



# High School Guide and Course Catalog

2021-2022

*WASC Accredited  
Independent Study/Personalized Learning  
Concurrent College Enrollment  
College Readiness  
Online Courses*

# High School Guide and Course Catalog

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Welcome to Shasta View Academy (SVA), and thank you for taking the time to read our High School Guide and Course Catalog. This guide is designed to help students and parents understand essential information regarding the SVA high school experience.

SVA is a personalized learning/independent study charter school accredited through the Western Association of Schools and Colleges (WASC). Our school is dedicated to providing opportunities for students to develop skills, broaden their knowledge, and build the foundation for future educational, career, and life decisions. We hope that our students will become life-long learners who continue to strive for high personal and academic standards.

SVA is committed to meeting California academic content standards for curriculum and instruction, while providing those elements in a flexible, individualized learning model. Use this guide along with your SVA Teacher and/or high school academic advisor to plan for yourself a successful personalized high school learning experience.

The first part of this guide focuses on general information regarding graduation requirements, options for courses of study, program descriptions, and important policies and procedures. The second part of the guide is the SVA High School Course Catalog. The catalog outlines the courses offered in each subject area with a brief course description and curriculum options.

Your questions, comments and suggestions are always welcome. Please feel free to call the school office (530)-233-3861 or talk to your SVA Teacher about the information in this guide or other matters concerning your education with SVA.

Sincerely,

*Laura Blachman*

SVA Executive Director



### **Mission Statement**

*Shasta View Academy's mission is to provide an innovative personalized learning program that honors parental choice. We support our students with a wealth of educational resources, a commitment to excellence, and a desire to nurture the unique nature of every child.*

### **Educational Vision**

Shasta View Academy (SVA) staff believes that each student should be supported with the appropriate resources to realize their full potential. We operate on the understanding that:

- Strong core competency skills are critical to successful lifelong learning.
- All students have different learning styles, abilities, and background experiences. As important as “what” a student learns is “how” a student learns.
- Parents, supported by trained educators with effective, standards-based curriculum, are capable of providing an excellent education to their children.
- Developing an educational plan tailored to meet a student’s learning style, abilities, strengths, and areas of need allows them to flourish.
- Students need to become self-motivated, organized, lifelong learners, able to use different sources of information and complete tasks.
- Powerful SVA Teacher-student relationships are a motivating factor toward success.
- Opportunities for distance learning and online education are encouraged and supported to move students into the age of technology.
- Beyond core courses, providing a variety of elective course options allows students to find their individual path and life goals.



## High School Guidelines and General Information

SVA offers an exemplary high school program that includes: general education courses, college preparatory courses, credit recovery, concurrent enrollment with community colleges, online course options, career technical education courses and pathways, a wide array of curriculum choices to meet student interests and needs, a college and career preparation program, and the assistance of a High School Coordinator/Academic Advisor.

### **Graduation Requirements:**

In order to earn a SVA high school diploma, students must successfully complete 230 high school credits in designated areas. Students have the opportunity to choose a plan of study according to their educational and post-high school goals.

There are two general paths of study as outlined below:

### **General Education Path of Study**

General Education courses provide students with a moderate level of academic rigor for core courses. These courses meet the California Content Standards for all subjects and meet SVA's high school graduation requirements. However, general courses do not satisfy admission requirements for either the California State University (CSU) system or the University of California (UC) system for acceptance directly after high school.

Students following this educational path generally enter a community college, trade or vocational school, or transition into the workforce after graduating high school.

### **A-G Path of Study**

Students who plan to attend a 4-year college or university directly after high school must complete a rigorous college prep course of study. Completion of these rigorous courses with a C or better develops a level of proficiency that makes the student eligible to enter the California State University system or the University of California system upon graduating high school.

The University of California requires schools to submit course descriptions in designated areas. These courses fulfill what is called "A-G" requirements. SVA has approved "A-G" courses in each designated subject area.

The A-G courses must be academically challenging, involving substantial reading, writing, problem-solving and laboratory work (as appropriate), and must show serious attention to analytical thinking, factual content and include the development of students' oral and listening skills.

The purpose of the “A-G” subject area requirements is to ensure that entering students:

- Can participate fully in the first-year program at the University in a broad variety of fields of study
- Have attained the necessary preparation for courses, majors, and programs offered at the University
- Have attained a body of knowledge that will provide breadth and perspective to more advanced studies
- Have attained essential critical thinking and study skills

To be considered for admission into any University of California option, students must complete 15 “A-G” courses with a grade of “C” or better. At least 11 of the courses must be completed prior to their senior year.

#### **Subject Area Requirements:**

**History/Social Science (“A”)** – *Two years required:* including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.

**English (“B”)** – *Four years required:* college preparatory English that integrates the reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.

**Mathematics (“C”)** – *Three years required, 4 years recommended:* college-preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two-and three-dimensional geometry.

**Science (“D”)** – *Two years required, 3 years recommended:* Two years of college-preparatory science, including or integrating topics that provide fundamental knowledge in two of these three subjects: biology, chemistry, or physics. One year of approved interdisciplinary or earth and space sciences coursework can meet one year of the requirement. Computer Science, Engineering, Applied Science courses can be used in area “D” as an additional science (i.e., third year and beyond).

**Language other than English (“E”)** – *Two years required, 3 years recommended:* the same language other than English or equivalent to the second level of high school instruction. The same language for two years is required.

**Visual and Performing Arts (“F”)** – *One year required in the same discipline:* chosen from dance, music, theater or the visual arts.

**College-preparatory elective (“G”)** – *One year required:* chosen from the “A-F” courses beyond those used to satisfy the requirements above or courses that have been approved solely in the elective area.

Source: <https://hs-articulation.ucop.edu/agcourselist>

The following chart outlines SVA course requirements for General Ed and A-G students.

General Ed Requirements				A-G Requirements		
Subject	Course	Credit Checklist		Course	Credit Checklist	
English	4 Years – 40 Credits			4 Years – 40 Credits		
	English I (10)			English I (10)		
	English II (10)			English II (10)		
	English III (10)			English III (10)		
	English IV (10)			English IV (10)		
Mathematics  <i>In order to earn a high school diploma, all high school students must pass an Algebra 1 course or higher.</i>	3 Years – 30 Credits			3 Years – 30 Credits		
	Basic Math (10)			Algebra I (10)		
	Pre-Algebra (10)			Geometry (10)		
	Algebra I (10)			Algebra II (10)		
	Algebra IA/IB (20)			Trig/Pre-calculus (10)		
	Geometry (10)			Calculus (10)		
	Algebra II (10)			Integrated Math I (10)		
	Integrated Math I (10)			Integrated Math II (10)		
	Integrated Math II (10)			Integrated Math III (10)		
	Integrated Math III (10)					
History/ Social Science	3 Years-30 Credits			3 Years-30 Credits		
	World History (10)			World History (10)		
	US History (10)			US History (10)		
	US Government (5)			US Government (5)		
	Economics (5)			Economics (5)		
Science	2 years – 20 Credits			2 years-20 Credits		
	Earth or Physical Science (10)			Biology w/ Lab (10)		
	Life Science or Biology (10)			Earth Science w/Lab (10)		
				Chemistry w/ Lab (10) Interdisciplinary Science (10)		
Humanities	2 years – 20 Credits			3 years - 30 Credits		
	Visual & Performing Arts and/or Lang Other than English (20)			Lang Other than English (20) (two years of same language)		
				Visual & Performing Arts (10)		
Physical Ed.	2 years - 20 Credits			2 years – 20 credits		
	P.E. (20)			P.E. (20)		
Health	Health (2.5)			Health (2.5)		
College/Career Readiness	College/Career (5)			College/Career (5)		
Technology/Life & Voc. Skills	1 year – 10 Credits			1 year – 10 Credits		
Electives	52.5 Credits			42.5 or Fewer Credits		
				A-G approved elective (10)		
A TOTAL of 230 credits are required for graduation. Students enrolled in grades 9-11 must be enrolled in at least 30 credits per semester. Seniors must carry at least 20 credits and one required course per semester.						

#### **SVA 4 - Year High School Graduation Planning**

It is important to know that SVA provides guidance and support to every student throughout their high school journey. Each year our High School Coordinator/Academic Advisor and SVA Teacher will help high school students select a path of study and a graduation plan to include courses and extracurricular activities to meet their goals. A student's post-high school goals and plans will guide those decisions.

SVA recognizes that each student is unique. With the guidance of their academic "team," a successful plan of study will be developed. It is important to remember that in addition to graduation course requirements for both educational paths, all students will be given the opportunity to extend their learning through their own creativity and exploration.

The charts on pages 10 and 11 are samples of grade level plans for students on the General Education Plan of study and students following the UC/CSU (A-G) Plan of study.

#### **4 -Year Planning Guide**

Please see the 4-Year Planning Guide that our High School Coordinator will be using with students below:



## SHASTA VIEW ACADEMY 4 - YEAR PLANNING WORKSHEET

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

Contact Information: Parent Email: \_\_\_\_\_ Cell number: \_\_\_\_\_

Graduation year \_\_\_\_\_ Student Email: \_\_\_\_\_ Cell number: \_\_\_\_\_

Career Goal/Interests \_\_\_\_\_ General Ed \_\_\_\_\_ A-G \_\_\_\_\_

Goal: Vocational School: \_\_\_\_\_ Community College: \_\_\_\_\_ 4 Year College: \_\_\_\_\_ Other: \_\_\_\_\_

9 <sup>th</sup> Grade 1 <sup>st</sup> Semester			9 <sup>th</sup> Grade 2 <sup>nd</sup> Semester		
Subject	Course Title	Credit Value	Subject	Course Title	Credit Value
English	_____		English	_____	
Math	_____		Math	_____	
Science	_____		Science	_____	
Social Science	_____		Social Science	_____	
Humanities	_____		Humanities	_____	
Humanities	_____		Humanities	_____	
Tech/Voc/Life	_____		Tech/Voc/Life	_____	
Career Readiness	_____		Career Readiness	_____	
PE	_____		PE	_____	
Health	_____		Health	_____	
_____	_____		_____	_____	
_____	_____		_____	_____	
_____	_____		_____	_____	
Total Credit Value	_____		Total Credit Value	_____	
Become involved in school/community activities. Keep track of all clubs, sports, honors, and awards.			Become involved in school/community activities. Keep track of all clubs, sports, honors, and awards.		

  

10 <sup>th</sup> Grade 1 <sup>st</sup> Semester			10 <sup>th</sup> Grade 2 <sup>nd</sup> Semester		
Subject	Course Title	Credit Value	Subject	Course Title	Credit Value
English	_____		English	_____	
Math	_____		Math	_____	
Science	_____		Science	_____	
Social Science	_____		Social Science	_____	
Humanities	_____		Humanities	_____	
PE	_____		PE	_____	
_____	_____		_____	_____	
_____	_____		_____	_____	
_____	_____		_____	_____	
Total Credit Value	_____		Total Credit Value	_____	
Stay involved in school/community events. Keep track of all clubs, sports, honors, and awards.			Stay involved in school/community events. Keep track of all clubs, sports, honors, and awards.		

[illegible]

Total High School Credit Value: \_\_\_\_\_

**Ninth Grade:**

California State Physical Fitness Test  
SVA i-Ready Assessment  
SVA Writing Assessment

**Eleventh Grade:**

CAASP (State Testing)  
SVA i-Ready Assessment  
SVA Writing Assessment  
PSAT (fall – optional)  
SAT and/or ACT (spring – optional)

**Tenth Grade:**

SVA i-Ready Assessment  
SVA Writing Assessment  
California Science Test (CAST) (10,11,**or** 12<sup>th</sup> grade)  
PSAT 10/NQST (optional)

**Twelfth Grade:**

SAT and/or ACT (fall –optional)  
California State University Application (Oct 1 – Nov 30)  
University of California Application (Nov 1 – Nov 30)  
FAFSA Application (October 1)

**Sample General Education Track** for students planning to attend a community college, a vocational training program or the workforce:

- Minimum of 230 credits to graduate.
- Students may want to consider electives that would prepare them for their post-secondary goals.

9th	10th	11th	12th
English I	English II	English III	English IV
Pre- Algebra or Basic Algebra I	Basic Algebra I or Geometry or Integrated Math I	Geometry or Algebra II or Integrated Math II or Consumer/Business Math	Elective
Health/Driver's Education/Elective	World History	US History	US Gov't/Economics
Earth or Physical Science	Life Science or Biology	Elective	Elective
Physical Education	Physical Education	Elective	Elective
Fine Art or Language Other Than English	Fine Art or Language Other Than English	Fine Art or Elective	Fine Art or Elective
College and Career Readiness/ Internship or Technology/Vocational/Life Skills	College and Career Readiness/ Internship or Technology/Vocational/Life Skills	Elective	Elective

**Sample A-G Plan** for students planning to attend a four-year college:

- Minimum of 230 credits to graduate.
- Rigorous UC/CSU approved A-G courses.\*
- Only one elective is required for A-G, however any A-G elective makes a student competitive for university admission.\*
- Students may want to consider electives that would prepare them for their post- high school goals.

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
English I*	English II*	English III*	English IV*
Integrated Math I* or Algebra I* or Geometry*	Integrated Math II*or Geometry* or Algebra II*	Integrated Math III*or Algebra II*or Geometry* or Pre-Calculus*	Pre-Calculus* or Calculus* or Elective*
Health/Driver's Ed/ Elective*	World History*	US History*	US Gov't*/ Economics*
Earth Science w/Lab* or Elective*	Biology w/Lab*	Chemistry with lab* or Elective*	Physics with lab* or Elective*
Physical Education	Physical Education	Academic Elective*	Academic Elective*
Language Other Than English*	Language Other Than English*	Language Other Than English* or Elective*	Language Other Than English* or Elective
Fine Art* or Elective	Fine Art* or Elective*	Fine Art* or Elective*	Fine Art* or Elective*
College and Career Readiness/Internship or Technology/Vocation/Life Skills	College and Career Readiness/Internship or Technology/Vocation/Life Skills	Elective*	Elective*

### **Semester Credits**

In order to complete 230 credits (required for graduation) in four years of high school, the typical schedule for SVA high school students includes 30 credits or six, 5 credit courses per semester. The maximum number of credits allowed per semester without the Director's approval is 45. If a student wishes to take more than 45 credits per semester, determination of appropriateness of "acceleration" will be made after consultation with the SVA Director, SVA Teacher, and/or High School Coordinator, on the following criteria:

- Strong grades
- Grade-level course work (not remedial or for credit recovery)
- A strong indication that the student will be successful with an accelerated schedule

### **Maximum and Minimum Credit Semester Exceptions**

CA Ed Code requires that, in order to be a full-time student, high school students must take 30 credits per semester with the following exceptions:

- Seniors (12th grade) may take 20 credits per semester to fulfill remaining graduation requirements.
- Students participating in concurrent enrollment at a community college may have fewer than 30 credits, but each semester must be enrolled in a minimum of 20 SVA credits and no more than 11 college units. SVA Teachers are responsible for ensuring a student's Master Agreement is in compliance throughout the semester with minimum SVA credits or maximum community college units. Students must be enrolled in at least one SVA required course each semester.
- High School students must be enrolled in our school for at least one entire semester in order to receive a high school diploma from SVA.

### **Grading and Credits in High School**

Students "earn" credits in high school for completing an assigned body of work in a particular course. To earn SVA high school credits, students must spend on average, 45-60 minutes per course, per school day, to earn a total of 5 credits at the end of a semester.

SVA Teachers evaluate all high school course work, and issue grades and credits each semester. These grades and credits are finalized on a semester Report Card.

Note: If a parent is using parent provided curriculum, SVA Teachers must also review all student work evaluated by a parent. This will ensure accuracy of semester final grades and credits issued. The grade for each course represents the degree to which the student has mastered the content and standards presented in each course.

For classes where the grade is quantifiable, the following scale applies:

A = 90 -100% Mastery of content presented

B = 80 - 89% Mastery of content presented

C = 70 - 79% Mastery of content presented

D = 60 - 69% Mastery of content presented

F = Failure to master at least 60% of content presented

### **Repeated Courses:**

Students cannot be assigned to repeat a course except under either of the following conditions:

- a. The student received a grade of F in the course.
- b. The student received a D in the course and they wish to take the course for a better grade.  
Credits for the course can only be issued one time. For example, if a student receives a D and receives 5 credits, they may repeat the course to earn a higher grade but will not be issued any additional credits. The student's parent or guardian (or the student if he or she is 18 or older) must give written consent to the assigned repeated course for the purpose of improving a lower grade and the director must determine that the student will benefit from the repeated course.
- c. The course is designed to be taken more than once and the students are exposed to a new curriculum each year.

### **High School Transcripts**

A high school transcript is a permanent record of student progress toward completion of high school course requirements. Each course completed by the student has a description and a designated credit value. The SVA Teachers award credit after they assign, evaluate, and report successful completion of work for each course. The transcript will follow a student to other schools (if applicable) and when complete, to colleges and universities to which a student may apply, to technical/vocational schools, or to future employers.

When a high school student transfers to SVA from a previous high school, our registrar converts the coursework listed on the previous school's transcript into SVA credits.

### **Academic Honesty**

SVA students must complete and submit all assignments, quizzes, and tests with honesty and integrity, and complete all assignments on their own. Plagiarism and cheating are not tolerated. Students who do not show academic honesty will be in non-compliance with SVA's Independent Study program and will be in jeopardy of being dis-enrolled.

Students enrolled in online course work must read and agree to the online publisher's Academic Honesty policies.



## **Concurrent Enrollment in Community College Courses**

We are very fortunate in California to have a Community College system that allows high school students to take community college courses and earn high school credits and college units at the same time. Units earned through community college courses may be used to fulfill SVA's high school core and elective course requirements. SVA encourages its students to take advantage of the opportunities the community colleges offer and include these courses in their graduation plan.

Community College courses completed by the student are worth 3.3 times the credit toward high school graduation requirements. This is an excellent way for high school students to earn credit. Credit values are rounded up and are converted as follows:

- 1 unit college course = 3 high school credits
- 2 unit college course = 7 high school credits
- 3 unit college course = 10 high school credits
- 4 unit college course = 13 high school credits
- 5 unit college course = 17 high school credits

Concurrent enrollment is possible through any California community college. Many of our high school students attend Shasta College to complete requirements for graduation and include these courses as part of their graduation plans.

Please note the following information from Shasta College:

"Students should note that course content for college courses is not altered for concurrently enrolled high school students and is intended for adults." Therefore, if a student has any question of the suitability or content of a course, please contact the college instructor.

### **Student eligibility for concurrent college education:**

- Student is in ninth grade or above unless approved by the Director.
- Student must maintain a "C" average in SVA high school courses.
- Student, parent and SVA Teacher agree that a college course is appropriate.
- College courses are consistent with the student's educational plan.

- Students are limited to one college course until successful completion of that first college course with a “C” or better.
- After successful completion of the first college course with a “C” or better, a student will be approved for up to three college courses per semester with units totaling no more than 11 college units.
- If a student fails a course, they will need to retake that course, or the prerequisite to the course, before taking any other college courses.

### **Shasta Community College Concurrent Enrollment Procedures:**

Please go to the following Shasta College website for helpful tools, how-to videos, and instructions on becoming a Shasta College concurrent enrollment student.

<https://www.shastacollege.edu/academics/high-school-programs/concurrent-enrollment/>

### **Textbooks for Community College Courses**

SVA will pay for or rent student college course textbooks required for a course. Once registered for a course, students will complete an SVA Community College Course Information Form and submit it to their SVA Teacher. Your SVA Teacher gives this information to our librarian who will order from the college bookstore. The college bookstore will call the student when the curriculum is available for pick up. Note: When a student’s curriculum is rented, it must be returned to the college bookstore before the end of each semester. When the curriculum is bought by SVA for the student, the text is returned to SVA at the end of the semester. Parents will be charged if rentals or purchased texts are not returned and SVA will also no longer rent or purchase texts for your student for future community college courses.

### **Master Agreements and Report Cards:**

Courses taken at a Community College are listed on a student’s Master Agreement. No work samples need to be turned into SVA, however, your SVA Teacher will discuss how the course is going with the student, and will provide any needed support.

SVA records the college course grade on a student’s report card and transcript. Each semester, it is the student’s responsibility to print an unofficial transcript (from their MyShasta account) and give it to their SVA Teacher. Only then can an SVA Teacher enter the grade and credits on a semester report card and import to the student’s transcript.

### **Community College Courses and a Student’s Grade Point Average**

Community College courses that are eligible to transfer to a four-year college, and are taken to fulfill a SVA high school core course requirement, are weighted higher for purposes of SVA’s student Grade Point Average (GPA) calculation.





## High School College and Career Exploration

### College and Career Readiness Program

SVA offers our high school students an opportunity to explore different college and career paths. A college and career readiness course (5 credits) is required for SVA high school graduation. SVA has adopted two curriculums to meet this “College and Career Readiness” requirement. The first curriculum is “Focus on College and Career” and is offered to students as an independent study course. This curriculum is A-G approved. The second curriculum is “Foundations in College Prep and Career Readiness” by Dave Ramsey. This class is completed in a group setting once per school year. Both curriculums help students complete a comprehensive plan to chart their high school and post high school path to a career. If a parent would like to provide their own curriculum to meet this graduation requirement, the HS Coordinator and /or the Director must approve.

### Earning Credit for Career Exploration

In addition to SVA’s college and career readiness requirement, and to further support students in making college and career decisions, students may also receive credit for:

- Employment in the community
- Participation in an internship or service learning
- Completing additional specific career coursework
- Completing a Career Technical Education Pathway

#### Employment in the community:

Any student under the age of 18 must have a valid work permit in order to work at any time during the school year, including holidays and summer vacation. A student is eligible for a work permit by meeting age requirements and meeting the GPA requirement of 2.0 or higher.

Work permits are issued, by law, to protect the student. It is the responsibility of employers to follow all Child Labor Laws while employing a minor.

#### Earning high school credits for employment:

- 2.5 credits per semester for under 10 hours per week of work.
- 5 credits per semester for 10-19 hours per week of work.
- 10 credits per semester for 20 hours or more per week of work.
- 40 credits maximum allowable for 4 years.
- Students log work hours.
- Students are evaluated each semester by their employer or supervisor. Students will

not receive credit or a grade without this evaluation form.

Work Permit Instructions:

- Student requests, from their SVA Teacher, the form “Statement of Intent to Employ a Minor and Request for a Work Permit.”
- Student, parent, and employer complete respective sections of the form.
- Work permits require the student’s social security number and all students must have proof of age on file with SVA.
- When sections are complete, students submit the form to the SVA High School Coordinator or the Administrative Office.
- SVA verifies all information, work activities, and the nature of the business.
- The student is notified of the completion of the final work permit and SVA mails the permit to the business or it is given to the student to bring to the business.
- Student is able to start work once the business has the final work permit.

Revocation Policy:

If a student withdraws from SVA, falls below a 2.0 GPA, or leaves a place of employment, his/her work permit will be revoked and the employer will be notified. It is the student’s responsibility to inform his/her SVA Teacher of any change. Once a student graduates, a work permit is no longer needed so the permit is cancelled.

Permit Expiration Date:

Work permits expire no later than 5 days after the opening of the next succeeding school year. Work permits issued to 14 & 15-year-old students expire no later than the end of the current school year. (EC49118 and 49130) New work permits must be obtained every school year, even if the student stays in the same place of employment.

Please refer to the following chart for specific information regarding work hours allowed:

## Hours of Work Summary Chart

	Ages 16 & 17 Must have completed 7th grade to work while school is in session. (EC 49112)	Ages 14 & 15 Must have completed 7th grade to work while school is in session (EC 49112)	Ages 12 & 13
SCHOOL IN SESSION*	<p>4 hours per day on any school day** [EC 49112; 49116; LC 1391]</p> <p>8 hours on any non-school day or on any day preceding a non-school day. [EC 49112; 49116; LC 1391]</p> <p>48 hours per week [LC 1391]</p> <p>WEE students &amp; personal attendants*** may work more than 4 hours on a school day, but never more than 8. See text [EC 49116; LC 1391, 1392]</p>	<p>3 hours per school day outside of school hours [EC 49112, 49116; LC 1391]</p> <p>8 hours on any non-school day</p> <p>18 hours per week [EC 49116; LC 1391]</p> <p>WEE students may work during school hours &amp; up to 23 hours per week. See text. [EC 49116; LC 1391]</p>	<p>May be employed only during school holidays and vacations (usually construed to include weekends). May never be employed on any school day, either before or after school. [EC 49111] See text.</p> <p>Daily and weekly work hour maximums while school is in session are not specified in statute, but may not exceed the maximum allowed when school is not in session or the maximum stated on the permit. [EC 49111; LC 1391, 1392] See text.</p> <p>Not eligible for WEE programs. [EC 49113]</p>
SCHOOL NOT IN SESSION	<p>8 hours per day [LC 1391, 1392]</p> <p>48 hours per week [LC 1391]</p>	<p>8 hours per day [LC 1391, 1392]</p> <p>40 hours per week [LC 1391]</p>	<p>8 hours per day [LC 1391, 1392]</p> <p>40 hours per week [LC 1391]</p>
SPREAD OF HOURS	<p>5 a.m. – 10 p.m. However, until 12:30 a.m. on any evening preceding a nonschool day [LC 1391]</p> <p>WEE students, with permission, until 12:30 a.m. on any day [LC 1391.1]</p> <p>Messengers: 6 a.m. – 9 p.m.</p>	<p>7 a.m. – 7 p.m., except that from June 1 through Labor Day, until 9 p.m. [LC 1391]</p>	<p>7 a.m. – 7 p.m., except that from June 1 through Labor Day, until 9 p.m. [LC 1391]</p>

### PENALTIES

EC 49111, 49112, 49116 Misdemeanor. [EC 49182]

LC 1297 Misdemeanor.[LC 1303]

LC 1391 First violation, Class B, \$500; second violation, Class B, \$1,000; third and subsequent violations, Class A, \$5,000 - \$10,000. [LC 1288] Misdemeanor.[1303]

LC 1392 Class A violation \$5,000 - \$10,000. (Minor must be a ward or apprentice.) Misdemeanor. [LC 1392]

- Permits must be revoked (by school officials or the Labor Commissioner) if work exceeds the hours stated on the permit. [LC 1300; EC 49164]
- With few exceptions, all employees are entitled to one day of rest in seven. [LC 551, 552] Days of rest maybe accumulated providing that in each calendar month the employee receives the equivalent of one day of rest in seven. [LC 554] A violation of Sections 551, 552 and 554 is a misdemeanor. [LC 553]. School

The following is the Statement of Intent to Employ a Minor and Request for a Work Permit - Certificate of Age (CDE Form B1-1 [DOC]): known as the work permit application. The form is an example and not for official use. Ask your SVA Teacher or a High School Coordinator for the application once the student has been hired.

STATE OF CALIFORNIA DEPARTMENT OF EDUCATION

**STATEMENT OF INTENT TO EMPLOY A MINOR AND REQUEST FOR A WORK PERMIT-CERTIFICATE OF AGE**

CDE Form B1-1 (Rev. 02-14)

A "STATEMENT OF INTENT TO EMPLOY A MINOR AND REQUEST FOR A WORK PERMIT-CERTIFICATE OF AGE" form (CDE Form B1-1) shall be completed in accordance with California *Education Code* 49162 and 49163 as notification of intent to employ a minor. This form is also a Certificate of Age pursuant to California *Education Code* 49114.

(Print Information)

**Minor's Information**

Minor's Name (First and Last)	Home Phone	Grade
Home Address	City	Zip Code
Birth Date	Social Security Number	Age
		Student's Signature

**School Information**

School Name	School Phone	
214 W. 1st Street	Alturas	96101
School Address	City	Zip Code

**To be filled in and signed by parent or legal guardian**

*This minor is being employed at the place of work described with my full knowledge and consent. I hereby certify that to the best of my knowledge and belief, the information herein is correct and true.*

Parent's Name (Print First and Last)	Parent's Signature	Date
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**To be filled in and signed by employer**

Business Name or Agency of Placement	Business Phone	Supervisor's Name
Business Address	City	Zip Code
Employer's Maximum Expected Work Hours: _____ hours per day _____ hours per week		
Describe nature of work to be performed: _____		

*In compliance with California labor laws, this employee is covered by workers' compensation insurance. This business does not discriminate unlawfully on the basis of race, ethnic background, religion, sex, sexual orientation, color, national origin, ancestry, age, physical handicap, or medical condition. I hereby certify that, to the best of my knowledge, the information herein is correct and true.*

Employer's Name (Print First and Last)	Employer's Signature	Date
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**For authorized work permit issuer use ONLY**

Maximum number of work hours when school is in session:								Maximum number of work hours when school is not in session:							
Mon	Tues	Wed	Thur	Fri	Sat	Sun	Total	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Total
Proof of Minor's Age (Evidence Type)								<b>Check Permit Type:</b> <input type="checkbox"/> Full-time <input type="checkbox"/> Restricted <input type="checkbox"/> General							
Verifying Authority's Name and Title (Print)								<input type="checkbox"/> Work Experience Education, Vocational Education, or Personal Attendant <input type="checkbox"/> Workability							
Verifying Authority's Signature															

**For more information** about child labor laws, contact the U.S. Department of Labor at <http://www.dol.gov/>, and the State of California Department of Industrial Relations, Division of Labor Standards Enforcement at <http://www.dir.ca.gov/DLSE/dlse.html>.

### Internships:

An internship is an opportunity for a student to have practical experience in a workplace while gaining exposure to a career of interest. The experience helps students see the relevance of what they are learning in high school, helps them gain an understanding of what it means to have a job and helps them in their development of an educational and career plan for the future.

SVA's internship program is designed to give students guidance, support, and high school credit for time spent at a work site. In order to receive internship credits, the student must first complete a College and Career Readiness course (5 credits). The student is then eligible to complete 75 hours of successful field experience (5 credits).

Note: Students are not paid for internships, or considered an "employee." Interns do not take the place of an employee.

During an internship, students will:

- Keep up with all course work as specified on their SVA Master Agreement.
- Keep an accurate log of time and date and activities performed of scheduled intern hours, signed by the business partner supervisor.
- Meet regularly with their SVA Teacher and Internship Coordinator to report progress and/or any difficulties arising at the internship site.
- Show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and have a willingness to learn.
- Be a positive role model and quality representative of SVA.
- Conform to all the rules and regulations of the business site.
- Maintain confidentiality as required by the circumstances of the experience at the business.

Benefits to students:

- Explore a career interest in a real-world experience.
- Build relationships with adult mentors.
- Learn professional skills, attitudes, and expertise that are necessary in today's workplace.
- Learn skills such as organization, punctuality, and time management.
- Understand the importance of education and develop long term goals.

A student interested in participating in an Internship must contact their SVA Teacher or SVA's High School Coordinator/Internship Coordinator. Prior to an internship, students can request to job shadow a business for a short period of time to determine whether they would like to be hired, complete an internship, or volunteer their time.

SVA's High School Coordinator, along with the student, will coordinate and research job shadow opportunities. SVA also offers students' access to "Virtual Job Shadow," an online website where students may research and virtually visit hundreds of occupations within different career industries.

#### Service Learning:

Many of our SVA students contribute to their communities by volunteering at church, schools, community service organizations, and local community events. Learning the meaning of service, in whatever form, helps our students become contributing members of their communities and positively reinforces their values, skills, and strengths.

Students are required to document the place where they volunteer, the activities performed, and the hours. Approximately fifteen hours of service learning earns one high school credit. Students are evaluated each semester by their supervisor.

#### Career Technical Education:

SVA offers Career Technical Education (CTE) courses and CTE Pathway Programs (a set of courses in one career area). These courses are designed to provide students with the academic and technical skills, knowledge and training necessary to succeed in future careers. Each SVA high school student has the opportunity to take a series of courses to complete a pathway and receive a certificate of completion. Participation in SVA's CTE program will provide opportunities for employment and/or associate, bachelor's and advanced degrees, while at the same time developing career-relevant, real-world 21<sup>st</sup> Century skills.

Each pathway requires a minimum of 300 hours of coursework. This equals a minimum of 3 courses of study, including an introductory course, a concentrator course, and a capstone course. Courses must be taken in sequential order. Please consult your SVA Teacher or High School Coordinator for the specific courses needed for any pathway completion.

SVA offers pathways in the following areas:

- Business Management
- Engineering Design
- Family and Human Services
- Food Service and Hospitality
- Forestry and Natural Resources
- Emergency Response (Fire Science)
- Information Support and Services
- Patient Care
- Agricultural Science
- Animation
- Visual/Commercial Art
- Game Design
- International Business

- Child Development
- Cosmetology
- Biotechnology
- Mental and Public Health
- Networking
- Systems Programming
- Web and Social Media Programming
- Games and Simulations
- Marketing
- Entrepreneurship
- Public Safety
- Emergency Response
- Legal Practices



## College/Career Readiness Indicator

### California Department of Education College/Career Readiness Indicator

California High School performance is measured by the Department of Education using the following College and Career Readiness Indicator. SVA uses the following worksheet to evaluate and rank all high school students at the end of their senior year for state reporting. When a student is planning their high school coursework, these ranking factors will be considered and encouraged in order for the student to graduate with a “Prepared” ranking.

#### College/Career Readiness Indicator

Name:

Date:

#### Prepared

- ☐ High School Diploma AND one of the following:
    - ☐ Smarter Balanced Assessment: Scored at least a Level 3 “Standard Met” on both ELA and Mathematics.
    - ☐ College Courses: Completion of 2 semesters or 3 quarters of concurrent college coursework with a grade of C- or better in academic or CTE subjects.
  - ☐ High School Diploma AND Completion of a CTE Pathway with a grade of C- or better AND one of the following:
    - ☐ Smarter Balanced Assessment: Scored at least a Level 3 “Standard Met” on either ELA or Mathematics and at least a Level 2 “Standard Nearly Met” on the other.
    - ☐ College Courses: Completion of 1 semester or 2 quarters of concurrent college coursework with a grade of C- or better in academic or CTE subjects.
  - ☐ High School Diploma AND Completion of UC A-G coursework with a C- or better AND one of the following:
    - ☐ CTE Pathway Completion.
    - ☐ Smarter Balanced Assessment: Scored at least as Level 3 “Standard Met” on either ELA or Mathematics and at least a Level 2 “Standard Nearly Met” on the other.
    - ☐ College Courses: Completion of 1 semester or 2 quarters of concurrent college coursework with a grade of C- or better in academic or CTE subjects.
-



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**Approaching Prepared**

☐ High School Diploma AND one of the following:

- ☐ CTE Pathway Completion.
  - ☐ Completion of UC A-G coursework with a grade of C- or better.
  - ☐ College Courses: Completion of 1 semester or 2 quarters of concurrent college coursework with a grade of C- or better in academic or CTE subjects.
  - ☐ Smarter Balanced Assessment: Score of at least a Level 2 “Standard Nearly Met” on both ELA and mathematics.
- 

**Not Prepared**

☐ Student did not meet any of the measurements listed above or did not graduate.



## **Comprehensive Sexual Health and HIV Prevention Education Program**

California public schools are mandated to implement the California Healthy Youth Act and offer a Comprehensive Sexual Health and HIV Prevention Education course to middle school (grades 7-8) and high school (grades 9-12). This course must be completed one time in middle school and one time in high school. The middle and high school courses are not the same, covering different topics and material.

If your student enters SVA from another school and the student has completed the course in either grades 7/8 or high school, it will be necessary to submit the name of the school and year of course completion to SVA.

SVA has two online curriculum choices that meet the state's content requirements. These curriculums both include a middle and high school options. Since the law mandates certain content, these are the only curriculum choices that can be used at SVA to meet the requirement. High school students will receive 2.5 elective credits upon completion of the course.

Curriculum choices:

Positive Prevention Plus: [www.positivepreventionplus.com](http://www.positivepreventionplus.com)

Heart Health Education and Relationship Training: [www.californiayouthpartnership.org](http://www.californiayouthpartnership.org)

The California Healthy Youth Act includes an opt-out clause that allows parents or guardians to excuse their child from comprehensive sexual health and HIV prevention education, using a passive consent or "opt-out" process. In order to opt-out, parents/guardians must submit a letter to SVA requesting that their child not complete the course. This opt-out request must be an original document that includes the student's name, grade, the parent's signature and the date of the request. If a parent chooses to opt out their child, the request must be made once in 7-8<sup>th</sup> grade and once in 9-12<sup>th</sup>.

In order to make a decision about whether to have your child complete the course, SVA parents/guardians are able to review the curriculum upon request at the Shasta View Resource Center or Alturas Library or online at publishers' websites. Please consult your SVA Teacher for more information and guidance.



## High School Assessments

### **SVA INTERNAL ASSESSMENTS:**

#### **Grade 9-11:**

Students will be assessed using the online i-Ready Assessment Program. This assessment is an online diagnostic program and will be administered by school staff to measure a high school student's reading and math skills. The assessment will be used to help choose appropriate curriculum and semester courses. If the student would benefit from lessons generated by the assessment, they may be assigned by the SVA Teacher to assist the student with skill mastery.

#### **Grades 9-11:**

In order to prepare for the state assessment which is required in the 11<sup>th</sup> grade, students will work with their SVA Teachers to complete CAASPP interim assessments online annually.

### **MANDATED STATE OF CALIFORNIA ASSESSMENTS:**

All public California High Schools, including public charter schools, must participate in the California State Testing and reporting program to include the following:

#### California Science Test (CAST)

The high school science assessment will be given online, in the spring of each school year and must be completed after a student has completed the high school Life and Physical Science requirements and before high school graduation.

#### California Assessment of Student Performance and Progress (CAASPP)

High School 11<sup>th</sup> grade students are required to take the online Smarter Balanced Assessment each spring. SVA will inform all students needing to take the test and the dates of administration. All California public schools are required to test on designated days, with no exceptions. Students who miss the exam due to illness will be able to make up the test on one of the next designated test dates.

The assessment utilizes computer-adaptive tests and performance tasks that allow students to show what they know and then apply this knowledge to problem-solving and critical thinking. This system is based on the California State Standards for English language arts/literacy (ELA) and mathematics.

Summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and Mathematics. Results are

appropriately interpreted alongside other available information about a student's academic achievement, including such measures as, course assignments and grades, course assessments, report cards, and SVA Teacher feedback.

Throughout the school year, eleventh-grade students are encouraged to become familiar with the Smarter Balanced Assessment Program. Practice tests are offered online. Please consult with your SVA Teacher for further information.

#### Early Assessment Program (EAP)

The California Department of Education (CDE) collaborates with the California State University (CSU), California Community Colleges (CCC) and the State Board of Education (SBE), to address the number of incoming college students who require remediation in English and/or mathematics. The Early Assessment Program (EAP) is designed to provide students, their families, and high schools with early signals about students' readiness for college-level English and mathematics.

The California State University (CSU) and participating California Community Colleges (CCC) use student results from the Smarter Balanced Summative Assessments as a student's EAP status in English and mathematics. Students wishing to inform the CSU and CCC of their EAP status may submit their CAASPP results by marking the release button at the end of the CAASPP exam.

#### Physical Fitness Test (9<sup>th</sup> Graders).

The State Board of Education designated the FITNESSGRAM\* as the Physical Fitness Test (PFT) for students in California public schools. The FITNESSGRAM\* is a comprehensive, health-related physical fitness test. The primary goal of the FITNESSGRAM\* is to assist students in establishing lifetime habits of regular physical activity.

Ninth grade high school students must take the Physical Fitness Test in the second semester. Parents may administer this test to students or they may choose to have SVA administer the test. SVA will inform students of dates of administration.

#### California Mathematics Placement:

When a student is entering the 9<sup>th</sup> grade, it is important that the student is placed in a mathematics course appropriate to their skill and ability levels. In order to facilitate proper course assignment, the school will take the following assessments and results into consideration:

- The student's state testing scores in mathematics in the 8th-grade year;
- The recommendation, if available, of each student's 8th-grade mathematics teacher based on course assignment and grades;
- The final grade in mathematics on the student's official, end of the year 8th-grade report card;
- Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year. All mathematics SVA Teachers responsible for 9th-grade students will assess the mathematics placements for each 9th-grade student

assigned to the SVA Teacher's roster. The SVA Teacher's assessment will take into consideration factors which may include, but are not limited to, the student's independent study assignments, quizzes, tests, exams, and grades, and any comments provided by the student, the student's parent/legal guardian, and/or the student's other SVA Teachers regarding the student's mathematics placement. Based on the assessment, the SVA Teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the SVA Teacher shall specify the mathematics course or level recommended for the student.

**COLLEGE ENTRANCE ASSESSMENTS (SAT, PSAT, ACT) Please note: USC and UC Colleges have suspended the ACT and SAT assessments for college admission until 2024. We included the information in this guide for informational purposes.**

SVA's High School Coordinator will communicate with students and their families to help them understand the college admission test options, current preparation opportunities, and registration and test dates. Information and updates will be sent to families via Parent Square.

All high school students planning to attend a 4-year college must take college entrance exams. Most 4-year colleges require applicants to take the Scholastic Aptitude Test (SAT) or the American College Testing Exam (ACT) for admission.

Many scholarships also require SAT or ACT scores as a part of the application requirements. Any student who is planning to attend a community college, university, or trade/vocational school, should consider taking one of these exams.

### SAT and PSAT

The SAT is a globally recognized college admission test that shows colleges what you know and how well you can apply that knowledge. It tests your knowledge of reading, writing, and math. Most students take the SAT during their junior or senior year of high school, and almost all colleges and universities use the SAT to make admission decisions.

Students may practice for the SAT by taking the Preliminary Scholastic Aptitude Test (PSAT). Students in 10th and 11th grade take the PSAT in October. The results of the PSAT are sent to the student for review and identify areas of need. Students can use these results to study for the SAT.

The College Board recently redesigned the PSAT and SAT exams. Students are encouraged to visit <https://collegereadiness.collegeboard.org/sat/test-design/key-changes> to research all information in regard to the PSAT and the SAT.

The College Board has partnered with Kahn Academy (free online) to provide students with a test prep course that is aligned to the new SAT. Students may use this resource to study for both the PSAT and the SAT.

### ACT

The ACT is a curriculum and standards-based educational and career planning tool that assesses students' academic readiness for college. Like the SAT, the ACT is a nationally administered, standardized test that helps colleges evaluate candidates. Most colleges now accept ACT or SAT scores interchangeably, although it is always recommended to contact a college or university for their admissions requirements.

Generally, a student completes the ACT for the first time in the spring of their junior year. This allows the students enough time to retake the test during the fall of their senior year if the student is not satisfied with their score. Students are encouraged to visit <http://www.act.org/> to research information on the ACT.



## **Shasta View Academy High School Course Options**

The SVA Course Catalog outlines courses offered in each subject area with brief course descriptions and sample curriculum options. SVA's Personalized Learning and Independent Study model embraces the uniqueness of each student and therefore, within the framework of required courses and the student's chosen plan of study, students have the freedom to choose their method of completing course work.

Students, together with parents/guardians, and their SVA Teacher, discuss curriculum options for each course planned to complete each semester, as outlined on a student's Master Agreement. The goal of this catalog is to give you a guide in making these important decisions.

Generally, courses may be completed in the following ways:

Textbooks (Hardcover and/or Digital): SVA has an extensive library of current, up to date, textbooks for core courses as well as for elective courses. Textbooks range from basic to college prep and are chosen according to a student's plan of study.

Concurrent Community College Enrollment: As outlined in the previous section, enrolling in community college courses is an excellent way to complete SVA's course requirements. Consult with SVA's High School Coordinator and your SVA Teacher if you wish to take college courses.  
<https://www.shastacollege.edu/academics/high-school-programs/concurrent-enrollment/>

Online Courses: SVA offers many course offerings through online publishers. Online learning provides a quality alternative to traditional textbooks. In addition to learning the content of a course through the online learning experience, students learn how to apply appropriate technical skills and academic knowledge.



## Course Designation Descriptions

The following pages list courses and their descriptions. Courses are designated general or college prep. Your SVA Teacher and High School Coordinator will guide you in your course selections depending on your post-secondary goals.

General Courses	A-G Courses
<p>General Education courses provide students with a basic level of academic rigor.</p> <p>These courses meet the California content standards for all subjects and SVA's high school graduation requirements for those who want to enter a community college, a trade school, and/or enter the workforce, directly after high school.</p> <p>It is important to remember that a student with these post-secondary plans is encouraged to also take college preparatory courses to challenge and prepare them for community college course work.</p> <p>Many students on this track combine courses with both designations. However, planning is very important because when a student chooses general education courses as part of their graduation plan, the courses do not satisfy admission requirements for UC/CSU for acceptance directly after high school.</p>	<p>A-G courses are for students who plan on attending a 4-year college directly after high school.</p> <p>Students must complete a-g (college prep) rigorous courses that are approved by the UC/CSU system and deemed a rigorous preparation for direct admission to a college or university.</p> <p>These courses meet the California content standards, are academically challenging, and meet SVA's graduation requirements. In addition, they require substantial reading, writing, problem-solving, hands-on-laboratory work, analytical thinking, and substantial factual content.</p> <p>Therefore, to be eligible for the UC/CSU systems, students must complete, with a C or higher, a pattern of fifteen A-G (college prep) courses. Eleven of these courses must be completed before the senior year. SVA has approved A-G courses in all subject areas, and most community college courses qualify as A-G.</p>





## **Designated A-G Courses Approved by the University of California**

Approved SVA A-G courses prepare students to enter a state college or university directly after graduation from high school. These courses are academically challenging, involve substantial reading, writing, problem-solving, and laboratory work. Course work requires analytical thinking while at the same time develops a student's oral and listening skills. You may request more information on SVA courses from your SVA Teacher or access the information directly from the following website:

<https://hs-articulation.ucop.edu/agcourselist>

Course objectives and student outcomes are included in specific course descriptions. Your SVA Teacher will provide these descriptions upon request. SVA annually updates and revises their UC/CSU course list.



## **Shasta View Academy Online Learning Opportunities**

SVA has expanded its personalized curriculum choices to include online learning courses in order to meet the needs of high school students and expand course options. Online curriculum provides high-quality instruction to students in independent study and takes advantage of the interactivity and multimedia power of the internet. Depending on the course and online publisher, courses provide a variety of activities, question formats, forums, quizzes, and tests.

Online learning also improves technical skills as students learn to navigate different learning management systems and programs. These skills translate to many professions, including skills that create and share documents, and incorporate audio/video materials into assignments. Online publishers provide a rigorous standards-based curriculum to engage and motivate students. The interactivity and multimedia delivery of courses make learning more engaging and fun. Online publishers provide highly qualified teachers as instructors for each course.

SVA has researched many online options, and options are listed per course in the catalog. These rigorous courses meet the highest academic standards of excellence. Keep in mind that the listed options are not exhaustive. SVA is continually researching

and updating online courses and welcomes suggestions and ideas on online course offerings from students and their families.

SVA is committed to student success and therefore has developed guidelines for students who wish to take online courses.

Please read the following guidelines and procedures for requesting an online course. Your SVA Teacher, parent/guardian, and student, must all be in agreement regarding the responsibilities and expectations listed below. SVA may cancel or limit access to an online course, if necessary, at any time. (Please also refer to the Technology/Acceptable Use Agreement and Student-Parent Handbook for more information regarding student-parent responsibilities and expectations.)

**Student and Parent Responsibilities:**

1. Student must be in good standing in all other enrolled courses.
2. Parent must provide approval and willingness to participate in daily monitoring of course.
3. Parent and student must learn how to navigate the system and procedures for the selected online provider and read their Academic Honesty policies.
4. The student must have consistent and reliable computer and internet access prior to requesting online courses.
5. Student and parent must commit to follow through and complete the course once enrolled.
6. Students and parents must become aware of the drop policy for the online provider they choose, and the reimbursement restrictions.
7. Students are limited to enrolling in one (1) online course per semester, unless approved by the director.

**Procedure for Requesting Online Courses**

1. Student, Parent, and SVA Teacher must complete and sign the Online Course Request Form.
2. SVA Teachers submit the signed Online Request Form to the Online Course Coordinator for approval.
3. Allow at least one week from submission date for acceptance and enrollment to be complete.
4. Once approved, the student will be enrolled in the course with the student's assigned SVA Teacher listed as the mentor teacher.
5. Via email, the student, parent, and SVA Teacher will be notified of the beginning date of the course, online course website, and user name and password.
6. Each online publisher has a technology helpline that parents and students are encouraged to use if there are any difficulties navigating the website and completing assignments.

Consult with your SVA Teacher and/or High School Coordinator for more information on the online course publishers and course descriptions.

Accelerate	<a href="http://www.accelerate-ed.com">www.accelerate-ed.com</a>
Edgenuity	<a href="http://www.edgenuity.com">www.edgenuity.com</a>
Odysseyware Academy	<a href="http://www.odysseywareacademy.com/">www.odysseywareacademy.com/</a>
Dave Ramsey Financial Literacy	<a href="http://www.daveramsey.com">www.daveramsey.com</a>
eDynamic Learning	<a href="http://www.edynamiclearning.com">www.edynamiclearning.com</a>
Mr. D's Online Math.	<a href="http://www.mrdmath.com">www.mrdmath.com</a>
Outschool	<a href="http://www.outschool.com">www.outschool.com</a>
ALEKS	<a href="http://www.aleks.com">www.aleks.com</a>



## High School Course Catalog

### English/Language Arts

#### English I A/B

UC/CSU “B” requirement

Course Length 2 Semesters (10 credits)

Graduation Requirement: English

Prerequisite: None

#### Course Description:

English I is a year course in which students combine the study of literature with concentrated work on writing. Students read a variety of recommended authors and genres and will write in response to the literature to their own personal experience (journal, reflective, narrative, and descriptive). The emphasis in the writing process is on the mechanics of generating ideas, precise sentences, and vocabulary. This course of study will cover traditional grammar and its use and related skills such as spelling, oral communication, writing, study skills, and internet/library/research use.

#### Suggested texts for college prep/ A-G requirements

California Treasures – Course 4, Glencoe

Prentice Hall Literature Grade 9, Prentice Hall

Collections 9, Houghton Mifflin

MyPerspectives, Pearson

iLit (online) Pearson

Odysseyware Academy Online English I CCSS

Edgenuity Virtual Academy English I

Community College courses

In addition to literature to build writing skills:

Writer’s Inc. Handbook, Great Source

Wordly Wise 3000 Grade 9, EPS

Excellence in Writing, Institute for Excellence in Writing

#### Basic texts

Exploring Literature, AGS

Literature Purple Level, Globe Fearon

Write In Reader Birch Level, EMC

Basic English, AGS

Basic English Composition and Basic English Grammar AGS

## English II A/B

## UC/CSU “B” requirement

Course Length                      2 Semesters (10 credits)  
Graduation Requirement:      English  
Prerequisite:                      English I

### Course Description:

English II is a year course in which students combine the study of world literature with a continued emphasis on writing. Students read a variety of authors and genres and write in response to the literature and to their own personal experience (journal, reflective, narrative, and descriptive). The emphasis in the writing process is on the mechanics of generating ideas, precise sentences, and vocabulary. This course of study will continue to cover traditional grammar and its use and related skills such as spelling, oral communication, writing, study skills, and internet/library/research use.

### Suggested texts for college prep/ A-G requirements

California Treasures, Literature Course 5, Glencoe

CA Reading and Language 10, Prentice Hall

Collections 10, Houghton Mifflin

MyPerspectives, Pearson

iLit (online), Pearson

Odysseyware Academy Online Curriculum English II CCSS

Edgenuity Virtual Academy English II

Community College courses

In addition to literature to build writing skills:

Writer’s Inc. Handbook, Great Source

Wordly Wise 10, EPS

Excellence in Writing, Institute for Excellence in Writing

### Basic texts

World Literature, AGS

Literature Green Level, Globe Fearon

Write In Reader Willow Level, EMC

Basic English Composition, AGS

Basic English Grammar, AGS

## English III A/B

## UC/CSU “B” requirement

Course Length	2 Semesters (10 credits)
Graduation Requirement:	English
Prerequisite:	English II

### Course Description:

Students will read works of American writers and view works of American artists in terms of literary, political and cultural perspectives. The emphasis in the writing process is on the essay form, research, and documentation, analysis of themes in American literature and resume format. This course reinforces and refines spelling, mechanics, and grammar as each student advances through the pre-writing, writing, revising and publishing stages of essay development. Students will create persuasive, descriptive, evaluative and informative essays, articles, and reviews. This course also emphasizes creative and evaluative thinking.

### Suggested texts for college prep/ A-G requirements

American Literature, CA Treasures, Glencoe  
Prentice Hall Literature, The American Experience, Prentice Hall  
MyPerspectives, Pearson  
Collections 11, Houghton Mifflin  
Odysseyware Academy Online Curriculum English III CCSS  
Edgenuity Virtual Academy English III  
Community College courses

In addition to literature to build writing skills:

Writer’s Inc. Handbook, Great Source  
Wordly Wise 11, EPS  
Excellence in Writing, Institute for Excellence in Writing

### Basic texts

American Literature, AGS  
Literature Silver Level American Literature, Globe Fearon  
Basic English Composition, AGS  
Basic English Grammar, AGS  
English for the World of Work, AGS  
Life Skills English, AGS

## English IV A/B

## UC/CSU “B” requirement

Course Length	2 Semesters (10 credits)
Graduation Requirement:	English
Prerequisite:	English III

### Course Description:

Students will explore British and World literature through reading stories, novels, plays, poems, and essays. 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.

### Suggested texts for college prep/ A-G requirements

British Literature, California Treasures, Glencoe  
Prentice Hall Literature, The British Tradition, Prentice Hall  
Collections 12, Houghton Mifflin  
MyPerspectives, Pearson  
Odysseyware Academy Online Curriculum English IV CCSS  
Edgenuity Virtual Academy English IV  
Community College Transferable English courses

In addition to literature to build writing skills:

Writer’s Inc. Handbook, Great Source  
Wordly Wise Book 12, EPS  
Excellence in Writing, Institute for Excellence in Writing  
Writing and Grammar, Prentice Hall

### Basic texts

British Literature, AGS  
Literature Gold Level, Globe Fearon  
Write In Reader Maple Level, EMC  
Basic English Composition, AGS  
Basic English Grammar, AGS  
English for the World of Work, AGS  
Life Skills English, AGS

## Speech

## UC/CSU “G” requirement

Based on the idea that practice and encouragement promote confidence, this course is designed to improve the student’s ease and accuracy in communicating the spoken word.

Suggested text for college prep/ A-G requirements

eDynamic Learning Online Curriculum [Public Speaking](#)

### Basic text

[Speech](#), Glencoe

## Creative Writing A/B

## UC/CSU “G” requirement

This course is designed for students who are interested in creative writing. Poetry, description, short stories, children’s stories, plays, and characterizations are possible areas of exploration.

Suggested texts for college prep/ A-G requirements

[eDynamic Online Curriculum, Creative Writing](#)

### Basic texts

[Imaginative Writing: The Elements of Craft](#), Prentice Hall

[The Everything Creative Writing Book](#), Carol Whitley

## Journalism

## UC/CSU “G” requirement

This course exposes students to a variety of print media and to the types of writing that appear in newspapers and magazines. Students will recognize and write sound, effective, responsible journalism.

Suggested texts for college prep/ A-G requirements

[eDynamic Online Curriculum, Journalism: Investigating the Truth](#)

### Basic Texts

[Journalism Today](#), Glencoe

# History and Social Science

## World History A/B

## UC/CSU “A” requirement

Course Length: 2 Semesters (10 credits)

Graduation Requirement: History/Social Science

Prerequisite: None

### Course Description:

Students in grade ten study major turning points that shaped the modern world, from the late 18<sup>th</sup> century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international



relations. They extrapolate from the American experience that democratic ideas are often achieved at a high price, remain vulnerable and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political economic and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. Students continue their focus on the making of the modern world. Topics will include the growth of self-government in England, the Enlightenment, the Age of the French Revolution and Napoleonic Era, the industrial revolution and the philosophical reactions to it, Imperialism, Nationalism, as both a constructive and destructive force, World War I and World War II, Communism and Fascism in the Twentieth Century, the Holocaust, and post-World War II international developments.

#### Suggested texts for college prep/ A-G requirements

World History, Modern Times, Glencoe

World History and Geography, McGraw Hill

World History and Geography, Modern Times, Glencoe

My World, Pearson

World History, Modern Era, Glencoe

Modern World History, Houghton Mifflin Harcourt

Modern World History, Patterns of Interaction CA edition, Houghton Mifflin

World History, The Modern World, CA edition, Prentice Hall

World History, Human Legacy, Holt

Odysseyware Academy Online Curriculum World Civilizations

Odysseyware Academy Online Curriculum World Geography

Edgenuity Virtual Academy World History

Community College courses

#### Basic Text

World History, AGS

### U.S. History A/B

### UC/CSU “A” requirement

Course Length: 2 Semesters (10 credits)

Graduation Requirement U. S. History/Social Science

Prerequisite: World History suggested

#### Course Description:

Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation’s beginnings and the impact of the Enlightenment in U.S. democratic ideas, students build upon the tenth-grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement towards equal rights for racial minorities and women; and the role of the United States as a major

world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution comprise a precious inheritance that depends on an educated citizenry for their preservation and protection.

#### Suggested texts for college prep/ A-G requirements

American History, The Modern Era Since 1865, Glencoe  
United States History and Geography, Modern Times, Glencoe McGraw Hill  
The American Vision, Modern Times, Glencoe  
American Odyssey, Glencoe  
United States History and Geography, McGraw Hill  
Odysseyware Academy Online Curriculum U.S. History Foundations to Present  
Edgenuity Virtual Academy U.S. History  
Community College U.S. History course

#### Basic texts

U.S. History, AGS  
United States History, Globe Fearon

### U.S. Government

### UC/CSU “A” requirement

Course Length: 1 Semester (5 credits)  
Graduation Requirements: U.S. Government  
Prerequisite: U.S. History suggested

#### Course Description:

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship between federal, state, and local governments. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

#### Suggested texts for college prep/ A-G requirements

United States Government: Democracy in Action, Glencoe  
United States Government, Houghton Mifflin Harcourt  
American Government and Citizenship, Holt  
United States Government: Our Democracy, McGraw Hill  
American Government, Pearson

Odysseyware Academy Online Curriculum Principles of American Democracy  
Edgenuity Virtual Academy U.S. Government  
Community College courses

#### Basic texts

United States Government, AGS  
American Government, Globe Fearon

### **Economics**

### **UC/CSU “G” requirement**

Course Length: 1 Semester (5 credits)  
Graduation Requirement: Economics  
Prerequisite: None

#### Course Description:

Students will master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historical context are the basic economic principles of micro-and macroeconomics, international economics, comparative economic systems, measurement, and methods.

#### Suggested texts for college prep/ A-G requirements

Economics: Principles and Practices, Glencoe  
Economics, Houghton Mifflin Harcourt  
Economics: Principles in Action, Prentice Hall  
Odysseyware Academy Online Economics  
Community College course

#### Basic texts

Economics, AGS  
Economics, Globe Fearon

## **Mathematics**

### **General Math A/B**

Students will master fundamental math skills including ratios, probability, and pre-algebra. Review of percent, decimals, fractions, multiplication, and division will be included.

#### Suggested texts

Saxon 7/6, or Saxon 8/7, Harcourt Achieve/Saxon  
Course 3, Saxon  
Basic Math, AGS

## **Consumer/Business Math A/B**

Students will review elementary arithmetic, including fractions, decimals, and percentages. Elementary algebra is included in the context of solving practical business problems. The practical applications of math include checking accounts, price discounts, markups and markdowns, payroll calculations, compound interest, credit, and mortgages.

Suggested texts for college prep (not A-G)

Mathematics with Business Applications, Glencoe

Basic texts

Consumer Mathematics, AGS

Math for the World of Work, AGS

Life Skills Math, AGS

## **Pre-Algebra A/B**

Students will learn the necessary skills to succeed in Algebra. These skills include the following: adding, subtracting, multiplying and dividing integers; adding, subtracting, multiplying and dividing variables; properties of addition and multiplication; solving two-step equations and inequalities; graphing equations on a coordinate plane; rules of exponents using integers and variables; number theory; problem solving using ratios and proportions; operating with rational and irrational numbers; introduction to geometry and measurement. This course is designed to help students who need extra support to fully prepare for Algebra I.

Suggested texts

Pre-Algebra (California Edition), Prentice Hall

Pre-Algebra (Algebra ½), Harcourt Achieve/Saxon

Pre-Algebra, Glencoe

Algebra Readiness, Prentice Hall

Pre-Algebra, Math-U-See

Pre-Algebra, (AGS)

Pre-Algebra, Teaching Textbooks

Pre-Algebra, Mr. D's Online Math

Pre-Algebra, ALEKS

Pre-Algebra, Edgenuity

## **Integrated Math I A/B**

## **UC/CSU “C” requirement**

Course Length:	2 semesters (10 credits)
Graduation Requirement:	Mathematics
Prerequisite:	None

### **Course Description:**

Integrated Math I is the first of three mathematics courses required for college entrance. The course content includes: functions, algebra, geometry, statistics, probability, discrete mathematics, measurement, number, logic, and language. The course emphasizes mathematical reasoning, problem solving, and communication through the integration of the various strands, connections with other subject areas and real-life applications, use of technology, and exploratory and group activities. This course emphasizes algebra.

### **Suggested texts for college prep/ A-G requirements**

[Integrated Math 1](#), Pearson

[Core Plus Math 1](#), McGraw Hill

[Integrated Math 1](#), CPM

[Integrated Math 1](#), Big Ideas Learning

[Integrated Math I](#), Common Core Houghton Mifflin Harcourt

[Odysseyware Academy Online Integrated Math I](#)

[Mathematics I](#), Edgenuity

## **Integrated Math II A/B**

## **UC/CSU “C” requirement**

Course Length:	2 semesters (10 credits)
Graduation Requirement:	Mathematics
Prerequisite:	Integrated Math I

### **Course Description:**

Integrated Math II is the second of three mathematics courses required for college entrance. The course content expands upon the mathematical content and techniques of Integrated Math I. In addition to further development of the strands with connections and applications, this course emphasizes unifying ideas such as mathematical modeling and argumentation, variation, algorithmic thinking, and multiple representations. The course emphasizes Geometry.

### **Suggested texts for college prep/ A-G requirements**

[Integrated Math II](#), Pearson

[Core Plus Math II](#), McGraw Hill

[Integrated Math 2](#), CPM

[Integrated Math II](#), Big Ideas Learning

[Integrated Math II](#), Common Core Houghton Mifflin Harcourt

[Odysseyware Academy Online Integrated Math II](#)

[Mathematics II](#), Edgenuity

## **Integrated Math III A/B**

## **UC/CSU “C” requirement**

Course Length: 2 semesters (10 credits)

Graduation Requirement: Mathematics

Prerequisite: Integrated Math II

### **Course Description:**

Integrated Math III is the third of three mathematics courses required for college entrance. The course content expands upon the mathematical content and techniques of Integrated Math II. Connections among the strands and unifying ideas continue with attention given to depth of understanding. Students successfully completing Integrated Math III are prepared for Pre-calculus or alternative mathematics courses that emphasize real-world applications in the social sciences, or life and physical sciences. This course emphasizes Algebra II and Trigonometry.

### **Suggested texts for college prep/ A-G requirements**

Integrated Math III, Pearson

Core Plus Math III, McGraw Hill

Integrated Math III, CPM

Integrated Math III, Big Ideas Learning

Integrated Math III, Common Core Houghton Mifflin Harcourt

Odysseyware Academy Online Integrated Math III

Mathematics III, Edgenuity

## **Algebra I A/B**

## **UC/CSU “C” requirement**

Course Length: 2 Semesters (10 Credits)

Graduation Requirement: Algebra I

Prerequisite: None

### **Course Description:**

Symbolic reasoning and calculations with symbols are central in algebra. Through the study of Algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. Through practice and applications, students develop skills in dealing with the essentials of first-year algebra course, including properties of and operations with real numbers, linear and quadratic equations, inequalities, polynomials, rational expressions, radicals, problem-solving, factoring, and graphing.

### **Suggested texts for college prep/ A-G requirements**

Algebra 1 (California Edition), Prentice Hall

Algebra 1 (California Edition), Glencoe

Algebra 1, Saxon

Chalk Dust Algebra I, Larson

Algebra 1 Common Core Pearson

Big Ideas Math, CA Algebra 1 National Geographic

Odysseyware Academy Online Curriculum Algebra I CCSS

Edgenuity Virtual Academy Algebra 1

Algebra I, Mr. D's Online Math

Algebra 1, ALEKS

Community College course

#### Basic texts

Algebra, AGS

Algebra I, Math-U-See

Algebra I, Teaching Textbooks

### **Algebra II A/B**

### **UC/CSU "C" requirement**

Course Length: 2 Semesters (10 Credits)

Graduation Requirement: Mathematics

Prerequisite: Algebra I

#### Course Description:

This discipline complements and expands the mathematical context and concepts of Algebra I and Geometry. Students who master Algebra II will gain experience with algebraic solutions and problems in various content areas, including the solution of systems of quadratic equations, logarithmic, and exponential functions, the binomial theorem, and the complex number system.

#### Suggested texts for college prep/ A-G requirements

Algebra 2 with Trigonometry (CA edition), Prentice Hall

Algebra 2, Glencoe

Chalk Dust Algebra II, Larson

Saxon Algebra 2, Saxon

Algebra 2, Common Core, Pearson

Big Ideas Math Algebra 2, National Geographic

Odysseyware Academy Online Curriculum Algebra II CCSS

Edgenuity Virtual Academy Algebra II

Algebra II, Mr. D's Online Math

Algebra 2, ALEKS

Community College course

#### Basic texts

Algebra 2 AGS

Algebra 2, Math-U-See

Algebra II Teaching Textbooks

## **Geometry A/B**

## **UC/CSU “C” requirement**

Course Length: 2 Semesters (10 Credits)  
Graduation Requirement: Mathematics  
Prerequisite: Algebra 1

### **Course Description:**

The geometry skills and concepts developed in this discipline are useful to all students. Aside from learning these skills and concepts, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. Geometry is the study of points, lines, and areas in a single plane with extensions into three-dimensional space. Emphasis is placed on creating a consistent set of axioms and using deductive reasoning to derive theorems. Students need to have a strong foundation in algebraic concepts.

### **Suggested texts for college prep/ A-G requirements**

[Geometry \(CA ed.\), Glencoe](#)  
[Geometry, McDougal Littell](#)  
[Geometry, Big Ideas Learning](#)  
[Geometry, Common Core, Pearson](#)  
[Chalk Dust, Geometry, Larson](#)  
[Geometry, Saxon](#)  
[Odysseyware Academy Online Geometry CCSS](#)  
[Edgenuity Virtual Academy Geometry](#)  
[Mr. D’s Geometry Online Math](#)  
[ALEKS, Geometry](#)

### **Basic texts**

[Geometry, AGS](#)  
[Geometry, Math-U-See](#)  
[Geometry, Teaching Textbooks](#)

## **Pre-Calculus A/B**

## **UC/CSU “C” requirement**

Course Length: 2 Semesters (10 Credits)  
Graduation Requirement: Mathematics  
Prerequisite: Algebra II

### **Course Description:**

Pre-Calculus is a course with college-level algebra and trigonometry that is designed to prepare students for the study of Calculus.

### **Suggested texts for college prep/ A-G requirements**

[Odysseyware Academy Online Pre-Calculus](#)  
[Edgenuity Virtual Academy Pre-Calculus](#)  
[Community College course](#)  
[Mr. D’s Pre-Calculus](#)



#### Basic Texts

Pre-Calculus: Math U See

Pre-Calculus, Teaching Textbooks

Pre-Calculus, Functions and Graphs, Chalk Dust

Pre-Calculus: Pearson, Addison Wesley

Pre-Calculus, Mathematical Concepts, Glencoe

### **Calculus A/B**

### **UC/CSU “D” requirement**

Course Length: 2 Semesters (10 Credits)

Graduation Requirement: Mathematics

Prerequisite: Pre-Calculus

#### Course Description:

Calculus is a college level course and students must take this course at a community college for a-g credit. The following topics are included: functions, limits, derivatives and tangent lines, applications of derivatives, and derivatives, integrals and the area problem, applications of integrals, exponential functions and elementary differential equations.

Suggested texts for college prep/ A-G requirements

Community College course

#### Basic texts

Calculus: Pearson, Addison Wesley

Calculus: Math U See

Calculus, Saxon

Calculus, Glencoe

AP Calculus, Edgenuity

### **Higher Level Math**

### **UC/CSU “C” requirement**

Concurrent enrollment at a community college is necessary for advanced coursework and is not offered through SVA.

## Science

### Life Science

### **Life Science A/B**

Course Length: 2 Semesters (10 credits)

Graduation Requirement: Life Science

Prerequisite: None

Course Description:

In this course, students will use experimentation and inquiry to explore the basic concepts of biological science. All aspects of life will be investigated, including, cellular structure, structure, and function of plants and animals, genetics, evolution, diversity, and principles of classification, and ecological relationships.

Basic texts

Biology, AGS

Concepts and Challenges in Life Science, Globe Fearon

Janus Life Science, Globe Fearon

**Biology with a lab A/B**

**UC/CSU “D” requirement**

Course Length: 2 Semesters (10 credits)

Graduation Requirement: Laboratory Life Science

Prerequisite: None

Course Description:

In this course, students will use experimentation and inquiry to explore the basic concepts of biological science. All aspects of life will be investigated, including, cellular structure, structure, and function of plants and animals, genetics, evolution, diversity, and principles of classification, and ecological relationships. Labs accompanying concepts introduced are required for this course to be considered “A-G.”

Suggested texts for college prep/A-G requirements

Biology, Pearson (2017)

Modern Biology, Holt, Rinehart, Winston

Biology, Glencoe

Odysseyware Online Biology

Edgenuity Virtual Academy Biology

Community College course

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**Physical Science**

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**Physical Science A/B**

Course Length: 2 Semesters (10 credits)

Graduation Requirement: Physical Science

Prerequisite: None

Course Description:

This course covers the properties of matter, elements, compounds, electricity, and sound and light. Students reading significantly below grade level gain practice in working with data and sharpen their abilities to infer, classify, and theorize.

Suggested texts for college prep (not A-G)

Physical Science, Glencoe

Physical Science with Earth and Space Science, Holt

Physical Science, Holt

Physical Science: Science Explorer, Pearson

Basic texts

Physical Science, AGS

Concepts and Challenges in Physical Science, Globe Fearon

**Earth Science with a lab A/B**

**UC/CSU “D” requirement**

Course Length: 2 Semester (10 credits)

Graduation Requirement: Physical Science

Prerequisite: None

Course Description:

Earth Science is a science that covers the following: matter and chemical composition of the Earth, Earth processes, the many forms of energy in the Earth’s system, biological and geochemical cycles, applications and solutions to problems in the California setting, and the principles of conservation as it applies to the physical and environmental world in which we live. Labs accompanying concepts introduced are required for this course to be considered “A-G.”

Suggested Texts for college prep/ A-G requirements

Earth Science, Glencoe

Odysseyware Online Earth Science

Edgenuity Virtual Academy Earth Science

Basic Text

Earth Science, Holt

Earth Science: Geology, Environment and the Universe, McGraw Hill

Earth Science, AGS

Concepts and Challenges in Earth Science, Globe Fearon

**Chemistry with a lab A/B****UC/CSU “D” requirement**

Course Length: 2 Semesters (10 credits)  
Graduation Requirement: Laboratory Science  
Prerequisite: Biology and Algebra II

**Course Description:**

Chemistry is taught as a concept-oriented course with emphasis on understanding the general laws governing the properties of the elements, their compounds, and their reactions. Importance will be placed on understanding how chemical principles and concepts are developed and how these principles can be used to explain phenomena in everyday life. Ample mathematical application is made in all topics. Students will be introduced to the principles of atomic theory, periodic law, bonding, molecular formulas, equations, stoichiometry, solutions, and acid-base chemistry, equilibrium, and thermochemistry. Descriptive chemistry and the chemistry of carbon compounds are integral parts of the course. Labs accompanying concepts introduced are required for this course to be considered “A-G.”

**Suggested texts for college prep/ A-G requirements**

Basic Chemistry, Pearson

Odysseyware Online Chemistry

Edgenuity Virtual Academy Chemistry

Community College course

**Physics with a lab A/B****UC/CSU “D” requirement****Suggested for college prep/a-g requirements**

Community College course

Odysseyware Online Physics

Edgenuity Virtual Academy Physics

SVA does not offer Physics laboratory work, so in order for Physics to fulfill the requirement for the “a-g’ lab science requirement, students must take this course at a community college, online with Odysseyware, or with Edgenuity Virtual Academy.

## Languages Other Than English

Students will learn a language to engage in conversations, express feelings and emotions, and exchange opinions and information. They will understand and interpret written and spoken language on diverse topics from diverse media. Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. They will understand traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture. They will understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages. SVA students on the A-G track must take Languages Other Than English at a community college or through approved online classes. One semester of Community College Language Other Than English fulfills the A-G 2-year requirement.

### Spanish I A/B

### UC/CSU “E” requirement

Course Length:	2 Semesters (10 credits)
Graduation Requirement:	Language other than English/Humanities
Prerequisite:	None

#### Course Description:

This course gives students the basic language tools and experiences that constitute the first step toward proficiency in Spanish. Course work will include instruction in grammar, spelling, pronunciation, and punctuation. Students will become better acquainted with the people and customs through exposure to music, art, sports, recreational activities, festivals, history, and geography. Students will become aware of the opportunities to use their knowledge and skills in travel, careers, and future academic studies.

Suggested for college prep/a-g requirements

[Accelerate Online Curriculum Spanish I Competency](#)

[Odysseyware Academy Online Curriculum Spanish I](#)

[Community College Elementary Spanish I](#)

#### Basic texts

[Avancemo Holt](#)

[Instant Immersion Spanish I](#)

[Rosetta Stone Spanish 1](#)

### Spanish II A/B

### UC/CSU “E” requirement

Course Length:	2 Semesters (10 credits)
Graduation Requirement:	Language other than English/Humanities
Prerequisite:	Spanish I with a “C” or better

#### Course Description:

This course expands and refines the speaking and listening skills necessary to attain competence in complex conversations and writing. The vocabulary will continue to expand. Phonics review and further grammatical concepts will be taught.

Note: Shasta College Elementary Spanish (5 college unit course) takes the place of Spanish I and II for the purposes of meeting the A-G (college prep) 2 year requirement.

Suggested for college prep/ A-G requirements

[Accelerate Online Curriculum Spanish II Competency](#)

[Odysseyware Academy Online Curriculum Spanish II](#)

[Community College Elementary Spanish II course](#)

#### Basic texts

[Instant Immersion Spanish 2](#)

[Rosetta Stone Spanish 2](#)

### **Spanish III     A/B**

### **UC/CSU “E” requirement**

Course Length:

2 semesters (10 credits)

Graduation Requirement:

Language Other Than English/Humanities

Prerequisite:

Spanish I/ II with “C” or better or Shasta College

Elementary Spanish

#### Course Description:

Expand and refine the speaking and listening skills necessary to attain competence in complex conversations and writing. The vocabulary will continue to expand. Phonics review and further grammatical concepts will be learned.

Suggested for college prep/ A-G requirements

[Accelerate Online Curriculum Spanish III Competency](#)

[Community College Intermediate Spanish](#)

Note: Shasta College Intermediate Spanish (5 college unit course) takes the place of Spanish II and III for the purposes of A-G (college prep) recommended Language Other Than English course work.

### **Spanish IV**

### **UC/CSU “E” requirement**

#### Course Description:

Expand and refine the speaking and listening skills necessary to attain competence in complex conversations and writing. The vocabulary will continue to expand. Phonics review and further grammatical concepts will be learned.

**Prerequisite:** Shasta College Elementary Spanish

Suggested for college prep/A-G requirements

[Community College Intermediate Spanish](#)

## **French I A/B**

## **UC/CSU “E” requirement**

Course Length:	2 Semesters (10 credits)
Graduation Requirement:	Language other than English/Humanities
Prerequisite:	None

### **Course Description:**

This course gives students the basic language tools and experiences that constitute the first step toward proficiency in French. Course work will include instruction in grammar, spelling, pronunciation, and punctuation. Students will become better acquainted with the people and customs through exposure to music, art, sports, recreational activities, festivals, history, and geography. Students will become aware of the opportunities to use their knowledge and skills in travel, careers, and future academic studies.

Suggested for college prep/A-G requirements

[Accelerate Online Curriculum French I Competency](#)

[Odysseyware Online French 1](#)

[Community College course](#)

### **Basic texts**

[Rosetta Stone](#), French I

[Instant Immersion](#) French I

[Bon Voyage French](#), Glencoe

## **French II A/B**

## **UC/CSU “E” requirement**

Course Length:	2 Semesters (10 credits)
Graduation Requirement:	Language other than English/Humanities
Prerequisite:	French I with a “C” or better

### **Course Description:**

This course expands and refines the speaking and listening skills necessary to attain competence in complex conversations and writing. The vocabulary will continue to expand. Phonics review and further grammatical concepts will be taught.

Suggested for college prep/A-G requirements

[Accelerate Online Curriculum French II Competency](#)

[Odysseyware Online French II](#)

[Community College course](#)

### **Basic texts**

[Rosetta Stone](#) French II

[Instant Immersion](#) French II

[Bon Voyage French 2](#), Glencoe

**French III A/B****UC/CSU “E” requirement**

Course Length: 2 semesters (10 credits)  
Graduation Requirement: Language Other Than English/Humanities  
Prerequisite: French I and II with a “C” or better

**Course Description:**

This course emphasizes communicating in French. It also emphasizes listening, speaking, reading and writing skills in preparation for advanced work. This course teaches expressing French in the present and past tense. There is a focus on reading comprehension in the French language.

Suggested for college prep/A-G requirements

Accelerate Online Curriculum French III Competency

Community College course

**Basic Texts**

Rosetta Stone French 3, Rosetta Stone

Instant Immersion French 3

**French IV****UC/CSU “E” requirement**

Course Length: 2 semesters (10 credits)  
Graduation Requirement: Language other than English/Humanities  
Prerequisite: French I, II, and III with “C” or better

**Course Description:**

Communicate in French. Emphasize listening, speaking, reading and writing skills in preparation for advanced work. Be able to express yourself at a basic level in present and past tense. Additionally, emphasize the focus on reading comprehension in the French language.

Suggested for college prep/A-G requirements

Community College course

**American Sign Language I A/B****UC/CSU “E” requirement**

Course Length: 2 Semesters (10 credits)  
Graduation Requirement: Language other than English/Humanities  
Prerequisite: None

**Course Description:**

American Sign Language is a total immersion, whole language based approach to the acquisition of American Sign Language fluency, as required for conversational signed communication. The student will master conversational sign language and gain an understanding of a wide variety of cultural issues concerning the deaf community. Topics covered are grammatical structures, spatial referencing, abstract ideas, and concrete objects.



Suggested for college prep/A-G requirements

Community College course

eDynamic online American Sign Language 1A & 1B

Basic texts

Signing Naturally Level 1, Dawn Sign Press

The Joy of Signing, Gospel House Publishing

## **American Sign Language II A/B**

**UC/CSU “E” requirement**

Course Length: 2 Semesters (10 credits)

Graduation Requirement: Language other than English/Humanities

Prerequisite: American Sign Language I with a “C” or better

Course Description:

This course expands and refines the skills necessary to attain competence in complex conversations. The vocabulary will continue to expand. Review and further grammar concepts will be taught.

Suggested for college prep/A-G requirements

Community College American Sign Language course

eDynamic online Sign Language 2A & 2B

## **American Sign Language III and IV**

**UC/CSU “E” requirement**

Course Length: 2 Semesters (10 credits)

Graduation Requirement: Language other than English/Humanities

Prerequisite: American Sign Language I and II with a “C” or better

Course Description:

This course expands and refines the skills necessary to attain competence in complex conversations. The vocabulary will continue to expand. Review and further grammar concepts will be taught.

Suggested for college prep/A-G requirements

Community College Course

## **German I A/B**

**UC/CSU “E” requirement**

Course Length: 2 Semesters (10 credits)

Graduation Requirement: Language other than English/Humanities

Prerequisite: None

Course Description:

This course gives students the basic language tools and experiences that constitute the

first step toward proficiency in German. Course work will include instruction in grammar, spelling, pronunciation, and punctuation. Students will become better acquainted with the people and customs through exposure to music, art, sports, recreational activities, festivals, history and geography. Students will become aware of the opportunities to use their knowledge and skills in travel, careers and future academic studies.

Suggested for college prep/A-G requirements

[Accelerate Online German 1](#)  
[Community College course](#)

Basic Texts

[Rosetta Stone, German I](#)  
[Instant Immersion German I](#)

## **German II A/B**

**UC/CSU “E” requirement**

Course Length: 2 Semesters (10 credits)  
Graduation Requirement: Language other than English/Humanities  
Prerequisite: German I with a “C” or better

Course Description:

This course expands and refines the speaking and listening skills necessary to attain competence in complex conversations and writing. The vocabulary will continue to expand. Phonics review and further grammatical concepts will be taught.

Suggested for college prep/A-G requirements

[Accelerate Online German II](#)  
[Community College course](#)

Basic Texts

[Rosetta Stone German II](#)  
[Instant Immersion German II](#)

## **Latin I A/B**

**UC/CSU “E” requirement**

Course Length: 2 Semesters (10 credits)  
Graduation Requirement: Language other than English/Humanities  
Prerequisite: None

Course Description:

This course gives students the basic language tools and experiences that constitute the first step toward proficiency in Latin. Course work will include instruction in grammar, spelling, pronunciation, and punctuation. Students will become better acquainted with the people and customs through exposure to music, art, sports, recreational activities, festivals, history and geography. Students will become aware of the opportunities to

use their knowledge and skills in travel, careers and future academic studies.

Suggested for college prep/A-G requirements

Accelerate Online Latin I Competency

Basic Texts

Ecce Romani, Prentice Hall

Rosetta Stone Latin

## **Latin II A/B**

**UC/CSU “E” requirement**

Course Length: 2 Semesters (10 credits)

Graduation Requirement: Language other than English/Humanities

Prerequisite: Latin I with a “C” or better

Course Description:

This course expands and refines the speaking and listening skills necessary to attain competence in complex conversations and writing. The vocabulary will continue to expand. Phonics review and further grammatical concepts will be taught.

Suggested for college prep/A-G requirements

Accelerate Online Curriculum Latin II Competency

Basic texts

Rosetta Stone Latin

## **Chinese I A/B**

**UC/CSU “E” requirement**

Course Length: 2 Semesters (10 credits)

Graduation Requirement: Language other than English/Humanities

Prerequisite: None

Course Description:

This course teaches the basic language tools and experiences that constitute the first step toward proficiency in Chinese. This course includes instruction in grammar, spelling, pronunciation and punctuation. Students become better acquainted with the people and customs of China through exposure to music, art, sports, recreational activities, festivals, history and geography of China.

Suggested for college/A-G requirements

Accelerate Online Curriculum Chinese I Competency

Community College course

## **Chinese II A/B**

**UC/CSU “E” requirement**

Course Length: 2 Semesters (10 credits)  
Graduation Requirement: Language other than English/Humanities  
Prerequisite: Chinese I with a "C"

**Course Description:**

Gain the basic language tools and experiences that constitute the first step toward proficiency in Chinese. This course includes instruction in grammar, spelling, pronunciation and punctuation. Students become better acquainted with the people and customs of China through exposure to music, art, sports, recreational activities, festivals, history and geography.

Suggested for college/A-G requirements:

Accelerate Online Curriculum Chinese II Competency

Community College course

**It is recommended that students wishing to pursue Languages Other Than English not listed above explore Community College courses.**

## Visual and Performing Arts/Humanities

Visual and Performing Arts courses are courses that are dance, music, theater or any of the visual arts (drawing, painting, ceramics etc.). The following courses are some options for students. Please discuss available resources, texts, and instruction with your SVA Teacher.

Art History  
Art Appreciation  
Applied Art I – IV  
Drawing I -IV  
Ceramics  
Applied Dance I – IV  
Ballet  
Jazz  
Tap Dance  
Modern Dance  
Applied Music Instrument I - IV  
Music History  
Applied Music I - IV  
Applied Music-Voice I - IV  
Music Appreciation  
Film Studies  
History of Film  
Theater Arts  
Photography

**A-G Visual and Performing Arts Options:**

Applied Art I (Classroom based - Woodley)

Accelerate Online Basic Drawing

Accelerate Online Beginning Painting

Accelerate Online Digital Photography

Accelerate Online Photo Journalism

Edgenuity Online Visual Art

Community College Visual and Performing Arts courses

Check with your SVA Teacher for possible new online A-G visual and performing arts course options.

## Physical Education

**Physical Education I and II A/B and Physical Education Elective**

Course Length: 1 semester (5 credits)

Course Requirements: Physical Education (20 credits/Elective)

**Course Description:**

At the beginning of each semester students, parents and SVA Teachers will structure a physical education plan to assure students address each of the following standards:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms
2. Applies movement concepts and principles to the learning and development of motor skills
3. Exhibits a physically active lifestyle
4. Achieves and maintains a health-enhancing level of physical fitness
5. Demonstrates responsible personal and social behavior in physical activity settings
6. Demonstrates understanding and respect for differences among people in physical activity settings
7. Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction

Students will keep an activity log to account for the physical education standards. Other areas can be addressed through written work, research, discussion and/or presentations. (For more information on the California Physical Education Standards, please visit

[www.cde.ca.edu.](http://www.cde.ca.edu.)

#### Suggested texts

Fitness for Life, Scott-Foresman

Homeschool Family Fitness, Homeschool Family Fitness

Foundation of Personal Fitness, Glencoe

## Health and Driver's Education

### Driver's Education

Course Length: 1 quarter (2.5 credits) or 1 semester (5 credits)

Course Requirements: Elective, not required for graduation

#### Course Description:

This course meets part of the requirements needed to apply for a California Driver's License. (Students must also take a "Behind the Wheel" training course offered by community organizations.) The Driver's Ed course work will allow the student to perform safely in the automobile transportation system. Once the course is completed, students are issued a DMV "pink slip" necessary for a Learner's Permit.

#### Basic texts

Responsible Driving, Glencoe (5 credits)

Driver's Ed To Go Online (2.5 credits)

### Health

Course Length: 1 quarter (2.5 credits)

Graduation Requirement: Health

Prerequisite: None

#### Course Description:

In this course, students become acquainted with the availability and effective use of health services, products, and information. They explore environmental and external factors that affect individual and community health. They understand the relationship of family health and individual health and learn the essential concepts and practices concerning injury prevention and safety and understand essential concepts about nutrition and diet. Students learn how to maintain and promote personal health and know about prevention and the control of disease.

#### Basic Texts

Glencoe Health, Glencoe

Life Time Health, Holt

Health, Holt

## Comprehensive Sexual Health

### **Positive Prevention Plus**

#### **Heart Health Education and Relationship Training**

Course Length: 1 semester (2.5 credits)

Course Category: Elective

Prerequisite: None

#### **Course Description:**

This course meets the requirements of the California Healthy Youth Act. The purpose of the California Healthy Youth Act is to provide students with the knowledge and skills necessary to:

- Protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy;
- Develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family;
- Have healthy, positive, and safe relationships and behaviors;
- To promote understanding of sexuality as a normal part of human development;
- To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.

This course is required for all high school students. Parents/guardians may “opt-out” their child from taking this course. Please discuss with your SVA Teacher.

#### **Required Curriculum**

Positive Prevention Plus Online Program

Heart Health Education and Relationship Training Online Program

## Technology

SVA offers many online technology courses through online publishers. Odysseyware Academy, eDynamic Learning, and Edgenuity have online course options for technology and many can be used to satisfy the A-G elective requirements and at the same time satisfy the 10 credit Technology/Vocational/Life Skills SVA requirement. Check with your SVA Teacher for a list of these online options, or visit the online websites.

## **Computer Applications I A/B**

Course Length:	2 Semesters (10 credits)
Graduation Requirement:	Tech/Voc/Life Skills
Prerequisite:	None

### **Course Description:**

This course teaches students to develop the skills needed to be proficient in computer use of Microsoft's Word processor. Students become familiar with the Windows operating system. Explore desktop publishing, Microsoft's Excel spreadsheet, Microsoft's PowerPoint presentation software and navigation of the internet.

### **Basic texts/materials**

Computing Essentials, McGraw Hill  
Microsoft Office 2000, Computer Literacy Press  
Office XP – A Comprehensive Approach, Glencoe  
Computer Literacy, Globe Fearon

## **Computer Applications II A/B**

Course Length:	2 Semesters (10 credits)
Graduation Requirement:	Tech/Voc/Life Skills
Prerequisite:	Computer Applications I A/B

### **Course Description:**

Students continue to develop the skills needed to be proficient in the use of Microsoft's word processor. Further knowledge of the Windows operating system. Explore desktop publishing, Microsoft's Excel spreadsheet, Microsoft's PowerPoint presentation software and navigating the Internet.

### **Basic Texts**

Computers: Understanding Technology, Paradigm

## **Keyboarding A/B**

Course Length:	2 Semesters (10 credits)
Graduation Requirement:	Tech/Voc/Life Skills
Prerequisite:	None

### **Course Description:**

In this course, students will develop correct techniques for touch-typing in order to increase the speed and accuracy of their typing abilities. Students will also be introduced to basic conventional typing practices. Timed tests that track the number of words typed per minute and the number of mistakes made per minute will be given regularly. A computer with a word processing program is needed for coursework.



#### Suggested texts

Keyboarding with Computer Applications, Glencoe

Keyboard – Typing, Mavis Beacon

Ultrakey 4.0, Bytes of Learning

Mavis Beacon

### Vocational/Life Skills

Connecting your high school experience to your future is vital, whether this be college/university, vocational training, travel, or pursuing your passion. High school is not so much preparation for a “job,” but preparing for the future and, in the words of John Holt, “if you know what kind of work you want to do, move toward it in the most direct way possible.”

SVA offers many different courses that fulfill the Tech/Voc/Life Skills and/or elective graduation requirements. These courses help you explore your passions and interests and help you discover new and exciting career paths. Discuss with your SVA Teacher what may interest you. Some examples of courses offered:

- Animal Husbandry
- Auto Technology
- Blacksmithing
- Career Exploration
- Career Planning
- Carpentry
- Child Development
- Clothing/Textiles/Fashion
- CPR and First Aid
- Criminal Law
- Culinary Arts
- Food and Nutrition
- Food and Nutrition
- Gaming
- Home Economics
- Horsemanship
- Hospitality
- Internship
- Landscaping
- Life Skills
- Parenting Skills
- Service Learning
- Sewing
- Sewing and Clothing
- Small Engine Repair
- Study Skills

Welding  
Woodworking

All eDynamic Learning online courses are career education courses. Refer to [www.edynamiclearning.com](http://www.edynamiclearning.com) for course selections and descriptions.

## College and Career Readiness

### Focus on College and Career

### UC/CSU “E” requirement

Course Length:

1 semester (5 credits)

Graduation Requirement:

Career and College Readiness

Prerequisite:

None

This course is required for all incoming high school students enrolling in SVA. This course is a prerequisite for all students wishing to complete an Internship.

#### Course Description:

This course guides students to examine their personal, social, educational, career, and /or vocational goals. Students complete an online comprehensive plan and portfolio (My10YearPlan.com) to help chart their college and career path. Students have the option of attending a weekly class that provides peer group activities to support all the course assignments.

Text for college prep/A-G requirement

Career Choices and Changes Textbook and Workbook, Academic Innovations

Career Choices and Changes Online Textbook and Workbook, Academic Innovations

Basic Texts

Foundations in College Prep and Career Readiness, Dave Ramsey

## Career Technical Education Pathways

**Career Technical Education (CTE)** provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. CTE prepares these learners for the world of work by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a relevant context. Your SVA Teacher can provide you with course descriptions.

SVA offers the following pathways:

- Business Management
- Engineering Design
- Family and Human Services
- Fire Science
- Food Service and Hospitality
- Forestry and Natural Resources
- Information Support and Services
- Patient Care
- Agricultural Science
- Animation
- Visual/Commercial Art
- Game Design
- International Business
- Child Development
- Cosmetology
- Biotechnology
- Mental and Public Health
- Networking
- Systems Programming
- Web and Social Media Programming
- Games and Simulations
- Marketing
- Entrepreneurship
- Public Safety
- Emergency Response
- Legal Practices

## Elective Courses

SVA has an extensive list of elective courses. Elective courses are required and as with career education courses, these courses enable students to pursue their interests and passions. In addition, once graduation requirements are met in a required category (English, Math, Social Sciences, Life and Physical Sciences, Humanities, Physical Education, Health, and Technology/Vocational/Life Skills), additional courses in these categories are then considered electives.

College prep “A-G” approved elective courses offered by SVA are listed on our A-G approved course list and are updated yearly. Please discuss elective selections with your SVA Teacher. Any core A-G courses, once the category requirement is met, can be used to fulfill the elective category.