

# UNIVERSITY PREPARATORY SCHOOL

*A Shasta Union High School District Charter School*



# COURSE GUIDE

## Course of Study

# 2017/2018



## **UNIVERSITY PREPARATORY SCHOOL**

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## University Preparatory School Mission

University Preparatory School is an educational community invested in developing confident, capable, and compassionate citizens; its mission to immerse all students in rigorous academics and meaningful extra-curricular activities is supported by a collaborative and close-knit community of staff, students, and parents and based upon educational research and professional experience. The faculty and staff works together to provide students with many opportunities to excel academically and develop their potential as educated leaders and citizens in the 21<sup>st</sup> century through a rich and varied extra-curricular program. This vision is supported by offering a seven period day to students from grades 6 through 12 so that they may pursue academic interests, such as studying multiple world languages or continue their development in the arts, including dance, drama, art, and music. The objective of this mission is to enable all student to become self-motivated, competent, and lifelong learners.

***To accomplish this mission, U-Prep's board, administration, faculty, and staff will:***

1. Create a learning environment in which teachers know the needs, interests, and aspirations of their students;
2. Provide the foundational and advanced skills in academic areas through an engaging and rigorous college preparatory curriculum;
3. Maintain a commitment to researching and utilizing promising educational practices and designing relevant, standards-based curriculum;
4. Provide opportunities for academic acceleration or intervention through assessment and correct placement in courses;
5. Analyze data to inform and guide instructional strategies and curriculum development;
6. Foster ongoing engagement with parents, families and community members;
7. Create a learning community among teachers, administrators, and other school leaders that emphasizes collaborative professional learning; and,
8. Enable students to become self-motivated, competent, and lifelong learners.

University Preparatory School continues to maintain the highest level of educational quality control, "accreditation", offered by the Western Association of Schools and Colleges (WASC). U-Prep's WASC Student Learning Outcomes are noted below:

*For the purpose of serving the world with character, skills and leadership, every student who graduates from University Preparatory School 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 locate, access, organize, 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.

## UPREP'S LEARNING ENVIRONMENT

The Panther learning environment is based on an administration, faculty, staff, and parent community committed to nurturing student learning and academic and interpersonal achievement. Features include:

### ***A Supportive and Educational Climate***

U-Prep faculty and staff take on multiple roles including coach, performing arts director, mentor, advisor, club sponsor, and tutor. Teachers meet in grade-level and common curricular teams to discuss student needs, coordinate curriculum and instruction, and plan activities, trips and events. Grade 6-11 students meet weekly in Advisory classes designed to assist students with transition to junior high, high school and college, help students acquire organizational and study skills, and support students in making positive choices in their interpersonal interactions. Seniors meet weekly in a Senior Transition class to complete college applications, apply for scholarships and financial aid, and acquire the practical skills need for college and beyond.

### ***A Rigorous Curriculum with High Expectations for All Students with an Explicit Focus on College Prep***

All junior high students study Latin for a year in either 7<sup>th</sup> or 8<sup>th</sup> grade to improve their vocabulary and grammar skills, provide a foundation for future world language study, and boost their analytical skills. Beginning in 9<sup>th</sup> grade, all English and history curriculum is Advanced Placement or Honors level. The high school graduation requirements include all of the UC/CSU recommended courses (a-g). U-Prep offers transferable college classes each year through dual enrollment agreements with Shasta College.

### ***A Learning Environment that is Physically and Emotionally Safe***

The school-wide progressive plan focuses on supporting student learning and fostering social responsibility. Programs such as Peer Mentoring, Link Crew and WEB, and Big Brothers/Big Sisters encourage connections across ages and promote a strong sense of community. U-Prep's comprehensive school safety plan is reviewed by the Safety Committee annually; fire drills are practiced monthly and lockdown drills at least twice annually. Administrators, campus safety staff, and school counselors supervise the campus before and after school, at sports and other extra-curricular events. Social issues, such as bullying, are systematically addressed through Advisory curriculum, counseling and administrative services.

### ***A Strong Connection with the Community***

Through leadership classes, Advisory and school projects, service clubs, Leadership High School, and Senior Service students have an opportunity to participate in experiences that strengthen their understanding of and experience with community issues and leaders. U-Prep families maintain strong bonds with the school through booster organizations, the Educational Foundation, Sober Grad efforts, and engagement in grade-level activities (e.g. Ancient Civilization Day, Medieval Day, Westward Days, Patrick's Point trip, college trips, AP Retreat, Ashland Sophomore Trip, Senior Trip) and school-wide events (e.g. Arena Day, Career Day)

### ***Assessment is Clear, Transparent, and Guides Instruction Towards Mastery of Essential Skills***

Success within a course is defined by a student's ability to demonstrate mastery on assessments. Monitoring of student progress occurs on an ongoing and regular basis in each class; teachers use research-based best practices in assessing progress, adjusting instruction, and responding to student needs. Frequent checks-for-understanding, analysis of student performance on course assignments and assessments, and external assessments are used as sources of ongoing academic programmatic improvements.

## **EIGHTH GRADE GRADUATION REQUIREMENTS**

### **Course Requirements:**

- Language Art
- U. S. History
- Physical Science
- Latin I\* (\*Requirement may be Prep Latin if the student was placed in math or reading lab)
- Honors Math 8, Honors Math 8 Accelerated/Honors Integrated I
- Physical Education or Dance
- Academic Support and Advisory Program (“ASAP”)

### **Electives:**

- Art I, II
- Prep Band, Band II, Drum Corps, Concert Band, Jazz Band
- Beginning Strings, Orchestra
- Guitar 1
- Dance 1-VI
- Junior High Drama
- Student Government
- History of Pop Culture
- Mixed Choir, Choraliers
- Junior High Computer Applications
- Junior High Peer Mentoring
- Music Production
- Step Up Chinese

### **ASAP**

### 8<sup>th</sup> Grade Graduation Exercises

Students wishing to participate in the Eighth Grade Graduation ceremony must have earned at least a 2.0 GPA for the second semester, turned in any books or other school materials or paid appropriate fines, incurred no severe disciplinary actions resulting in a suspension of three or more days during junior high school, and attended school on the day of the graduation practice. Caps and gowns are provided to all students and all participants must be clothed in the issued caps and gowns. Due to limited seating, each graduate is issued a limited number of tickets for guest attendance.

## 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 <sup>th</sup> grade – 20 credits)
9 <sup>th</sup> /10 <sup>th</sup> ASAP	2 years (9 <sup>th</sup> , 10 <sup>th</sup> ; 10 credits per year – 20 credits)
11 <sup>th</sup> ASAP	1 year (**11 <sup>th</sup> grade; 10 credits per year – 10 credits)
Senior Transition	1 year (12 <sup>th</sup> grade; 10 credits)

### Performance Requirements: (Skills satisfied in other classes)

Health	Satisfied by Biology/Freshman P.E.
Computer Proficiency	Must pass a competency test or take an approved computer course
ASAP	**Junior students who have not achieved a 3.0 GPA with no F's at the last grading period (quarter, semester) are required to fully participate in ASAP. Participating students will have their status reevaluated each quarter to determine continuance.
Electives:	40 credits

**TOTAL CREDITS REQUIRED: 260 credits**

### High School Graduation Exercises

U-Prep High School conducts graduation exercises for students who meet School Board requirements and State requirements. Only students who wish to participate in the program are obliged to do so; however, all students who participate must conform to school regulations. Participating in the graduation ceremony is a privilege, not a right. All participants must be clothed in the issued caps and gowns. A cap and gown will be provided to any student who does not wish to purchase their own. Due to limited seating, each graduate is issued a limited number of tickets for guest attendance.

**NOTE:** Seven periods offered per day (plus ASAP 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 ASAP). All graduates must demonstrate a minimum competency in reading, writing, and mathematics by school approved standards to measure proficiency. Credit requirements must be met prior to graduation to participate in graduation exercises.

## NUMBER OF CLASSES REQUIRED PER GRADE LEVEL

Students have the opportunity to take 7 classes per day through their senior year (plus ASAP 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.

Grade Level	Number of Classes per Day
6 <sup>th</sup> – 10 <sup>th</sup>	7 plus ASAP
11 <sup>th</sup>	(Minimum) 6 plus Advisory or the full ASAP sequence
12 <sup>th</sup>	(Minimum) 6 plus Senior Transition

## ASSESSMENT OF STUDENT LEARNING, GRADING, REPORT CARDS

### Assessment of Student Learning – Practice to Performance

The instructional purpose of an assignment is the basis for determining how student work is categorized in the gradebook. Assignments are either “Formative/practice-based” or “Summative/performance-based” as described below:

Formative Assessments, “Assessment FOR Learning”: Provides students with ongoing *descriptive feedback* telling them what they need to do to improve their work. It provides teachers with the feedback needed to inform instructional practice. Formative assessment occurs throughout a learning segment. Depending upon the instructional purpose, examples may include: daily work, graphic organizers, quizzes, rough drafts of written work, homework, questioning, observation of student doing work and feedback conversation with student, and benchmark/interim tests.

Summative Assessments, “Assessment OF Learning”: Occurs when a teacher evaluates the final efforts and/or final product that proves learning. Their purpose is to determine the level of proficiency related to course outcomes or standards. Feedback may come in the form of a letter grade, pass/fail, or label (“exceeds standard”). Examples of learning products used to verify learning at the end of a learning segment may include: final copy of written work, final presentation, final exam or other teacher-made tests, final project, unit and/or chapter tests.

As students’ progress through the 6<sup>th</sup>-12<sup>th</sup> grade continuum, academic grades place greater weighting on proficiency of subject matter (summative) and academic skills.

## **Grading Scale**

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.

## **Grade Reporting**

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. Semester grades count for athletic eligibility.

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 high school 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. Email addresses are on the school website at [www.uprep.net](http://www.uprep.net).

## **Aeries Online Gradebook**

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 quarter after the GPA falls below 2.0. Students will receive extra academic assistance and will be referred to academic supports; however, the responsibility for studying and turning in work is the student's.

**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 final exam in their current class or receive the recommendation of their current U-Prep mathematics teacher.

### Adding/Dropping Courses for High School Students

High School: 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: 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).

### 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 9<sup>th</sup> 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 Human Geography, 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. Note: 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. (See Appendix A – Request for College Prep Designation Form)

**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 is required) or when the student has not completed a previous STIS contract. STIS contracts will not be given after March 23 of the 2017-2018 school year.

## ASSESSMENT PROGRAMS 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.

### **Assessment Programs**

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

This assessment 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/>.

#### PSAT

For the 2017-2018 school year, students in grades 8, 10 and 11 will be administered the Preliminary SAT (PSAT) at no-cost. This test serves as a baseline measurement of college and career readiness. 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 Evidence-Based Reading and Writing, Math and Writing. Scored on a 1600-point scale, with the Math and Reading sections scored between 200 and 800, and the optional essay evaluated separately. 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. Application of AP scores for college credit varies by college and university. It is recommended to check the admissions office website. 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.

### National Latin Exam

The National Latin Exam, sponsored by the American Classical League and the National Junior Classical League, is administered as a means to promote the study of Latin and provide every student the opportunity to attain scholarly achievement with respect to their studies. Students do not compete against one another on a comparative basis. Rather, they are evaluated on their own merit. Each exam is a 40-question, multiple-choice test with a time limit of 45 minutes, offered to students on multiple levels. Students enrolled in the following Latin courses will take the respective exams:

<u>U-Prep Course</u>	<u>Latin Exam</u>
Latin 1	Introduction to Latin
Latin II	Latin 1
Latin III	Latin II
Latin IV/V (Honors/AP)	Latin III/IV Prose

Students are recognized by the ACL and NJC in conjunction with U-Prep for designated levels of achievement. Awards include: Gold Summa Cum Laude, Silver Maxima Cum Laude, Magna Cum Laude, Cum Laude, Blue Certificate of Merit, Ribbon and Perfect Certificate of Achievement, Ribbon and Certificate of Achievement, and Certificate.

### 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.

## College Readiness Testing Schedules and Fees

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

### PSAT

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

-  Approximate Test Dates: Mid October
- \$ Cost: Varies – approx. \$15.00 (NOTE: no charge for students in 8<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> grades at U-Prep)
-  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](http://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 – \$60 with Essay
-  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](http://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: \$26.00 for first test; \$21.00 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](http://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: \$58.50 including Writing Test
- 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 (Counseling Center).

### 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. \$92.00
-  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](http://www.asvabprogram.com) or a local recruiter.

 Approximate Test Dates:	Tuesdays at the local Armory
 Cost:	Free
 Location:	See Local Recruiter

## **ADVANCED PLACEMENT PROGRAM AND CURRICULUM**

The Advanced Placement (AP) Program is sponsored by College Board and is a cooperative educational endeavor between secondary schools and colleges and universities. According to College Board, 85% of selective colleges and universities report that a student’s AP experience favorably impacts admission decisions (“Competitive advantage in college admissions”: [apstudent.collegeboard.org/exploreap/for-parents](http://apstudent.collegeboard.org/exploreap/for-parents)). AP exposes high school students to college-level material through involvement in an AP course, and gives students the opportunity to show subject-matter mastery 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.

*U-Prep offers the following AP courses:* AP Human Geography, AP Modern World History, AP US History, AP Microeconomics, AP American Government and Politics, AP English Language, AP English Literature, AP Biology, AP Environmental Science, AP Physics 1, AP Physics 2, AP Calculus AB, AP Calculus BC, AP Statistics, AP Computer Science Principles, AP Latin, AP Psychology, and AP Studio Art. Please course instructor for course curriculum information.

## **SUMMER SCHOOL**

Students may be provided opportunities to make up required courses they have failed through Shasta Union High School District Summer School. U-Prep may offer summer learning experiences as determined by administration on an annual basis.

## **SHASTA COLLEGE DUAL ENROLLMENT AND IGETC**

The U-Prep academic program maximizes access to college-level coursework through its robust Advanced Placement program and dual enrollment opportunities. U-Prep graduation requirements require all juniors and seniors to take AP English IV (Literature and Composition), AP English III (Language and Composition), AP U.S. Government and Politics/AP Microeconomics, and AP U.S. History. All freshmen are required to take AP Human Geography. For a full list of AP course offerings, please see the Course Guide. Demonstrated mastery of the course curriculum occurs through participation in the respective AP exam and application of AP scores for college credit varies by college and university. Students have an additional mechanism to secure college credit through Shasta College dual enrollment courses offered during the regular school day at U-Prep. Both pathways, AP and community college dual enrollment, open doors for completion of general education curriculum before high school graduation. There is no-cost associated with participation in dual enrollment courses; however, students must earn a C or better to secure college credit.

The Intersegmental General Education Transfer Curriculum (IGETC) is a general education program that California Community Colleges created to fulfill lower-division general education requirements at a California State University or University of California campus. The dual enrollment courses offered at U-Prep are specifically IGETC-identified courses. Dual enrollment of IGETC courses complements Advanced Placement coursework inasmuch as both experiences immerse students in college-level curriculum, which better prepares them for a successful and sustainable transition to a university-level program. Note that

completion of IGETC is not a CSU/UC admission requirement nor does completion of IGETC guarantee admission to the campus or program of choice.

High school students may participate in other Shasta College programs. However, 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.

#### U-Prep-Shasta College Dual Enrollment

Effective 2016-2017, U-Prep offers dual enrollment courses as part of our menu of college course options. Dual enrollment is another way, in addition to Advanced Placement coursework, to provide access to college-level courses while attending high school. The following Shasta College dual enrollment courses are taught by U-Prep teachers and embedded within U-Prep equivalent course offerings: MATH 2 (Trig/Pre-Calculus), PHYS 2A (AP Physics 1), PHYS 2B (AP Physics 2), and ENG 1A (AP English Language and Composition).

## **COLLEGE AND UNIVERSITY INFORMATION**

### **The Shasta Promise**

The Shasta Promise is an initiative of REACH HIGHER Shasta, a local collaborative movement, reaching higher with both expectations and action, to ensure all Shasta County students achieve success beyond high school. The following colleges and universities have joined forces with REACH HIGHER Shasta to establish agreements related to increasing admissions of Shasta County students. For more information, contact a school counselor and/or visit the following website: [reachhighershasta.com/educators/the-shasta-promise](http://reachhighershasta.com/educators/the-shasta-promise).

### **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 in the Shasta/North State Promise. 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.

### 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* requires a freshman orientation as part of the 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 opens their application period August 1<sup>st</sup>. Please note: 1) Application sections and personal insight questions are the same as the previous year; 2) Applications are submitted between November 1<sup>st</sup> – 30<sup>th</sup>; 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://www2.calstate.edu/apply> for additional information. The CSU system opens their application period August 1<sup>st</sup>. Please note: 1) Application sections are the same as the previous year; 2) Applications are submitted between October 1<sup>st</sup> – November 30<sup>th</sup>; and, 3) Early preparation and submission of the application do not impact admission decisions.

### **Admission Requirements for UC and CSU**

A-G Admission Requirements (Note: U-Prep graduation requirements align to 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://www2.calstate.edu/apply>.

#### Required Admission Assessments

All freshman applicants must submit either an ACT or SAT score as part of the application process. 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 30<sup>th</sup> if they have openings. Apply at or <http://www2.calstate.edu/apply> or [www.universityofcalifornia.edu/admissions/](http://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 “CSS 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

### \*U-Prep Graduation Requirements Aligned to University of California A-G Admission Requirements

Subject	State Mandate	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/CP), English IV (AP/CP)
Math	2 years including Algebra /Integrated Math I	3 years including two advanced classes	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"	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 Social Science, 1 year U.S. History, 1 year World History, 1 semester each American Gov't and Economics	4 years including 1 year 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 (AP/CP), World History (AP/Honors), U.S. History (AP/CP) American Government (AP/CP), Economics (AP/CP)
Science	2 years including biological and physical sciences	2 years including biological and physical lab sciences	2 years with lab, chosen from biology, physics and chemistry 3 or 4 years recommended	2 years including biological and physical lab sciences	2 years with lab, chosen from biology, physics and chemistry 2 years	3 years  Category "d"	CP Biology, Honors Chemistry, Physics, AP Physics 1, AP Physics 2, Anatomy/Physiology AP Environmental Science AP Biology, Earth & Planetary Science
Foreign Lang.		1 year of either visual and performing arts or foreign language	2 years (after 8 <sup>th</sup> 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, Mandarin I-IV, Spanish I – Honors Spanish V,
Visual and Performing Arts	1 year of either visual and performing arts or foreign language	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 chosen from the following: dance, drama/theatre, music, or visual art	1 year Category "f"	Art II -AP Art, Band, Choraliers, Concert Choir, Jazz Ensemble, Symph. Orchestra, Perc. Ensemble, Guitar I, Dance I-VI, Music Production, Drafting, Chamber Orchestra

Health		Satisfied by Career Choices and 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 pass competency test	1 year class or pass competency test				AP Computer Science Principals, Video Production, Yearbook, Drafting
Graduation Credits Required		230	260				
Advisory Tutorial			Required each year, 6 <sup>th</sup> – 11 <sup>th</sup> Grade				
Senior Transition			1 year required for seniors				

## CAREER AND COLLEGE READINESS RESOURCES

### **Naviance Career and College Readiness Tool – Family Connection**

Students may access career assessments, resume building tools, college search engines, scholarship opportunities, and much more. Naviance trainings occur during orientation, parent university nights, and various other venues such as Back to School Night. A registration code is required to access Naviance Family Connection; please see a school counselor for more information. The Naviance log-in page can be found at the following website address: <https://connection.naviance.com/univprep>

### **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.

<b>College Admission Tests</b>	
ACT	<a href="http://www.act.org">www.act.org</a>
SAT	<a href="http://www.collegeboard.com">www.collegeboard.com</a>
Kaplan	<a href="http://www.kaptest.com">www.kaptest.com</a>
The Princeton Review Test Prep	<a href="http://www.princetonreview.com">www.princetonreview.com</a>
<b>College Applications</b>	
California Colleges	<a href="http://www.californiacolleges.edu">www.californiacolleges.edu</a>
California State University	<a href="http://www2.calstate.edu/apply">www2.calstate.edu/apply</a>
University of California	<a href="http://www.ucop.edu/pathways">www.ucop.edu/pathways</a>
College NET	<a href="http://www.collegenet.com">www.collegenet.com</a>
The Common Application	<a href="http://www.commonapp.org">www.commonapp.org</a>
NCAA Eligibility Center	<a href="http://www.ncaa.org/student-athletes/future/eligibility-center">www.ncaa.org/student-athletes/future/eligibility-center</a>
<b>Financial Aid</b>	
California Student Aid Commission	<a href="http://www.csac.ca.gov">www.csac.ca.gov</a>
Free Application for Federal Student Aid	<a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a>
Help Completing the FAFSA	<a href="http://fafsa.ed.gov/help.htm">fafsa.ed.gov/help.htm</a>
U.S. Department of Education	<a href="http://www.ed.gov">www.ed.gov</a>
CA Postsecondary Education Commission	<a href="http://www.cpec.ca.gov">www.cpec.ca.gov</a>
Assoc Independent CA Colleges & Univ	<a href="http://www.aiccu.edu">www.aiccu.edu</a>
FinAid	<a href="http://www.finaid.org">www.finaid.org</a>
California Community Colleges	<a href="http://www.cccco.edu">www.cccco.edu</a>
Scholarship Directories	<a href="http://www.fastweb.com">www.fastweb.com</a> ; <a href="http://www.fastaid.com">www.fastaid.com</a>
Cal Grant	<a href="http://www.calgrants.org">www.calgrants.org</a>

## ACADEMIC COURSES

### 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade

#### **Core Curriculum Course Descriptions – 6th Grade**

##### 6<sup>th</sup> English Language Arts

This year-long course focused on reading, writing, language conventions, and vocabulary development using novels, expository text, and poetry. Students will practice narrative, response to literature, and informational writing. This course also emphasizes listening and oral communication skills.

##### 6<sup>th</sup> Social Science

This year-long course focuses on the content standards of Ancient Civilizations and Geography. Students will learn to research, find evidential support, and organize information within a historical perspective. Students will deliver focused and organized formal presentations.

##### 6<sup>th</sup> Earth Science

This year-long Next Generation Science Standards course primarily focuses on the following themes: earth's place in the solar system (universe and stars, history of earth), atmosphere (flows of energy) and hydrosphere (cycles of matter), and the geosphere (internal and surface processes). Sample topics include plate tectonics, weather and climate, and natural resources. Students will be engaged in science and engineering practices and investigations, and build models and systems from which they can obtain, evaluate, and communicate information.

##### Honors Math 6 & Honors Accelerated Math 6

*Students who test out of Honors Math 6 may be placed in Honors Math 7, Honors Accelerated 7/8 or Algebra 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.

The Accelerated pathway includes grade-level curriculum and selected curricular concepts from the succeeding grade-level. All topics from Honors Math 6 and selected topics from Honors Math 7 are included.

##### 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. Students are required to wear a P.E. uniform. Uniforms can be purchased through the school. A solid gray or any UPREP tee shirt and plain blue athletic shorts can be worn. Proper footwear for activities must be worn. This includes athletic shoes or shoes with laces. Tank tops, boots, sandals, or Toms are not permitted.

##### ROTA (6<sup>th</sup> only)

ROTA is an elective rotation that shifts each quarter (every nine weeks). Students are exposed to a variety of topics each of the four quarters. First Quarter ROTA is the same course for all 6<sup>th</sup> grade students, Reach Higher U-Prep, a college and career readiness course designed to assist students in achieving success at U-

Prep; keyboarding and basic computer skills are included. Courses taught during the remaining school quarters include: Life Skills, Art, Geography, Mandarin Chinese, and Music Appreciation.

Academic Support and Advisory Program (“ASAP”)

The purpose of ASAP is to strengthen connectedness between adults and students as a means to foster academic achievement and success within a close-knit, supportive school culture. ASAP meets Monday through Thursday during Period 8. Period 8 is not held on Friday and students are dismissed at 2:45 PM. In lieu of Period 8, faculty host Friday Office Hours to provide individualized attention to students seeking support.

The goals and areas of focus for ASAP are as follows:

**1) Develop healthy and supportive close-knit relationships between staff and students;**

A key element in this relationship is developing student trust. This allows faculty to work closely and individually with students to support their growth and success, socially and academically. Involvement with a caring and supportive adult within a small class size environment builds relationships and provides an emotional “home place”. This is vital in creating the sense of community that U-Prep graduates praise as a significant factor in their achievement.

**2) Provide academic support to students;**

Creating the time, space, and attention for academic progress within a regular school day is a feature that sets the U-Prep experience apart from others. As a Period 8 class, ASAP allows students the opportunity to receive individualized feedback regarding academic work (e.g. test, essay), to receive coaching on strategies that will increase their success, and to receive nurturing and practical applications of growth mindset research. New challenges bring opportunities for students to build resiliency and emotional stamina while learning to gain success in a college prep environment. Strategies and activities include teaching academic goal setting, reviewing individual student progress, coaching students on life skills and study skills, and providing homework assistance.

**3) Immerse students in U-Prep’s culture, *Pursuing Excellence Together*;**

An important goal for ASAP is the ongoing development and reinforcement of a school culture that reflects the values and mission of U-Prep, including collaboration and sense of community. U-Prep students learn to work hard, to identify and access available resources, to manage time and resources effectively, and to rely upon the relational support afforded through a staff that is focused on helping each student achieve individual excellence.

**4) Augment and reinforce U-Prep’s exceptional preparation for university-level work.**

Faculty teach students developmentally and grade-appropriate skills (e.g. organization, time management, study skills, goal setting) that are necessary in a college-going learning environment. Information regarding college preparation flows continually through ASAP over the course of the school year; examples include exposure to Naviance (career and college readiness online tool), opportunities for college visits, and guest and alumni speaker visits.

ASAP is required Grades 6 – 8, 9-11; year-long course

Electives

Elective choices for 6<sup>th</sup> grade students are: Prep Band, Beginning Strings, Mixed Chorus, Art, Junior High Computer Applications, \*Dance, \*Advanced Band, and \*\*Step Up Chinese. Course descriptions for these

classes are at the end of this section. \* = Requires audition for placement; \*\* = Student must have previously taken Chinese in order to take Step Up Chinese

## **Core Curriculum Course Descriptions – 7th Grade**

### 7<sup>th</sup> 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.

### 7<sup>th</sup> 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.

### 7<sup>th</sup> Life Science

This year-long Next Generation Science Standards course primarily focuses on the following themes: molecules to organisms (structure and function, growth and development, organization of matter and energy flow in organisms), ecosystems (cycles of matter and energy transfer, interdependent relationships), heredity (inheritance and variation of traits), and biological evolution (natural selection, adaptation). Students will be engaged in science and engineering practices and investigations, and build models and systems from which they can obtain, evaluate, and communicate information.

### Honors Math 7 & Honors Accelerated Math 7/8

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. The Accelerated pathway includes grade-level curriculum and selected curricular concepts from the succeeding grade-level. All topics from Honors Math 7 and selected topics from Honors Math 8 are included.

### Algebra 1

Algebra 1 is a one-year course that builds on arithmetic skills and algebraic concepts taught in previous courses. Focus areas include four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. A grade of "C" or better, demonstrated subject matter proficiency and/or teacher recommendation is required for continuation to Geometry.

### 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.

### BRIDGE

This course is available to 7<sup>th</sup> grade students who are bridging from 6<sup>th</sup> grade and may need additional assistance as they make the transition to 8<sup>th</sup> grade. It is designed to support success in academic classes

with an emphasis on fundamental academic skill development and literacy. 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.

#### 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: 7<sup>th</sup> Grade students may audition for Dance in place of PE. Fitness PE and Basketball PE classes are also options for 7<sup>th</sup> graders to fulfill their physical education requirement.

#### Fitness PE

Fitness PE is designed to help students that want to be active in a non-sport setting. This course is meant give students a foundation of fitness to take with them throughout their lives. It is a co-ed course focusing on flexibility, core strength, increasing aerobic capacity, and muscular strength. Exercises included in this course, but are not limited to: yoga, plyometrics, weights, and a variety of cardiovascular activities.

*Prerequisites:* Open to Grades 7-8

#### Basketball PE

Basketball PE is designed to help students that want to increase their basketball skill and knowledge. The course is designed for the intermediate to advanced basketball player that is willing to commit an entire school year to increasing their basketball related abilities. In this co-ed course we will be learning and developing basketball skills, strategies, rules, teamwork and conditioning. Emphasis will be on individual skill development and strategies.

#### Academic Support and Advisory Program ("ASAP")

The purpose of ASAP is to strengthen connectedness between adults and students as a means to foster academic achievement and success within a close-knit, supportive school culture. ASAP meets Monday through Thursday during Period 8. Period 8 is not held on Friday and students are dismissed at 2:45 PM. In lieu of Period 8, faculty host Friday Office Hours to provide individualized attention to students seeking support.

The goals and areas of focus for ASAP are as follows:

**5) Develop healthy and supportive close-knit relationships between staff and students;**

A key element in this relationship is developing student trust. This allows faculty to work closely and individually with students to support their growth and success, socially and academically.

Involvement with a caring and supportive adult within a small class size environment builds relationships and provides an emotional “home place”. This is vital in creating the sense of community that U-Prep graduates praise as a significant factor in their achievement.

**6) Provide academic support to students;**

Creating the time, space, and attention for academic progress within a regular school day is a feature that sets the U-Prep experience apart from others. As a Period 8 class, ASAP allows students the opportunity to receive individualized feedback regarding academic work (e.g. test, essay), to receive coaching on strategies that will increase their success, and to receive nurturing and practical applications of growth mindset research. New challenges bring opportunities for students to build resiliency and emotional stamina while learning to gain success in a college prep environment. Strategies and activities include teaching academic goal setting, reviewing individual student progress, coaching students on life skills and study skills, and providing homework assistance.

**7) Immerse students in U-Prep’s culture, *Pursuing Excellence Together*;**

An important goal for ASAP is the ongoing development and reinforcement of a school culture that reflects the values and mission of U-Prep, including collaboration and sense of community. U-Prep students learn to work hard, to identify and access available resources, to manage time and resources effectively, and to rely upon the relational support afforded through a staff that is focused on helping each student achieve individual excellence.

**8) Augment and reinforce U-Prep’s exceptional preparation for university-level work.**

Faculty teach students developmentally and grade-appropriate skills (e.g. organization, time management, study skills, goal setting) that are necessary in a college-going learning environment. Information regarding college preparation flows continually through ASAP over the course of the school year; examples include exposure to Naviance (career and college readiness online tool), opportunities for college visits, and guest and alumni speaker visits.

ASAP is required Grades 6 – 8; year-long course

Electives

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

**Core Curriculum Course Descriptions – 8th Grade**

8<sup>th</sup> English Language Arts

This two-semester course focuses on vocabulary development, reading comprehension of informational text, literary response, and other skills required to support students in a pre-Honors/AP learning environment. Students will write clear and focused essays in each genre and demonstrate skill in oral communication, including listening and speaking standards.

8<sup>th</sup> 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.

### 8<sup>th</sup> Physical Science

This year-long Next Generation Science Standards course primarily focuses on the following themes: matter and its interactions (structure and properties of matter, chemical reactions), motion and stability (forces, types of interactions, stability and instability in systems), energy (definitions of, conservation of energy and energy transfers, relationship between energy and forces), and waves (properties, electromagnetic radiation, information technologies and instrumentation). Students will be engaged in science and engineering practices and investigations, and build models and systems from which they can obtain, evaluate, and communicate information.

### Honors Math 8 & Honors Accelerated 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. The Accelerated pathway includes grade-level curriculum and selected curricular concepts from the succeeding grade-level. All topics from Honors Math 8 and selected topics from Integrated 1 are included.

### Algebra 1

Algebra 1 is a one-year course that builds on arithmetic skills and algebraic concepts taught in previous courses. Focus areas include four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. A grade of "C" or better, demonstrated subject matter proficiency and/or teacher recommendation is required for continuation to Geometry.

### 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 8<sup>th</sup> 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 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: 8<sup>th</sup> Grade students may audition for Dance in place of PE. Fitness PE and Basketball PE classes are also options for 8<sup>th</sup> graders to fulfill their physical education requirement.

### Fitness PE

Fitness PE is designed to help students that want to be active in a non-sport setting. This course is meant give students a foundation of fitness to take with them throughout their lives. It is a co-ed course focusing

on flexibility, core strength, increasing aerobic capacity, and muscular strength. Exercises included in this course, but are not limited to: yoga, plyometrics, weights, and a variety of cardiovascular activities.

*Prerequisites:* Open to Grades 7-8

### Basketball PE

Basketball PE is designed to help students that want to increase their basketball skill and knowledge. The course is designed for the intermediate to advanced basketball player that is willing to commit an entire school year to increasing their basketball related abilities. In this co-ed course we will be learning and developing basketball skills, strategies, rules, teamwork and conditioning. Emphasis will be on individual skill development and strategies.

### Academic Support and Advisory Program (“ASAP”)

The purpose of ASAP is to strengthen connectedness between adults and students as a means to foster academic achievement and success within a close-knit, supportive school culture. ASAP meets Monday through Thursday during Period 8. Period 8 is not held on Friday and students are dismissed at 2:45 PM. In lieu of Period 8, faculty host Friday Office Hours to provide individualized attention to students seeking support.

The goals and areas of focus for ASAP are as follows:

**9) Develop healthy and supportive close-knit relationships between staff and students;**

A key element in this relationship is developing student trust. This allows faculty to work closely and individually with students to support their growth and success, socially and academically. Involvement with a caring and supportive adult within a small class size environment builds relationships and provides an emotional “home place”. This is vital in creating the sense of community that U-Prep graduates praise as a significant factor in their achievement.

**10) Provide academic support to students;**

Creating the time, space, and attention for academic progress within a regular school day is a feature that sets the U-Prep experience apart from others. As a Period 8 class, ASAP allows students the opportunity to receive individualized feedback regarding academic work (e.g. test, essay), to receive coaching on strategies that will increase their success, and to receive nurturing and practical applications of growth mindset research. New challenges bring opportunities for students to build resiliency and emotional stamina while learning to gain success in a college prep environment. Strategies and activities include teaching academic goal setting, reviewing individual student progress, coaching students on life skills and study skills, and providing homework assistance.

**11) Immerse students in U-Prep’s culture, *Pursuing Excellence Together*;**

An important goal for ASAP is the ongoing development and reinforcement of a school culture that reflects the values and mission of U-Prep, including collaboration and sense of community. U-Prep students learn to work hard, to identify and access available resources, to manage time and resources effectively, and to rely upon the relational support afforded through a staff that is focused on helping each student achieve individual excellence.

**12) Augment and reinforce U-Prep’s exceptional preparation for university-level work.**

Faculty teach students developmentally and grade-appropriate skills (e.g. organization, time management, study skills, goal setting) that are necessary in a college-going learning environment.

Information regarding college preparation flows continually through ASAP over the course of the school year; examples include exposure to Naviance (career and college readiness online tool), opportunities for college visits, and guest and alumni speaker visits.

ASAP is 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.

#### **Elective Offerings – 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> 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.

#### Junior High Art I (6<sup>th</sup> & 7<sup>th</sup> Grade)

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

#### Junior High Art II (8<sup>th</sup> 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 (6<sup>th</sup>-8<sup>th</sup> 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 (7<sup>th</sup> & 8<sup>th</sup> 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 (6<sup>th</sup>-12<sup>th</sup> 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 (7<sup>th</sup>-12<sup>th</sup> 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.

#### Introduction to Music Production

This year-long elective course is available for 8<sup>th</sup> – 12<sup>th</sup> grade students and provides an overview of both the technological and business sides of music production. Analysis of samples for aesthetic and production value along with projects and presentations comprise the course curriculum. A background in music and computers is beneficial, but not required.

#### Mixed Choir (6<sup>th</sup>-8<sup>th</sup> 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 (7<sup>th</sup>-12<sup>th</sup> 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.

#### Junior High Drama

This class emphasizes acting, movement, improvisation, monologues, and stagecraft. This is a semester-long course that folds into the corresponding semester Peer Mentoring course.

#### 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

### Step Up Chinese

This course is for students who have experienced prior instruction at an elementary level. It serves as the bridge course for incoming experienced students who are not yet prepared for high school advanced Mandarin. Language skills will be further developed for students who have mastered approximately 600-800 Chinese words. Areas of additional focus include the development of fine points and subtleties of written and oral expression within an ever-increasing framework of grammatical structure. Chinese culture also remains an important aspect of the course.

*Prerequisite:* Instruction at an elementary level program

### History of Pop Culture (7<sup>th</sup> and 8<sup>th</sup> Grade)

This year-long elective course is designed to give students the opportunity to become familiar with all various styles of music within popular culture. It provides an understanding of the social and technical influences that cause stylistic changes in music. Students will be able to distinguish different historical and musical components of pop culture history and development, recognize and critically analyze the different styles of music within pop culture, compare and contrast the major music styles, identify the different instruments used in the music genres, and recognize and evaluate melody, harmony and form in music.

*Prerequisite:* None

### Junior High Computer Applications (6<sup>th</sup>-8<sup>th</sup> Grade)

This course will provide an understanding and application of social, ethical, responsible issues related to technology. The course will also provide an introduction to computer technology, productivity, communications and critical thinking through problem solving. Areas of study include computer applications and integration of word processing, desktop publishing, spreadsheets, database, as well as presentation software. Students will become increasingly proficient with Google Applications for Education (GAPE) including Classroom, Docs, Slides, Sheets, Drive, and Drawings and other emerging technologies.

### Student Government/Leadership (7<sup>th</sup> and 8<sup>th</sup> Grade)

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

*Prerequisite:* Election or Appointment

### Peer Mentoring

Students will learn about, develop, and practice their leadership/mentoring skills. Peer mentors are a resource to their peers in providing guidance on academic and social issues. Students develop and coordinate school success groups, run the school wide intramural program, and work with younger students to help them build relationships. *Prerequisite:* Application or teacher recommendation, open to grades 8. This is a semester-long course that folds into the corresponding semester Junior High Drama course.

## **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 9<sup>th</sup> 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 10<sup>th</sup> grade

### **\*AP English III: Language and Composition**

The Advanced Placement English Language and Composition class has a two-fold purpose: to prepare students to take the AP Language and Composition test in May, and to prepare students to read, write and study on a college level. Students in this introductory college-level course read and analyze a broad range of challenging nonfiction prose selections, as well as some fiction, focusing on the rhetorical strategies that writers employ to create beauty and meaning. Students also work on their own writing, to incorporate the same strategies they see in the material they are reading, developing their own writing process and increasing their awareness of the relationship between purpose, audience, and strategy. Each unit of study includes sample questions from the exam, both Free Response and Multiple Choice, to aid in preparing students for the test in May. Meets UC and CSU requirements.

### **\*Shasta College Dual Enrollment Eligible**

*Prerequisites:* None. Open to 11<sup>th</sup> grade

### AP English IV: Literature and Composition

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

*Prerequisites:* None. Open to 12<sup>th</sup> grade

### Yearbook Elective

Students in this course publish the yearbook. Student journalists are responsible for continually tracking down story leads and reporting them to the yearbook staff. A variety of stories are covered—from academic to athletic—and require careful student planning in both the art of photo composition as well as interviewing techniques. Additionally, students will be trained in the basics of graphic layout design and copywriting. Particular emphasis is placed on tracking student coverage to ensure all students are placed in the yearbook a minimum of three times. The course occasionally requires time spent after school—whether

to cover school events or to complete stories and/or assigned layouts. Students may repeat this course for elective credit. Satisfies U-Prep computer proficiency graduation requirement.

*Prerequisites:* Consent of the instructor. Open to 9<sup>th</sup> 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 year of Modern World History, one year of U.S. History, one semester of American Government, and one semester of Economics.

### **AP 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 and health, migration, folk vs. popular 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. Specific case studies are explored from areas all over the world to help students develop a better understanding of each concept. Students will also learn about the methods and tools geographers use in their science and practice.

Meets UC and CSU requirements.

*Prerequisites:* Open to grade 9.

### **AP/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. Students enrolled in the AP course will need to spend more time reading, analyzing text, and writing in order to properly prepare for the AP exam. 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 Columbus (1492) to present day America. 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 problem, their reliability, and their importance. Students will also be prepared to take the AP U.S. History exam offered by the College Board. Meets UC and CSU requirements. *Prerequisites:* Open to 11<sup>th</sup> grade.

### **AP United States Government and Politics (fall or spring 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 12<sup>th</sup> grade.

#### AP Microeconomics (fall or 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 12<sup>th</sup> 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 11<sup>th</sup>-12<sup>th</sup> grade. 10<sup>th</sup> 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 are recommended for math courses in accordance with the policies and procedures outlined in the adopted U-Prep Mathematics Placement Policy.

Thirty units of mathematics are required for graduation. Students must complete two advanced courses in mathematics for graduation. Two advanced courses are defined as Integrated/Honors Integrated II and Integrated/Honors 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.

#### Algebra 1

Algebra 1 is a one-year course that builds on arithmetic skills and algebraic concepts taught in previous courses. Focus areas include four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. A grade of "C" or better, demonstrated subject matter proficiency and/or teacher recommendation is required for continuation to Geometry.

#### 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 zeroes 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, Statistics and trigonometry. 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 zeroes 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**

This course is to prepare the student for MATH 3A (Calculus) utilizing function graphing technology. This course is a college level course which introduces functions and function algebra for majors in science, technology, engineering, and mathematics. The main focus is on linear, absolute value, polynomial, radical, rational, logarithmic and exponential functions. Students will learn algebraic techniques, modeling techniques and technology-based techniques for solving equations involving these functions and for investigating the graphs of these functions. The content includes trigonometric functions of real numbers and angles, analytic trigonometry and applications, polar coordinates, parametric equations, and introduction to vectors. This course is designed for students who plan to pursue a STEM major. Meets UC and CSU requirements.

### **\*Shasta College Dual Enrollment Eligible**

*Prerequisites:* 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 or Physics).

### 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 biological molecules, cells, genetics and evolution, ecology and the environment, and human body systems. The first semester includes the scientific method, chemistry and structure of biological molecules and cells, and ecology. The second semester includes genetics, evolution, 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, 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 or Algebra 1 Grade C or better & concurrently in Honors Integrated Math II

### Conceptual Physics

Conceptual 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.

### **\*Shasta College Dual Enrollment Eligible**

*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.

### **\*Shasta College Dual Enrollment Eligible**

*Prerequisites:* Grade of C or better in AP Physics 1

### **Earth and Planetary Science**

Earth and Planetary Science will be the study of the Universe. It will begin with a review of chemistry and segue into mineralogy. The rock cycle will be covered in depth introducing the three basic classifications of rocks. We will then study the history of the earth and timescales. Geomorphology will include structures from the ocean to the plains. All of this will be interwoven with, an exploration of space, the origins of the universe, the life cycles of the stars and finally planets. The class will include an overnight trip to Lassen National Park to study glaciation and volcanism. Another late fall trip will be a Saturday trip to Clear Creek to study sedimentary structures, rivers and hunt for fossils. Meets UC and CSU requirements.

*Prerequisites:* Honors chemistry or concurrent enrollment with teacher's approval.

### **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).

The primary national standard is Communication in Languages other than English and it recognizes three modes:

1.1 Interpersonal: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

1.2 Interpretive: Students understand and interpret written and spoken language on a variety of topics.

1.3 Presentational: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Instruction focuses on the Communication standard as it encompasses all other standards. The overarching methodology of teaching is Comprehensible Input, which leads to students' acquiring proficiency in the foreign language.

### Spanish I

Spanish I is designed to develop proficiency in understanding spoken and written Spanish. Comprehensible Input techniques permit acquisition of the highest frequency language structures, enabling communication of high level concepts using simple language. Students begin to compare and contrast their culture with that of Spanish-speaking countries of 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. Open to all grades.

### Spanish II

Spanish II increases students' mastery of the language structures and vocabulary understood in spoken and written Spanish. In consequence they develop fluency in responding with simple oral and written Spanish. Content continues to have an authentic cultural basis.

Materials and methods used in this course meet 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 previous language course.

### Spanish III

Spanish III continues to emphasize proficiency. Students are capable of the sustained focus of understanding needed to engage with a variety of authentic language media. Their oral and written responses reflect greater complexity of expression. Materials and methods used in this course 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 previous language course.

### Spanish IV/Honors Spanish V

These courses continue to stress developing proficiency and fluency in expressing opinion and emotion and seeking and providing information. At this level, students are expected to read and listen to a greater variety of authentic resources 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:* Spanish III / Spanish IV

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

### 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.

### Honors 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 proficiency in understanding spoken and written French. Comprehensible Input techniques permit acquisition of the highest frequency language structures, enabling communication of high level concepts using simple language. Students begin to compare and contrast their culture with that of francophone countries of 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 increases students' mastery of the language structures and vocabulary understood in spoken and written French. In consequence they develop fluency in responding with simple oral and written French. Content continues to have an authentic cultural basis. 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. Students are capable of the sustained focus on understanding needed to engage with a variety of authentic language media. Their oral and written responses reflect greater complexity of expression. Students whose skills exceed expectations in Level I may be advanced to Level III on the recommendation of the teacher. Materials and methods used in this course meet the ACTFL standards for Foreign Language Learning. Meets UC and CSU requirements.

*Prerequisites:* French II or recommendation of instructor after completion of French I

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

### Honors French IV

This course continues to stress developing proficiency and fluency in expressing opinion and emotion and seeking and providing information. At this level, students are expected to read and listen to a greater variety of authentic resources and express themselves in speech and writing in different contexts and formats. Since they study materials prepared for Advanced Placement courses, students have the option to register to take the AP exam. Students whose skills exceed expectations in Level II may be advanced to Level IV on the recommendation of the teacher. 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 or recommendation of instructor after completion of French II

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.

## **VISUAL ARTS**

Students must take one year of the Visual or Performing Arts (VAPA) 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-d and 3-d art making techniques. 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 10<sup>th</sup> -12<sup>th</sup> 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 an archive of all art works. Meets UC and CSU requirements.

*Prerequisites:* Art IV, portfolio review (consent of instructor), open to 10<sup>th</sup> – 12<sup>th</sup> 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 year-long elective course is available for 8<sup>th</sup> – 12<sup>th</sup> grade students and provides an overview of both the technological and business sides of music production. Analysis of samples for aesthetic and production value along with projects and presentations comprise the course curriculum. A background in music and computers is beneficial, but not required.

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

#### Chamber Orchestra

This year-long class is a strings ensemble for the mature violin, viola, cello and bass player. While not exclusively for high schoolers, students in this class demonstrate a high degree of skill and dedication to their strings experience. Repertoire is focused on advanced strings music, both classical and modern. The theory component of the class is geared towards preparation for the AP Music test. School and community performances are a part of the course expectations. Meets UC and CSU requirements.

#### 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

#### 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

### **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

## **PHYSICAL FITNESS AND HEALTH EDUCATION**

Students are required to wear a P.E. uniform. Uniforms can be purchased through the school. A solid gray or any U-Prep tee shirt and plain blue athletic shorts can be worn. Proper footwear for activities must be worn. This includes athletic shoes or shoes with laces. Tank tops, boots, sandals, or Toms are not permitted. Freshman P.E. is required of all students for graduation—no waivers or exceptions. Students not passing the Physical Fitness Test in 9<sup>th</sup> 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 the last day of the school year requested year of credit.

### Co-ed 9<sup>th</sup> 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. *NOTE:* All Freshmen are required to take P.E. unless there is a medical waiver.

*Prerequisites:* Open to 9<sup>th</sup> grade

### Co-ed 10<sup>th</sup>-12<sup>th</sup> Physical Education

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

*Prerequisites:* Open to Grades 10-12

### Athletic PE

Athletic PE is an advanced course designed to help prepare athletes for the rigors of competitive sports. It is a co-ed course with a focus on a comprehensive athletic development through weight training, plyometrics, speed and agility training. Athletic PE 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

### Fitness PE

Fitness PE is designed to help students that want to be active in a non-sport setting. This course is meant give students a foundation of fitness to take with them throughout their lives. It is a co-ed course focusing on flexibility, core strength, increasing aerobic capacity, and muscular strength. Exercises included in this course, but are not limited to: yoga, plyometrics, weights, and a variety of cardiovascular activities.

*Prerequisites:* Open to Grades 10-12

### Medical Independent Study PE

(For 9<sup>TH</sup> 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.

## **ADDITIONAL HIGH SCHOOL AND ELECTIVE COURSES**

### AP Computer Science Principles – College Board Course

The Computer Science Principles course is designed to be equivalent to a first semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large datasets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world. This class satisfies the computer proficiency graduation requirement.

*Prerequisites:* It is recommended that a student in the Ap Computer Science Principles course should have successfully completed a first-year high school algebra course with a strong foundation in basic algebraic concepts dealing with function notation, such as  $f(x) = x + 2$ , and problem-solving strategies that require multiple approaches and collaborative efforts. In addition, students should be able to use a Cartesian (x, y) coordinate system to represent points on a plane. It is important that students and their advisers understand that any significant computer science course builds on a foundation of mathematical reasoning that should be acquired before attempting such a 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 elected officers and qualified appointed student leaders

### Senior Service Learning

In this course, students address community needs of personal interest (e.g. poverty, health care, education, and environment). Students learn about civic engagement and issues affecting our community. Students will learn the steps they will take to engage in a service learning project: investigation, planning and preparation, action, reflection, and demonstration and celebration. Under the supervision and guidance of their teacher, students are expected to establish and engage in an internship with a community partner. It is recommended that seniors use this experience as a contributing element to the Senior Exit Presentation.

*Prerequisites:* Open to 12<sup>th</sup> grade, year-long course

### 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 Assistant

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

*Prerequisites:* Open to grades 10-12

### Video Production

This year-long course will teach students the basics of photography, camera functions, video editing, media analysis, and filmmaking. Students will work individually and in groups to write, shoot, and edit their own projects as well as Panthercast.

### Academic Support and Advisory Program ("ASAP")

The purpose of ASAP is to strengthen connectedness between adults and students as a means to foster academic achievement and success within a close-knit, supportive school culture. ASAP meets Monday through Thursday during Period 8. Period 8 is not held on Friday and students are dismissed at 2:45 PM. In lieu of Period 8, faculty host Friday Office Hours to provide individualized attention to students seeking support.

The goals and areas of focus for ASAP are as follows:

**13) Develop healthy and supportive close-knit relationships between staff and students;**

A key element in this relationship is developing student trust. This allows faculty to work closely and individually with students to support their growth and success, socially and academically. Involvement with a caring and supportive adult within a small class size environment builds relationships and provides an emotional “home place”. This is vital in creating the sense of community that U-Prep graduates praise as a significant factor in their achievement.

**14) Provide academic support to students;**

Creating the time, space, and attention for academic progress within a regular school day is a feature that sets the U-Prep experience apart from others. As a Period 8 class, ASAP allows students the opportunity to receive individualized feedback regarding academic work (e.g. test, essay), to receive coaching on strategies that will increase their success, and to receive nurturing and practical applications of growth mindset research. New challenges bring opportunities for students to build resiliency and emotional stamina while learning to gain success in a college prep environment. Strategies and activities include teaching academic goal setting, reviewing individual student progress, coaching students on life skills and study skills, and providing homework assistance.

**15) Immerse students in U-Prep’s culture, *Pursuing Excellence Together*;**

An important goal for ASAP is the ongoing development and reinforcement of a school culture that reflects the values and mission of U-Prep, including collaboration and sense of community. U-Prep students learn to work hard, to identify and access available resources, to manage time and resources effectively, and to rely upon the relational support afforded through a staff that is focused on helping each student achieve individual excellence.

**16) Augment and reinforce U-Prep’s exceptional preparation for university-level work.**

Faculty teach students developmentally and grade-appropriate skills (e.g. organization, time management, study skills, goal setting) that are necessary in a college-going learning environment. Information regarding college preparation flows continually through ASAP over the course of the school year; examples include exposure to Naviance (career and college readiness online tool), opportunities for college visits, and guest and alumni speaker visits.

ASAP is required Grades 6 – 11; year-long course

Senior Transition

Students learn about important information related to the college application process, financial aid, scholarships, letters of recommendation, and much more. Students also gain information about the senior exit presentation. This course is required for high school graduation.

Required in Grade 12, year-long course



**UNIVERSITY**  
**PREPARATORY SCHOOL**  
PURSUING EXCELLENCE TOGETHER

Shelle Peterson  
Superintendent/Principal  
Rochelle Angley  
Assistant Principal  
Monica Cabral  
Assistant Principal  
Michele O'Leary  
Assistant Principal

School Board: President – Sue Brix ♦ Vice President- Mike Stuart ♦ Members – Trent Copland, Mike Littau, Susan Saephanh

### Appendix A

#### Request for COLLEGE PREP DESIGNATION 2017-18

##### U-Prep School Board Policy Course Designation on Report Cards/Transcripts

Students may elect College Prep credit rather than Advanced Placement credit as the designation on their report cards in the following Courses:

- AP Human Geography
- AP U.S. History
- AP American Government (semester class)
- AP Economics (semester class)
- AP English III
- AP English IV

Students electing to receive CP credit will receive a one grade level increase on their report cards and transcripts (D to C, C to B, and B to A). Students may not raise an F to a D by changing the course designation. Regardless of the designation, all students will be doing AP level course work. Deadlines for changing course designation are as follows: **THE FIRST SEMESTER DEADLINE FOR REQUESTING CP DESIGNATION IS DECEMBER 20, 2017. THE SECOND SEMESTER DEADLINE FOR REQUESTING CP DESIGNATION IS MAY 31, 2018.** Students who do not turn in paperwork for CP credit by the deadline will automatically receive the AP designation on report cards and transcripts.

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Course Title: \_\_\_\_\_ Request for CP Designation \_\_\_\_\_ (please initial)

The signature of both the student and a parent/guardian on this form indicates that the student is requesting CP credit for the course designated above. The signatures also indicate that both student and parent/guardian understand that while the student may choose to take the AP exam, the course designation will not change. **Beginning at the next grading period or sooner, the course listed above will be designated CP on the student's transcript/progress reports; the course will retain the CP designation from the date of request until the end of the course.**

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Printed name of Parent/Guardian: \_\_\_\_\_

Date Received: \_\_\_\_\_ Initial: \_\_\_\_\_