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La Vida Means Life

La Vida Charter School
2023-2024
High School Program

Rationale

La Vida Charter School offers high school students a unique opportunity to combine Independent Study curriculum with on-site specialty classes; to develop individualized learning plans; to collaborate with parents, teachers, community mentors, and other students; and to integrate art and other creative expression into their learning experiences. High School students can also take college classes that count towards their High School Diploma as well as toward college credit.

The development and interweaving of each student's creativity, along with their quest for knowledge, is central to La Vida's approach to education. No one educational model fits all students. La Vida offers a variety of choices to accommodate high school students who wish to study independently. This includes a combination of site based and independent study options to fulfill the requirements for a high school diploma and meet the needs of those students bound for community colleges or technical institutions, as well as those seeking enrollment in 4-year universities. Students have the opportunity to create and develop projects and presentations, and design some or all of their electives according to their goals, interests, and capabilities.

La Vida Charter School will provide a Whole Child, Strengths Based approach to its curriculum. Teachers, in collaboration with parents and students, will accomplish this through studies and activities that address the developing human being and incorporate an artistic element to study and work.

Teachers and parents share a view of each adolescent as a developing being who needs not only opportunities to learn, but also ways to express his or her own uniqueness. This program places a high value on assisting students to realize and express their own intelligence, and to tackle the larger questions about the meaning and purpose of their lives, for only then can they make fulfilling life choices and authentic contributions. Students are encouraged to think for themselves, and express their values and visions by creating and/or collaborating in projects, presentations, and artistic experiences. At the same time, La Vida's program advocates a strong sense of community. It offers a variety of opportunities for students to participate in community-based learning experiences, including drawing on community members as teachers and mentors, and contributing to the community in the form of service.

Working together, La Vida high school teachers and parents will focus on the development of the whole student. Learning plans and approaches will address intellect, creativity, curiosity, self-awareness, character, values and relationships with peers, parents, teachers, mentors, younger children, and elders, at La Vida Charter School, at home, and within the larger community. The emphasis on individual attention and collaborative learning by La Vida teachers, parents and community mentors will guide and encourage students to reach for their highest goals. By combining academics, creative projects and individual choices, La Vida Charter School's high school program will enable its students to blossom into enthusiastic, responsible, and caring members of society.

Community Thursdays

As a way of building community and achieving units for Community Service or Humanities, La Vida has created an engaging social and educational day that incorporates integrated curriculum of cooking, culture and community service with peers.

- **Attendance is required for all High School Students:** Missed meetings could result in a warning letter.
- Community Thursdays occur four to five times in the year. All students should plan to arrive at 9:00 and stay until 12:45.

La Vida Graduation Requirements University Prep Diploma

235 Units

English	40 Units
Math	30 Units
Must Include:	
Algebra I – 10*	
Geometry - 10	
Algebra II – 10	
Science/Health	30 Units
Must include: 2 Lab Sciences & Health	
Biology w/Lab – 10	
Chemistry w/Lab – 10	
Health - 10	
Other advanced Lab Science – 10	
History	30 Units
World History/Cultures – 10	
Economics + Project – 5*	
Government – 5*	
US History – 10*	
Physical Education	20 Units
Foreign Language	20 Units
Visual/Performing Art	– 10
In same discipline for 2 trimesters	
Community Service	– 5
Technology / Computers	10 Units
Strongly recommended	
Electives	40 Units

- Required by State Law

La Vida Graduation Requirements General Studies Diploma

225 Units

English	30 Units*
Math	20 Units
Must include:	
Algebra I -10*	
Science/Health	25 Units
Physical Science	
Life Science	
Environmental Science	
Or another pre-approved Science	
Must include:	
Health – 5 units minimum	
History	30 Units
Geography or World History/Cultures – 10	
Economics + Project– 5*	
Government – 5*	
US History or American Studies – 10*	
Physical Education	20 Units
Business Studies	10 Units
Courses that have Business Applications	
Visual/Performing Art	– 10
(One 5 unit Career and Tech Ed class can be substituted.)	
Community Service	- 5
Electives	75 Units

Note: The California High School Exit Exam was suspended until 2019 or until a new test is instated.

Essential Studies Diploma

The Essential Studies Diploma was created with the encouragement of the California Department of Education to support students at risk of not graduating. This diploma track of (180 units) is available to students who have transferred in to La Vida Charter School in 11th or 12th grade and are behind in credits, making graduation doubtful.

Other students who would be eligible for the Essential Studies Diploma would be those students that are in foster care, that are homeless, or former juvenile court school students, or a child of a military family, a migratory child, or a newly arrived immigrant student in an English Language Learner program. This diploma is available to all Students with an IEP or 504.

20	Physical Education
10	One Year of a World Language or Visual/Performing Arts or Career & Tech Education (American Sign Language shall be considered a World Language)
2	Community Service
43	Electives: Vocational skills, including any combination of classes in industrial technology, agriculture, business studies, arts, education, and Career & Tech Ed, etc..
180 units total	

Essential Studies Diploma (180 Credits)

<u>Units</u>	<u>Coursework</u>
30	English
20	Math including Algebra If Algebra accomplished in 8 th grade, then 20 units above Algebra. Courses should show competency in basic math, number sense, conversions, percentages, weights and measures, proportions, rates, ratios, simple and compound interest, markup, angles, probability, word problems, graphs
25	Science/Health including Health Science (5) and two of the following: Physical Science, Biology or Life Science, Environmental Science or another pre-approved Science course
30	History including Economics (5), Government (5), U.S. History or American Studies (5) and Geography or World History (10)

Work Readiness Certificate

The Work Readiness Certificate is open to any high school student. This certificate does serve as the alternative to a high school diploma if the student is unsuccessful in Algebra I or the High School Exit Exam. Possession of the Work Readiness Certificate enhances opportunities for the student entering the job market and shows employers that he/she is ready to work.

To obtain a Work Readiness Certificate, the student is required to complete 225 units as described below; create a professional resume; present three letters of recommendation including one from an employer; complete three trimesters of the Work Experience course.

The required 225 units (those asterisked are required by State Law) are distributed as follows:

<u>Units</u>	<u>Coursework</u>
25	Vocational skills, including any combination of classes in industrial technology, agriculture, business, arts, education, and Career & Tech Ed, etc..
30	English
20	Math including competency in basic math, number sense, conversions, percentages, weights and measures, proportions, rates, ratios, simple and compound interest, markup, angles, probability, word problems, graphs
25	Science/Health including Health Science (5) and two of the following: Physical Science, Life Science, Environmental Science or another pre-approved Science course
30	History including Economics (5), Government (5), U.S. History or

American Studies (5) and Geography or World History (10)

20 Physical Education

10 Visual/Performing Arts
(One Career & Tech Ed class can be substituted for 5 units.)

5 Community Service

60 Electives

225 units total

Graduation Procedures

At the beginning of senior year, a final formal review of courses and requirements is conducted by the Educational Coordinator and Administration to verifyCo readiness and final steps toward graduation.

Required: Potential Graduates will have an exit interview with the La Vida Board of Directors at a regular meeting prior to the graduation ceremony. Students will be presented with reflective questions in advance about their path of independent study and education. Thoughtful and articulate responses are expected.

Students will also present their responses in writing to be published in the commencement program.

Economics Project equaling 1 credit to be presented to peers in May at the last Community Tuesday.

A fee of \$10 for graduating seniors is to be paid in March.

College Preparatory Courses

Students choosing a college preparatory academic plan must have at least 235 units to graduate and must take courses satisfying the a-g requirements, which are listed separately in this document. It is recommended that all students complete a course of college preparatory study in their 9th grade year. This includes English, Algebra 1, World History, Biology and Physical Education.

High School Enrollment in Community College Courses

On a La Vida approved basis, students may enroll in courses in the local community college to satisfy some of their high school graduation requirements. Students must be enrolled in at least 12 units per trimester at La Vida Charter School. Students who wish to enroll at a local community college must be concurrently enrolled in or have completed the 10-unit course at La Vida entitled Master Student. A 3 unit community college course is equivalent to 10 units at La Vida Charter School. It is recommended that students meet with a college guidance counselor regarding whether they may receive academic credit from both High School and college for the same course.

Advanced Placement or AP courses are available in all subjects for which students must qualify. These courses are rigorous, use college textbooks and help prepare students for passing advanced placement exams in the university system. In addition, specific courses taken at Mendocino College while in High School count and transfer as AP courses.

Physical Education

Students will create a plan for physical education, with teacher assistance and approval, for at least two of their four years of high school. Twenty trimester or trimester units of PE are required for a high school diploma. Students may enroll in an organized activity such as a sports team, gymnastics, dance, a martial art, aerobics, etc. in the local community. They may also develop an individual exercise plan. La Vida offers a California Content Standards aligned physical education class, which includes logging a variety of physical exercises and sports activities along with a health component.

Electives

A list of available elective courses appears in this document. Other courses may be added to the La Vida catalog of courses as desired by its students. Students can enroll in local area classes such as photography, pottery, theater, dance, etc. which meet regularly (at least once per week). Credit will be awarded towards a La Vida Charter School High School diploma based upon prior approval of the teacher and the number of hours of instruction per week. Student arranged and teacher approved instrumental or vocal music lessons may also qualify to meet fine arts elective requirements. For example, courses having one hour of instruction per week will earn one unit of credit per trimester. Students must submit a plan to their Educational Coordinator, EC, listing what the schedule is, what is the scope of the course, what will be covered, and how will they prove what they learned. How can they demonstrate their knowledge or their skills development.

On-Site Classes

La Vida on-site classes can function in two ways. They can be taken as a separate course receiving .25- 2 units, per trimester depending on the course design. The on-site classes can also be taken in conjunction with, and be included as partial course load for, a 3.3 trimester unit required class such as English, Algebra, Biology or World History, etc. Regular attendance is important and affects the trimester grade.

Community Service

Students are required to participate in 90 hours, or 5 units of community service over the course of 4 years. It is important to keep a log of these hours and a signed note from the project supervisor is required to fulfill the hourly obligation. A descriptive packet will be supplied by your EC. Community Thursdays can earn up to 1 unit per year.

Economics Project

A student designed Economics Project is a major work that should reflect a genuine interest on the part of the student and functions as the Benchmark Project for 12th grade. It is undertaken in the last trimester of senior year and is required for a high school diploma.

Independent Projects

Students are encouraged to design an Independent Projects for elective credits. The project must have goals and objectives and a formal outcome and be authorized by the Educational Coordinator.

College and Career Planning

The school has used different systems for career and college planning and offers a class on the topic in the spring. The school offers a Career and Technical Education Pathways for at least nine industrial sectors. Please note the many Career and Technical Education Classes are offered by Edgenuity starting on page 42. See also the Edgenuity brochure for the most up-to date listings.

Curriculum is a major expense for the school. Each high school set costs \$800- \$1,200 and the school suffers when books are not returned. La Vida may offer an incentive to encourage on time book returns. However, grades and transcripts are withheld until all books are returned. Last day to return books is the Thursday of the second week in June.

Transportation

To be successful, students must be able to meet with teachers and attend classes. On the Master Agreement Acknowledgement of Responsibilities, Parents sign that they understand that it is the parent's responsibility to supply transportation for their student. Please arrange appointments and schedules to accommodate and ensure students attend meetings and classes on time. Student success depends on it.

Computer and High Speed Internet

Students are expected to have access to a computer and high-speed internet to access a number of courses. If a computer and high-speed internet is not available at home, please make a plan for how the student will access them, such as at a family member's or the college. The school has a few laptops available for loan for students who qualify.

Parent Involvement

In order for students to be successful in independent study at La Vida, parents and guardians must be involved with their student's academic program. This means reviewing the weekly production of work, making sure it is complete before checking off and signing the Learning Log. In addition, Parents are required to attend one EC (Educational Coordinator) Meeting per month with their student and teacher.

SUGGESTED COURSE SELECTION**NINTH GRADE**

English 9	10 units
Algebra 1	10 units
World History	10 units
Environ. Science or Elective	10 units
Elective	10 units
Physical Education	10 units

TENTH GRADE

English 10	10 units
Geometry	10 units
Biology w/ Lab	10 units
Foreign Language Elective	10 units
Elective (Master Student)	10 units
Physical Education	10 units

ELEVENTH GRADE

American Literature	10 units
Algebra II	10 units
US History	10 units
Science	10 units
Art	10 units
Foreign Language Elective	10 units

TWELFTH GRADE

World Literature	10 units
Math or Science	10 units
U.S. Government & Econ.	10 units
Health	5 units
Elective	10 units
Elective	10 units

La Vida Charter School, High School Courses and College Accreditation.

Courses for which La Vida has been granted **University of California a-g accreditation status** are noted with an asterisk. Some Edgenuity Classes are also a-g accredited. Not all courses are a-g accredited. All courses are for one year and earn 10 units of credit towards graduation unless noted as a 5 unit course. Additional a-g accredited Edgenuity courses, including CTE courses, which can be found starting on page 42 and in the Edgenuity Brochure.

Social Studies

U. S. History and Geography*
 World History*
 US Government* - (Half year – 5units)
 Environmental Education Initiative Economics*
 Economics* (Half year,- 5 units)

Science

Environmental Science
 Anatomy and Physiology
 Biology with Lab*
 Chemistry with Lab*

Mathematics

Math Basics
 Applied Business Math
 Algebra I *
 Algebra I (Video Text Interactive)*
 Geometry*
 Algebra II*
 Advanced mathematics/Pre-calculus*
 Calculus*

Physical Education

Possible site based courses available
 Individual student designed program
 A community college course requirement.

English

English 9 *
 English 10*
 American Literature* (English 11)
 World Literature* (English 12)
 British Literature*
 Women in Literature*

Foreign Language

Spanish I *
 Spanish II*
 Spanish III*
 French I*
 French II*
 French III*
 See Also German, Latin
 And American Sign Language

Humanities

Psychology
 The 7 Habits of Highly
 Effective Teens
 Master Student

Transferability of Courses

La Vida is WASC Accredited which assures that courses are transferable to other high schools throughout the country.

Courses with an asterisk are accredited by the University of California and State University System to be college entrance prerequisites.

COURSE CATALOG CONTENTS

<u>SUBJECT/COURSE</u>	<u>SECTION/PAGE</u>
English	1.0
English 9	1.0
English 10	1.1
English 11 American Literature	1.2
English 12 World Literature	1.2
British Literature	1.2
Short Stories Online with Book Club Option	1.3
Common Core ELA- Online	1.3
 Mathematics	 2.0
Math Basics	2.0
Applied Business Math	2.0
Algebra I	2.1
Geometry	2.2
Algebra II	2.3
Advanced Math/Pre-Calculus	2.4
Calculus	2.4
 Science / Health	 3.0
Biology w/Lab	3.0
Chemistry w/Lab	3.0
Physics w/Lab	3.1
Anatomy/Physiology (Health)	3.1
Environmental Science	3.2
 History	 4.0
U.S. History/Geography	4.0
World History	4.0
American Government	4.1
Economics	4.1
 Foreign Language	 5.0
Latin I, II, III	5.0
Spanish I, II, III	5.1
French I, II, III	5.1
 Visual/Performing Arts	 6.0
Integrated Drawing	6.0
The Study of Art	6.0

Drawing and Design	6.0
Painting Course	6.0
Study of Music, Part I & II	6.0
Exploring Art Media	7.0
Lessons in Drawing	7.0

Electives

Photography	7.0
Psychology	7.0
The 7 Habits of Highly Successful Teens	7.0
Life Skills: Preparing for College	7.0
Life Skills: Personal Finance	7.0
Master Student	7.0
Organizational Skills	7.0
Career, College and Technical Education	7.0
Consumer and Family Science	7.0
Business Plans	7.0
Film Appreciation	7.0
Great Courses Economics, audio CD	7.0
Great Courses Intro to Geology, DVD	7.0
Great Courses Important Books that change your life, audio cd	7.0
Walking Through History Tour	7.0
Overcoming Adversity Series	7.0
Writing Short Fiction	7.0
Media Studies: Critical Analysis of Media and Culture	7.0

Online and Media Studies **7.0**

Edgenuity (online courses, both core and electives plus test prep)

Work Experience	7.0
Business Studies	
Career and Technical Education Pathways	7.0

ENGLISH

English 9 Intro to Literature and Composition

Course Code: 9105

Prerequisite: Successful completion of the competencies of 8th grade English

Length of Course: One Year

Year in School Taken: 9

Course Content

The student will read a variety of authors and genres and will write in response to the literature and to their own personal experience. Students read three assigned novels, and several others from a list of recommended books, explore poetry, read a play and enact a scene, strengthen grammar skills, and develop a variety of writing skills.

In alignment with California State Standards, this course will include, but not be limited to, the following areas of study:

- Reading-- The emphasis will be on word analysis, fluency and systematic vocabulary development. This includes comprehension, and literary response and analysis such as expressing purpose and characteristics of dramatic literature, comparing and contrasting themes, analyzing characters, examining literary devices, and recognizing how voice and persona affect characterization, tone and plot
- Writing strategies -- Students will develop a variety of writing skills (expository, interpretive, satire, and character portraits). Assignments will help develop the student's ability to write with organization and focus, use precise language, work with active and passive voice and develop main ideas with supporting evidence
- Grammar and Mechanics -- Correct use of clauses, phrases, capitalization, spelling and punctuation will be taught. Sentence construction and consistency of verb tenses, as well as proper formatting will also be stressed
- Oral Language -- Perfecting the art of oral presentations and dramatic performances will be a feature of this important aspect of language arts

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student's work
- Parent facilitator and teacher observation
- Student demonstrations
- Students grades
- Written examinations
- Research projects

Texts

Include but are not limited to:

- The Least You should Know About English, 7th edition, by Paige Wilson and Teresa F. Glazier
- A Wizard of Earthsea, by Ursula K. LeGuin
- Animal Farm, by George Orwell
- To Kill A Mockingbird, by Harper Lee
- Our Town, by Thornton Wilder
- Oak Meadow English 9 Syllabus

English 10 Literature and Composition II

Course Code: 9106

Prerequisite: English 9

Course Content

Length of Course: One year

Year in School Taken: 10

This course continues the development of writing skills started in English 9, and focuses on writing a wide variety of papers. In addition, students write two research papers following the traditional form. Grammar and punctuation skills are refined through written work. Students also read three assigned novels, and several others chosen from a teacher approved book list and explore poetry by a wide variety of authors. Reading comprehension and critical thinking are emphasized. Students will examine and clarify their values by exploring different types of literature.

In alignment with California State Standards, this course will include but not be limited to developing the following skills and proficiencies:

- Reading -- Students will develop increased vocabulary, understand word derivation, identify and use literal and figurative meanings of words, and interpret connotative meanings. Comprehension will be improved as the student learns to paraphrase ideas to demonstrate comprehension, and extend ideas through analysis, evaluation, and elaboration. Students will also develop skills in analyzing characters, compare and contrast themes and examine literary devices such as figurative language, imagery, allegory, and symbolism, as well as recognize how voice and persona affect characterization, tone and plot
- Writing--Writing strategies will be developed as the student demonstrates organization and focus, and increases the ability to use precise language, action verbs, sensory details, and appropriate modifiers. The ability to develop main ideas and emphasize supporting evidence will be stressed. Research writing will focus on using clear research questions and methods, citing sources, synthesizing information from sources and using appropriate conventions in the text, notes and bibliographies. The ability to integrate quotations into written text while maintaining flow of ideas will be developed
- Grammar and Mechanics -- Correct use of clauses, phrases, capitalization, spelling and punctuation will be stressed. Sentence construction and consistency of verb tenses, as well as proper formatting will be covered.
- Oral Language-- Students will have experiences delivering clear presentation, and improve the use of gestures, tone, and specific vocabulary to improve the art of persuasion as well as learning interviewing techniques.

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student's work
- Parent facilitator and teacher observation
- Student demonstrations
- Students grades
- Written examinations
- Research projects

Texts include but are not limited to:

- A Separate Peace, by John Knowles, 1985
- Huckleberry Finn, by Mark Twain
- Anthem, by Ann Rand, 1945
- Oak Meadow English 10 Syllabus

American Literature - English 11

Course Code: 9107

Prerequisite: English 10

Course Content

Year in School Taken: 11

Length of Course: One year required for graduation

Students read the thoughts and feelings of American men and women who have helped create and articulate the unique heritage of the American people and the rich fabric of their culture. Active reading and critical evaluation is emphasized. Students refine composition and presentation skills by writing essays (expository, interpretive, contrast/compare), magazine columns, travel guides, interviews, editorials, and speeches. In addition, students explore the works of modern American poets and write a literary research paper. Spelling, mechanics, and grammar are reinforced and refined throughout the course as each student advances through the pre-writing, writing, revising, and publishing stages of essay development. Students will read three assigned novels, and select other great American novels to read from an approved reading list.

In alignment with California State Standards, this course will include but not be limited to developing the following skills and proficiencies:

- Reading -- Comprehension, fluency and systematic vocabulary development will be improved through interpretation and development of a variety of reading material
- Writing -- Writing strategies will be improved by demonstrating organization and focus, and increasing the ability to use precise language, action verbs, sensory details, and appropriate modifiers. Research writing skills will be further developed. Evaluation and revision skills will be developed by focusing on organization, precise word choice, tone, and defining purpose and audience
- Grammar and Mechanics -- Students will demonstrate correct use of clauses, phrases, capitalization, spelling, punctuation and sentence construction. They will improve their use of proper formatting in spacing and margins, title page presentation, and appropriate citing of sources
- Oral Language -- Skills in speaking and listening will be developed. There will be practice delivering clear presentations, with good use of gestures, tone and specific vocabulary

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student's work
- Parent facilitator and teacher observation
- Student demonstrations
- Students grades
- Written examinations
- Research projects

Texts

Include but are not limited to:

- The Great Gatsby, by F. Scott Fitzgerald
- Red Badge of Courage, by Stephen Crane
- To Be A Slave, by Julius Lester
- Oak Meadow American Literature Syllabus

World Literature - English 12

Course Code 9108

Prerequisite: American Literature – English 11

Course Content

Length of Course: One year required for graduation

Year in School Taken: 12

Students read the works of international authors, both current and historical, and refine grammar and composition skills through writing a variety of papers on different topics in this language arts course. In addition to the assigned works of literature, they will read other examples of great world literature selected by the student from a teacher-approved list. They will examine the nature, character and universality of humankind as they become acquainted with prominent authors from many countries spanning several centuries. Students will use higher level communication skills in reading, writing, speaking and listening to gain insight into their values, opportunities, and choices. In addition to active reading and critical evaluation of literature, students write a variety of essays (expository, compare/contrast, personal opinion, and interpretive), a biographical research paper, poetry, movie reviews, news articles, an analysis of symbolism and irony, and a one-act play.

In alignment with California State Standards, the English-Language Arts standards will be covered, studied and applied with greater depth and breadth with each successive grade level. This course will include but not be limited to developing the language arts material addressed in previous years with ever higher standards.

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student's work
- Parent facilitator and teacher observation
- Student demonstrations
- Students grades
- Written examinations
- Research projects

Texts

Include but are not limited to:

- Don Quixote, by Cervantes
- Ramayana, condensed by R.K. Narayan
- The Metamorphosis, by Franz Kafka
- A Doll's House, by Henrik Ibsen
- Oak Meadow World Literature Syllabus

British Literature

Course Code: 9112

Prerequisite: English 9, 10 & 11

Course Content

Length of Course: 1 year

Year in School Taken: 12

Beginning with *Beowulf*, the earliest written work of British Literature, students will read an illustrated translation of this epic poem in which the hero becomes a king by defeating a family of monsters. The legend of King Arthur will be explored in *The Once and Future King* by T.H. White, followed by a comic confusion of magical creatures cavorting in Shakespeare's play, *A Midsummer Night's Dream*. Students will read *David Copperfield*, by Charles Dickens, and then conclude the course with a study of Victorian poems and English short stories. A wide range of written assignments offer the student experiences with interpretive essays, critical thinking, comparative essays, creative projects, genre and imitative writing, and much more.

The following books are included in the British Literature Course Package:

- British Literature course book
- Beowulf
- The Once and Future King
- A Midsummer Night's Dream
- David Copperfield
- The Oxford Book of English Short Stories

Common Core ELA- Online

(Informational Text with a Focus on Satirical/Political Cartoon images and optional book club)

Course Code: 9112

Prerequisite: none

Course Content:

Length of Course: 1 Trimester

Weekly online classes, conducted at the student's convenience within each week during the 12-week trimester.

This course is designed for students who need to earn extra English credits. During this trimester long online course, students will explore current events through given online media sources (including satirical comics) and other published journals. Students will visit various locations on the website (using Google+) to gather

information and then respond to teacher prompts, collaborate with online students and ask questions. In addition, students may post book reports for extra credit (following a given criteria). One virtual class meeting may be held during the trimester in the Google+ “Hang out” feature. An “open book” virtual final exam will be worth a substantial part of the student’s grade. Two (2) English credits can be earned upon the completion of this course (approximately 2.5 hours per week). Extra units can be earned for individual book reports that can be student selected, fiction or non-fiction works. Grading criteria is posted on the site.

In alignment with the following California Common Core ELA State Standards:
(RI.9-10.1,.3,.4,.6, RI.11-12.1,.2, L.9-10.2, W.9-10.6,W.9-10.4, SL.9-10.1b)

This course will include but not be limited to developing the following skills and proficiencies:

Reading Informational Text --Students will develop increased vocabulary and identify the use of literal and figurative meanings of words and symbols. Students will identify and cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will develop skills to analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Writing --Writing strategies will be improved by students demonstrating their ability to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening—Students will work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Language—Students will demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Short Stories Online with Book Club Option

Course Code: 9112

Length of Course: 1 Trimester

Prerequisite: none

Course Content

Weekly online classes, conducted at the student’s convenience within each week during the 12-week trimester.

This course is designed for students who need to earn extra English credits. During this trimester long online course, students will explore short stories composed by some of the great masters: Guy de Maupassant, Ray Bradbury, Jack London and others. Students will visit various locations on the website (using Google+) to gather information and then respond to teacher prompts, collaborate with students and ask questions. Two (2) English units/credits can be earned upon the completion of this course (approximately 2.5 hours/ week.) Additional credits/units for the Book Club component is optional.

In alignment with the following California Common Core ELA State Standards:

RL.9-10.1,.2,.3,.4,.5,.6 and RL.11-12.1,.2,.3,.4, L.9-10.2, W.9-10.1,W.9-10.4, SL.11-12.1

This course will include but not be limited to developing the following skills and proficiencies:

Reading Literature -- Citing strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

Writing -- Writing arguments to support claims using valid reasoning and relevant and sufficient evidence. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

Speaking and Listening – Initiate and participate effectively in a range of collaborative discussions with diverse partners on texts and issues, building on others’ ideas and expressing their own ideas clearly and persuasively.

Evaluation of Student Performance

Students will receive a letter grade and number of credits earned from the credentialed teacher at the end of the trimester. Teacher will evaluate student work and provide individual feedback to student on a weekly basis usually through individual email and online posts. Student progress will be assessed through a variety of methods included but not limited to the following:

- Portfolios of student’s work
- Student demonstrations
- Student’s grades and points earned
- Written examinations

Women in Literature

Course Code: 9112-1
Prerequisite: English 9

Length of Course: 1 Trimester
Year in School Taken 10, 11 & 12

This single trimester, 0.5 credit course focuses on works of science fiction and fantasy written by women. It is intended for students in grades 10, 11 and 12. There are 18 lessons in three units. There is a creative project after each novel. The course explores themes of identity, gender, race, and social justice, and looks at the literary craft of world building (how a writer creates an elaborate, believable story world).

The following materials are included in the course package:

- Women’s Literature Course book
- The Left Hand of Darkness
- Dogsboddy
- Fire and Hemlock
- The Unreal and the Real: The Selected Short Stories of Ursula K. Le Guin
- Binti
- 1 Blank Journal

MATHEMATICS

Math Basics

Course Code: 9245

Prerequisite: none

Course Content

Length of Course: One year

Year in School Taken: 9 or 10

This course is designed for the student who is challenged by abstract forms of higher math, and is not yet ready for Algebra I. In alignment with California State Standards, the course focuses on “real life” processes to teach algebra, geometry and statistics. Course work will include a thorough understanding and application of the following topics:

- Operations (review of the four processes, positive fractions, positive and negative integers, decimals, mixed numbers, percentages, order of operations, commutative, associative, and distributive properties, and estimation)
- Fractions (least common multiple and greatest common divisor, cross multiplication)
- Measurement conversions
- Graphs, charts, tables
- Geometry (understand concept of π , use of π to calculate the circumference and area of circles, calculate volume of triangular prisms and cylinders, identify vertical, adjacent complementary, or supplementary angles)
- Statistics and probability
- Word problems

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student’s work
- Parent facilitator and teacher observation
- Student demonstrations
- Students grades
- Written examinations
- Research projects

Texts

- Mathematics Connections: Integrated and Applied, by Ashlock, Harfield, Hauser, and Stoeckinger; Glencoe McGraw-Hill, 2000

Applied Business Math

Course Code: 9051 BUSN 04

Prerequisite: none

Course Content

Length of Course: One year

Year in School Taken: 9, 10, 11, or 12

This course, in alignment with California State Standards, begins with a review of fundamental math skills and progresses to consumer, employee, and business applications of these math skills. Course work will include a thorough understanding and application of the following topics:

- Application of operations to whole numbers to fractions, decimals, and percents
- Converting decimals, fractions, and percents
- Bank services (checking accounts, credit-card transactions, reconciliation)
- Payroll (gross earnings, income tax withholding, and other taxes)
- Buying and selling
- Simple and compound interest
- Annuities, stocks, and bonds
- Business and consumer loans

Each chapter in the text includes activities designed to help students develop a personal collection of career-oriented projects while emphasizing critical thinking, problem-solving, and workplace competencies.

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student's work
- Parent facilitator and teacher observation
- Student demonstrations
- Students grades
- Written examinations
- Research projects

Texts

- Applied Business Mathematics, 14th edition, with ABM Student Handbook, by Schultheis and Kaczmariski; Southwestern Educational Publishers, 1996
- Keeping Financial Records for Business with Working Papers 1-9, 8th Edition by Schultheis, Kaliski, and Passalacqua; Southwestern Educational Publishers, 1996
- Test Packet

Algebra I

Course Code: 9249

Prerequisite: Math Basics, or a Pre-Algebra course

Course Content

This is a first year algebra course in which students will learn to reason symbolically. In alignment with California State Standards, the key content involves writing, solving, and graphing linear and quadratic equations, including systems of two linear equations in two unknowns. Quadratic equations are solved by factoring, completing the square, graphically, or by application of the quadratic formula. The course also includes study of monomial and polynomial expressions, inequalities, exponents, functions, rational expressions, ratio, and proportion.

Course work will include knowledge and application of the following topics:

- Operations: absolute value, reciprocals, roots, exponents, raising to a fractional power
- Linear Equations and Inequalities: simplify and solve, graph and compute x and y intercepts, point-slope formula, relationship of slopes of parallel and perpendicular lines, two linear equations in two variable
- Polynomials: factoring second and simple third degree polynomials, simplify fractions with polynomials in numerator and denominator
- Quadratic Equations: solve by factoring or completing the square, quadratic formula
- Relations, Functions: domain, range, graphing
- Word Problems: linear equations and inequalities in one variable, two linear equations in two variables, quadratic equations

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student's work
- Parent facilitator and teacher observation
- Student demonstrations
- Students grades
- Written examinations
- Research projects

Texts

- Algebra I, Saxon & Video Text Interactive

Geometry

Course Code: 9255

Prerequisite: Algebra I

Course Content

Length of Course: One year

Year in School Taken: 10, 11, or 12

This course, in alignment with California State Standards, examines two and three dimensional geometric figures and their properties, teaching geometric constructions, deduction and induction, drawing conclusions,

and development of formal, logical proofs. It introduces students to basic theorems of Euclidean plane geometry, and explores both plane and solid geometric figures.

The course outline includes:

- Inductive vs. deductive reasoning
- Geometric Proofs: by contradiction, proof and use of basic theorems involving congruence and similarity, proof and use of theorems involving parallel lines, quadrilaterals, and circles, Pythagorean theorem
- Geometric Figures: identify and construct elements of geometric figures, perimeter, circumference, area and volume, lateral area, surface area of 2-D figures, volumes and surface areas of 3-D figures, use measures of sides and interior and exterior angles to solve problems, complementary, supplementary, vertical, and exterior angles, use of angle and side relationships in problems with special right triangles, chords, secants, tangents, inscribed angles, inscribed and circumscribed polygons of circles
- Trigonometric Functions: definitions, elementary relationships between functions, solving for an unknown length of a side of a right triangle

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student's work
- Parent facilitator and teacher observation
- Student demonstrations
- Students grades
- Written examinations
- Research projects

Texts

- Geometry, by Jurgensen, Brown, and Jurgensen; McDougall Littell Houghton Mifflin, 1996

Algebra II

Course Code: 9252

Prerequisite: Algebra 1

Course Content

Length of Course: One year

Year in School Taken: 10, 11, or 12

This course expands on the basic algebraic concepts involved in solving equations and inequalities, factoring polynomials, graphs, exponents, and solving quadratic equations. In addition, it examines quadratic, logarithmic, and exponential functions, the application of functions to real world problems, conic sections, probability, trigonometric functions, complex numbers. It is a college-preparatory course, in alignment with California State Standards, designed to aid the student in the study of chemistry and physics.

Course work includes the following topics:

- Linear equations and inequalities: two or three variables, solved by substitution, with graphs, or with matrices
- Polynomials: all operations, difference of squares, perfect square trinomials, sum and difference of two cubes, polynomial denominators, including those with negative exponents

- Quadratic Equations: solve by factoring, completing the square, or using the quadratic formula, quadratic equations in the complex number system, graphing [determining the maxima, minima, and zeros of the function, effects of changing coefficients in a quadratic equation, recognize and graph equations of circle, ellipse, parabola, or hyperbola
- Complex numbers: relationship between real and complex numbers, arithmetically & graphically, plotting as points in a plane
- Logarithms: prove simple laws of logarithms, simplify logarithmic numeric expressions and identify their approximate values
- Conic functions
- Probability
- Word Problems: Linear equations and inequalities in two and three variables, two linear equations in two variables, quadratic equations

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student's work
- Parent facilitator and teacher observation
- Student demonstrations
- Students grades
- Written examinations
- Research projects

Text

- Algebra 2, An Incremental Development, Second Edition, by John H. Saxon, Jr.; Saxon Publishers, 19

Advanced Mathematics/Pre-calculus

Course Code: 9257

Prerequisite: Geometry, Algebra 2

Course Content

Length of Course: One year

Year in School Taken: 11 or 12

This course prepares the foundation for further study of mathematics. In alignment with California State Standards, this course includes substantial new material on discrete mathematics and data analysis.

Course work includes an understanding and application of the following topics:

- Angle measurement in degrees and radians
- Trigonometric Functions: graphs as related to the Pythagorean Theorem, as related to slope of a line, inverse functions and their graphs, computing values of functions at standard points, addition formulas and their proofs, half-angle and double-angle formulas
- Graphing: polar and rectangular coordinated
- DeMovre's Theorem
- Word Problems: laws of sine's and cosines, trigonometry

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student’s work
- Parent facilitator and teacher observation
- Student demonstrations
- Students grades
- Written examinations
- Research projects

Texts

- Advanced Mathematics, An Incremental Development, Second Edition, by John H. Saxon; Saxon Publishers, 1996

Calculus

Course Code: 9258

Length of Course: One year

Prerequisites: Geometry, and Advanced Mathematics or a Trigonometry course

Year in School Taken: 12

Course Content

Calculus treats all the topics normally covered in an Advanced Placement AB-level calculus program, as well as many of the topics required for a BC-level program. In alignment with California State Standards, this course gives experience with differential equations and infinite sequences and series. The text begins with a thorough review of those mathematical concepts and skills required for calculus. In the early problem sets, students practice “setting up” word problems they will later encounter as calculus problems. The problem sets contain multiple-choice and conceptually oriented problems similar to those found on the Advanced Placement examination. Whenever possible, students are provided an intuitive introduction to concepts prior to a rigorous examination of them. Proofs are provided for all important theorems.

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student’s work
- Parent facilitator and teacher observation
- Student demonstrations
- Students grades
- Written examinations
- Research projects

Texts

- Calculus with Trigonometry and Analytic Geometry, by John Saxon, Frank Wang, and Diane Harvey; Saxon Publishers, 1988

SCIENCE / HEALTH

Biology w/ Lab

Course Code: 9324

Length of Course: One Year

Prerequisite: grade of C or better in 8th grade science course or a high school science course

Year in School Taken: 9 or 10

Course Content

This course offers the student an opportunity to embark upon a personal journey to discover more about nature and themselves, while learning the important concepts applicable to all living organisms and systems. Students read material in the text and supplement this with current newspaper and magazine articles relating to topics in biology. With experiential activities from The Tracker by Tom Brown, laboratory inquiry, demonstrations and course work are designed to develop an understanding of cellular biology, genetics, ecological relationships, chemistry of life, as well as an understanding of natural history in regards to both the animal and plant kingdoms in accordance with California State curriculum guidelines.

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student's work
- Parent facilitator and teacher observation
- Student demonstrations
- Students grades
- Written examinations
- Research projects

Texts

- Biology, Visualizing Life, George Johnson, 1998
- The Tracker, Brown, Tom
- Oak Meadow Biology Syllabus

Chemistry w/Lab

Course Code: 9325

Length of Course: One Year

Pre-requisites: Algebra I, Biology

Year in School Taken: 10, 11, or 12

Course Content

This is a comprehensive course that introduces students to theories and concepts of modern chemistry. In accordance with California State curriculum standards, the course will emphasize the structure of the atom, solutions and equilibrium, periodic properties, bonding and common reactions, acid-base reactions, and oxidation-reduction reactions. The students will be introduced to quantum mechanics, nuclear chemistry, and stoichiometry. Using a home-based laboratory kit, the students will conduct experiments that develop reasoning power, the ability to apply chemical principles, as well as acquaintance with chemical laboratory techniques.

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of work by the credentialed teacher. Student progress will be assessed through a variety of and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student's work
- Parent facilitator and teacher observation
- Student demonstrations
- Students grades
- Written examinations
- Research projects

Texts and Materials

- Chemistry, Addison-Wesley 4th Edition, by Wilbraham, Staley, and Matta, 1996
- Chemistry Lab Kit
- Oak Meadow Chemistry Syllabus
- Oak Meadow Chemistry Workbook

Physics w/ Lab

Course Code: 9326

Prerequisites: Algebra 2 and Biology and/or Chemistry

Course Content

Length of Course: One trimester at a community college

Year in School Taken: 12

This will be an introductory course in the foundations of physics. La Vida recommends that the student planning to attend a 4 year university as a college freshman take this course in their senior year of high school. A La Vida approved Physics course through a local community college that meets the U. C. a-g requirements. Qualified La Vida staff will be available to assist with tutoring if needed. Emphasis should be on the development of an intuitive understanding of physics principles, as well as problem solving with the use of mathematics. The laboratory work should help students develop reasoning power and the ability to apply physics principles, as well as acquaint students with sound laboratory techniques.

Texts:

- See the relevant community college catalog of courses.

Anatomy and Physiology (Health)

Course Code: 9160

Prerequisite: none

Course Content

Year in School Taken: 10, 11, or 12

This non-lab course, in alignment with California State Standards, presents the structural organization and functions of the human body and includes various health-related topics such as homeostasis, the language of anatomy, basic chemistry, cells, tissues, and body systems. In addition, students are introduced to basic concepts of nutrition, including principles of dietary balance, the effects of food choices upon mental and emotional health, and techniques for developing a sound nutritional program.

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student's work
- Parent facilitator and teacher observation
- Student demonstrations
- Students grades
- Written examinations
- Research projects

Texts

- Essentials of Human Anatomy and Physiology, by Elaine Marieb, Addison-Wesley, 6th Ed., 1999.
- Sugar Blues, by William Duffy, 1993.
- Oak Meadow Health Syllabus

9160 Lifetime Health Two Trimesters

Lifetime Health provides up-to-date information about health and wellness issues and presents it in a readable, student-friendly format. Fundamentals of health, such as self-esteem, abstinence, and drugs, alcohol and tobacco, are covered with an emphasis on responsible decision-making. The following books are included with this course:

Oak Meadow Health Syllabus

Lifetime Health (Holt McDougal)

Environmental Science

Course Code: 9339

Prerequisite: none

Course Content

Length of Course: One year

Year in school taken: 9, 10, 11, or 12

Fundamental ecological concepts are introduced in this course ,which explores the interactions within ecosystems, and focuses upon the inter-relatedness of life on earth. Students learn about the biosphere, major biomes, ecosystems, chemical cycles, and the role of living things in ecosystems. In addition to learning about environmental problems such as land, water and air pollution, overpopulation, and habitat destruction, students explore practical alternatives for protecting the environment and moving toward a sustainable future.

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student's work
- Parent facilitator and teacher observation
- Student demonstrations
- Students grades
- Written examinations
- Research projects

Texts

- Environmental Science, Ecology and the Human Impact, by Bernstein, Winkler, and Zierdt-Warshaw; Addison-Wesley, Second Edition,
- A Sand County Almanac, by Aldo Leopold, 1991
- Let the Mountains Talk, Let the Rivers Run, by David Ross Brower and Steve Chapple, 2000
- Oak Meadow Environmental Sciences Syllabus

HISTORY

U.S. History and Geography

Course Code: 9173

Prerequisite: Successful completion of 8th or 9th grade history course that meets state curriculum requirements

Course Content

This course will include the study of the history of the United States from the Colonial period up to and including 20th and 21st century contemporary America in accordance with California State Curriculum guidelines. Emphasis will be on political, social, economic, geographic, and cultural factors which have shaped the course of events that have allowed the United States to gain independence, develop and evolve as a country and world leader.

This study of American history is presented through an interdisciplinary approach that includes literature, art, and biographies. Students are encouraged to integrate information, discover patterns, and develop critical thinking skills in their responses to significant issues and events in American history. Throughout this course, students are required to use information from the text and related sources to evaluate causes and explore values in history. All assignments are designed to help students think more widely, feel more deeply, and act more intelligently. Participation in the local history faire will be encouraged.

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of student work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student's work
- Parent facilitator and teacher observation
- Student demonstrations
- Student grades
- Written examination
- Research projects

Texts

- Americans, A History Jordan, Greenblatt Bowes, 1996
- The Education of Little Tree Forrest Carter, 1990
- Oak Meadow U. S. History Syllabus

World History

Course Code: 9172

Prerequisite: Successful completion of a 8th or 9th grade history course that meets state requirements.

Course Content

This course will include the analysis of historical world events and the cultural, economic, geographical, and political interactions of people throughout history. Students will develop an understanding of historical origins

Length of Course: One year

Year in School Taken: 9 or 10

of current world issues. Topics addressed, in accordance with California State standards, will include the Egyptian, Greek, and Roman periods; the beginnings of the modern world from 1300 to 1700; European transformation and expansion (imperialism); major revolutions (Democratic [English], American, French, and Industrial); World War I (its causes and consequences); The rise of totalitarian governments; World War II; international developments after World War II (the cold war); and the emerging global interdependence of the present time.

In addition to learning historical facts, students are introduced to the artists, musicians, literature, and influential people of historical periods.

This course emphasizes critical thinking, the development of research skills, and the understanding of relationships between people and events as a means of understanding current world events. Students are encouraged to interpret factual information, determine cause and effect, separate facts from opinions, explore values, synthesize, form hypotheses and evaluate conclusions.

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of student work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student's work
- Parent facilitator and teacher observation
- Student demonstrations
- Student grades
- Written examination
- Research projects

Text

- History of the World, Perry, Scholl, Davis, Harris and Von Laue; Houghton Mifflin
- Oak Meadow World History Syllabus

American Government

Course Code: 9174

Prerequisite: U.S. History

Course Content

Length of Course: One year

Year in School taken: 12

This course will include the study, exploration, development, structure, function, and politics of American Government, and analyze the relationship of the federal, state, and local levels of government. In accordance with California State curriculum standards students will develop a deeper understanding of the institutions of American government. Course work will include inquiry into the following topics: The rights and responsibilities of democratic citizens; fundamental principles and moral values of American democracy as expressed in the U.S. Constitution; the U.S. Court system; significant amendments to the Constitution; the role of the media in shaping public opinion; the development and origins of U.S. political parties and the roles of the three branches of government as established by the U.S. Constitution.

Based upon the premise that analyzing current information is essential to effective citizenry, this course asks students to research, compare, contrast, and think critically about government-related issues. Students learn the ideals behind the American system of government, the mechanics of its operation, and are then encouraged to

take their places as independent thinking citizens in the country. Students will be encouraged to participate in the local history faire.

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of student work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student's work
- Parent facilitator and teacher observation
- Student demonstrations
- Student grades
- Written examination
- Research projects

Texts

- Government in America, by Richard Hardy; McDougall Littell/Houghton Mifflin, 1996
- Federalist Papers, by Alexander Hamilton, James Madison, John Jay
- Oak Meadow U. S. Government Syllabus.

Economics

California Education and Environment Initiative Economics

Coarse Code: 9175

Prerequisite: US Government

Course Content

Length of the Course: Half year 5 Units

Required for Graduation

Year in School Taken: 12

This course in Economics uses California Education and the Environment Initiative (EEI) curriculum along with an independent senior project to academically challenge, engage and expose students to economic principles through the lens of environmental impacts. Students read case studies which include environmental externalities, analyze data, engage in problem solving activities and use research skills when it comes time to complete their senior project. Each student project is presented orally to the class by the student and can include the use of technology to better present their project. The course texts focus on understanding the role of government in a free-market economy from the perspective of addressing environmental concerns. For example: air, climate change, energy, environmental sustainability, integrated waste management, ocean resources, public health, pollution prevention, resource conservation, recycling, hazardous waste, and water allocation systems. Additionally, students will have the choice to either explore economic issues as they relate to private property and resource conservation or investigate sustainable economics. Each text requires significant reading and writing. Students have the potential for discovering new disciplines that might form the basis for future studies in the environmental, regulator, educator, grassroots public policy or political fields. Students will meet with the teacher every two weeks to discuss and evaluate individual student progress. Six formative assessments and one summative assessment will be conducted during the course.

WORLD LANGUAGE

Check for Availability of Latin I, II & III, and German I, II, III

Spanish I

Course Code: 9130

Prerequisite: none

Course Content

Length of Course: One year

Year in School Taken: 9, 10, or 11

Power-Glide Spanish is designed to help the student learn to speak and write Spanish fluently by immersing the learner in music, stories, and activities, rather than relying solely upon rote memorization and drills. Power-Glide Spanish is compatible with many different learning styles and aptitudes. This course includes both beginning and intermediate Spanish, so it is used for two years in our language program. La Vida will provide opportunities for students to meet with a qualified Spanish language specialist for practice and guidance in speaking and listening in Spanish.

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student's work
- Parent facilitator and teacher observation
- Student demonstrations
- Students grades
- Written examinations
- Research projects

Texts

- Power-Glide Spanish with CD-ROM, 1997
- Oak Meadow Spanish I Syllabus
- Or Edgenuity

Spanish II

Course Code: 9131

Prerequisite: Spanish I

Course Content

Length of Course: One year

Year in School Taken: 10, 11 or 12

Through video dialogue the student continues with progress in understanding spoken and written Spanish by interacting with an on-screen native speaker. Using "real life" situations, the program challenges the student to compare and contrast aspects of American culture and Spanish-speaking cultures. La Vida will provide opportunities for students to meet with a qualified Spanish language specialist for practice and guidance in speaking and listening in Spanish.

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student’s work
- Parent facilitator and teacher observation
- Student demonstrations
- Students grades
- Written examinations
- Research projects

Texts

- Buen Viaje, Level II CD-ROM, 2000
- Oak Meadow Spanish II Syllabus
- Or Edgenuity

Spanish III

Course Code: 9132

Prerequisite: Spanish II

Course Content

Length of Course: One year

Year in School Taken: 10, 11 or 12

Students move to a higher level of the spoken and written language and becomes comfortable using Spanish in a wide variety of conversational and written activities. More advanced vocabulary and grammatical structures provide the basis for “real-life” activities that deepen the appreciation for the different cultures throughout the Spanish-speaking world. La Vida will provide opportunities for students to meet with a qualified Spanish language specialist for practice and guidance in speaking and listening in Spanish.

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student’s work
- Parent facilitator and teacher observation
- Student demonstrations
- Students grades
- Written examinations
- Research projects

Texts

- Buen Vaje, Level III, 2000
- Oak Meadow Spanish III Syllabus
- Spanish/English dictionary
- Or Edgenuity
-

French I

Course Code: 9130

Prerequisite: none

Course Content

Length of Course: One year

Year In School Taken: 9, 10 or 11

Power-Glide French is designed to help the student learn to speak and write French fluently by immersing the learner in music, stories, and activities, rather than relying solely upon rote memorization and drills. Power-Glide French can be used with or without a teacher and is compatible with many different learning styles and aptitudes. This course includes both beginning and intermediate French, so it is used for two years in our French program. La Vida will provide opportunities for students to meet with a qualified French language specialist for practice and guidance in speaking and listening in French.

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student's work
- Parent facilitator and teacher observation
- Student demonstrations
- Students grades
- Written examinations
- Research projects

Texts

- Power-Glide French with CD-ROM, by Dr. Robert Blair, et al, 1998
- Oak Meadow French I Syllabus
- Or Edgenuity

French II

Course Code: 9131

Prerequisite: French I

Course Content

Length of Course: One year

Year In School Taken: 10, 11 or 12

The A Bord Level II enables students who have completed French I to continue with their progress and further their understanding of spoken and written French. A Bord, Level II, moves the student along to the intermediate level of conversation and comprehension. La Vida will provide opportunities for students to meet with a qualified French language specialist for practice and guidance in speaking and listening in French.

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student's work
- Parent facilitator and teacher observation
- Student demonstrations

- Students grades
- Written examinations
- Research projects

Texts

- A Bord, Level with CD, by Conrad Schmitt, 1998
- Oak Meadow French II Syllabus
- Or Edgenuity

French III

Course Code: 9132

Prerequisite: French II

Course Content

Length of Course: One year

Year In School Taken: 11 or 12

Students move to a higher level and are challenged to speak more fluently and write more effectively in French. Advanced vocabulary and grammatical structures provide the basis for “real-life” conversational and written activities. La Vida will provide opportunities for students to meet with a qualified French language specialist for practice and guidance in speaking and listening in French.

Evaluation of Student Performance

Students will receive a letter grade from the teacher at the end of both trimesters. There will be monthly review of the student’s work by the teacher. Student progress will be assessed through a variety and/or combination of methods, including, but not limited to the following:

- Portfolios of student’s work
- Parent facilitator and teacher observation
- Student demonstrations
- Student grades
- Written examination
- Research projects

Texts

- En Voyage, Level III, by Conrad Schmitt, 1995
- Oak Meadow French III Syllabus
- French/English dictionary
- Or Edgenuity

**Latin is available through Oak Meadow and Edgenuity.
German and American Sign Language are offered by Edgenuity.**

VISUAL & PERFORMING ARTS

Integrated Drawing

Course Code: 9000
Prerequisite: none
Course Content

Length of Course: One Year
Year In School Taken: 9, 10, 11, or 12

A course, in alignment with California State Visual and Performing Arts Standards, designed to help people of all skill levels learn to draw.

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student's work
- Parent facilitator and teacher observation
- Student demonstrations
- Students grades
- Written examinations
- Research projects

Texts

- The New Drawing on the Right Side of the Brain, by Betty Edwards
- Oak Meadow Integrated Drawing Syllabus

The Study of Art

Course Code: 9001
Prerequisite: none
Course Content

Length of Course: One Year
Year in School Taken: 9, 10, 11 or 12

From early cave drawings to the nonrepresentational works of modern day artists, students explore some of the great works of art in conjunction with corresponding or concurrent musical and architectural themes. In addition, students experience original works in art galleries, parks, streets, libraries, and concert halls in their local and nearby areas. This course is in alignment with California State Visual and Performing Art Standards.

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student's work

- Parent facilitator and teacher observation
- Student demonstrations
- Students grades
- Written examinations
- Research projects

Text

- The Story of Art, by E. H. Gombrich, 1995
- Oak Meadows The Study of Art Syllabus

9000 Drawing and Design

Students are introduced to the primary concepts of drawing and design using exercises and readings designed to enhance artistic skills and appreciation. These drawing and design principles develop a student's capacities to think creatively and to develop an eye for aesthetics. Exercises include gestural drawing, contour drawing and the use of values to add dimension, portraits, visual composition, and proportion. Students gain experience drawing with pencil, charcoal, colored pencils, soft pastels, and oil pastels.

The following books are included in the Drawing and Design Course Package:

Oak Meadow Drawing and Design Syllabus
The Art of Seeing (Prentice Hall)

9000 Painting Course

Prerequisite: 9000 Drawing and Design

This course introduces painting in terms of color and design, and explores representational skills as well as non-representational and abstract elements. This course helps develop basic skills and creative thinking, and students are asked to explore their creative thoughts in a written journal. Prerequisite: Drawing and Design and to conduct self-evaluations. Using acrylics, pattern, light, and color to create expressive paintings. Prerequisite: Drawing and Design students learn to paint still life, portraits, and landscapes, and to use texture,

The following books are included in the Painting Course Package:

Oak Meadow Painting syllabus
50 Paintings You Should Know (Prestel, 2009)

9295 The Study Of Music, Part I 5 Units

This two-part course introduces students to both the theory and history of music, from monophonic chant to modern popular music. By studying and listening to music across the centuries, students gain a broad perspective on this art form that draws all humanity together. In Part I, the basic elements of music are introduced, including pitch and timbre, rhythm, instrument families, texture, and style. The history of music begins in the Middle Ages with Gregorian chant, and continues through the Renaissance, Baroque, and Classical periods. This one-semester course concludes with a study of Wolfgang Amadeus Mozart and classical opera.

The following materials are included with this course:

Oak Meadow Study of Music Syllabus, Part I

Music: An Appreciation (with accompanying 5-CD set) (McGraw-Hill)

9295 The Study Of Music, Part II 5 Units

This course picks up where Part I left off, with the classical period and the music of Ludwig van Beethoven. Students will explore the Romantic period of the 19th century, when music expanded into many experimental forms, and then the 20th century, which saw an explosion of dramatic and confrontational styles including jazz, rock, and rap. The course concludes with a study of nonwestern music, including Indian and African forms. Prerequisite: The Study of Music, Pt I.

The following materials are included with this course:

Oak Meadow Study of Music Syllabus, Part II

ELECTIVES

9000 The Eye, The Shutter, The Light, The Color: An Introduction to Photography One Trimester

Photography is a relatively new art, less than 200 years old, but one that changes the way we interpret the world around us and, quite simply, the way we see. This course will teach such fundamental concepts as frame, focus, and composition, while also exploring the more interpretive side of photography. Students will complete weekly assignments, getting hands-on experience and a chance to convey their unique vision of the world. Students will also keep a journal and collect ideas, magazine clippings, inspiring images, and some personal writing about their experiences. Students are expected to have a working knowledge of and general familiarity with the camera they choose to use for this class. Either a 35-mm camera (point-and-shoot or SLR) or a digital camera is acceptable. The Oak Meadow Introduction to Photography Syllabus is included with this course.

9111 All the Rules Broken: An Introduction to Short Fiction One Trimester (or 9112)

There is no formula for writing a good short story, no magical instruction booklet to guide you effortlessly to a well-written story. Writing is an experience, and writers are born of little more than their own experiences. This course focuses on the guidelines and rules that can lead a writer into a deeper sense of clarity and expression. In this course, we will explore the fundamentals of writing short fiction, while at the same time sowing the seeds of dissent that are necessary to good writing. The following books are included with this course:

Oak Meadow Introduction to Short Fiction Syllabus *The Norton Book of American Short Stories*

Psychology

Course Code: 9177

Prerequisite: none

Course Content

Length of Course: One trimester - 5 units

Year in School Taken: 10, 11, or 12

An experiential course designed to help students become more aware of themselves as unique individuals. Using their own experiences as a guide, students are encouraged to be scientists in the process of exploring themselves and their place in the universe as they examine such topics as love, beauty, joy, spontaneity, and self-actualization.

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student's work
- Parent facilitator and teacher observation
- Student demonstrations
- Students grades
- Written examinations
- Research projects

Texts

- Walden Two, by B. F. Skinner, 1976
- Oak Meadow Psychology Syllabus

The 7 Habits of Highly Effective Teens**Course Code:** 9220**Prerequisite:** none**Course Content****Length of Course:** One trimester - 5 units**Year In School Taken:** 9, 10, 11 or 12

This one-trimester course, which is only available online, teaches many of the critical interpersonal and self-managements skills needed to succeed in independent learning. Students learn how to set priorities, manage time, overcome procrastination, avoid peer pressure, develop long-term goals, and communicate more effectively.

Evaluation of Student Performance

Students will receive a letter grade from the credentialed teacher at the end of both trimesters. There will be monthly review of work by the credentialed teacher. Student progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Portfolios of student's work
- Parent facilitator and teacher observation
- Student demonstrations
- Students grades
- Written examinations
- Research projects

Texts

- 7 Habits of Highly Effective Teens, 1998
- 7 Habits of Highly Effective Teens Workbook, 1998

Check with your Educational Coordinator for descriptions of the following courses.

9220 Master Student (a-g) Required class to be concurrently enrolled in college classes. Three trimesters, 10 units.

9220 Life Skills: Preparing for College Created for high school students by the University of California.

Introduces basic life skills needed as an independent person navigating college. 5 units, Years 9, 10, 11, 12. No prerequisite.

7000 Career, College and Technical Education: Years 9,10,11,12. It can be repeated, no prerequisite. 1-5 units.

9260 Consumer Math- Life Skills: Personal Finance A workbook format, introductory level. 5 units,

Prerequisite: Basic Math.

9232 Consumer and Family Science: Weekly packets. Years 9, 10, 11, 12. No prerequisites.

9051 Business Plans Learn how to write a business plan by researching and investigating existing business.

Weekly packet and projects depend on internet research. 5 units.

Years 9, 10, 11, 12. No prerequisite.

9091 Film Appreciation Students work independently with guidance of teacher on the selection of films.

Packets that outline an in-depth study of the film. one-half unit per film.

9000 Exploring Art Media, by Barbara Shannon. 121 lessons and projects in Color and Design, Drawing, Commercial Art, Cartooning and Painting, Three Dimensional Arts & Crafts.

Written for

Independent study students and is California content standards aligned.

1-30 units, Years 9, 10, 11, 12. No prerequisite.

9000 Lessons in Drawing Thirteen lessons on drawing, shading, colored pencil, portraiture etc.

5 units. Years 9, 10, 11, 12 No prerequisite.

9220 Great Courses How to Become a Super Star Student, CD 3.33 Units

9022-3 Great Courses How to Look At and Understand Great Art, DVD, 10 Units

9022-4 Great Courses The World's Greatest Paintings, DVD 6.6 Units

9022-5 Great Courses Museum Masterpieces, The Louvre, DVD 3.3 Units

9022-6 Great Courses A History of European Art, DVD 13.3 Units

9000-2 Great Courses National Geographic Masters of Photography: DVD? Units?

Photography is an art. We may all take pictures—now more than ever—but to rise above the level of a snapshot, you need to go beyond shooting and hoping for the best. You need to actually understand what you are doing and anticipate the results.

The best way to learn any art form, including the art of photography, is by watching a master artist at work. By observing the creative process of a photographer who has truly mastered the trade, you can gain rich insight into how to approach your own images, boost your confidence as you work, and improve your photographs by learning skills that are rarely shared or taught in an ordinary classroom.

9172 Great Courses, World History The Fertile Crescent to the American Revolution, DVD, 10 Units

This course can be used for Core History Requirement.

9172 Great Courses, The Origins of the Great Ancient Civilizations DVD, 10 units

9173 Great Courses Early American History Native Americans through the Forty-Niners, DVD, 10 Units

9175 Great Courses Economics Audio CD.

A college level course on all aspects of world economics in 36 lectures , 30 minutes each, by an outstanding presenter Timothy Taylor, M. Economics, Stanford University, **Economics, 3rd Edition**, will help you think about and discuss these and other economic issues that affect you and the nation every day—interest rates, unemployment, personal investing, budget deficits, globalization, and many more—with a greater level of knowledge and sophistication. Must be able to listen and answer thoughtful in depth questions. Three trimesters, 10 units, Year 12. Prerequisite: English 9, Algebra 1, World History, US History.

9172 Great Courses Customs of the World Using Cultural Intelligence to Adapt, Wherever You Are, DVD, 6.6 units

9180-1 Walking Through History Tour 1 Trimester, 3 unit Elective

The goal of this course is to engage high school students in local and world history by visiting historical sites in the county. Our primary objective is to improve critical thinking skills and enable students to make direct connections to both local and world history. Students will visit specific sites in Willits (including the museum, the Willits Historical District and the Skunk Train), work through a given inquiry package as they visit the sites and complete some parts of the package at home. The main component of the course uses a series of interconnected timelines, which the student will build upon through various activities. The student will incorporate a rough outline of his or her unique family history as part of the timeline project. Student relatives, documented on the timeline, will serve as marker posts in time to help the student build a contextual frame work to make connections and support a deeper understanding of events throughout history. Additional units/credits can be earned by visiting other sites around the county.

Evaluation of Student Performance

Students will receive a letter grade and number of credits earned from the credentialed teacher at the end of the trimester. Student progress will be assessed through a variety of methods included but not limited to the following:

- Portfolios of student's work
- Parent facilitator and teacher observation
- Student demonstrations
- Students grades
- Written examinations
- Research projects

9381 Media Studies: Critical Analysis of Media and Culture

Media Literacy is about learning how to critically engage and make sense of the media all around us. In addition to introducing students to the history and use of media, this course will help develop analytical tools that students can use to examine media content, intent, context, and subtext..Students will explore what and how we learn from the media, and how media

shape our perceptions in regard to race/ethnicity, gender, class, sexuality, geography, and education. As students begin to understand how the media operates in society, they will develop a sense of objectivity about media and become more active audiences and independent thinkers.

This is a single semester course. The following books are included in this course:

Oak Meadow Media Literacy Coursebook

Media/Society: Industries, Images, and Audiences by David Croteau and William Hoynes (Sage Publications, 2014)

In addition, this course uses a wide variety of films from Media Education Foundation.

9180 Religions of the World

Single semester course: 5 Units. Taking a comparative approach, this course explores the rich diversity of religious life, beginning with defining religion according to its role and purpose in human life. The course examines within a cultural and historical context a variety of human religious responses, including symbol, sacred text, myth, belief, and rituals. Students will survey the broad range of religious expressions from across the globe, from indigenous traditions to the world's major religions. Comparative essays and reflective writing guide students to synthesize course material and their own unique perspectives.

Religions of the World syllabus (Oak Meadow, 2012)

Living Religions, 8th ed. (Prentice Hall, 2011)

9340 Great Courses Intro to Geology

DVD Nature of Earth: An Introduction to Geology, 36 lectures, 30 minutes each, taught by John J Renton, West Virginia University, PhD

This course is an initiation of geological world that lies just outside your door. Nature of Earth introduces the student to physical geology, the study of Earth's minerals, rocks, soils and the processes that operate on them through time. **Three trimesters, 10 units, Years 10, 11, 12**

Prerequisite

English 9, Environmental Science recommended.

9340 Great Courses The World's Greatest Geological Wonders, 36 Spectacular Sites, DVD, 10 units

9112 Great Courses: Books That Have Made History: Books That Can Change Your Life,

Audio CD Taught by Professor J Rufus Fears, PhD Harvard, 36 lectures, 30 minutes each.

In this course, Professor Fears presents his choices of some of the most essential writings in history. These are books that have shaped the minds of great individuals, who in turn, have shaped events of historic magnitude. Three trimesters, 10 units, Years 11, 12. Prerequisites; English 9 & 10, World History.

9112 Great Courses the Iliad of Homer, Audio CD, 3.3 units

9112 Great Courses The Odyssey of Homer, Audio CD, 3.3 units

9112 Great Courses Shakespeare: the Word and The Action, Audio CD, 5 units

9223 Humanities? Overcoming Adversity Series: Published by Teaching Tolerance, video historical courses with critical thinking inquiries. 1 unit each. Years 10, 11 12. Prerequisite English 9, World History, and US History recommended.

2537 Organizational Skills: 1 unit

Business Studies

9218 Master Student

9220 7 Habits of Highly Effective Teens

7000 Career and Technical Ed Classes

9051 Business Plans

8100 Business Computer Information Systems 1A

8100 Business Computer Information Systems 1B

9062 Independent Studies in Computer Science

9051 Applied Business Math

9260 Consumer Math

and other Edgenuity Business or Career and Technical Education Classes.

We are pleased to add Edgenuity online courses in which there is a recorded teacher teaching, and many virtual labs and activities.

Text can be translated into numerous languages. Sixty-nine courses shown here are a-g approved and several have UC Honors status. See the



ENGLISH LANGUAGE ARTS

- English Language Arts 6
- English Language Arts 7
- English Language Arts 8
- English Language Arts 9 ^{a-g}
- English Language Arts 9 Accelerated ^{a-g}
- English Language Arts 10 ^{a-g}
- English Language Arts 10 Honors ^{a-g}
- English Language Arts 11/American Lit ^{a-g}
- English Language Arts 11 Honors ^{a-g}
- English Language Arts 12/British Lit ^{a-g}
- English Language Arts 12 Honors ^{a-g}
- Expository Reading and Writing ^{a-g}
- Classic Novels and Author Studies^{**}



SOCIAL STUDIES

- Modern World History ^{a-g}
- MS World History and Geography: Ancient Civilizations
- MS World History and Geography: Medieval and Early Modern Times
- MS United States History and Geography
- Principles of American Democracy ^{a-g}
- Principles of American Democracy Honors ^{a-g}
- U.S. History and Geography ^{a-g}
- U.S. History and Geography Honors ^{a-g}
- World History, Culture, and Geography ^{a-g}
- World History, Culture, and Geography Honors ^{a-g}



MATHEMATICS

- Math 6
- Math 7
- Math 8
- Grade 8 Algebra I
- Grade 8 Mathematics I
- Pre-Algebra
- Algebra I ^{a-g}
- Geometry ^{a-g}
- Algebra II ^{a-g}
- Pre-Calculus ^{a-g}
- Mathematics I ^{a-g}
- Mathematics II ^{a-g}
- Mathematics III ^{a-g}
- Mathematical Analysis Honors ^{a-g}
- Trigonometry ^{a-g}
- Concepts in Probability and Statistics ^{a-g}



SCIENCE

- MS Life Science
- MS Physical Science
- MS Earth Science
- Integrated Science 6
- Integrated Science 7
- Integrated Science 8
- Biology ^{a-g}
- Biology Honors ^{a-g}
- Chemistry ^{a-g}
- Chemistry Honors ^{a-g}
- Chemistry in the Earth System ^{a-g}
- Physics ^{a-g}
- Physics Honors ^{a-g}
- Physics in the Universe ^{a-g}
- The Living Earth ^{a-g}



WORLD LANGUAGES

Middle School

- Spanish 1
- Spanish 2
- French 1
- French 2
- German 1
- German 2
- Latin 1
- Latin 2
- Chinese 1
- Chinese 2

High School

- Spanish I ^{a-g}
- Spanish II ^{a-g}
- Spanish III ^{a-g}
- French I ^{a-g}
- French II ^{a-g}
- French III ^{a-g}
- German I ^{a-g}
- German II ^{a-g}
- Latin I ^{a-g}
- Latin II ^{a-g}
- Chinese I
- Chinese II

**COURSEWARE ELECTIVES****General Electives**

- Art History I^{*a,g}
- Contemporary Health^{* a,g}
- Earth and Space Science^{a,g}
- Economics^{*a,g}
- Economics Honors^{*a,g}
- Financial Math^{a,g}
- Foundations of Personal Wellness
- Intro to Communications & Speech I^{*a,g}
- Intro to Communications & Speech II^{*a,g}
- Lifetime Fitness^{*}
- Literacy and Comprehension I^{a,g}
- Literacy and Comprehension II^{a,g}
- Linear Algebra^{*a,g}
- Online Learning & Digital Citizenship^{*}
- Personal Finance^{*a,g}
- Physical Science^{a,g}
- Psychology^{a,g}
- Sociology^{*a,g}
- Strategies for Academic Success^{*}
- Visual Arts^{a,g}
- World Regional Geography^{*a,g}

CTE Electives

- Career Explorations
- Career Planning & Development^{*}

Arts, Media and Entertainment

- Digital Arts^{*a,g}
- Projects in Audio Engineering^{**}
- Projects in Game Design^{**}

Business and Finance

- Introduction to Business^{a,g}

Energy, Environment and Utilities

- Environmental Science^{a,g}

Health, Science and Medical Technology

- Health Science Concepts^{a,g}
- Health Science & Medical Technology^{a,g}
- Medical Terminology^{*a,g}
- Nursing Assistant^{†a,g}
- Pharmacy Technician^{†a,g}

**COURSEWARE ELECTIVES, CONTINUED****Information & Communication Technologies**

- Computer Applications: Office[®] 2016
- Intro to Coding^{*}
- Information & Communication Technology^{a,g}
- Microsoft[®] Office[®] Specialist

Marketing, Sales and Services

- Entrepreneurship/Self-Employment^{†a,g}

**TEST PREPARATION**

- SAT[®]
- PSAT[®]
- ACT[®]
- GED[®]
- HiSET[®]
- TASC[®]
- COMPASS[®]
- ACCUPLACER[®]
- ACT WorkKeys[®]
(coming Winter 2019)
- CHSPE Language
- CHSPE Mathematics
- CHSPE Reading

**ADVANCED PLACEMENT[®]**

- Calculus AB^{a,g}
- English Language & Composition^{a,g}
- English Literature & Composition^{a,g}
- Environmental Science^{†a,g}
- French Language & Culture^{a,g}
- Human Geography^{a,g}
- Psychology^{a,g}
- Spanish Language & Culture^{a,g}
- U.S. History^{a,g}
- World History^{a,g}

CAREER AND TECHNICAL EDUCATION PATHWAYS PROGRAM

Career and Technical Education

Course Title: Career and Technical Education Pathway Course Code: Varies
Prerequisite: None Grade Level: 10-12

Course Duration: 4.5 Trimesters/Three semester/1.5 academic year

Course Content:

Career and Technical Education (CTE) is a comprehensive program designed to prepare students for success in a variety of career pathways. The industry specific courses focus on providing students with the knowledge, skills, and experiences necessary to make informed decisions about their future careers. It covers various aspects of career exploration, development of employability skills, and hands-on experiences in specific industries. Each Career Pathway will include at least three courses through Edgenuity, Mendocino College or Work Experience opportunities. The three courses for each pathway will include an Introductory, a concentrator and a capstone. The full description for each pathway is included in the description of CTE Pathways and the corresponding course offerings for each. The curriculum aligns with the California Educational Standards for Career Technical Education.

Objectives of Career and Technical Education

- Develop self-awareness and explore personal interests, strengths, and values related to career choices.
- Gain an understanding of various career pathways and explore specific industries of interest.
- Develop employability skills, including communication, teamwork, problem-solving, and critical thinking.
- Develop a career plan and set goals for future education and career success.
- Understand the impact of technology and innovation on various industries and careers.
- Learn about entrepreneurship and develop an entrepreneurial mindset.
- Develop financial literacy skills related to budgeting, income, taxes, and finances.
- Understand the importance of lifelong learning and adaptability in a rapidly changing job market.

The Following are the complete pathways for the stated Industrial Sectors. Many partial pathways are also available, see the La Vida Charter School, Career & Technical Education Pathway document.

Agriculture & Natural Resources Sector

7100 Introduction to Agriculture & Natural Resources

Edgenuity: Introduction to Agriculture, Food & Natural Resources

Agricultural Business (Pathway 100)

7110 Introduction to Agribusiness

Edgenuity: Introduction of Agriculture, Food & Natural Resources 7111

Intermediate Agricultural Business

Edgenuity: Agribusiness Systems

7112 Advanced Agricultural Business (Capstone)

Mendocino College course offerings or internship/work experience

Agricultural Mechanics (Pathway 101)

7120 Introduction to Agricultural Mechanics

Edgenuity: Food Products and Processing Systems 7121

Intermediate Agriculture Mechanics

Edgenuity: Power, Structural and Technical Systems 7122

Advanced Agriculture Mechanics

Edgenuity: Plant Systems

Mendocino College Ag Mechanics courses

Agriscience (Pathway 102)

7130 Introduction to Agriscience

Edgenuity: Agriscience 1

7131 Intermediate Agriscience

Edgenuity: Agriscience 2A

7132 Advanced Agriscience

Edgenuity: Agriscience 2B

Mendocino College: various offerings

Arts, Media & Entertainment Sector

Design, Visual & Media Arts (Pathway 111)

Graphic Design (Sub-Pathway 111A)

7210 Introduction to Graphic Design

Edgenuity: Fundamentals of Digital Media

7211 Intermediate Graphic Design

Edgenuity: Choose from Digital Photography or Adobe Illustrator/Photoshop Mendocino

College: Specific area of focus

7212 Advanced Graphic Design

Edgenuity: Digital Photography, Animation or Adobe application Mendocino

College: Specific Area of focus

Animation (Sub-Pathway 111B)

7213 Introduction to Animation

Edgenuity: Fundamentals of Digital Media

7214 Intermediate Animation

Edgenuity: Animation 1A

Mendocino Community College: Specific Area of focus

7215 Advanced Animation

Edgenuity: Animation 1B

Mendocino College: Specific Area of focus

Visual/Commercial Art (Sub-Pathway 111C)

7216 Introduction to Visual Commercial Art Edgenuity: Fundamentals of Digital Media

7217 Intermediate Visual/Commercial Art

Edgenuity: Digital Photography/Adobe Illustrator or Photoshop

7218 Advanced Visual/Commercial Art

Edgenuity: Digital Photography, Adobe or Animation

Mendocino College: Specific Area of focus

Media Arts (Sub-Pathway 111D)

7219 Introduction to Media Arts

Edgenuity: Fundamentals of Digital Media

7220 Intermediate Media Arts

Edgenuity: Focus on Digital Photography, Animation or Adobe

7221 Advanced Media Arts

Edgenuity: Continued focus on Digital Photography, Animation or Adobe

Mendocino College: Specific Area of focus

Education, Child Development & Family Services Sector

7500 Introduction to Education, Child Development & Family Services

Child Development (Pathway 130)

7510 Intermediate Child Development

Edgenuity: Introduction to Human Growth & Development

7511 Advanced Child Development

Edgenuity: Early Childhood Education or Teaching & Training Careers
Work Experience Job placement

Education (Pathway 132)

7500 Introduction to Education, Child Development & Family Services

7530 Intermediate Education

Edgenuity: Introduction to Careers in Education & Training

7531 Advanced Education

Edgenuity: Teaching & Training Careers or Early Childhood Education Mendocino College various offerings/Work Experience

Fashion & Interior Design Sector

Cosmetology (Sub-Pathway 162 C)

7836 Introduction to Cosmetology Edgenuity:

Cosmetology 1

7837 Intermediate Level 2 Cosmetology Edgenuity: Cosmetology 2

7838 Advanced Level 2 Cosmetology Edgenuity: Cosmetology

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Health Science & Medical Technology Sector

Patientcare (Pathway 198)

7900 Introduction Health Science & Medical Technology Edgenuity: Introduction to
Careers in Health Science

7921 Intermediate Patient Care

Edgenuity: Medical Terminology

7922 Advanced Patient Care

Edgenuity: Nursing Assistant

Hospitality, Tourism & Recreation Sector

Hospitality, Tourism & Recreation (Pathway 202)

8000 Introduction to Hospitality, Tourism & Recreation

Edgenuity: Hospitality & Tourism 1

8030 Intermediate Hospitality, Tourism & Recreation

Edgenuity: Hospitality & Tourism 2

8031 Advanced Hospitality, Tourism & Recreation

Edgenuity: Hospitality & Tourism 2B; Transportation
& Tours for the Traveler; Planning Meetings &

Special Events, Marketing & Sales for Tourism & Hospitality

Information & Communication Technologies Sector

8100 Introduction to Information & Communication Technologies

Edgenuity: Computer Science Principles

Information Support & Services (Pathway 170)

8110 Introduction to Information Support & Services

Edgenuity: Introduction to Information Technology & Support Services

8111 Intermediate Information Support & Services

Edgenuity: Information & Communication Technology; Fundamentals of Computer Systems

8112 Advanced Information Support & Services

Edgenuity: Cybersecurity 1A & 1B; Cloud Technologies, Fundamentals of Blockchain

Software & Systems Development (Pathway 174)

Systems Programming (Sub-Pathway 174A)

8130 Introduction to Systems Programming Edgenuity: Fundamentals of

Computer Design

8131 Intermediate Systems Programming

Edgenuity: Fundamentals of Programming & Software Development

8131 Advanced Systems Programming

Edgenuity: Software Development Tools; Foundations of Game Design

Games & Simulations (Sub-Pathway 175)

8140 Introduction to Games & Simulations

Edgenuity: The History of Gaming & E-sports

8141 Intermediate Games & Simulations

Edgenuity: Foundations of Game Design 1A

8141 Advanced Games & Simulations

Edgenuity: Foundations of Game Design 1B

Marketing, Sales & Services Sector

8300 Introduction to Marketing, Sales & Services Edgenuity: Careers in

Marketing Research

Marketing (Pathway 244)

8310 Intermediate Marketing

Edgenuity: Advertising & sales Promotion

8311 Advanced Marketing

Edgenuity: Sports & Entertainment Marketing Marketing & Sales for Tourism
& Hospitality and/or Work Experience opportunities

Public Services Sector8400 Introduction to Public Services

Edgenuity: Introduction to Careers in Government & Public Administration; Introduction to Law, Public
Safety, Corrections & Security; Principles of Public Service

Public Safety (Pathway 232)8410 Introduction to Public Safety

Edgenuity: Corrections, Policies & Procedures; Law Enforcement Field Services; Security & Protective
Services

8411 Intermediate Public Safety

Edgenuity: Careers in Criminal Justice 1A; Military Careers, National Security

8412 Advanced Public Safety

Edgenuity: Careers in Criminal Justice 1B; Law & Order; National Security; Criminology; Forensics

WORK EXPERIENCE **PROGRAM**

The Work Experience Program is open to any high school student that wishes to get high school credit for employment. If a student works for wages and wants to earn units, he/she will meet with the Work Experience Education Coordinator to develop an individualized plan for the trimester.

Once employed, if the student follows these steps to the satisfaction of the Coordinator, he/she may earn 1-10 units of high school credit each trimester:

- With parent(s), complete CDE form B1-1, *Statement of Intent to Employ Minor and Request for Work Permit* and submit to Work Experience Coordinator
- Have employer complete CDE form B1-4, *Permit to Employ and Work*. Employer keeps original and submits copy to Coordinator
- Discuss with both the Work Experience Education Coordinator and the EC, specifics about the job, its location, hours, and schedule.
- Maintain Work Log provided by the Coordinator and submit it to the Coordinator once per month at an agreed upon time
- Twice per trimester, request employer feedback in the form of a written evaluation (covering job performance, including reliability, attitude, and punctuality) and submit to Coordinator.
- Participate in a Home Study Employment Readiness Class concurrent with work experience under the direction of the Educational Coordinator.

La Vida Negative Behavior & Consequences Junior High & High School

*Be Safe

*Be Respectful

*Be Responsible

These are the three core rules of La Vida. Follow them for your good and the greater good.

Type A Offenses:

1. Disrupting Class / wasting class time
2. Inconsiderate / disrespectful to others
3. Throwing dangerous / objectionable items
4. Provoking behavior /cutting remarks
5. Vulgar language
6. Failure to clean up after yourself
7. In unauthorized areas on school grounds.
8. Tardy to class
9. Not prepared for class

Consequences:

Individual

First Time + warning

Second time = take a "timeout"

Third time = stay in at break / lunch

Fourth time = call parent

Group

First time + warning

Second time = take a "timeout"

Third time = stay in at break / lunch

*Three calls home initiates a parent / teacher / administrator conference (next day if applicable)

Type B Offenses:

1. Beyond control of school authority
2. Defiance (refusing to do what is asked by school personnel)
3. Verbal or Physical threat or assault on others
4. Fighting or intimidation, including sexual harassment
5. Malicious vandalism of school property
6. Extortion or stealing
7. Possession of illegal drugs, alcohol, tobacco, knives, weapons, or dangerous objects
8. Lewd conduct
9. Off school grounds without permission

Consequences:

Student will be sent home immediately. There will be a parent / teacher / administrator conference, and possible suspension / expulsion from the on-site program or possibly the independent study program.

SEXUAL HARASSMENT

All students attending La Vida Charter School are provided an academic environment free from sexual harassment. The Board of La Vida has established a written policy against sexual harassment in all forms. School policy supplements existing laws including the State Education Code, which defines sexual harassment as “unwelcome sexual conduct including advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature”. Any unwelcome sexual conduct that interferes with a student’s academic performance or creates an offensive or intimidating academic environment is against school policy and **should be reported immediately to the teacher or Director**. Unwelcome sexual conduct need not be intended to harass. Harassment is determined on the basis of how the conduct is received. La Vida’s sexual harassment policy applies to students, teachers, staff, parents, visitors, volunteers, and all others on campus or elsewhere involved in any formal school-sponsored activity.

La Vida High School Credit Map

The Goal- General Studies diploma 225 units

Freshman/ 9th grade- 0- 56.25

Sophomore/ 10th grade- 56.26- 112.5

Junior/ 11th grade- 112.51- 168.75

Senior/ 12th grade- 168.76- 225

Take 18.75 units per Trimester to graduate on time.