



Horizons School: Center for Independent Study

Addendum to the Master Agreement

2017-2018



WASC Accredited

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School Overview

Description of Independent Study

The Horizons School: Center for Independent Study is a school in which students work on assignments at home or at the Horizons School Center. The heart of independent study is student learning and building a strong student-teacher relationship through weekly meetings.

Mission

At Horizons School, our mission is to assist in the education of independent high school students and TK-12 families. Horizons School prepares students to succeed in their education, graduate high school, pursue post-secondary options and become productive citizens.

Schoolwide Learning Outcomes

Horizons School will prepare its graduates to be:

1. CRITICAL THINKERS who:
 - Research and analyze using multiple resources
 - Analyze media including television, print, and electronic sources to arrive at a valid interpretation on information
 - Independently consider alternative approaches and potential outcomes
 - Use thinking skills to make beneficial life choices
2. SELF-DIRECTED, LIFELONG LEARNERS who:
 - Understand how they learn, set goals, accept responsibility and keep commitments as part of their own success
 - Welcome and explore new challenges while adapting to and becoming involved with the world's changing issues and interdependence
 - Dream, plan, pursue and achieve personal, academic and career goals
 - Seek their potential for physical and emotional well-being with a strong sense of self-confidence
3. EFFECTIVE AND DISCERNING COMMUNICATORS who:
 - Understand written, auditory and visual material
 - Develop an awareness and consideration of the diversity within our local and global communities and our environmental interdependence
 - Express ideas, thoughts, feelings, and beliefs in a variety of ways
 - Utilize ever changing technology and research ethically and responsibly
4. CONTRIBUTING MEMBERS OF OUR COMMUNITY who:
 - Respect and value the rights of self and each member of a diverse society
 - Work cooperatively with peers, parents, adult mentors and employers in both leadership and supporting roles
 - Participate in civic, artistic, and cultural activities with courage and self-confidence.
 - Transition successfully from school to career

Basic Requirements and Procedures for Independent Study

The Master Agreement: The Master Agreement must be reviewed and signed by all parties before any instruction may be given by the teacher. The date on the Master Agreement constitutes the first day of enrollment for the student. This agreement reviews California State Education Code and Mt. Diablo District Board Policies for meeting the requirements for Independent Study.

Teacher Recommendations for Courses: As the teacher also has the counseling role of preparing students for graduation, he/she will make recommendations for courses to be taken. If there is an instance where there is disagreement, the parent, student and teacher may sign a waiver form, acknowledging that the recommendation of the teacher is being waived.

Attendance and Work Completion (requirements & meetings): The student is responsible for attendance at weekly meetings. The teacher holds a time slot for each student. If an appointment will be missed, the student or parent needs to contact the teacher as far in advance as possible. The parent/guardian should make arrangements to bring in the work for that week and obtain new assignments. As school attendance is based on attending the weekly meeting and assignment completion, there are no absences which are considered excused.

Horizons School requires each student to be enrolled full time at Horizons, which is four or more courses. Students must be enrolled in a minimum of six high school courses at all times. Up to two of the courses may be taken at the residence comprehensive school with permission of that school's administrator.

Review of Student Progress: Student progress is reviewed throughout the year for completion on weekly assignments, assessment scores and attendance at meetings. The teacher works closely with parents/guardians to keep them informed of progress. The student will bring home an assignment sheet outlining the work to be completed for the next week. Grades and credits are assigned each quarter for work completed. Credits are based on evaluation of work completed and assessments. Progress Reports will be sent home every five weeks if there are concerns.

When any student fails to complete three consecutive independent study assignments in one attendance period, or misses two appointments without valid reasons, the parent will be informed in writing and a Truancy Meeting held with the parent and the student to discuss the teacher concerns. A written record of the meeting will be maintained in the student's permanent record. If the student does not improve, a second meeting will be held with the teacher and administrator where a decision will be made for continuance in the school. Continuous lack of progress may result in students being asked to move to another school site, referred to the MDUSD Student Attendance Review Board. Or Contra Costa County Court.

Recommendations for Courses Outside of Horizons School: CIS: Any course taken at another high school, adult school, or community college must be approved in advance. The student will need to coordinate with their teacher, office staff and advisors at the other school to assure all requirements are met. The office staff works will work with schools within the district to make sure that transcripts of completed courses appear on the student records.

In the case of community college – the student must enroll at the community college, determine courses to be taken with their teacher, and have a form signed by the administrator, in advance of the class being held. After completing the course, it is the responsibility of the student to bring an original sealed transcript to the office staff, in order to have it entered on the student's transcript.

Teacher Changes: The administrator and staff do their best to pair students with teachers. Because teachers work individually with students, there may occasional issues or conflicts. The student and parent/guardian should first meet with the teacher and try to reach a solution. Students and parents may request a change of teacher from the administrator if no solution can be reached. The administrator does not guarantee a request can be granted. If there is a case of discrimination or other substantive concern, please contact the administrator directly.

Student Services

Academic and Career Counseling: The Horizons School teachers do their best to help all students plan for their future and become aware of their career potential and opportunities. Academic planning for higher education includes information about courses needed for admission to colleges and universities, standardized admission tests, financial aid, scholarships and other post-secondary options. For more extensive assistance, Horizons School students also have rights to meet with Career Counselors at their comprehensive high school. The Career Counselors can help students establish immediate and long-range educational plans. They can work with students and parents/guardians to find the college which best fits the student academically, socially and financially. They also offer current information and guidance for college selections, standardized testing, financial aid, scholarships and career options.

District Dress Policy: Students at Horizons School are expected to dress with the knowledge that they will be meeting individually with a teacher. More professional clothing is encouraged. Clothing must not jeopardize the health and/or safety of the wearers or others; or cause distraction to the educational environment within the school. Any clothing which suggests alcohol, drug or tobacco use or advocacy, gang affiliation, weapons or violence, racial or general intolerance, or sexual content is prohibited. Students will be asked to change their attire or they may be sent home. Footwear must be worn at all times.

Opportunities for Interaction: Events are held throughout the school year in which Horizons School students can participate. Examples of these events include Back to School Orientation, Fine Arts Fair, Graduation Dessert, Returning Student Brunch, Book Club and field trips to see plays or visit museums.

Playing Sports at the Residence School: Students enrolled in Horizons School CIS or Home Study shall have access to participation in student athletics in their residence school if they enroll in and successfully complete at least two courses at the residence school. At least four courses must be completed successfully through Horizons School at all times. Students must meet all requirements such as minimum GPA and behavior citizenship requirements.

Dances and Enrichment at the Residence School: Students enrolled in Horizons School Center for Independent Study (CIS) shall have access to existing services and resources (including co-curricular and extra curricular activities) in their home school of residence if such services and resources are not provided at Horizons. All requirements such as minimum Grade Point Average (GPA) and behavior/citizenship requirements must be met.

Special Education and 504 Plans: Individuals with exceptional needs may participate in independent study if his/her Individualized Education Program (IEP) or 504 Plan specifically provides for that participation. The independent study administrator, or designee, should be involved in such meetings that might result in a student's enrollment in independent study.

District Non-Discrimination Policy: The Mt. Diablo Unified School District does not discriminate on the basis of race, color, national origin, gender, disability, age, marital status or religion in any of its policies, practices or procedures. This nondiscrimination policy complies with the requirements of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Act of 1990 and other Federal and State laws. Coverage applies to admission and access to, and treatment and employment, District programs and activities, including vocational education. The lack of English language skills will not be a barrier to admission and participation in the vocational education or any other district program. Students, parents or guardians, or any other individuals having questions or concerns regarding the Mt. Diablo Unified School District nondiscrimination policy or the filing of nondiscrimination complaints should contact: Director of Student Services: Felicia Stuckey-Smith (925) 682-8000, ext. 4069 1938 Carlotta Drive, Concord, CA 94519

Student, Parent/Guardian & Teacher - Rights and Responsibilities
from MDUSD Board of Education Policy – BP 6158

The student agrees to:

1. Read and understand the conditions listed on the Master Agreement
2. Voluntarily sign the independent study agreement
3. Abide by all terms of the independent study agreement
4. Complete all school intake processes
5. Notify school in advance for all planned missed school appointments
6. Complete and submit work assignments by the due date
7. Deal with incomplete assignments, as the teacher requires
8. Contact the teacher or school when assistance is needed
9. Ask for a classroom option whenever a student feels that independent study is not appropriate
10. There are no excused absences in independent study. Students are in violation of the independent study agreement and are subject to dismissal if they are late or absent from scheduled appointments or do not submit assigned work by the due dates.

The parent/guardian/caregiver must agree to:

1. Read and understand the conditions listed on the independent study agreement
2. Abide by the terms of the independent study agreement including a commitment to, and the support and guidance of, the student in independent study
3. Voluntarily sign the independent study agreement
4. Notify the school in advance when the student will be away from school
5. Ensure student completes all assignments by the due date
6. Ensure the student keeps all appointments
7. Furnish transportation to school when needed
8. Act as a support system for the student in the discipline of completing work independently
9. Understand they have the right to review the program of instruction and revoke the independent study agreement at any time

The duties of the supervising teachers shall include the following:

1. The teacher must assign courses in areas identified in California Education Code 44865.
2. The supervising teacher must design, assign, coordinate, evaluate the work and provide general supervision of the student's independent study agreement. The teacher shall:
 - a. Complete designated portions of the independent study agreement, accompanying documents, and required record keeping for student assignments and attendance credits.
 - b. Design a learning plan and assign appropriate student work that is comparable to classroom work.
 - c. Provide curriculum based on the district-approved course of study and content standards.
 - d. Supervise student's study and evaluate coursework completed by the student.
 - e. Assess all student work for attendance credit.
 - f. Select and save representative samples of the student's completed and evaluated assignments.
 - g. Maintain and keep current any required records and files.
 - h. Determine and assign grades or other approved measures of the student's achievement when appropriate.
 - i. Keep parents/guardians informed of the student's progress when appropriate.
 - j. Counsel and coach for the student's success.
 - k. Personally judge the time value of assigned work or work products completed and submitted by the students.

2017-18 Graduation Requirements

Course Areas	MDUSD Alternative High School Diploma	MDUSD Comprehensive High School Diploma	CSU/UC Minimum Admission Requirements (Grade of C or better in each course) (Also see: www.csumentor.edu or admission.universityofcalifornia.edu)
ENGLISH	English I - 10 credits	English I - 10 credits	English - 4 years
	English II - 10 credits	English II - 10 credits	
	English III - 10 credits	English III - 10 credits	
	English IV - 10 credits	English IV - 10 credits	
MATH	Algebra I/Math - 10 credits	Algebra I/Math - 10 credits	Math - 3 years <i>Algebra I, Geometry, Algebra II and beyond</i>
	Math - 10 credits	Math - 10 credits	
	Math - 10 credits	Math - 10 credits	
SOCIAL SCIENCE	World History - 10 credits	World History - 10 credits	History/Social Science - 2 years <i>1 Year - World History</i> <i>1 Year - U.S. History</i>
	US History - 10 credits	US History - 10 credits	
	US Government - 5 credits	US Government - 5 credits	
	Economics - 5 credits	Economics - 5 credits	
SCIENCE	Life/Bio - 10 credits	Life/Bio - 10 credits	Laboratory Science – 2 years <i>3 years recommended</i> <i>Biology, Chemistry and Physics</i>
	Physical/Earth - 10 credits	Physical/Earth - 10 credits	
FINE ARTS/ FOR. LANG./ CAREER & TECH ED (10 credits each in two areas)	Fine Arts - 10 credits	Fine Arts - 10 credits	Visual and Perf. Arts – 1 year
	Foreign Lang. - 10 credits	Foreign Lang. - 10 credits	Language Other than English – 2 years, 3 years recommended
	CTE - 10 credits	CTE - 10 credits	Career & Technical Education - Not Required
ELECTIVES	Electives – 60 credits	Electives – 60 credits	College-Preparatory Elective – 1 year One additional year in one of the six course areas above
PHYSICAL EDUCATION	Not Required	PE – 20 credits	Physical Education – not required
TOTAL CREDITS NEEDED	200 Credits	220 Credits	160 Credits <u>AND</u> High School Diploma

Course Information

(For complete syllabi – go to horizonscis.com)

Instructional Methodologies: Independent study is an alternative instructional strategy, not an alternative curriculum. The student must continue to meet all high school graduation requirements and curriculum standards for MDUSD and California. It does provide the opportunity for the teacher to design a program of study that is more responsive to the academic, personal, and social needs of the individual students than some traditional approaches. This option allows students the freedom to explore, research, and develop skills based on their individual needs and interests. The student will be asked to complete the activities that go with assigned readings or research and demonstrate through an appropriate assessment process that skills have been learned and knowledge has been obtained. The student must demonstrate competency in the subject area that indicates the student is ready for the next step in the educational process.

Textbooks and Resources: The student has access to a number of resources. Books and materials are checked out to the student and must be returned when the course is completed. Student is responsible for all lost or damaged materials. Current textbook include additional materials including workbooks, CD/DVD, and publisher web sites. Information on each of these sites is available on the Horizons School: CIS website. The teacher also has resources available which will be shared with the student. The student or parent should contact the teacher if additional resources are needed.

Evaluation: Assessment is performance-based so that students have the opportunity to demonstrate knowledge and skills by performing tasks directly related to established standards. Although at times multiple-choice tests are used, more emphasis will be placed on assessment that requires students to demonstrate more explicitly that they can use their knowledge to solve problems and communicate the results of their learning, including writing across the curriculum, assessments by oral, written, or technology presentations, essays, portfolios, projects, photographic journals, and laboratory reports.

Credits: Academic credit is based on completed work and the level of mastery that the student displays. This does not mean simply to “complete this book, answer the questions, complete a test and you’ll earn one unit of credit”. The student must demonstrate competency in the subject area that indicates the student is ready for the next step in the educational process. Credits can only be assigned for completed work. Reassigned/make up work may be given credit only for the amount of hours in the initial week when it was assigned.

Grades: The teacher will base grades on a variety of assignments and assessments that meet the standards of MDUSD and the state of California. Grades shall be reported as follows (MDUSD Board Policy AR 5121).

A (90-100%) Outstanding Achievement

B (80-89%) Above Average Achievement

C (70-79%) Average Achievement

D (60-69%) Below Average Achievement

F (0-59%) Little or No Achievement

Course Completion: All courses are designed with a scope and sequence that allow their completion within a school year. The student must keep pace with weekly assignments in order to finish on time. Work that is not completed will be reassigned.

District Adopted Textbooks and Materials: Students will be issued textbooks at the start of each course. All ancillary materials will be issued as needed based on the assignments. All textbooks and materials are to be returned at the end of the school year, or earlier if the student has completed the course.

COURSE DESCRIPTIONS

English

ENGLISH I - Grade 9

English I is a required one-year freshman class designed to help students continue development in the language arts: reading, writing, speaking, and listening. This course includes instruction in composition, spelling, vocabulary, grammar, and the interpretation of literature. Skills and concepts are presented in an integrated way to be mutually emphasized and to align with the state and district adopted standards.

ENGLISH II – Grade 10

English II is a required one-year sophomore class. This course continues the emphasis on the four language arts: reading, writing, speaking, and listening. Additional exposure to various types of literature and continued emphasis on developing written expression are stressed. Skills and concepts are taught in an integrated way to be mutually emphasized.

ENGLISH III – Grade 11

English III is a required junior class. This course will enable students to continue developing their abilities in the skills of English. Works of literature, with an emphasis on American authors, will be studied; composition work will emphasize developing ability in a variety of written modes. Skills and concepts are taught in an integrated way to be mutually emphasized.

ENGLISH IV – Grade 12

English IV is a required one-year senior class. In this course students will expand their knowledge of the classics, modern works of world literature, and non-fiction. This course focuses on close reading of literacy works and on advanced forms of composition with development of both style and precision. Skills and concepts are taught in an integrated way to be mutually reinforcing.

Mathematics

ALGEBRA 1 - Grades 9-12

This course covers the California State Mathematics Standards for Algebra I. Emphasis is on writing, solving, and graphing linear and quadratic equations. The ability to communicate mathematical reasoning and understanding will be incorporated into all math topics. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. This course is the first course in the three-year mathematics requirement for four-year college admission.

ALGEBRA 1A and 1B - Grades 9-12

This two year course covers the California State Mathematics Standards for Algebra I. Emphasis is on writing, solving, and graphing linear and quadratic equations. The ability to communicate mathematical reasoning and understanding will be incorporated into all math topics. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. These courses count as fulfilling the Algebra I requirement. These courses count as a single course in the three-year mathematics requirement for four-year college admission. It is anticipated that students will include two more years of math (Geometry and Algebra 2) if fulfilling UC/CSU A-G requirements.

GEOMETRY - Grades 9-12

This course provides the student with the knowledge of concepts and skills identified in the California State Mathematics Standards for Geometry. The ability to communicate mathematical reasoning and understanding will be incorporated in all math topics. In addition, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. This course is the second course in the three year mathematics requirement for four-year college admission.

ALGEBRA II - Grades 9-12

This course provided the student with the knowledge, concepts and skills identified in the California State Math Standards for Algebra II. The ability to communicate mathematical reasoning and understanding will be incorporated in all math topics. In addition, students will develop their ability to construct formal, logical arguments in algebraic settings and problems. This course is the third course in the three-year mathematics requirement for four- year college admission.

PERSONAL FINANCE - Grades 9-12

This comprehensive course covers career exploration, basic mathematical concepts, personal money management skills with introduction to applicable technology, research techniques, and problem-solving skills as each relates to personal finance. Specific topics include, but are not limited to, budgeting, tax preparation, banking, credit, purchasing a car, home ownership, insurance and investments. Students will leave this course with the knowledge and tools to be successful in their personal finances involving careers and everyday life.

Science

ENVIRONMENTAL SCIENCE – Grades 9-12 (Can count as a Life Science OR a Physical Science)

Environmental Science is the study of how humans affect and are affected by their environment. This course is designed to give the freshmen students an opportunity to acquire scientific background that will ensure success in their future science classes. Students will study the biological, chemical, geological and physical features of specific environments relative to equilibrium. Emphasis will be placed on laboratory skills, analytical thinking and the development of environmental awareness.

Life Science

BIOLOGY I – Grades 9-12

Biology is the study of living things and their relationships with other living things and with the physical environment. Included is the study of life processes such as growth, reproduction, and metabolism, and the flow of energy through living systems. Genetics, evolution of life forms, classification of living things, the structure and function of molecules, cells, tissues, organs and systems that make up living organisms, are also studied. Attention is given to the human species and its relationship to other life. Science attitudes, thinking processes and skills, and applications of science and technology to social problems and personal decision making are emphasized.

ANATOMY & PHYSIOLOGY – Grades 9-12

This is a laboratory course that includes a detailed and comprehensive study of the structure and function of cells, tissues organs and systems of the human body. Concepts from the physical sciences are developed and applied as needed. Science attitudes, thinking processes, laboratory and communication skills and technology are incorporated. Personal as well as global health issues are emphasized.

Physical Science

CHEMISTRY I – Grades 10-12

Chemistry is the study of the structure of matter – atoms, molecules, crystals, solutions - and how that structure is related to the properties and behavior of matter. A quantitative approach is used to investigate the processes that occur during chemical change, when matter changes its form, and with the energy that is always involved with those processes. Basic principles of chemistry are developed and applied to real life situations.

EARTH SCIENCE II (2390)

Students will learn about many topics including hurricanes, earthquakes, diamonds, volcanoes, ocean waves, black holes, planets, and the water cycle. The content includes major ideas selected from astronomy, geology, meteorology, oceanography, and cartography. Many basic concepts of chemistry and physics are also developed in the context of earth science topics. Scientific thinking processes and skills, as well as applications of science and technology to social problems and personal decision making, are emphasized.

Social Science

WORLD HISTORY – Grade 10

This course offers a study of world civilization with an emphasis on cultures from the mid-18th through the 20th centuries. It will also integrate trends from previous periods as a way of developing appropriate historical context. Students will have opportunities to study significant historical developments and events during these periods; students will also demonstrate competency in thinking historically, understanding the relationship between the individual and community, and in applying the social science method.

UNITED STATES HISTORY – Grade 11

The primary focus of this course will be to explore the major events, personalities, social, cultural, political, economic and technological changes that have shaped United States history in the 20th century. Students will develop a sense of historical connection and an appreciation of historical time, involving the concepts of the past, present, and future. Students will expand their historical literacy regarding twentieth century United States history. Finally, the course will promote democratic values and good citizenship through its examination of the evolution, effectiveness and abuse of democratic institutions in America.

Social Science *(continued)*

UNITED STATES GOVERNMENT – Grade 12

The semester of government course will study the basic structure of American government, exploring what the role of government should be under our constitutional system. Supporting objectives include historical political theories essential to the establishment of our system of government, supplemented by the social, economic, and religious institutions which influenced it. Further, an objective is to expose students to participatory government experiences leading to an informed electorate, capable of taking responsibility and leadership in society.

ECONOMICS I – Grade 12

The semester of economics course will explore the basic principles and operations of the free market economy in the context of choices among scarce resources. Further, students will gain understanding of our role in the global economy, illustrating our interdependence. Lastly, students will develop skills for personal economics.

Visual and Performing Arts

ART I & II – Grades 9-12

Art is a class that introduces students to the elements of art and principles of design. The history and criticism of visual arts are presented through the use of projects, lectures, films, and slides. This class provides a basic understanding of how to see, evaluate, and interpret experience through a variety of media. The student will respond to, analyze, and make judgments about form, content, techniques, and purpose in works of art as evidenced by creation/evaluation of portfolios. Basic tools and techniques are explained, demonstrated, and practiced to promote creative expression through active student participation.

MULTIMEDIA I & II – Grades 9-12

A one-year course that introduces the computer as a tool for art. Students practice art/design principles and arts/media/entertainment career skills while using new media (computers, digital cameras, tablets, scanners, etc.) to produce their own original art projects. In this hands on studio class, students learn to manipulate various technologies to create beginning level graphics, design, film and audio. Students will begin to manipulate photography and other raster graphics; model basic objects in three-dimensions; shoot and edit basic film projects; plan, create and produce beginning digital audio projects; begin to create illustrations; design, stylize and manipulate text for print or digital distribution. Throughout the course, students develop as graphic designers, filmmakers, artistic collaborators and visual storytellers.

PHOTOGRAPHY ARTS I & II – Grades 9-12

Students will study the sensory, formal, expressive and aesthetic properties of photographic art and will examine closely the history and development of photography and its cultural dimensions. Students will be able to link photography to other art forms and disciplines and will understand its application to careers within contemporary society.

World Languages

FRENCH I & II – Grades 9-12

Level I French is a performance-based course in which student's use listening, speaking, and writing skills to begin to develop fluency in French. While using these skills in exploring a variety of familiar themes or topics, students build confidence and a solid foundation for future language learning. Students will communicate within the context of learned vocabulary and structure. They begin to understand the nature of language and recognize similarities and differences between target culture(s) and American culture. In a learning environment that is supportive of and conducive to the development of new perspectives, students may acquire intercultural awareness and experience personal and academic growth through positive personal interactions.

SPANISH I & II – Grades 9-12

Spanish is a performance-based course in which student's use listening, speaking, reading, and writing skills to begin to developing fluency in Spanish. While using these skills in exploring a variety of familiar themes or topics, students build confidence in a solid foundation for future language learning. Students will communicate within the context of learned vocabulary and structure. They begin understanding the nature of language and recognize similarities and differences between target culture(s) and American culture. In a learning environment that is supportive and conducive to the development of new perspectives, students may acquire intercultural awareness and experience personal and academic growth through positive personal interactions.

Career

SERVICE LEARNING – Grades 9-12

Service Learning is an instructional program that combines in-school learning with volunteer service in the community. In preparation, students raise their awareness of community issues, identify their interests, and explore community needs and resources. In the service component, students serve at various elementary school sites and nonprofit agencies to assist in the goals of the organization. During reflection, students examine their personal experiences and application of the knowledge gained to other situations, as well as the benefit their service has provided to the community. Students link the relevance of this learning to their overall academic growth.

WORK EXPERIENCE – Grades 9-12 (Students must be at least 16 years old)

Work Experience education is an instructional program that combines in-school learning with on-the-job training in the community. Students attend weekly seminars which cover areas of job search, retention and advancement; economic, career and self awareness; and other meaningful career related information.

Electives

(Please see the teacher for additional electives that can also meet the requirements for this category)

CITIZEN LAW A/B – Grades 9-12

This course is an introduction to the American Justice System. The course presents basic fundamentals of criminal and civil law. It also addresses trial procedures and the major institutions of the justice system. The course emphasizes an understanding of our legal system and an appreciation for its effectiveness. Students develop a framework for intelligent decision making, leadership, and responsibility as citizens in society.

FOODS I & II – Grades 9-12

Foods I and Foods II include the study of nutrition, consumer skills, and the selection, preparation and care of foods while reinforcing academic, leadership, technology and decision-making skills. Career pathways are reinforced throughout the course.

GEOGRAPHY – Grades 9-12

This course is the study of people, places, and the environment through the application of the five themes of geography. Students will investigate the interconnections between the environment and human activities and develop basic geographic skills. Students will study the physical aspects of our planet in order to more fully understand how these elements impact human society. This course aligns with and supports the MDUSD History/Social Science standards.

PERSONAL FITNESS – Grades 9-12

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardio-respiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training and overall fitness training and conditioning. Students will learn how to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Students will gain an awareness of the career paths related to personal fitness and conditioning.

PSYCHOLOGY – Grades 9-12

The major goal of psychology is to systematically study individual behavior and human mental processes to gain an understanding of the self and others. The course will explore cognitive aspects of the mind, or how humans think and feel about the world around them. The course will provide opportunities for students to become knowledgeable about the importance of attitudes, feelings, and values for themselves and others in determining human behavior; the scientific basis of behavior and the process of human development as a lifelong journey.

SOCIOLOGY – Grades 9-12

Sociology is the behavioral science that studies human society and social behavior. This course will make students aware of sociological forces that shape the structure of life in the United States and the world. The students will examine concepts such as family structure, culture, crime, adolescents, aging, and religion. They will also explore concepts relating to social change and world populations