses on writing essays with an emphasis on unity, organization, supporting sentences and transitional words. Basic grammar, mechanics, dictionary and library skills will be taught. Students will practice writing skills as well as literary technique: plot, setting, character development and point of view. Students will practice reading, communication and speaking skills. Meets UC and CSU requirements.

Prerequisites: None. Open to 9th grade

Honors English II

This course is a two-semester sequence for the sophomore year and will include grammar, punctuation, and usage skills. Expository writing will be emphasized and students will develop literary analysis, research and documentation skills. Readings will include novels, short stories, poetry and drama. Meets UC and CSU requirements.

Prerequisites: None. Open to 10th grade

AP English III: Language and Composition

This course is designed to improve a student's basic communication skills in speaking, listening, composition and reading. Descriptive, narrative, research and expository (including timed) writing is emphasized. Students read selected works from American Literature and study samples of fiction and non-fiction from contemporary media (i.e., newspaper and magazine articles, editorials, advertisements). Meets UC and CSU requirements.

Prerequisites: None. Open to 11th grade

AP English IV: Literature and Composition

World Literature is a senior-level reading and writing class, which focuses upon the research writing and speaking skills necessary to be successful in college and in the world of work.

Meets UC and CSU requirements.

Prerequisites: None. Open to 12th grade

Journalism/Newspaper Elective

This is an advanced course in journalism. Students taking the course publish the school newspaper. The course involves selling advertising, photography, copywriting and layout; it may require time after school. A high degree of responsibility and commitment is required of staff members. Students may repeat this course for elective credit. Meets UC and CSU requirements. Satisfies U-Prep computer proficiency graduation requirement.

Prerequisites: English with a grade of “B” or better, or consent of the instructor.

Open to 9th through 12th grades.

Journalism/Yearbook Elective

Students in this course publish the yearbook. The course involves selling advertising, picture taking, copywriting, and layout preparation for the yearbook using Adobe In design and Photoshop. A high degree of responsibility and commitment is required of staff members. The course may require time spent after school, and much of the advertising is sold during the summer. Students may repeat this course for elective credit. Satisfies U-Prep computer proficiency graduation requirement.

Prerequisites: Consent of the instructor. Open to 9th through 12th grades.

Social Science

Four years of Social Science are required for graduation; all students must complete one semester of Geography and Culture, one semester of Ethics, one year of Modern World History, one year of U.S. History, one semester of American Government, and one semester of Economics.

Human Geography

Human Geography is a yearlong course that focuses on the distribution, process and effects of Human populations on the planet. Topics include maps, population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences to help them understand not only the “where” but also the “why” of human culture. Meets UC and CSU requirements. *Prerequisites:* Open to 9th grade

AP World History

This introductory college course in world history begins by introducing the historical themes that form the foundation for understanding world developments from c. 1000 c.e. to the present. The course and AP exam highlight six overarching themes: impact of societal interactions, change and continuity across world history periods, impact of technology and demography, social and gender structures, cultural and intellectual developments, and functions and structures of states. Students who successfully complete the course and receive a score of at least 3 on the AP examination may receive credit and/or advanced placement for a one-semester introductory college World History class. Must have above average grades in 9th grade, must have advanced writing skills, must have excellent time management skills and be highly motivated. Meets UC and CSU requirements.

Prerequisites: Open to grades 10–12.

Honors World History

This course highlights the following themes from the Neolithic Transition to the present: Human and environment interaction, Development and interaction of cultures, State building, expansion and conflict, Social and gender structures and Economic systems. This course will provide insight into culture, time, continuity, changing people, places, environments, individual development, identity, institutions, production, consumption, technology, civic ideals, and world religions. Some of the major units will focus on the study of Civilizations, Renaissance and Reformation, Exploration, Absolutism, Revolution and Enlightenment, Industrialization and Nationalism, Imperialism, the causes and effects of World War I and World War II and the Cold War. Areas of study will be the Contemporary Western World, Latin America, Africa, Middle East, and Asia. Meets UC and CSU requirements.

Prerequisites: Open to grade 10.

AP U.S. History

The Advanced Placement United States History course is a chronological, college-level survey class covering the time period from Colonial America (1607) to contemporary America (1990). The program is designed to provide the student with the analytical skills and factual knowledge to deal critically with the problems and issues in American history. Students will learn to assess historical materials and determine their relevance to a given interpretive problem, their reliability, and their importance. Students will also be prepared to take the AP U.S. History exam offered by the College Board. Students who successfully complete the course and receive a score of at least 3 on the AP examination may receive credit and/or advanced placement for a one-semester introductory college U.S. History class. Meets UC and CSU requirements.

Prerequisites: Open to 11th grade.

AP United States Government and Politics (fall semester)

The Advanced Placement course in United States Government and Politics will give students an analytical perspective on government and politics in the U.S. The course includes the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students who successfully complete this course will know important facts, concepts, and theories pertaining to U.S. government and politics; understand typical patterns of political processes and behavior, and their consequences and be able to analyze and interpret data relevant to U.S. government and politics. Meets UC and CSU requirements.

Prerequisites: Open to 12th grade

AP Microeconomics (spring semester)

A semester long microeconomics course designed to assist students in developing Critical thinking skills through the understanding, application, and analysis of fundamental economic concepts. Students will be expected to apply quantitative and mathematical skills to economics. Also, students will be expected to apply economic logic to a wide variety of real world and hypothetical situations. Success in this course will require a genuine cooperative effort from the student, your peers, and myself; however the degree of your success rests solely on you as an individual. Meets UC and CSU requirements.

Prerequisites: Open to 12th grade.

AP Psychology – Elective Course

The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. Through the course, students will be prepared to take the College Board Advanced Placement exam, and possibly receive college

course credit. This course covers the following topics: History and Approaches, Research Methods, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Psychology, Treatment of Psychological Disorders, and Social Psychology. Meets UC and CSU requirements.

Prerequisites: Open to 11th–12th grade. 10th grade students must obtain instructor's approval.

Mathematics

The cumulative and sequential nature of mathematics is such that a student must be certain that he/she is well prepared before taking any given course. Students should consult their previous teachers and their counselors before selecting a particular mathematics course.

A grade of "C" or better is required for advancement.

Thirty units of mathematics are required for graduation. Students must complete two advanced courses in mathematics for graduation. Two advanced courses are defined as Geometry and Algebra II or Integrated II and Integrated III. Those students who need to develop basic skills in mathematics should contact their counselor to plan the appropriate course sequence for them.

It is highly recommended that seniors take a math class. Studies correlate college success with math taken the senior year.

Fees and/or graphing calculators may be recommended for some classes.

Students who successfully complete an AP course and receive a score of at least 3 on the AP examination may receive credit and/or advanced placement for a one-semester introductory college calculus course. College credit for AP classes is determined by the college or university.

Honors Integrated Math I

The fundamental purpose of Integrated Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The purpose of Honors Integrated Math I is identical to Integrated Mathematics I but curriculum currently taught in Trigonometry/Pre-Calculus will additionally be imbedded into Honors Integrated I, II, and III. Meets UC and CSU requirements

Prerequisites: None

Integrated Math II

The focus of Integrated Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Meets UC and CSU requirements

Prerequisites: Honors Integrated Math I and teacher recommendation

Honors Integrated Math II

The purpose of Honors Integrated Math II is identical to Integrated Mathematics II but curriculum currently taught in Trigonometry/Pre-Calculus will additionally be imbedded into Honors Integrated I, II, and III. Meets UC and CSU requirements

Prerequisites: Honors Integrated Math I and teacher recommendation

Integrated Math III

Integrated Math 3 focuses on Algebra, Geometry, and Statistics. Algebra concepts covered include structure in expressions, arithmetic operations with polynomial and rational expressions, creating equations, reasoning with equations and inequalities, interpreting and building functions, and modeling with linear, quadratic, and exponential functions. Geometry concepts covered include modeling, measurement and dimension, similarity and right triangle properties. Statistics concepts covered include using, representing, and interpreting probability as well as categorical and quantitative data to make decisions. In this course, students will focus on the structure of expressions, writing expressions to solve problems, performing arithmetic operations on polynomials, understanding the relationship between zeros and factors of polynomial expressions, using identities to solve problems and rewriting rational expressions. Integrated Math 1 and 2 students will construct models of these functions to solve problems. Relationships between two-dimensional and three-dimensional objects are also explored to facilitate geometric models. Statistically, summary, representation, and interpretation of data on a single count or variable is explored to understand and evaluate random processes underlying statistical experiments. Inferences are then made from sample surveys, experiments, and observational studies. Meets UC and CSU requirements.

Prerequisites: Integrated Math II

Honors Integrated Math III

Integrated Math 3 focuses on Algebra, Geometry, and Statistics. Algebra concepts covered include structure in expressions, arithmetic operations with polynomial and rational expressions, creating equations, reasoning with equations and inequalities, interpreting and building functions, and modeling with linear, quadratic, and exponential functions. Geometry concepts covered include modeling, measurement and dimension, similarity and right triangle properties. Statistics concepts covered include using, representing, and interpreting probability as well as categorical and quantitative data to make decisions. Trigonometry from both algebraic and geometric standards are also covered in the honors course. In this course, students will focus on the structure of expressions, writing expressions to solve problems, performing arithmetic operations on polynomials, understanding the relationship between zeros and factors of polynomial expressions, using identities to solve problems and rewriting rational expressions. In addition to comparing linear, quadratic, and exponential models introduced in Integrated Math 1 and 2 students will construct models of these functions to solve problems. Geometry is explored through right triangle trigonometry and describing conic sections both geometrically and as an equation. Statistically, summary, representation, and interpretation of data on a single count or variable is explored to understand and evaluate random processes underlying statistical experiments. Inferences are then made from sample surveys, experiments, and observational studies. The honors course also addresses prerequisite skills and standards for Advanced Placement study in statistics or calculus.

Meets UC and CSU requirements.

Prerequisites: Honors Integrated Math II

Trig/Pre-Calculus

Trig/Pre-Calculus is a course containing a variety of topics, the understanding of which is necessary for success in calculus. This course includes trigonometry, theory of algebraic equations, sequences, series, limits and function analysis. Meets UC and CSU requirements.

Prerequisites: Algebra II or Integrated Math III

AP Calculus AB

AP calculus course is offered for the advanced math student. The course includes the study of elementary functions, limits, derivatives, applications of derivatives, anti-derivatives, integration and the application of the integral. A graphing calculator is required for this course. Meets UC and CSU requirements.

Prerequisites: Trig/Pre-Calculus or Honors Integrated Math III

AP Calculus BC

The two goals of this course are to give students a strong background in Calculus that is necessary for math, science, and engineering majors, and to prepare students to score highly on the AP exam in the spring. Throughout the course, students are given examples of both AP Calculus Multiple Choice questions and Free Response questions, for homework, in class work and review and test questions. The free-response questions provide students excellent opportunities to see and perform Calculus from graphical, analytical, numerical, and verbal aspects. Students are expected to work with functions giving by an equation, graph, table, or a description of its properties. At least once a year, Calculus BC students are to prepare a full lesson to teach Calculus AB students. Students are expected to know the graphs and properties of elementary functions. They are expected to be able to use these properties to find points of intersection, areas, and volumes of solids of revolution. Students will be able to use the graph of any function in conjunction with their knowledge of Calculus to predict and explain observed local and global behavior. Students will be able to evaluate limits, differentiate, and integrate elementary functions, as well as use methods such as L'Hospital's rule, U-Substitution, and integration by parts to perform these tasks for certain more complex functions. Meets UC and CSU requirements.

Prerequisites: AP Calculus AB with teacher recommendation

AP Statistics

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) Exploring Data: Describing patterns and departures from patterns; 2) Sampling and Experimentation: Planning and conducting a study; 3) Anticipating Patterns: Exploring random phenomena using probability and simulation; 4) Statistical Inference: Estimating population parameters and testing hypotheses. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. . A graphing calculator is required for this course; currently the TI-83/84 is used. Meets UC and CSU requirements.

Prerequisites: Trig/Pre-Calculus, Honors Integrated Math III or Integrated Math III with teacher recommendation.

Science

The following courses will meet the Lab Science requirement for graduation. At least one year of a biological science must be taken as well as one year of a physical science (Chemistry, Physics or Earth Science). Students who successfully complete an AP course and receive a score of at least 3 on the AP examination may receive credit and/or advanced placement for a one-semester introductory college calculus course. College credit for AP classes is determined by the college or university.

CP Biology*

CP Biology is a lab-based, conceptually taught course designed to give students an understanding of the living world and their interactions with each other and the environment. This course emphasizes the science of cells, genetics and evolution, ecology and the environment, and human body systems. The first semester includes the chemistry and structure of cells and genetics. The second semester includes evolution, ecology, natural resources, man's impact on the environment, and human body systems. CP biology is recommended for students planning to enroll in Chemistry, Physics, or Anatomy and Physiology. Meets UC and CSU requirements.

Prerequisites: Concurrently taking Honors Integrated I

**Health Education, as described in California Education Code 51201.5 relating to AIDS/HIV prevention instruction, is a component of this course. At U-Prep, parents are required to give permission for their student to participate. Parents may elect to have their student 'opt out' of this component, which means an alternative assignment would be provided.*

AP Biology

The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. AP Biology should include those topics regularly covered in a college biology course for majors. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and an appreciation of science as a process. The college course in biology differs significantly from the usual first high school course in biology with respect to the kind of textbook used, the range and depth of topics covered, the type of laboratory work done by students, and the time and effort required of students.. The kinds of labs done by AP students must be the equivalent of those done by college students. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology and to prepare students to take the AP Biology Exam. Meets UC and CSU requirements.

Prerequisites: Grade of C or better in Honors Chemistry with instructor's approval

Honors Chemistry

Chemistry is the science of matter—it's composition and the transformations that it undergoes. Laboratory experimentation is an essential part of the course. In addition to the subject areas covered in general chemistry, Honors Chemistry will study molecular geometry, electrochemistry and organic chemistry. Honors Chemistry will cover the material with increased scope, increased depth and a higher level of difficulty. Honors Chemistry requires higher levels of mathematical functioning, reasoning, and independent work. Meets UC and CSU requirements.

Prerequisites: Honors Integrated Math 1 Grade of C or better and concurrently in Honors Integrated Math II

Physics

Physics is the science of forces and matter (involving no changes in chemical composition) and energy. The first semester focuses on mechanics, specifically: measurement/motion, forces/vectors, curvilinear motion, and energy/momentum. The second semester includes energy forms, namely: heat, waves, sound, light and electricity. It is a laboratory course that meets the graduation requirement for lab science. Meets UC and CSU requirements.

Prerequisites: Honors Integrated Math 1 and concurrently in Integrated Math II

AP Physics 1

AP physics 1 Algebra-Based is the equivalent to a first-semester college course in algebra-based physics and culminates in taking of the College Board AP Physics 1 exam. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Meets UC and CSU requirements.

Prerequisites: Grade of C or better in Honors Chemistry and concurrently taking Honors Integrated Math III, Trig/Pre-Calculus or AP Calculus

AP Physics 2

AP Physics 2 is the equivalent to the second course of a one year college course in algebra-based physics and culminates in taking of the College Board AP Physics 2 exam. The course covers Electricity and Magnetism, fluid mechanics, quantum and nuclear physics, thermodynamics, and optics. Meets UC and CSU requirements.

Prerequisites: Grade of C or better in AP Physics 1

Anatomy/Physiology

Human Anatomy and Physiology portrays the human body as a living, functioning homeostatic organism. This course will use a 'systems' approach to emphasize how organs and body systems work together to carry on such complex functions as taking a step, running, or

responding to the external environment. As we describe the 10 body systems and their main structures, we will relate those structures to their role and function in the organism and its interactions with the other body systems. Comparative anatomy will also play a role in the course as there will be intensive mammalian dissections. Vertebrate evolution will also be discussed as well to help understand the patterns of human development. Career opportunities will be discussed and group and individual projects will be integrated into the curriculum. Chemistry is highly recommended. Meets UC and CSU requirements.

Prerequisites: CP Biology with a grade of C or better, open to grades 11–12.

AP Environmental Science

AP Environmental Science is designed to be the equivalent of a one-semester, introductory college course in environmental science. The course will combine lecture with in class and field lab work to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. The course will prepare students for university level related fields of study, entry-level jobs in a variety of environmental science related careers, as well as the College Board Advanced Placement test which could earn them college credit. Meets UC and CSU requirements.

Prerequisites: CP or AP Biology and a grade of C or better in either Honors Chemistry or Physics, open to grades 11–12.

World Languages

Two years during grades 9–12 of foreign language are required; three or four years are strongly recommended.

All Spanish, French, Russian, and Mandarin courses use materials and methods that are in alignment with the Standards for Foreign Language Learning (American Council on the Teaching of Foreign Languages.) These national standards focus on five areas:

- Communication – communicate in languages other than English
- Cultures – gain knowledge and understanding of other cultures
- Connections – connect with other disciplines and acquire information
- Comparisons – develop insight into the nature of language and culture
- Communities – participate in multilingual communities at home and around the world

Spanish I

This course provides students with a solid foundation in the essential grammatical structures and high frequency vocabulary of everyday Spanish, within the context of an introduction to life and culture in Spain and Latin America. By ensuring that students are consistently presented with contextualized, comprehensible Spanish in spoken and written form, the course aims to enable them to effectively internalize the material and begin to produce for themselves, spoken and written Spanish that is relevant to their personal lives. Materials and methods used in this course are designed to meet the ACTFL Standards for Foreign Language Learning. Meets UC and CSU requirements.

Prerequisites: None. Open to all grades.

Spanish II

This course enables students to develop greater mastery of more of the essential grammatical structures and high frequency vocabulary of everyday Spanish. Students have the opportunity to discover more of life and culture in the Spanish-speaking world and compare it to their own experience. The course continues the strategy of presenting students with contextualized, comprehensible Spanish in spoken and written form and provides further opportunity for them to effectively internalize the material and express their own personal thoughts, reactions and opinions in relevant spoken and written Spanish. Materials and methods used in this course are meeting the ACTFL Standards for Foreign Language Learning. Meets UC and CSU requirements.

Prerequisites: Spanish I or instructor approval.

Recommended: Grade of C or better in Spanish I.

Spanish III

Spanish III enables students to become proficient beyond the formulaic stage, in all four language skills. The course emphasizes proficiency and mastery of a wider range of language structures and vocabulary needed to function effectively in conversation and in correspondence with native Spanish-speakers. Students have the opportunity to discover Spanish literature and media and respond to it creatively in individual work and in paired and group projects. Materials and methods used in this course are designed to meet the ACTFL Standards for Foreign Language Learning. Meets UC and CSU requirements.

Prerequisites: Spanish II or by instructor approval.

Recommended: Grade of C or better in Spanish II.

Spanish IV

Spanish IV is a course which continues to stress developing proficiency and mastery of an ever-growing range of language structures and vocabulary. At this level, students are expected to read a greater variety of authentic texts and express themselves in speech and writing in different contexts and formats. Materials and methods used in this course are designed to meet the ACTFL Standards for Foreign Language Learning. Meets UC and CSU requirements.

Prerequisites: Successfully passing Spanish III with strong language proficiency skills or by instructor approval.

Honors Spanish V

Honors Spanish V is a course which stresses ongoing proficiency and mastery of a growing range of complex language structures and expanded vocabulary. At this level, students are expected to read a greater variety of authentic texts and express themselves in speech and writing in different contexts and formats. Materials and methods used in this course are designed to meet the ACTFL Standards for Foreign Language Learning. Meets UC and CSU requirements.

Prerequisites: Successfully passing Spanish IV with strong language proficiency skills or by instructor approval.

Latin I

This course seeks to provide students with a solid foundation in the basic understanding of the rudiments of the Latin language. Emphasis will be on the development of a clear understanding of the overall structure of the Latin language, the ability to comprehend, read, write and speak simple passages in Latin. The expansion of English vocabulary through the study of Latin root words and cognates also will be studied. Students will explore the basic elements of ancient Roman history, culture, mythology, engineering, architecture, government and how the achievements of the ancient Romans have influenced the world. Meets UC and CSU requirements.

Prerequisites: None. Open to all grades 8–12.

Recommended: Grade of C or better in English or previous foreign language course.

Latin II

This course is a continuation of Latin I. Students will continue to develop critical thinking skills relating to language and read passages about historically important figures and characters from classical mythology that incorporate the acquisition of new vocabulary and grammar concepts. Students will continue to expand their understanding of English derivatives based on Latin and various elements of ancient Roman culture. Meets UC and CSU requirements.

Prerequisites: Grade of C or better in Latin I.

Latin III

This course introduces students to remaining essential vocabulary and grammar in readiness to read Julius Caesar's *Commentaries on the Gallic War*. Students will continue to explore the elements of ancient Roman history, culture, literature, mythology, government and how the achievements of the ancient Romans have influenced the modern world. Special emphasis will be placed upon Julius Caesar, his times, his legacy, and his impact upon history and government. Students will also be introduced to the basic elements of Latin poetry and poetic verse. Meets UC and CSU requirements.

Prerequisites: Grade of C or better in Latin II.

Latin IV

These courses introduce students to the works of various major Latin authors and to expand skills of reading and comprehension. Exploration of the influence of ancient Roman history, culture, and literature will be continued. Special emphasis will be placed upon Cicero and Virgil, their legacies, and their impact upon world literature, government and the arts. Special attention will be given to expanding English vocabulary through the study of derivatives based upon Latin vocabulary of classic Roman authors. Meets UC and CSU requirements.

Prerequisites: Grade of C or better in Latin III.

AP Latin (Latin V)

This 2-year course sequence provides students skills needed to be successful on the College Board AP Latin exam. The course's goals are to develop the students' abilities to translate the required passages from classical Latin poetry and prose into English, to help them understand the context of the written passages (including the political, literary, and cultural background of each author and text), and to help them understand the influences behind the particular style of writing and the rhetorical devices employed. Meets UC and CSU requirements.

Prerequisites: Grade of C or better in Latin III.

French I

French I is designed to develop facility in reading, writing, speaking simple French, and in understanding the structure of the French language. There is an emphasis on francophone cultures around the world. Materials and methods used in this course are designed to meet the ACTFL standards for Foreign Language Learning. Meets UC and CSU requirements.

Prerequisites: None

French II

French II is a more advanced study of French vocabulary and grammatical structures designed to develop further proficiency in reading and listening comprehension, and writing and speaking fluency in the language. Study of Francophone countries and cultures is continued. Materials and methods used in this course meet the ACTFL standards for Foreign Language Learning. Meets UC and CSU requirements.

Prerequisites: French I

Recommended: Grade of C or better in previous language course.

French III

French III continues to emphasize proficiency, but it is based on mastery of a wider range of language structures and vocabulary. At this level, students are expected to read a greater variety of authentic texts and express themselves in speech and writing in different contexts and formats. Materials and methods used in this course meet the ACTFL standards for Foreign Language Learning. Meets UC and CSU requirements.

Prerequisites: French II

Recommended: Grade of C or better in previous language course.

Honors French IV

This course continues to stress developing proficiency and mastery of an ever-growing range of language structures and vocabulary. At this level, students are expected to read a greater variety of authentic texts and express themselves in speech and writing in different contexts and formats. Materials and methods used in this course are designed to meet the ACTFL Standards for Foreign Language Learning. Meets UC and CSU requirements.

Prerequisites: French III

Recommended: Grade of C or better in previous language course.

Mandarin I

Mandarin I is designed for beginners of Chinese language who desire to acquire the basics of the language for functional and practical proficiency. This course integrates the four basic language skills of listening, speaking, reading, and writing through various means of practice in the use of the target language. It will familiarize students with basic oral communication

skills with an emphasis on idiomatic expressions, basic grammar and vocabulary to develop functional language skills. Course activities include class participation, discussions, drills and games, reading and writing practice, group and paired activities, videos, and music. Facts about history, culture and customs of China will also be presented to help students understand a nation that is culturally distinct from their own. Materials and methods used in this course meet the ACTFL standards for Foreign Language Learning. Meets UC and CSU requirements.

Prerequisites: None

Mandarin II

A continuation of Mandarin I, Mandarin II is designed to further develop more advanced skills of listening, speaking, reading and writing in Mandarin Chinese in more everyday communication settings. Building upon Mandarin I, this course continues to introduce more vocabulary and characters as well as core grammar, and further train pronunciation. Many of the vocabulary and grammatical constructions introduced in Mandarin I will be reinforced in this course with increasing sophistication in terms of style and usage. Students are required to comprehend and produce paragraph-level Chinese in this course. Rigorous practice of spoken and written Chinese in complex communicative activities will be conducted. Materials and methods used in this course meet the ACTFL standards for Foreign Language Learning. Meets UC and CSU requirements.

Prerequisites: Mandarin I

Recommended: Grade of C or better in previous language course.

Mandarin III

In Mandarin III students will continue to develop the skills of listening, speaking, reading and writing at a more advanced degree. Students will begin to develop the fine points and subtleties of written and oral expression with an ever-increasing framework of grammatical structure. Students are expected to express opinions in speaking and writing to develop various critical skills. The non-inflectional nature of the language and the acquisition of the Chinese characters will continue to be developed through thematic language and culture units. An in-depth understanding of Chinese culture remains an important aspect of this course. The course will offer a variety of interesting topics such as literary topics, current events and popular literature that will serve as a basis for oral discussion and analysis. Authentic materials from China will be used to further enhance students' language proficiency. Digital technology and the internet will continue to be used to improve students' language skills. Meets UC and CSU requirements.

Prerequisites: Mandarin II

Recommended: Grade of C or better in previous language course.

Mandarin IV

As the final sequel of the Chinese program, Chinese IV aims at integrating and consolidating all four language skills to enable students to communicate with enhanced sophistication and independence in authentic and formal language with native speakers of Chinese. In this course, students' Chinese literacy will be promoted to a more advanced level. Reading will be used as an integrated skill for other skills. Students will read rigorously both literary and non-literary texts on a wide range of topic areas related to current events, social sciences, history, and literature. Elaborate discussions on the reading materials will be conducted regularly to develop students' skills of abstract reasoning, narration and description. On the side of productive skills, emphasis will be laid on improving students' rhetorical skills in speech and writing (such as narration, description, persuasion, and exposition) to equip students with a higher level of understanding of language structures as well as the cultures and societies of Chinese and Chinese speaking communities. A weekly writing assignment based on materials covered in class will help reinforce both the interpretive and presentational skills desired. Meets UC and CSU requirements.

Prerequisites: Mandarin III

Recommended: Grade of C or better in previous language course.

Russian II

These courses seek to enable students to develop greater mastery of more of the essential grammatical structures and high frequency vocabulary of everyday, contemporary Russian. Students have the opportunity to discover more of life and culture in the Russian-speaking world and compare it to their own experience. The course continues the strategy of presenting students with contextualized, comprehensible Russian in spoken and written form and provides further opportunity for them to effectively internalize the material and express their own personal thoughts, reactions and opinions in relevant spoken and written Russian. Meets UC and CSU requirements.

Prerequisites: Russian I

Recommended: Grade of C or better in previous language course.

Russian III

This course is geared toward students' applying what they have learned so far of the essential grammatical structures and high frequency vocabulary of everyday, contemporary Russian, to a greater range of contexts. They encourage students to use it more fluently in their conversation and writing. The course exposes students to longer authentic literary passages as well as non-fiction texts and audio segments which contain longer, more sophisticated sentence structures on a wider range of student-selected topics. Meets UC and CSU requirements.

Prerequisites: Russian II

Recommended: Grade of C or better in previous language course.

Honors Russian IV

Students in Russian IV apply the proficiency gained in their first three years of Russian to produce original work. Having mastered a wide range of high-frequency language structures and vocabulary in a holistic, comprehension-based manner, students are ready to analyze the material they will listen to and read in Russian IV, both literature and non-fiction, respond with their own point of view and make predictions and inferences. They will have the confidence to design presentations, participate in discussions and create their own fictional and informational texts, on a wide range of topics. Material for this course is organized within the parameters of the ACTFL performance descriptors for Foreign Language Learning. Meets UC and CSU requirements.

Prerequisites: Russian III

Recommended: Grade of C or better in previous language course.

Visual Arts

Students must take one year of the Visual or Performing Arts (VAPA) for graduation.

Art: All high school art courses satisfy the one-year Visual/Performing Arts requirement for graduation. *Donations may be requested for some classes.*

Art II

Art II may be the entry level course for most U-Prep High School art students. Students will study/review the basic elements and principles of art through a variety of two-dimensional media. The course will emphasize drawing from life and applying art theory to open-ended projects. Students are expected to complete weekly writing and sketchbook assignments, periodic reading and writing assignments, maintain a portfolio, and attempt all assigned art projects. The course develops the individual student's capabilities to a more advanced level.

Meets UC and CSU requirements.

Prerequisites: Open to 9-12th grades.

Art III

Art III is an advanced course for students who have demonstrated art proficiency and serious interest during Art II. Units are designed to provide a more in-depth exploration of media while developing compositions of a more advanced nature. Students are encouraged to integrate personal interests and styles to assigned projects. Students are expected to keep a sketchbook, maintain a portfolio, attempt all projects, and participate in group critiques.

Meets UC and CSU requirements.

Prerequisites: Art II with at least a grade of B or consent of the instructor.

Art IV

Art IV is the fourth in a progression of elective classes where students acquire advanced skills in 2 and 3 dimensional art making techniques. Students experience art through a series of projects that enable skill development at an advanced level. This class covers a variety of 2-d mediums including: pencil, felt pen, charcoal, collage, scratch art, chalk and oil pastel, printmaking, acrylic and watercolor painting as well as 3d mediums in: plaster, wire, wood, foam, craft, and assemblage. Students advance their studies into: composition, design, the elements of art, color mixing, brush handling, line quality, shading, and blending, as well as assemblage, addition and subtraction, kinetics, and high and low relief by producing art in representational and non-representational contexts. Art history, vocabulary, and sketchbook drawings are also weekly components of the class. A CD containing images of student art works, a biography, awards, shows, and competition list, as well as contact information is required for the completion of the class. Meets UC and CSU requirements.

Prerequisites: Art III, portfolio review (consent of instructor), open to 10th -12th grades.

Honors Art V

Students experience art through a series of projects that refine techniques at an advanced level and acquire and demonstrate advanced skills in 2 and 3 dimensional art as well as digital art production and printing. Two-dimensional mediums include: pencil and color pencil, pen and ink, collage, oil pastel, traditional and digital printmaking, acrylic and watercolor painting. Three-dimensional mediums include: plaster, wire, wood, foam, and assemblage. Students advance their knowledge and perception in: composition, design, the elements of art, color mixing, brush handling, line quality, shading, and blending, as well as hand-building, addition and subtraction, kinetics, and high and low relief. Art history, vocabulary, and sketchbook drawings are standard weekly components of the class. Students maintain both a physical portfolio of works and a digital portfolio containing a current slide show of images, biographical material, web site affiliations, and a comprehensive archive of all art works. Meets UC and CSU requirements.

Prerequisites: Art IV, portfolio review (consent of instructor), open to 10th – 12th grade.

AP Drawing

Advanced Placement Drawing, 2D and 3D Studio Art is a college-base class designed for students who are interested in perusing an artistic field after high school. Students will develop their creative interests and concepts while composing an individual portfolio. Unlike traditional art classes, Advanced Placement Studio Art is based solely on the portfolio which will be completed by the end of April. The portfolio will be submitted to the AP College Board the first week of May. Student will then receive their final score after the AP College Board reviews are submitted. Goals of AP Studio Art: Develop strong skills in breadth and consideration to use in field of study after high school and college/technical school. Students will develop a professional presentable portfolio for selected audiences such as colleges, galleries and museums. Students will explore and develop a series of works that are consistent with medium(s) but shows investigation, development and innovation with the immersed involvement of a compelling visual concept. From breadth, concentration and quality, the main objective is mastery of medium, theme and sequence. Structure to the portfolio: There are three basic portions to each portfolio plus an artist statement: Quality, the top five works in the portfolio; Concentration, the exploration through a particular medium, theme and/or subject; And Breadth, a variety of works created throughout high school that may or may not be attributed to the quality or concentration. Artist's Statement: the artist's statement explain goals, direction and discovery while developing an individual AP portfolio. Meets UC and CSU requirements.

Prerequisites: Honors portfolio review (consent of instructor) Open to 11th –12th grades.

Introduction to 3D Modeling and Drafting

This course explores the theory and application of solid modeling techniques for product design and manufacturing, using SolidWorks parametric modeling software. Content includes transforming computer sketches into three-dimensional features parametric modeling techniques further explored to create computer models of plastic molded parts casting and sheet metal photorealistic rendering and animation of three dimensional models to visually communicate design ideas. Students will also receive an introduction to the principles of drafting to include terminology and fundamentals, including size and shape descriptions, projection methods, geometric construction, sections, auxiliary views, and reproduction processes. Meets UC and CSU requirements.

Performing Arts – Music

All music courses satisfy the one-year Visual/Performing Arts requirement for graduation. If enrollment is not sufficient to offer certain courses, students will be redirected to similar offerings. Check with instructor before enrolling in auditioned courses. *Donations may be requested.*

Intro to Music Production

This course will give students a background in the history of Music/Audio Production and Technology as well the basic Physics of Sound. Developing a trained ear to analyze audio recordings for both production value and aesthetic quality will be a focus throughout the course. Students will learn modern recording techniques and the process of multi-track recording, including microphone placement/selection for various instruments, mixing, editing, and mastering. Students will also be introduced to Audio for Video, including foley work and sound fx creation. An introduction to the various careers in the Music Industry will accompany each unit of study. Competence in music and/or computers is preferred, yet not required for this course. Meets UC and CSU requirements.

Concert Band

The purpose of this class is to provide students who already have training with their instrument the opportunity to play and perform in an advanced ensemble. Students in Concert Band have an obligation to themselves and their fellow band members to practice at home and bring what they have learned to daily rehearsal. Meets UC and CSU requirements.
Prerequisites: Audition/Placement by Teacher

Jazz Band

The purpose of this advanced class is to push students to the limit while maintaining a fun and relaxed (Jazz) atmosphere. Students in Jazz Band play more independently with a higher level of creativity and dedication to the Art of music. Every member is a potential soloist and

every member has a responsibility to the greater needs of the band. Meets UC and CSU requirements.

Prerequisites: Audition/Placement by Teacher

Symphonic Orchestra

This class is the result of a culminating effort to bring together top students from the band and strings programs into one advanced music class. Students will be exposed to more advanced and classical literature with the intent of preparing them for future experiences in college and in the community. Meets UC and CSU requirements

Prerequisites: Audition/Placement by Teacher

Choraliers

The purpose of this class is to provide skilled ladies the opportunity to perform advanced music literature and prepare for future choirs and musical opportunities. Meets UC and CSU requirements.

Concert Choir

Concert Choir is a traditional vocal ensemble that reads and performs advanced music from all musical time periods. Emphasis will be on vocal technique, ensemble technique, and sight-reading. This ensemble performs at formal and informal concerts, music festivals, civic functions, and a variety of other school activities. Meets UC and CSU requirements

Prerequisites: Audition/Placement by Teacher

Beginning Strings

Students will be introduced the string instrument family (violin, viola, cello, bass). Students will choose or be assigned instruments based on availability. Beginning instruction will include emphasis on posture, tone production and music reading. Concert attendance and performance required.

Prerequisites: None

Orchestra

This course continues instruction in strings instruments. Emphasis will include expansion of repertoire, musicianship, continuing technique instruction. General music concepts will be emphasized. Concert attendance and performance required. Meets UC and CSU requirements.

Prerequisites: Audition or minimum 2 years of Strings instruction

Percussion Ensemble (Drum Corp)

Percussion Ensemble is an in-depth course designed to introduce students to all aspects of percussion culture including technical skill, performance, historical context, composition and

integration with other disciplines and art forms. Students will gain skills to enable them to be life-long learners and musicians. They will gain cultural appreciation of all forms of music and the specific application of that to percussion. Compositional instruction will allow students to carry their musical creativity independently. Meets UC and CSU requirements.

Prerequisites: Open to grades 7–12; instructor approval

Guitar I

Students will study beginning music theory relating to reading rhythms, chord symbols, and treble clef notation. Instruction will familiarize the students with the fingerboard, introduce simple melodies and exercises and begin chord development with simple 3–string chords.

Meets UC and CSU requirements.

Prerequisites: None

Guitar II

The Guitar II (Electric Guitar) class will use a wide variety of songs from many different genres to teach the fundamental techniques of the electric guitar. Special attention and focus will be given to the following areas: chords, scales, arpeggios, rhythm guitar and lead playing. Students will be encouraged to develop their own style through studying the styles and techniques of the greatest guitar players of the last century. Guitar II will endeavor to stimulate students to a lifelong joyful pursuit of mastery of the guitar.

Prerequisites: None

Performing Arts – Dance

Dance classes may be taken for PE credit in Grades 7, 8, 10, 11, 12 or for elective credit in all grades. Dance classes have been submitted for “a–g” status; there is a VAPA requirement for graduation and CSU/UC.

Beginning/Intermediate Dance (Dance I, II, III)

This class focuses on the study of multiple dance forms including ballet, modern, jazz, and musical theatre. Students gain the ability to perform in these disciplines, learning to use style and expression. Students will be required to perform aerobic exercises throughout the year, which include running, aerobics, Pilates, yoga, and conditioning exercises. Students perform twice a year. Dance history, injury prevention, nutrition, and analysis of dance are also components of this class. Meets UC and CSU requirements.

Prerequisite: Audition

Advanced Dance (Dance IV, V, VI)

This course focuses on the advanced study of multiple dance forms including ballet, modern, jazz, and musical theatre. Students gain the ability to perform in all disciplines with a strong understanding of style and expression. Students participating in this course will demonstrate

excellent writing and communication skills on dance topics. This class includes opportunities for student choreography. Students will be required to perform aerobic exercises throughout the year, which include running, aerobics, Pilates, yoga, and conditioning exercises. Students perform twice a year. Dance history, injury prevention, nutrition, and analysis of dance are also components of this class. Meets UC and CSU requirements.

Prerequisite: Audition

Performing Arts – Drama

Drama II and III satisfy the one-year Visual/Performing Arts requirement for graduation. If enrollment is not sufficient to offer certain courses, students will be redirected to similar offerings. Check with instructor before enrolling in auditioned courses.

Drama II

This course consists of work in advanced acting, scene work, production, movement and improvisation. Students will also study make-up techniques, European Theatre History and play analysis. Meets UC and CSU requirements.

Prerequisites: Drama I or teacher recommendation

Drama III

This course will focus on assistant directing, writing scenes, stage management and other aspects of technical theatre. Meets UC and CSU requirements.

Prerequisites: Drama II or other drama courses, previous experience or consent of the instructor

Drama IV

This course focuses upon the production and analysis aspects of drama. Students will produce, direct and design their own shows. American Theatre History, play writing, and production analysis will also be emphasized.

Prerequisites: Drama III, other drama courses, previous experience, or consent of the instructor

Physical Fitness and Health Education

Students are required to purchase and wear a P.E. uniform or wear blue shorts and a solid gray tee shirt.

Freshman P.E. is required of all students for graduation—no waivers or exceptions. Students not passing the Physical Fitness Test in 9th grade are required to enroll in a school approved physical education course the following year. Extracurricular sports cannot be used for credit during the freshman year.

For the second year PE requirement beginning the sophomore year, student-athletes who participate in two school sports (they do not have to be consecutive) during August – June calendar year may receive a semester (5 credits) of Physical Education credit. Student-athletes who participate in three school sports during the August – June calendar year may receive a year (10 credits) of Physical Education credit. In order to secure the Physical Education credit for graduation purposes, a student-athlete must complete the Petition for P.E. Waiver/Credit form and submit it to the Counseling Center by June 5th of the requested year of credit.

Coed 9th Physical Education/Health

Lifetime sports and activities are emphasized in our curriculum. Students will acquire a working knowledge of physiology, anatomy, nutrition, and physical fitness. We hope to instill good habits of fitness and a favorable attitude toward vigorous physical activity. The Personal Best tests are administered to all students in the program twice a year. First Aid techniques are reviewed yearly.

NOTE: All Freshmen are required to take P.E. unless there is a medical waiver.

Prerequisites: Open to 9th grade

Coed 10th–12th Physical Education

Tenth Grade students must take Physical Education or meet the requirement through participation in athletics. Emphasis is on activities for life and sports rules and activities. Students may take elective physical education during the 11th and 12th grades.

Prerequisites: Open to Grades 10–12

Athletic Weight Training and Fitness

Athletic weight training & fitness physical education is a co-ed conditioning and skill development physical education class offered for students & athletes participating in extracurricular sports. Athletic Weight Training and Fitness will follow the state physical education standards for Courses 2 and 3.

Prerequisites: Pass P.E. Course 1 and teacher approval, open to Grades 10–12

Medical Independent Study PE

(For 9TH graders or second semester seniors with medical waivers)

Independent study PE for a ninth grade student with a medical waiver is granted upon review and approval by the PE Department, counselor, and administration. U-Prep Medical Independent Study PE is a course that focuses on the study of nutrition, exercise and other related topics. The student will be able to work on this program independently in a study hall or at home. Credit for PE in a grading period where the student is on Medical Independent Study is Pass/Fail only. Credit is granted upon completion of the work by the end of the grading period. The medical waiver must be from a physician, must include the length of time PE is waived, and must be on file with the main office.

Non-Academic High School Courses and Additional Electives

Computer Applications

Computer Applications is re-designed to familiarize students with a variety of computer applications crucial to students' daily life and future careers. The whole course is composed of four modules: 1) *Google Apps Module* will equip students with the fundamental skills of word-processing, spreadsheets, and multimedia presentations using Google Apps (Docs, Sheets, and Slides), the free online alternative to Microsoft Office. Other Google applications (Gmail, Calendar, Drive, Sites, etc.) will also be introduced; 2) *Video Editing Module*, through in-class demonstrations and hands-on projects, enables students to master fundamental video editing techniques; 3) *Image Editing Module* will teach students how to use powerful drawing/photo editing tools to modify and add effects to images, and create sophisticated Web graphics quickly and efficiently; 4) Integrating skills/techniques acquired in previous modules, *Web Design Module* will introduce the fundamental techniques of web site creation: HTML5 and CSS3, the most recent versions of web construction languages. Adobe Dreamweaver, the industry-standard web authoring software, will be used throughout the course as the code editor. Upon completion of the course, students will be able to develop and publish their own web sites on the server. This class satisfies the computer proficiency graduation requirement.

Prerequisites: None. Open to grades 9-12

A.S.A.P. – REQUIRED GRADES 9-11

Effective 2015-16 school year, Advisory/Tutorial will be referred to as A.S.A.P. (Academic Support and Advisory Program). A.S.A.P. is scheduled four days a week. Typically the weeks will be structured as follows Mondays will be Advisory, where they will cover curriculum designed to support student success through test-taking, study, and time management skills. This course also covers a variety of topics specific to each grade level (i.e. goal setting, college advisement, team building, resumes, peer issues). Tuesdays and Thursdays are designed for academic support where students will be working in a study hall format with the ability to visit specific teachers with prior approval. A.S.A.P. teachers will also use these tutorial times to regularly communicate with students regarding their individual academic progress. Wednesdays will be "Enrichment" days, where students will be placed in particular 9 week themed units based on a rotating priority of their expressed interests. A.S.A.P. is not held on Fridays; instead, teachers will host office hours as a way to increase direct support to students in need of additional assistance. Friday office hours are not a part of the regular school day, and are offered to students as an additional opportunity to connect with their teachers throughout the year.

Required Grades 9-11, Year long course

Senior Transition – REQUIRED GRADE 12

Students receive important information about college applications, scholarship applications, letters of recommendation, and the EXIT Project, which is a requirement for graduation.

Required in Grade 12, Year long course

Student Government

Student Government is designed for the student interested in learning basic concepts of democratic government; leadership skills, parliamentary procedures, group processes, leadership practice and planning and organization in practical school situations. It affords the student the opportunity to work with peers of diverse backgrounds and attitudes, to share responsibilities with other students and adults and to consider and work with problems of income and expenditures.

Prerequisites: Open to grades 9–12, and to elected officers and appointed student leaders.

Peer Mentoring

In this class, students will learn about, develop, and practice their leadership/mentoring skills. Peer mentors act as a resource for their peers to receive guidance in academic and social issues. In this class students will develop and coordinate school success groups, run the school wide intramural program, and work with younger students to help them build relationships with their peers.

Prerequisite: Application or teacher recommendation, open to grades 9–12.

Study Hall

A quiet classroom environment for students to complete coursework, read study materials, and prepare for tests and quizzes. Students receive elective credit for Study Hall.

Prerequisites: Open to grades 9–12

Teacher Assistants

TA's will only be granted a Pass/Fail grade and five credits per semester of elective credit.

Prerequisites: Open to grades 10–12