

UNIVERSITY PREPARATORY SCHOOL

A Shasta Union High School Charter School



COURSE GUIDE COURSE OF STUDY

2025-2026

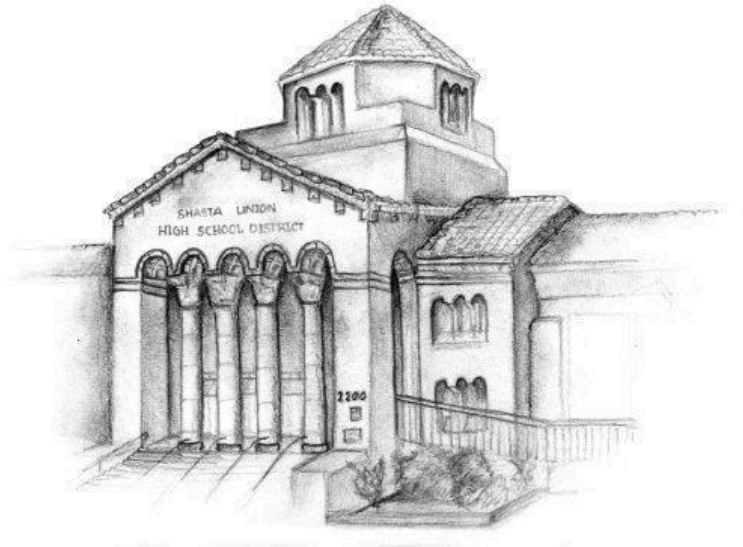


UNIVERSITY PREPARATORY SCHOOL

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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 work together to provide students with many opportunities to excel academically and develop their potential as educated leaders and citizens in the 21st 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 students 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:

A U-Prep Student Will:

- **Demonstrate Leadership**
 - Effective leaders demonstrate initiative and a strong work ethic.
 - Effective leaders communicate and listen in a collaborative environment.
- **Apply a Growth Mindset**
 - Growth mindset learners demonstrate personal responsibility in the face of challenges.
 - Growth mindset learners embrace obstacles as an opportunity to learn and grow.
- **Engage in Critical Thinking**
 - Critical thinkers demonstrate innovation in problem solving and effectively utilize a variety of resources.
 - Critical thinkers adapt to challenges with determination and integrity.
- **Contribute to Their Community**
 - Positive contributors effectively collaborate, demonstrate empathy, and develop productive working relationships.
 - Positive contributors navigate social, personal, and digital communities in a responsible manner.

UPREP 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 6-8 students meet weekly in Advisory classes designed to assist students with developmentally appropriate topics, such as organizational and study skills, making positive choices in their interpersonal interactions and goal setting among other areas. Seniors engage in Senior Transition to complete college applications, apply for scholarships and financial aid, and acquire the practical skills needed for college and beyond. Junior Transition occurs periodically throughout the year.

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

All junior high students study Latin in 7th and 8th grade to improve their vocabulary and grammar skills, provide a foundation for future world language study, and boost their analytical skills. Beginning in 9th 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 discipline plan focuses on supporting student learning and fostering social responsibility. Recognition programs include Student of the Quarter (character) and Academic Awards (GPA). 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. U-Prep is 100% trained in Active Shooter Civilian Response Training as provided by the ALICE Training Institute. 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.

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.

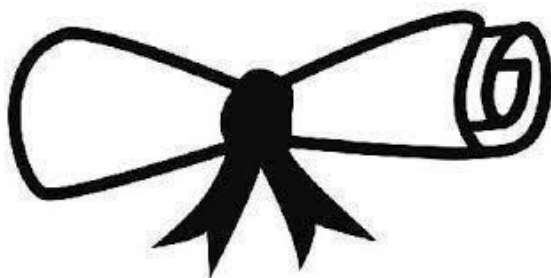
EIGHTH GRADE GRADUATION REQUIREMENTS

Course/Subject Area Requirements:

- 8th English Language Arts
- 8th U. S. History
- 8th Physical Science
- *Latin I or II (*Requirement may be Prep Latin if the student was placed in an academic support class)
- Math: Honors Math 8, Accelerated 7/8, Algebra, Geometry, or Algebra II
- Physical Education or Dance
- Academic Support and Advisory Program (ASAP)

Electives:

Please see Course Guide for comprehensive list of junior high course electives



8th Grade Graduation Exercises

Students wishing to participate in the Eighth Grade Graduation ceremony must have earned at least a 2.0 GPA and no failing grades for the second semester, turned in any books or other school materials, or paid appropriate fines, incurred no severe disciplinary actions during junior high school (grades 6-8), and attend school on the day of the graduation practice. Gowns are provided to all students and all participants must be clothed in the issued gowns and adhere to the graduation dress code. 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 (in grades 9-12 – 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 (in grades 9-12/in same language – 20 credits)

Performance Requirements: (Skills satisfied in other classes)

Health	Satisfied by Biology/Freshman P.E.
Electives:	70 credits
Senior Transition	1 year (12 th grade; 10 credits)

TOTAL CREDITS REQUIRED: 250 credits

***California College and Career Access Pathway (CCAP)- FOR SENIORS ONLY**

Seniors on a CCAP Agreement with Shasta College will have a minimum of 230 credits required to graduate.

NOTE: Seven periods offered per day (plus Senior Transition) through the senior year. Five units of credit per semester are earned when a student passes one class. 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.

High School Graduation Exercises

High school graduation is a momentous occasion that celebrates the hard work and achievements of our students. U-Prep conducts graduation exercises for students who have met **all School Board and State requirements** for graduation.

While participation in the ceremony is optional, those who choose to take part must adhere to school guidelines to ensure a respectful and meaningful event. Graduation is a **privilege, not a right**, and all participants are expected to uphold the standards of U-Prep.

- All graduates must wear the **school-issued cap and gown** and follow the **graduation dress code**.
- A cap and gown will be provided to any student who does not wish to purchase their own.
- Due to seating limitations, each graduate will receive a set number of tickets for guest attendance.

We look forward to celebrating this special milestone with our graduates and their families as they step into the next chapter of their journey!

***California College and Career Access Pathway (CCAP) - FOR SENIORS ONLY**

University Preparatory School entered a partnership agreement with Shasta Community College called the California College and Career Access Pathways (CCAP). The goal of the CCAP is to expand dual enrollment for students and create seamless *pathways* to college.

U-Prep's Pathway includes college courses which have been approved to meet the lower division general education requirements at any CSU or UC Campus. The current dual enrollment courses on our *pathway* for seniors include: AP English Literature & Composition (Engl 1B), AP Microeconomics (Econ 1A), AP Physics 1 (Phys 2A), AP Physics 2 (Phys 2B), Trig/Pre-Calculus (Math 2A & 2B), AP Modern World History (Hist 3), French II (Fren I) and Mandarin II (Chin I).

Due to the rigor of the dual enrollment program, seniors on a CCAP agreement are required to be enrolled in a minimum of 4 courses at U-Prep and will require a minimum of 230 credits to graduate. If your seniors choose not to enroll in one of our approved CCAP pathways, they will be required to enroll in a minimum of 6 courses at U-Prep and require the standard minimum of 250 credits to graduate.

NUMBER OF CLASSES REQUIRED PER GRADE LEVEL

Students have the opportunity to take 7 classes per day through their senior year (plus 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 th – 8 th	7 plus ASAP
9 th – 10 th	7
11 th	Up to 7, minimum 6
12 th	Up to 7, minimum 6 *Seniors on a CCAP, minimum 4

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 6th-12th 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 issued to students 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. Email addresses are on the school website at 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 available online through Parchment.

ACADEMIC POLICIES

Academic Probation

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

Advancement in Mathematics (High School): It is recommended that students earn a "C" or better in their current class, pass the final exam, or receive the recommendation of their current U-Prep mathematics teacher to move to the next level of math.

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 Geometry to Algebra I) 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 9th grade
- Coursework must meet the standards of U-Prep
- Parents must provide U-Prep an official copy of all academic transcripts
- Online courses must meet the criteria above and a form must be completed and submitted to school counselor for course approval in advance

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

Exceptions:

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

Advanced Placement/College Prep Course Designation for Transcripts

For selected courses (AP English Lang, AP English Lit, AP Human Geography, AP Modern World, 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 one academic letter grade increase on their report card and transcript (D to C, C to B, and B to A). Students with the AP designation on report card and transcript would not receive an increase in their academic letter grade. **Students may not raise an F to a D by changing the course designation. Students cannot elect College Prep credit for Dual Enrollment classes.** 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 their report card and transcript. (See Appendix A – Request for College Prep Designation Form)

Dual Enrollment Courses Offered at U-Prep

The following Shasta College Dual Enrollment courses are taught by U-Prep teachers and embedded within U-Prep equivalent course offerings: MATH 2A/MATH 2B (Trig/Pre-Calculus), PHYS 2A (AP Physics I), PHYS 2B (AP Physics 2), ENG 1A (AP English Language and Culture) and ENG 1B (AP English Literature and Composition), ECON 1A (AP MicroEcon), HIST 3 (AP Modern World History), French I (French II) and Chinese I (Mandarin II).

Articulated Course Offered at U-Prep

An articulated course is a high school course or program that the Shasta College faculty in the appropriate discipline have determined to be comparable to specific community college courses for specific purposes. Credit is based on whether a student passes the final exam with a B or above and the student must formally request credit from Shasta College at the end of the semester course. The following Shasta College Articulated course is taught by a U-Prep teacher and embedded within U-Prep equivalent course offering: POLS 2: Introduction to American Government (AP American Government).

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.

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 students 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 8/9 & PSAT/NMSQT

Students in grade 8 will be administered the PSAT 8/9 and students in grades 10 and 11 will be administered PSAT/NMSQT 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/NMSQT taken in the junior year and colleges may use the results for some of their scholarship awards.

SAT

The SAT may be a test 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. The SAT provides scores in Evidence-Based Reading and Writing, Math. Scored on a 1600-point scale. Fee waivers available through College Board.

ACT Plus Writing

The ACT Plus Writing may be a test 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. The ACT provides scores in English, math, reading, science, and writing with scores ranging from 1-36 including a composite score. Fee waivers available through ACT.

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 qualifying 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. For the most up-to-date AP credit policy information, students are encouraged to check the institution's website. To find colleges and universities that offer credit or placement for AP scores, students may search for a college's credit policy at this link:
<https://apstudent.collegeboard.org/creditandplacement/search-credit-policies>

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. Students enrolled in the following Latin courses will take the respective exams:

U-Prep Course	Latin Exam
Latin I	Beginning Latin Exam
Latin II	Intermediate Latin Exam
Latin III	Intermediate Latin Reading Comprehension Exam
Latin IV	Advanced Latin Prose
Latin V	Advanced Latin Poetry

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. 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




PSAT

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

	Approximate Test Dates:	fall, spring
	Cost:	No charge for students in 8 th , 10 th , 11 th grades at U-Prep
	Location:	University Preparatory School




SAT College Readiness Test

For information regarding test dates, locations and registration, please log on to www.collegeboard.org.

	Approximate Test Dates:	Multiple National Testing Dates Each Year
	Cost:	SAT – \$ 68
	Location:	Varies; register online for testing site




ACT College Readiness Test

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

	Approximate Test Dates:	Multiple National Testing Dates Each Year
	Cost:	\$68.00 without Writing; \$93.00 ACT with Writing
	Location:	Varies; register online for testing site




Advanced Placement (AP) Examinations

Advanced Placement Examinations are available in many subject matter areas and provide students an opportunity to earn college credits on the basis of subject matter knowledge. Registration occurs online during the fall semester.

	Approximate Test Dates:	May (usually first two weeks of May)
	Cost:	Varies – Approx. \$100.00
	Location:	University Preparatory School

Armed Services Vocational Aptitude Battery (ASVAB)

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

	Approximate Test Dates:	Varies
	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 (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 World: Modern, 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, AP Studio Art, AP Latin, AP Chinese. Please see course instructor for 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 Literature and Composition, AP English 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 and sophomores are required to take AP World: Modern. 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 counselor. Concurrent enrollment forms are available in the Student Services Center.

Dual Enrollment Courses Offered at U-Prep

The following Shasta College Dual Enrollment courses are taught by U-Prep teachers and embedded within U-Prep equivalent course offerings: MATH 2A/2B (Trig/Pre-Calculus), PHYS 2A (AP Physics I), PHYS 2B (AP Physics 2), ENG 1A (AP English Language and Composition) and ENG 1B (AP English Literature and Composition), ECON 01A (AP MicroEcon), AP Modern World History (Hist 3), French I (French II) and Chinese I (Mandarin II).

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: CSU Chico, Southern Oregon University, Simpson University, Shasta College, College of the Siskiyous, and National University. For more information, contact a school counselor and/or visit the following website: reachhighershasta.com

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. 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. Once the student completes the following matriculation steps: 1) applies to the college; 2) applies for financial aid; requests transcripts; and, 3) meets with a counselor, they will be able to register in May for classes.

University of California

There are 9 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 www.universityofcalifornia.edu for additional information. The UC system opens their application period August 1st. Applications are submitted October 1st – November 30th.

California State University

There are 23 California State University (CSU) campuses offering programs 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. Applications are submitted between October 1st – November 30th.

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 writing, from brainstorming to final paper, as well as 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. One year of approved

interdisciplinary or earth and space sciences coursework can meet one year of the requirement.

- e. *Language Other Than English* – Two years of the same language other than English. (Three years/3rd level of high school instruction recommended).
- f. *Visual & Performing Arts* – One yearlong course of visual and performing arts chosen from the following disciplines: dance, music, theater, visual arts or interdisciplinary arts.
- g. *College Preparatory Elective* – One year (two semesters) chosen from courses specific to the elective (G) subject area or courses beyond those used to satisfy the requirements of the A-F subjects.

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 requirements, among other criteria taken into consideration for 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 \$80.00/Campus for the UC and \$70.00/Campus for CSU. Application Fee Waivers are available.

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. Information on private colleges in California can be found at aiccu.edu.

California and U-Prep Requirements for High School Graduation/College Admission

U-Prep Graduation Requirements Aligned to UC and CSU A-G Admission Requirements

Subject	State Mandated	*U-PREP	A-G Requirements
English	3 years	4 years	4 years
Math	2 years	3 years in grades 9-12) including Algebra I, Geometry and Alg. II 4 years recommended	3 years 4 years recommended
Social Science	3 years	4 years	2 years
Science	2 years including biological and physical sciences	2 years with lab including biological and physical science 3 or 4 years recommended	2 years with lab 3-4 years recommended
Foreign Language		2 years (in grades 9-12) in same language	2 years in same language 3 years recommended
Visual and Performing Arts	1 year of either visual and performing arts or foreign language	1 year	1 year

Health		Satisfied by Biology and Freshman PE	
Physical Educ.	2 years	2 years	
College Preparatory Elective			1 year Courses beyond those used to satisfy the “a-f” requirements or courses that have been approved in the elective area.
Graduation Credits Required		250 credits	
Office Hours		Office Hours Monday-Friday 8:00-8:25 AM	
Senior Transition		Performance Requirement	

CAREER AND COLLEGE READINESS RESOURCES

CaliforniaColleges.edu- The California College Guidance Initiative provides students with in-depth, grade-appropriate information and data-driven tools to support college, career, and financial aid planning and applications. CaliforniaColleges.edu is the State of California’s official college and career planning platform. Offering detailed information, curricula, and tools informed by students’ transcript data, it acts as a one-stop shop to help students discover their college and career goals, make plans for how to achieve them, and launch into fulfilling futures.

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.

College Admission Tests	
ACT	www.act.org
SAT	www.collegeboard.org
Kaplan	www.kaptest.com
The Princeton Review Test Prep	www.princetonreview.com
Khan Academy Test Prep	www.kahnacademy.org
College Applications	
California Colleges	www.californiacolleges.edu
California State University	www2.calstate.edu/apply

University of California	www.admission.universityofcalifornia.edu
The Common Application	www.commonapp.org
NCAA Eligibility Center	www.ncaa.org/student-athletes/future/eligibility-center
National Association of Intercollegiate Athletics	www.naia.org
Assoc Independent CA Colleges & Univ	www.aiccu.edu
California Community Colleges	www.cccco.edu
Financial Aid, Other	
California Student Aid Commission, Cal Grants	www.csac.ca.gov
Free Application for Federal Student Aid	www.fafsa.ed.gov
Help Completing the FAFSA	fafsa.ed.gov/help.htm
U.S. Department of Education	www.ed.gov
CA Postsecondary Education Commission	www.cpec.ca.gov
FinAid	www.finaid.org
CCS Profile	cssprofile.collegeboard.org
Scholarship Directories	www.fastweb.com
Reach Higher Shasta	https://reachhighershasta.com/
College & Career Options	https://collegeoptions.org/

ACADEMIC COURSES

6th, 7th, and 8th Grade

Core Curriculum Course Descriptions – 6th Grade

6th English Language Arts

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

6th Social Science

This year-long course focuses on the California Grade Six Content Standards which are focused on ancient civilizations and geography. Students will learn to research, find evidential support, think critically and organize information within a historical perspective. Students read written primary and secondary sources, learn how to analyze multiple points of view, cite evidence from sources, and make claims in writing and speaking based on evidence.

6th 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 7, Accelerated 7/8, or Algebra

Students who test out of Honors Math 6 may be placed in Honors Math 7, 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. Algebra curriculum follows completion of 8th grade math curriculum. The course description is noted below.

Algebra

Algebra 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 6

This course is available to 6th grade students who are bridging from 5th grade and may need additional assistance as they make a successful transition to 6th grade. It is designed to support success in academic classes with an emphasis on fundamental academic skill development and literacy. Placement will be based on academic progress as measured by subject matter assessments and academic skill sets, and counselor and teacher recommendation. When a student is recommended for this course the school counselor and/or a teacher will contact the parent to discuss placement.

6th 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 may be purchased through the school, if desired. A solid gray, royal blue, black shirt or any U-PREP tee shirt can be worn. Solid gray, royal blue or black athletic shorts or sweats or solid black leggings can be worn. Proper footwear for activities must be worn. Spandex tank tops, boots, sandals, or crocs are not permitted. Note: Students in Dance are not required to take PE.

ROTA (6th 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 6th grade students, Reach Higher U-Prep; this is a college and career readiness course designed to assist students in achieving success at U-Prep (keyboarding and basic computer skills are included). Other courses taught during quarterly rotations may include: Performing Arts, Geography, Foreign Language, Life Skills, Creative writing, Technology or Music.

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

6th Grade Electives

Elective choices for 6th grade students are: Junior High Art, Prep Band, Strings, Mixed Chorus, Junior High Computer Applications, Junior High Study Hall, Percussion Ensemble, Guitar *Dance, *Advanced Band, *Advanced Strings. Course descriptions for these classes are at the end of this section. *Requires audition for placement.

Core Curriculum Course Descriptions – 7th Grade

7th English Language Arts

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

7th History – Medieval and Early Modern Times

This year-long course focuses on the California Grade Seventh Content Standards which are focused on medieval and early modern times. Students read written primary and secondary sources, learn how to analyze multiple points of view, cite evidence from sources, and make claims in writing and speaking based on evidence. Students will demonstrate chronological and spatial thinking, and historical interpretation using research, evidence, and point of view.

7th 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 & 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. Algebra curriculum follows completion of 8th grade math curriculum. The course description is noted below.

Algebra I

Algebra 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.

Geometry

Geometry is a year-long course that reviews and builds upon the geometric concepts of previous math courses. It emphasizes big ideas in an integrated algebra/geometry context. Key concepts included in the course are as follows: transformations and symmetry, relationships between figures, properties of plane figures, investigation and proof, geometric construction, and probability. The course encourages and guides the student in the discovery of new geometric concepts, and stresses the ability to reason logically and think critically.

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 7

This course is available to 7th grade students who are bridging from 6th grade and may need additional assistance as they make a successful transition to 7th grade. It is designed to support success in academic classes with an emphasis on fundamental academic skill development and literacy. Placement will be based on academic progress as measured by subject matter assessments and academic skill sets, and counselor and teacher recommendation. When a student is recommended for this course the school counselor and/or a teacher will contact the parent to discuss placement.

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 foreign languages are introduced through the study of prefixes, suffixes, Latin root words, and English derivatives.

Latin I

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

7th/8th 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. Students are required to wear a P.E. uniform. Uniforms may be purchased through the school, if desired. A solid gray, royal blue, black shirt or any U-PREP tee shirt can be worn. Solid gray, royal blue or black athletic shorts or sweats or solid black leggings can be worn. Proper footwear for activities must be worn. Spandex tank tops, boots, sandals, or crocs are not permitted.

Note: 7th Grade students who are enrolled in Dance are not required take PE. Fitness PE and Basketball PE classes are also options for 7th graders to fulfill their physical education requirement.

7th/8th 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. Students are required to wear a P.E. uniform. Uniforms may be purchased through the school, if desired. A solid gray, royal blue, black shirt or any U-PREP tee shirt can be worn. Solid gray, royal blue or black athletic shorts or sweats or solid black leggings can be worn. Proper footwear for activities must be worn. Spandex tank tops, boots, sandals, or crocs are not permitted.

Prerequisites: Open to Grades 7-8

7th/8th Basketball PE

Basketball Focused 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. Students are required to wear a P.E. uniform. Uniforms may be purchased through the school, if desired. A solid gray, royal blue, black shirt or any U-PREP tee shirt can be worn. Solid gray, royal blue or black athletic shorts or sweats or solid black leggings can be worn. Proper footwear for activities must be worn. Spandex tank tops, boots, sandals, or crocs are not permitted.

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

7th Grade Electives

Junior high electives are listed at the end of this section.

Core Curriculum Course Descriptions – 8th Grade

8th English Language Arts

This year-long 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.

8th United States History

This year-long course focuses on the California Grade Eighth Content Standards which are focused on United States history and geography. The course of study begins with a review of the major ideas, issues, and events that shaped the founding of the nation. Students read written primary and secondary sources, learn how to analyze multiple points of view, cite evidence from sources, and make claims in writing and speaking based on evidence.

8th 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 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.

Algebra I

Algebra I is a year-long 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.

Geometry

Geometry is a year-long course that reviews and builds upon the geometric concepts of previous math courses. It emphasizes big ideas in an integrated algebra/geometry context. Key concepts included in the course are as follows: transformations and symmetry, relationships between figures, properties of plane figures, investigation and proof, geometric construction, and probability. The course encourages and guides the student in the discovery of new geometric concepts, and stresses the ability to reason logically and think critically.

Algebra II

The Algebra II course extends students' understanding of functions and real numbers and increases the tools students have for modeling the real world. Students in Algebra II extend their notion of number to include complex numbers and see how the introduction of this set of numbers yields the solutions of polynomial equations and the Fundamental Theorem of Algebra. Students deepen their understanding of the concept of function and apply equation-solving and function concepts to many different types of functions. The system of polynomial functions, analogous to integers, is extended to the field of rational functions, which is analogous to rational numbers. Students explore the relationship between exponential functions and their inverses, the logarithmic functions. Trigonometric functions are extended to all real numbers, and their graphs and properties are studied. Knowledge of statistics is extended to include understanding the normal distribution, and students are challenged to make inferences based on sampling, experiments, and observational studies.

Latin I

This course provides students with a solid foundation in the Latin language and related English grammar. 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, philosophy, culture, mythology, engineering, architecture, government and how the achievements of the ancient Romans have influenced the world.

Prerequisite: Prep Latin or teacher recommendation

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

7th/8th PE

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. Students are required to wear a P.E. uniform. Uniforms may be purchased through the school, if desired. A solid gray, royal blue, black shirt or any U-PREP tee shirt can be worn. Solid gray, royal blue or black athletic shorts or sweats or solid black leggings can be worn. Proper footwear for activities must be worn. Spandex tank tops, boots, sandals, or crocs are not permitted.

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

7th/8th 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. Students are required to wear a P.E. uniform. Uniforms may be purchased through the school, if desired. A solid gray, royal blue, black shirt or any U-PREP tee shirt can be worn. Solid gray, royal blue or black athletic shorts or sweats or solid black leggings can be worn. Proper footwear for activities must be worn. Spandex tank tops, boots, sandals, or crocs are not permitted.

Prerequisites: Open to Grades 7-8

7th/8th 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. Students are required to wear a P.E. uniform. Uniforms may be purchased through the school, if desired. A solid gray, royal blue, black shirt or any U-PREP tee shirt can be worn. Solid gray, royal blue or black athletic shorts or sweats or solid black leggings can be worn. Proper footwear for activities must be worn. Spandex tank tops, boots, sandals, or crocs are not permitted.

Prerequisites: Open to Grades 7-8

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

8th Grade Electives

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

Elective Offerings for 6th, 7th, and 8th Grade

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

Junior High Art I (6th - 7th Grades)

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

Junior High Art II (8th Grade only)

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.

Prerequisites: Art I

Prep Band (6th – 8th Grades)

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

Percussion Ensemble/ Drum Corp (6th – 8th Grades)

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

Concert Band – auditioned (6th – 8th 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 band members to practice at home and bring what they have learned to daily rehearsal.

Jazz Band – auditioned (6th – 8th 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 (6th – 8th Grades)

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

Strings (6th – 8th 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 (6th – 8th Grades)

Guitar I is a year-long course. This course is designed to teach students the basics of guitar. Students will learn maintenance, including tuning, changing strings, and the function of the parts of the guitar. Skills such as reading tablature and basic chord charts will be taught to address musical techniques such as

picking/strumming with rhythm, maintaining a steady tempo, and playing a melody. Basic guitar theory of chord changes, keys, and scales will be a common theme addressed in a variety of songs. Students will be evaluated based on performance, growth, and effort. Students will also learn the history of the guitar including its significance throughout history and its impact on modern American culture. Students are expected to come to class everyday prepared to play guitar. Assignments will be posted through Google Classroom and students will be expected to access it daily during class to practice the material. With any new skill, practice is key in improving; if a student does not have a guitar of their own, there will be a classroom guitars available for check out to practice at home.

Introduction to Music Production (8th Grade)

This year-long elective course is available for 8th – 12th 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 (6th – 8th Grades)

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

Choraliers – auditioned (8th Grade)

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.

Peer Mentoring (8th Grade)

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:* Teacher or counselor recommendation, open to grade 8.

This is a year-long course.

Junior High Study Hall (7th – 8th Grades)

This class is designed to give students additional time in their day to complete homework, prepare/study for other courses, and improve their ability to manage academic demands against extra/co-curricular commitments.

Beginning/Intermediate Dance (Dance I, II, III) (6th – 8th Grades)

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) (6th – 8th Grades)

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

Junior High Computer Applications (6th – 8th Grades)

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.

Sustainable Living (7th – 8th Grades)

This is a hands-on course that will introduce students from the basics of plants and why they are important -- all the way to the production of fruit. Students will understand composting and why it's an important skill. Students will learn about soil composition, plant propagation, the proper care of seedlings and native plants. Other topics include gardening basics, soil, landscaping maintenance, pest/disease control, and solutions to other problems.

Student Government Leadership (7th – 8th Grades)

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

Yearbook Elective (8th Grade)

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.

Prerequisite: Interview/Application

ACADEMIC COURSES

High School

ENGLISH

Honors English I

This course places students on a path to college readiness with opportunities to engage deeply with texts, motivating problems to solve, and key concepts that focus on content and skills. Curriculum will focus on close, critical reading and analytical writing, while still maintaining a balance of genres. Readers learn to observe small details within a text to arrive at a deeper understanding of the whole. Students will also learn how to discern and appreciate authors' subtle choices, developing an awareness of how words produce effects and how the conventions of the English language are used for both precision and style. Students will move through the writing process focusing on language conventions, building paragraphs, and well-organized essays. Meets UC and CSU requirements.

Prerequisites: None. Open to 9th grade

Honors English II (HONORS DESIGNATION)

Honors English II builds upon students' foundation of critical reading and analytical writing skills in preparation for Advanced Placement coursework. Students analyze the elements of literature and nonfiction through investigative journalism, essays, articles, historical documents, a novel, drama, poetry and short stories. As they develop rhetorical writing skills and respond to claims, students learn to refine arguments and organize evidence to skillfully support a position. Students build writing and speaking skills in journals, discussions, free response, and essays, learning to communicate clearly and credibly in narrative, argumentative and explanatory styles. Each semester culminates in a complex final project and comprehensive written exam that allows students to demonstrate higher order thinking skills, problem solving, critical thinking, and investigation and inquiry techniques. Meets UC and CSU requirements.

Prerequisites: None. Open to 10th grade

***AP English Language and Composition; ENG 1A Dual Enrolled (HONORS DESIGNATION)**

This Advanced Placement English language and college composition course develops the reading, critical thinking, and writing skills of students, emphasizing expository and argumentative writing as well as research and documentation skills. Students will 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 AP exam. Meets UC and CSU requirements.

***Shasta College Dual Enrollment Eligible**

Prerequisites: None. Open to 11th grade

***AP English Literature and Composition; ENG 1B Dual Enrolled (HONORS DESIGNATION)**

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.

Meets UC and CSU requirements.

***Shasta College Dual Enrollment Eligible**

Prerequisites: None. Open to 12th grade

Journalism/Yearbook

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. Meets UC and CSU VAPA requirements.

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

SOCIAL SCIENCE

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

AP Human Geography (HONORS DESIGNATION)

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 World: Modern: HIST 3 Dual Enrolled(HONORS DESIGNATION)**

AP World: Modern includes all of the Honors World History units, topics and historical thinking skill development, in more depth, but focuses more heavily on primary source reading, historical research, and written analysis and argumentation. Students enrolled in the AP course are expected to spend more time, both in class and independently, reading, analyzing text, and writing in order to properly prepare for the AP exam. Meets UC and CSU requirements.

****Shasta College Dual Enrollment Eligible***

Prerequisites: Open to grade 10.

AP U.S. History (HONORS DESIGNATION)

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 are taught the historical thinking skills of causation, comparison, periodization, continuity and change, argumentation, contextualization and synthesis. 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 11th grade.

AP United States Government and Politics (semester-long course) (HONORS DESIGNATION)

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

Prerequisites: Open to 12th grade.

***AP Microeconomics; ECON 1A Dual Enrolled (HONORS DESIGNATION)**

This semester-long AP course in microeconomics is 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. Meets UC and CSU requirements.

****Shasta College Dual Enrollment Eligible***

Prerequisites: Open to 12th grade.

AP Psychology – Elective Course (HONORS DESIGNATION)

The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. Through the course, students will be prepared to take the College Board Advanced Placement exam, and possibly receive college course credit. This course covers the following topics: History and Approaches, Research Methods, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Psychology, Treatment of Psychological Disorders, and Social Psychology. Meets UC and CSU requirements.

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

MATHEMATICS

The cumulative and sequential nature of mathematics is such that a student must be certain that he/she is well prepared before taking any given course. 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. Students are recommended for math courses in accordance with the policies and procedures outlined in the adopted U-Prep Mathematics Placement Policy. Thirty (30) units of mathematics are required for graduation; students must complete two advanced courses in mathematics for graduation. *Students are strongly recommended to take four years of math, pursuing additional advanced math courses (e.g. AP Statistics, Trig/Pre-Calculus, AP Calculus AB and BC).*

Algebra I

Algebra I 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.

Meets UC and CSU requirements

Geometry

Geometry is a one-year course that reviews and builds upon the geometric concepts of previous math courses. It emphasizes big ideas in an integrated algebra/geometry context. Key concepts included in the course are as follows: transformations and symmetry, relationships between figures, properties of plane figures, investigation and proof, geometric construction, and probability. The course encourages and guides the student in the discovery of new geometric concepts, and stresses the ability to reason logically and think critically.

Meets UC and CSU requirements

Prerequisites: Algebra

Algebra II

The Algebra II course extends students' understanding of functions and real numbers and increases the tools students have for modeling the real world. Students in Algebra II extend their notion of number to

include complex numbers and see how the introduction of this set of numbers yields the solutions of polynomial equations and the Fundamental Theorem of Algebra. Students deepen their understanding of the concept of function and apply equation-solving and function concepts to many different types of functions. The system of polynomial functions, analogous to integers, is extended to the field of rational functions, which is analogous to rational numbers. Students explore the relationship between exponential functions and their inverses, the logarithmic functions. Trigonometric functions are extended to all real numbers, and their graphs and properties are studied. Knowledge of statistics is extended to include understanding the normal distribution, and students are challenged to make inferences based on sampling, experiments, and observational studies.

Meets UC and CSU requirements

Prerequisites: Geometry

***Trig/Precalculus; MATH 2A/2B Dual Enrolled (HONORS DESIGNATION)**

This course is to prepare the student for AP Calculus AB 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: Algebra II

AP Statistics (HONORS DESIGNATION)

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: Algebra II

AP Calculus AB (HONORS DESIGNATION)

The 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

AP Calculus BC (HONORS DESIGNATION)

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. Students are expected to work with functions giving by an equation, graph, table, or a description of its properties. 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'Hôpital'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

SCIENCE

Pre-AP Biology*

Pre-AP 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. Pre-AP Biology is recommended for students planning to enroll in Chemistry, Physics, or Anatomy and Physiology. Meets UC and CSU requirements.

Prerequisites: Concurrently taking Algebra I

**Sexual Health Education, including AIDS/HIV prevention instruction, is a component of this course.*

AP Biology (HONORS DESIGNATION)

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.

Meets UC and CSU requirements.

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

Honors Chemistry (HONORS DESIGNATION)

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: Algebra I Grade C or better and concurrently in Geometry

Physics

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

Meets UC and CSU requirements.

Prerequisites: Algebra I and concurrently in Geometry

***AP Physics 1; PHYS 2A Dual Enrolled (HONORS DESIGNATION)**

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 I 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 Algebra II, Trig/Pre-Calculus or AP Calculus

***AP Physics 2; PHYS 2B Dual Enrolled (HONORS DESIGNATION)**

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

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 out complex functions. 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. Meets UC and CSU requirements.

Prerequisites: Pre-AP Biology with a grade of C or better, open to grades 11-12. Chemistry is highly recommended.

AP Environmental Science (HONORS DESIGNATION)

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

AP Computer Science Principles (HONORS DESIGNATION)

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. Meets UC and CSU requirements.

Prerequisites: Successful completion of Algebra I with a strong foundation in basic algebraic concepts dealing with function notation. Students should also be able to use a Cartesian (x, y) coordinate system to

represent points on a plane. It is important that students understand that any significant computer science course builds on a foundation of mathematical reasoning that should be acquired before attempting the course.

Honors Earth and Planetary Science (HONORS DESIGNATION)

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. Meets UC and CSU requirements.

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

WORLD LANGUAGES

Two years of language are required for graduation, grades 9-12; three or four years are strongly recommended for attendance at UC/CSU universities. All Spanish, French, 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:

- *Interpersonal:* Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- *Interpretive:* Students understand and interpret written and spoken language on a variety of topics.
- *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 gain insight into a culture 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.

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.

Spanish IV/*Honors Spanish V (*HONORS DESIGNATION)

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

Latin I

This course provides students with a solid foundation in the Latin language and related English grammar. 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, philosophy, culture, mythology, engineering, architecture, government and how the achievements of the ancient Romans have influenced the world. Meets UC and CSU requirements.

Prerequisites: Open to all grades 8-12.

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, particularly the early Republic. Meets UC and CSU requirements.

Latin III

This course completes students' survey of Latin grammar, particularly the subjunctive and dependent clauses. By the end of this course, students will have the knowledge and vocabulary necessary to study original Latin texts and will be reading lightly adapted authentic Latin texts on historical topics. Students will continue to explore ancient Roman history, culture, literature, mythology, and government, with a particular emphasis on the collapse of the Republic that led to the civil wars. Students will also be introduced to basic elements of Latin poetry and verse. Meets UC and CSU requirements.

Honors Latin IV

In this course students apply their knowledge of Latin grammar to the increasingly complex periodic sentences and rhetoric of Julius Caesar himself. Students focus on reading the original text of Caesar's *Commentarii de Bello Gallico*, "Commentary on the Gallic War." Along with reading Caesar's description of his campaigns, students will delve deeper into the political context of the end of the Republic and examine Caesar as an historical figure. Additional prose readings from Classical, Medieval, and Renaissance Latin will supplement the readings to illustrate different prose styles and as dictated by interest. Meets UC and CSU requirements.

Prerequisites: Latin III.

AP Latin/Latin V (HONORS DESIGNATION)

This course combines with Latin IV to prepare students to take the AP exam. Building upon reading skills developed with prose authors, students will practice analyzing passages in literary, cultural, and historical terms, reading selections from Vergil's *Aeneid*, supplemented by other Latin verse. Students will also meet Rome's colorful cast of emperors while exploring the history and culture of the Principate.

Meets UC and CSU requirements.

Prerequisites: Latin IV.

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 gain insight into the culture of francophone countries of the world. Materials and methods used in this course meet the ACTFL standards. Meets UC and CSU requirements.

Prerequisites: None

French II: **French I Dual Enrolled**

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

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

Honors French IV (HONORS DESIGNATION)

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

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; **Mandarin I Dual Enrolled**

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

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

Mandarin IV

Mandarin 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

AP Chinese

The AP Chinese Language and Culture course in Mandarin Chinese emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations in the Intermediate to Pre-Advanced range as described in the

ACTFL Performance Descriptors for Language Learners. Taking a holistic approach to language proficiency and recognizing the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness, this course aims to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture. Students learn language structures in context and use them to convey meaning. It strives to promote both fluency and accuracy in language use and avoid overemphasis on grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Chinese. This course engages students in an exploration of culture in both contemporary and historical contexts, and develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Meets UC and CSU requirements.

Prerequisites: Mandarin III w/instructor approval or Mandarin IV

VISUAL ARTS

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 10th -12th grades.

Honors Art V

Students experience art through a series of projects that refine techniques at an advanced level and acquire and demonstrate advanced skills in 2 and 3 dimensional art as well as digital art production and printing. Two-dimensional mediums include: pencil and color pencil, pen and ink, collage, oil pastel,

traditional and digital printmaking, acrylic and watercolor painting. Three-dimensional mediums include: plaster, wire, wood, foam, and assemblage. Students advance their knowledge and perception in: composition, design, the elements of art, color mixing, brush handling, line quality, shading, and blending, as well as hand-building, addition and subtraction, kinetics, and high and low relief. Art history, vocabulary, and sketchbook drawings are standard weekly components of the class. Students maintain both a physical portfolio of works and a digital portfolio containing a current slide show of images, biographical material, web site affiliations, and an archive of all art works. Meets UC and CSU requirements.

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

AP Drawing, 2D, 3D (HONORS DESIGNATION)

Advanced Placement Drawing, 2D and 3D Studio Art is a college-based class designed for students who are interested in pursuing 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. Students 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. Meets UC and CSU requirements.

Prerequisites: Honors portfolio review and consent of instructor, Open to 11th -12th grades.

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 VAPA requirement.

Video Production/Journalism

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. Meets UC and CSU VAPA requirement.

PERFORMING ARTS - MUSIC

Intro to Music Production

This year-long elective course is available for 8th – 12th 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 school, 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 exam. School and community performances are a part of the course expectations. Meets UC and CSU requirements.

Prerequisites: Audition/Placement by Teacher

Choraliers

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

Concert Choir

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

Prerequisites: Audition/Placement by Teacher

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 6-12; Audition/Placement by Teacher

Guitar I

Guitar I is a yearlong course. This course is designed to teach students the basics of guitar. Students will learn maintenance, including tuning, changing strings, and the function of the parts of the guitar. Skills such as reading tablature and basic chord charts will be taught to address musical techniques such as picking/strumming with rhythm, maintaining a steady tempo, and playing a melody. Basic guitar theory of chord changes, keys, and scales will be a common theme addressed in a variety of songs. Students will be evaluated based on performance, growth, and effort. Students will also learn the history of the guitar including its significance throughout history and its impact on modern American culture. Students are expected to come to class everyday prepared to play guitar. Assignments will be posted through Google Classroom and students will be expected to access it daily during class to practice the material. With any new skill, practice is key in improving; if a student does not have a guitar of their own, there will be classroom guitars available for check out to practice at home. Meets UC and CSU requirements.

PERFORMING ARTS - DANCE

Dance courses also meet PE requirement. Elective credit applies in all grades.

Beginning/Intermediate Dance

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. Public performances are held at least twice during the school year. Dance history, injury prevention, nutrition, and analysis of dance are also components of this class. Meets UC and CSU requirements. *Prerequisite:* Audition for placement

Advanced Dance

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 for placement

PHYSICAL FITNESS AND HEALTH EDUCATION

Students are required to wear a P.E. uniform. Uniforms may be purchased through the school, if desired. A solid gray, royal blue, black shirt or any U-PREP tee shirt can be worn. Solid gray, royal blue or black athletic shorts or sweats or solid black leggings can be worn. Proper footwear for activities must be worn. Spandex tank tops, boots, sandals, or crocs are not permitted. All freshmen are required to take a course that fulfills the PE requirement. All students are required to participate in the Fitness Gram Physical Fitness Test during their 9th grade year, regardless of the course they are enrolled in. 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 Student Support Services office by the last day of the school year in which the credit is being requested.

9th Physical Education Course 1

Lifetime sports and activities are emphasized in this curriculum. Students will acquire a working knowledge of physiology, anatomy, nutrition, and physical fitness. The goal is to instill good habits of fitness and a favorable attitude toward vigorous physical activity. The Fitness Gram Physical Fitness Test is administered to all 9th grade students twice a year with formal evaluations occurring during the spring semester. *NOTE:* All Freshmen are required to take P.E. unless there is a medical waiver.

Prerequisites: Open to 9th grade

10th-12th Physical Education Course 2

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 Training and Conditioning 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: Open to Grades 9-12

High School Fitness PE

High School 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 9-12

Basketball PE

Basketball PE is designed for basketball players looking to grow their skill level. It is an intermediate to advanced class that focuses on individual and team offense, footwork, shooting ball handling, and individual attack moves. Defensive footwork and positioning are also covered in the course. *Prerequisites:* Open to Grades 9-12

Medical Independent Study PE

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. 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. Medical Independent Study PE is a course that focuses on the study of nutrition, exercise and other related topics. 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.

ADDITIONAL HIGH SCHOOL ELECTIVE COURSES

AP Computer Science Principles (HONORS DESIGNATION)

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. Meets UC and CSU requirements.

Prerequisites: Successful completion of Algebra I with a strong foundation in basic algebraic concepts dealing with function notation. Students should also be able to use a Cartesian (x, y) coordinate system to represent points on a plane. It is important that students understand that any significant computer science course builds on a foundation of mathematical reasoning that should be acquired before attempting the course.

Student Government (ASB)

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. Meets UC and CSU requirements

Senior Life Skills

This course provides essential resources and tips for soon-to-be college freshmen. Key areas of focus include personal finance and investing, dorm life and housing, extended exploration of college and career topics including financial aid, management of physical-social-emotional health and well-being, internship programs, employment and the workforce, relationships and networking, adulthood, and preparing for the real world after post-secondary graduation.

Business Management & Leadership

Skilled leaders motivate people or groups to achieve a common goal. Skilled managers plan, organize, staff, direct, and control an organization or group for the purpose of accomplishing a goal using available resources efficiently and effectively. This course explores leadership styles and economics, personal finance and soft skills, while providing a background in business. Key assignments in this course require students to develop business documents and a marketing plan, practice accounting skills, customer service, and financial literacy. Activities encourage career and college planning: prepare students for post-secondary Business courses and successful participation in the student-led business organizations. Several resources and projects will prepare students to become community-minded business leaders in a global society through relevant career preparation and leadership experience.

Meets UC and CSU Requirements

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 10-12.

High School Study Hall

Students receive elective credit for Study Hall.

Prerequisites: Open to grades 9-12

Teacher Assistant

Prerequisites: Open to grades 10-12

TA/Main Office

Prerequisites: Open to grades 10-12

ADDITIONAL HIGH SCHOOL REQUIREMENTS

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 curriculum is required for high school graduation and students will complete the requirement during their senior year.

Required in Grade 12,



Rochelle Angley
Superintendent/Principal
Monica Cabral
Associate Principal
Barbara Reuss
Assistant Principal

School Board: President – **Sue Brix** ♦ Members –**Mike Littau, Susan Saephanh, Mike Stuart**

**Request for COLLEGE PREP DESIGNATION
2024-2025**

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 World History-Modern**
- **AP U.S. History**
- **AP American Government**
- **AP Economics (If NOT taking for Dual Enrollment Credit)**
- **AP English Language & Culture (If NOT taking for Dual Enrollment Credit)**
- **AP English Literature & Composition (If NOT taking for Dual Enrollment Credit)**

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.

Please Note:

- 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).
- Students may not receive CP designation if they are taking the course for dual enrollment credit.

REQUESTING CP DESIGNATION: Students have the opportunity to submit for CP designation for each grading period. The deadline for requesting CP designation is at the end of Fall and Spring semester.

Student Name: _____ Grade: _____ Date: _____

Course Title/s: _____

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: _____