

6<sup>th</sup> -12<sup>th</sup> Grade Course Catalog 2024 Edition



# Leroy Greene Academy Course Catalog

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Welcome,

Please take some time to review our course catalog and become familiar with the guidelines and procedures in effect at Leroy Greene Academy (LGA) and the Natomas Unified School District to prepare for success on our campus.

Here at LGA we are striving to build a community of lifelong learners, and we are determined to meet the needs of all of our students in a respectful, safe, and positive learning environment. LGA continues to grow and evolve to provide quality programs to prepare all of our students who will demonstrate responsibility, achieve academic and social-emotional growth, embrace diversity, and are prepared to make decisions about their college and career success. We will continue to implement challenging academic programs via our two innovative pathways- Visual Arts & Technology and Business Entrepreneurship.

You are **all** essential to the success of our school. Parents and students, I encourage you to get involved in our school programs, join our organizations like clubs, teams, PTSA, and attend our social and athletic events. Being connected to campus life is proven to improve success!

We look forward to seeing all of our Lions and once again I want to thank you for choosing to be a part of the PRIDE!

In Partnership,

David Rodriguez  
Principal/Assistant Superintendent  
Leroy Greene Academy

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## Overview

In order to achieve Leroy Greene Academy's and Natomas Unified's Vision of providing an engaging and safe learning community where students will demonstrate responsibility, achieve academic and social-emotional growth, embrace diversity, and are prepared to make decisions about their college and career success, and to implement its Core Belief and Commitments, Leroy Greene Academy's Executive Council and Natomas Unified's Board of Trustees is committed to a Theory of Action for Student Success. This Theory of Action is intended to provide stability and consistent direction for student success. This theory will drive the Board's policies, budgets, and staff actions to build and maintain the culture of Natomas Unified. The Theory of Action addresses seven major areas.

- Staff Quality & Commitment
- Systematic Professional Development, Support and Collaboration
- Systematic Access, Academic Support, Social Emotional Support/Mental Health and Climate
- Parent Involvement and Engagement
- Supervision and Evaluation of Staff through a Cycle of Continuous Learning and Improvement
- Paths to Promotion and Formal Recognition of Top Talent
- Implementation and Reporting

This course catalog describes Leroy Greene Academy's course offerings for the 2023-24 school year. This catalog provides basic planning information so students and parents can develop a class schedule. Included in this booklet are the current Leroy Greene Academy graduation requirements as well as UC/CSU admission requirements and NCAA eligibility standards.

Using these resources and with the support of their parents and counselors, students will be able to design their course schedule for the upcoming school year. Leroy Greene Academy students are encouraged to select classes that are both interesting and challenging to them. Students should select courses that will best prepare them for postsecondary experiences and options. Our counseling staff is ready to assist students and parents in the development of a personalized four-year plan.

Leroy Greene Academy's commitment to parent involvement encourages and welcomes the continuous participation of parents during this planning process and throughout their student's high school years. Parents are vital partners in their student's high school success. Please call upon our school's educational staff whenever you are in need of assistance and for the most current course offerings.

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Leroy Greene Academy is a dependent charter school within the Natomas Unified School District, meaning that LGA is part of the district's portfolio of schools. Unlike an independent charter school, LGA receives full district support to provide services to our students. In this sense, we get the best of both worlds. Our support from the district comes in many forms: business services, human resources, special education, and more. As a charter, we have the autonomy to be innovative, strategic, and nimble. LGA operates under NUSD's shared vision and goals which guide our work at LGA.

## **Leroy Greene Academy Mission**

At Leroy Greene Academy we implement rigorous academic programs and high leverage systems that ensure all students are prepared for college. Students complete coursework in innovative Visual Arts and Technology and Business Entrepreneurship Pathways. Our culture of achievement is defined by high expectations for academic performance and citizenship. We value diversity and connectedness, and believe that the strength of our Lion PRIDE helps to create a rich educational experience.

## **NUSD Vision**

NUSD will provide an engaging and safe learning community where all students will demonstrate responsibility, achieve academic and social-emotional growth, embrace diversity, and are prepared to make decisions about their college and career success.

## **NUSD Core Values**

- We value learning and achievement for each of our students.
- We value diversity, equity, and inclusion.
- We value our families as partners in the education of their students.
- We value our committed, collaborative, caring, and exemplary employees.

## **NUSD Goals**

- Maximize Academic Growth, Responsibility, and Achievement for Each Student
- Cultivate the Social-Emotional Well-Being of Each Student
- Create a Safe, Engaging Environment Where Students Connect to School
- Engage Parents and Families to Support Student Success
- Hire, Train, and Retain High Quality Staff

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## **NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES (BP 0410)**

The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The Full Policy can be found at: <https://natomasunified.org/nondiscriminationharassment-information/>

### **Board-Adopted Core Beliefs**

- Staff must be committed, collaborative, caring, and exemplary.
- Our diversity is a strength.
- Disparity and disproportionality can and must be eliminated.
- Every student can learn and succeed.

### **Board-Adopted Commitments**

#### **EVERY STUDENT CAN LEARN AND SUCCEED**

- We will ensure every student will learn and succeed.
- We will dedicate differentiated resources based on diverse and unique student and family needs.
- We will engage our families and community as partners for student success.

#### **DISPARITY AND DISPROPORTIONALITY CAN AND MUST BE ELIMINATED**

- We will eliminate the achievement gaps.
- We will utilize data to identify and eliminate disparity and disproportionality.
- We will increase access and raise expectations.

#### **OUR DIVERSITY IS A STRENGTH**

- We will recruit, hire, and retain diverse staff.
- We will champion options and choices for our students.
- We will differentiate instruction and programs to meet the needs and potential of each student.
- We will provide services that meet the diverse needs of our parents and families.
- We will break down barriers and promote cultural understanding.

#### **STAFF MUST BE COMMITTED, COLLABORATIVE, CARING, AND EXEMPLARY**

- We will commit to on-going professional development, support, and accountability.
- We will institute collaborative work practices.
- We will value and acknowledge exemplary performance.
- We will demonstrate caring through responsive and quality customer service.
- We will maintain a culture of accountability.

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## Board-Adopted Goals

The purpose of the five Natomas Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District goals, it is expected that all students will be in school, on time and ready to learn every day.

1. Maximize Academic Growth, Responsibility, and Achievement for Each Student
2. Cultivate the Social-Emotional Well-Being of Each Student
3. Create a Safe, Engaging Environment Where Students Connect to School
4. Engage Parents and Families to Support Student Success
5. Hire, Train, and Retain High Quality Staff

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## Board of Trustees

<b>Dr. Susan Heredia</b> <i>President</i> <i>At Large</i>	Micah Grant <i>Vice President</i> <i>At Large</i>	Noel Mora <i>Clerk</i> <i>Area 1</i>
Ericka Harden <i>At Large</i>	Vacant	<b>Dr. Robyn Castillo</b> <i>Superintendent</i>

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## PARENTS:

If you need assistance using this guide, please schedule an appointment with your student's counselor. Translation will be available upon request.

## PADRES:

Si ustedes necesitan asistencia para usar esta guía, por favor hagan una cita con el consejero(a) de su estudiante. Habrá intérpretes disponibles en cuanto lo soliciten.

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## **LEROY GREENE ACADEMY EXECUTIVE COUNCIL**

David Rodriguez  
Assistant Superintendent/LGA Principal

William Young  
Deputy Superintendent, NUSD

Amy Adams  
President

Angela Herrera  
Chief Academic Officer, NUSD

Jayne Richards  
Member



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## **SCHOOL SITE INFORMATION**

### **Contact Information**

Office Hours	Monday - Friday, 8am - 4:15pm
Main Office	916-567-5560
Attendance	916-567-5560

### **Administration Contact Information**

Name: David Rodriguez Role: Principal / Assistant Superintendent Email: <a href="mailto:davidrodriguez@natomasunified.org">davidrodriguez@natomasunified.org</a> Number: 916-567-5560	Name: Kendra Secondo Role: Director of Student Affairs Email: <a href="mailto:ksecondo@natomasunified.org">ksecondo@natomasunified.org</a> Number: 916-567-5560
Name: Amy Bostick Role: Director of Pathways Email: <a href="mailto:abostick@natomasunified.org">abostick@natomasunified.org</a> Number: 916-567-5560	Name: Rachel Behr-Hirst Role: Director of Academic Affairs Email: <a href="mailto:rbeh-hirst@natomasunified.org">rbeh-hirst@natomasunified.org</a> Number: 916-567-5560

### **Counselors Contact Information**


The staff in the counseling office is responsible for coordinating a comprehensive system of support that will promote student connectedness to our academic program, extracurricular activities, work-based learning, academic peer counseling and health services. All the counselors are available via appointment. Referrals from parents, staff, or caring peers are encouraged.

Name: Carolyn Walker Role: College and Career Coordinator Email: <a href="mailto:cwalker@natomasunified.org">cwalker@natomasunified.org</a> Number: 916-567-5560	Name: Melissa Montes Role: School Social Worker Email: <a href="mailto:mmontes@natomasunified.org">mmontes@natomasunified.org</a> Number: 916-567-5560
Name: Curtis Cole Role: College and Career Counselor Email: <a href="mailto:ccole@natomasunified.org">ccole@natomasunified.org</a> Number: 916-567-5560	Name: Samantha Nix Role: School Psychologist Email: <a href="mailto:snix@natomasunified.org">snix@natomasunified.org</a> Number: 916-567-5560
Name: Mailee Lee Role: College and Career Counselor Email: <a href="mailto:mlee@natomasunified.org">mlee@natomasunified.org</a> Number: 916-567-5560	

### **Teacher Contact Information**

Leroy Greene Academy teachers can be contacted through email or phone. To find your teacher's email address, please refer to the school website at [leroygreene.com](http://leroygreene.com). To contact a teacher via phone, call the school office at 916-567-5560 and let the office staff know you would like to leave a message for the teacher.

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2023-2024 Student Calendar																												
180 Instructional Days																												
July							January							<div></div>														
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa															
						1		1	2	3	4	5	6															
2	3	4	5	6	7	8	7	8	9	10	11	12	13															
9	10	11	12	13	14	15	14	15	16	17	18	19	20															
16	17	18	19	20	21	22	21	22	23	24	25	26	27															
23	24	25	26	27	28	29	28	29	30	31																		
30	31																											
August							February							First Day of Class							August 10, 2023							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Last Day of Class							May 24, 2024							
			1	2	3	4	5					1	2	3	No School													
6	7	8	9	10	11	12	4	5	6	7	8	9	10	July 4							Independence Day							
13	14	15	16	17	18	19	11	12	13	14	15	16	17	September 4							Labor Day							
20	21	22	23	24	25	26	18	19	20	21	22	23	24	October 9							Non-Student Day							
27	28	29	30	31			25	26	27	28	29			November 10							Veteran's Day							
														November 20							Certificated Holiday							
														November 21							Certificated Holiday							
														November 22							Local Holiday							
														November 23							Thanksgiving Day							
3	4	5	6	7	8	9	3	4	5	6	7	8	9	November 24							Local Holiday							
10	11	12	13	14	15	16	10	11	12	13	14	15	16	December 22 - January 5							Winter Recess							
17	18	19	20	21	22	23	17	18	19	20	21	22	23	December 24							Christmas Eve							
24	25	26	27	28	29	30	24	25	26	27	28	29	30	December 25							Christmas Day							
							31							January 1							New Year's Day							
														January 15							Martin Luther King Day							
														February 12							Presidents' Day (Lincoln Day)							
1	2	3	4	5	6	7		1	2	3	4	5	6	February 19							Presidents' Day (Washington Day)							
8	9	10	11	12	13	14	7	8	9	10	11	12	13	April 1 - April 5							Spring Recess							
15	16	17	18	19	20	21	14	15	16	17	18	19	20	May 27							Memorial Day							
22	23	24	25	26	27	28	21	22	23	24	25	26	27	June 19							Juneteenth							
29	30	31					28	29	30																			
November							May							<div><p>End of Quarter Dates:</p><p>1st Quarter: October 6, 2023</p><p>2nd Quarter: December 21, 2023</p><p>3rd Quarter: March 8, 2024</p><p>4th Quarter: May 24, 2024</p><p><b>Minimum Days (Finals):</b></p><p>1st Quarter: October 5-6, 2023</p><p>2nd Quarter: December 20-21, 2023</p><p>3rd Quarter: March 7-8, 2024</p><p>4th Quarter: May 23-24, 2024</p><p>Staff Development Days (Non-Student Days):</p><p>August 3-9, 2023</p><p>October 9, 2023</p><p>May 28, 2024</p><p>Staff Development Early Release Days</p><p>Students released at 12:50 pm</p><p>September 12, 2023</p><p>October 17, 2023</p><p>December 5, 2023</p><p>February 6, 2024</p><p>April 9, 2024</p></div>														
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa															
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5	6	7	8	9	10	11	5	6	7	8	9	10	11															
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26	27	28	29	30			26	27	28	29	30	31																
December							June																					
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17	18	19	20	21	22	23	16	17	18	19	20	21	22															
24	25	26	27	28	29	30	23	24	25	26	27	28	29															
31							30																					

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## Leroy Greene Academy Bell Schedule

### 2023-2024 Bell Schedules

Regular Bell Schedule							
(Mondays, Tuesdays, Thursdays, and Fridays)							
First Lunch (Middle School)				Second Lunch (High School)			
Period	Start	End	Minutes	Period	Start	End	Minutes
Period 1	8:30	9:59	89	Period 1	8:30	9:59	89
Period 2	10:04	11:33	89	Period 2	10:04	11:33	89
<b>Lunch</b>	<b>11:33</b>	<b>12:03</b>	<b>30</b>	Period 3	11:38	1:07	89
Period 3	12:08	1:37	89	<b>Lunch</b>	<b>1:07</b>	<b>1:37</b>	<b>30</b>
Period 4	1:42	3:11	89	Period 4	1:42	3:11	89
<b>Advisory</b>	<b>3:16</b>	<b>3:46</b>	<b>30</b>	<b>Advisory</b>	<b>3:16</b>	<b>3:46</b>	<b>30</b>
Early Release Bell Schedule							
(Every Wednesday)							
First Lunch (Middle School)				Second Lunch (High School)			
Period	Start	End	Minutes	Period	Start	End	Minutes
Period 1	8:30	9:45	75	Period 1	8:30	9:45	75
Period 2	9:50	11:05	75	Period 2	9:50	11:05	75
<b>Lunch</b>	<b>11:05</b>	<b>11:35</b>	<b>30</b>	Period 3	11:10	12:25	75
Period 3	11:40	12:55	75	<b>Lunch</b>	<b>12:25</b>	<b>12:55</b>	<b>30</b>
Period 4	1:00	2:15	75	Period 4	1:00	2:15	75
Minimum Day Bell Schedule							
(Finals Days and SDER Days)							
All Grade Levels (Day 1)				All Grade Levels (Day 2)			
Period	Start	End	Minutes	Period	Start	End	Minutes
Period 1	8:30	10:30	120	Period 3	8:30	10:30	120
<b>Break</b>	<b>10:30</b>	<b>10:45</b>	<b>15</b>	<b>Break</b>	<b>10:30</b>	<b>10:45</b>	<b>15</b>
Period 2	10:50	12:50	120	Period 4	10:50	12:50	120
<b>Optional Lunch</b>	<b>12:50</b>	<b>1:20</b>	<b>30</b>	<b>Optional Lunch</b>	<b>12:50</b>	<b>1:20</b>	<b>30</b>
Academic Assembly/Rally Bell Schedule							
First Lunch (Middle School)				Second Lunch (High School)			
Period	Start	End	Minutes	Period	Start	End	Minutes
Period 1	8:30	9:51	81	Period 1	8:30	9:51	81
Period 2	9:56	11:17	81	Period 2	9:56	11:17	81
<b>Lunch</b>	<b>11:17</b>	<b>11:47</b>	<b>30</b>	Period 3	11:22	12:43	81
Period 3	11:52	1:13	81	<b>Lunch</b>	<b>12:43</b>	<b>1:13</b>	<b>30</b>
Period 4	1:18	2:39	81	Period 4	1:18	2:39	81
<b>Advisory</b>	<b>2:44</b>	<b>2:49</b>	<b>5</b>	<b>Advisory</b>	<b>2:44</b>	<b>2:49</b>	<b>5</b>
<b>Assembly</b>	<b>2:54</b>	<b>3:46</b>	<b>52</b>	<b>Assembly</b>	<b>2:54</b>	<b>3:46</b>	<b>52</b>

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## PLANNING FOR CAREER & COLLEGE

### Leroy Greene Academy's Graduation Requirements

A total of 260 units of credit must be earned. Normally five (5) units are granted for successfully (D or better) completing each semester of each course.

To obtain a diploma of graduation from high school, students attending the comprehensive high school shall complete at least the following courses in grades 9-12: (Education Code 51225.3)

Subject Area	Credits	Notes
<b>English</b>	<b>40</b>	<i>One year for each grade-level, 9th -12th grade.</i>
<b>Mathematics</b>	<b>30</b>	<i>At least one mathematics course, or a combination of the two mathematics courses, shall meet or exceed state academic content standards for Algebra I or Mathematics I. Completion of such coursework prior to grade 9 shall satisfy the Algebra I or Mathematics I requirement, but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)</i>
<b>Science</b>	<b>30</b>	<i>Must include biological and physical sciences</i>
<b>Social studies</b>	<b>30</b>	<i>Must include United States History; World History; a one-semester course in American Government/Civics; and a one-semester course in Economics.</i>
<b>Visual or performing arts</b>	<b>10</b>	<i>Visual and Performing Arts is also known as "VAPA"</i>
<b>Foreign language</b>	<b>20</b>	<i>Two years of the same foreign language.</i>
<b>Physical Education/Health</b>	<b>20</b>	
<b>Pathway</b>	<b>30</b>	<i>30 credits in either the Art or Business Pathway.</i>
<b>Electives</b>	<b>50</b>	
<b>Total</b>	<b>260</b>	

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## UC/CSU a-g Requirements

The University of California and the California State University systems have laid out a plan for the courses a student needs to take for acceptance into those university systems. This includes:

<i>Subject Area</i>	<i>Years Required</i>
<b>a. History/Social Science</b> Including one year of world history, cultures, and geography; and one year of U.S. History or one-half year of U.S. History and one-half year of Civics or American Government.	<b>2 years</b>
<b>b. English</b> College-preparatory English that includes frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement. Not more than two semesters of 9th grade English can be used to meet this requirement.	<b>4 years</b>
<b>c. Mathematics</b> College-preparatory mathematics that includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.	<b>Equivalent to 3 years or 6 semesters</b> (4 years recommended)
<b>d. Laboratory Science</b> Fundamental knowledge in at least two of these three foundational subjects: biology, chemistry, and physics. Advanced laboratory science courses that have biology, chemistry, or physics as prerequisites and offer substantial new material may be used to fulfill this requirement. The last two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects may be used to fulfill this requirement.	<b>2 years</b> (3 years recommended)
<b>e. Language Other Than English (LOTE)</b> Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition, and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.	<b>2 years</b> (3 years recommended)
<b>f. Visual and Performing Arts (VAPA)</b> Approved arts course from a single VAPA discipline (dance, drama/theater, music, or visual art).	<b>1 year</b> (in same discipline)
<b>g. College Preparatory Elective</b> In addition to those required in a-f above, chosen from the following areas; visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science, and language other than English (a third year in the language used for the e requirement or two years of another language or courses approved for use as "g" electives.	<b>1 year</b>



## CSU-UC Comparison of Minimum Freshman Admission Requirements

	California State University (CSU)	University of California (UC)
VALIDATION OF SUBJECT OMISSION BY OTHER COURSES		
	A letter grade of C or better in the second semester of Geometry will validate the first semester. A letter grade of C or better in the first semester of Algebra II validates both semesters of Algebra I. A letter grade of C or better in Statistics will validate Algebra I and Algebra II but will not validate Geometry.	
Mathematics	Integrated style Math 2 will be accepted in lieu of a Geometry course.	
	A letter grade of C or better in the second semester of an area C course with a discipline of Precalculus, Calculus, or Other Advanced Mathematics on the <a href="#">A-G website</a> validates the entire high school college preparatory requirement.	The omission of a full year of geometry <b>cannot</b> be validated by any higher-level coursework.
	A letter grade of C or better in Integrated style Math 3 which includes geometry content validates the omission of Integrated style Math 2. Refer to CSU's <a href="#">Admission Handbook</a> .	A letter grade of C or better in any semester of a math course with the discipline of Precalculus, Calculus, Statistics or Other Advanced Math will validate two years of the requirement, but not Geometry.  A letter grade of C or better in Integrated style Math 3 which includes geometry content validates the omission of Integrated style Math 2. Refer to UC's Validation Matrix in <a href="#">Quick Reference Guide to UC Admissions</a> .
Language Other than English (LOTE)	A letter grade of C or better in a semester of a higher-level course validates a lower-level course. A higher-level LOTE course can validate the appropriate number of years based on the level. A college course can validate high school LOTE courses. The level of validation depends on the college course prerequisite and description. For courses offered at a California Community College refer to <a href="#">ASSIST</a> and look for the footnote indicating the course corresponds to two years of high school instruction.	
Chemistry	A grade of C or better in the second semester of Chemistry will validate the first semester.	UC does not allow validation of Chemistry.
VALIDATION OF DEFICIENT (D/F) GRADES IN REQUIRED COURSES		
	Courses in which grades of D/F are earned may be validated in the areas of Math and Language Other Than English (LOTE) by successful completion of higher-level coursework, including D/F grades in Geometry. For UC, refer to the Validation Matrices in <a href="#">Quick Reference Guide to UC Admissions</a> . CSU also allows the validation of D/F grades in Chemistry. For CSU, refer to the <a href="#">CSU Admission Handbook</a> .	
VALIDATION OF SUBJECT REQUIREMENTS BY TEST SCORES		
	Required A-G courses may be satisfied with appropriate test scores on ACT, SAT, SAT Subject Tests (discontinued in 2021), Advanced Placement exams, and designated International Baccalaureate exams. A list of acceptable tests and scores is available on the <a href="#">CSU website</a> ; for UC, refer to <a href="#">Quick Reference Guide to UC Admissions</a> . For UC, the omission of a course in Geometry cannot be validated by any examination score.	
HIGH SCHOOL GPA		
	Calculate GPA using all A-G approved courses completed during the summer after the 9th grade through summer after the 11th grade—excluding deficient grades which have been repeated. <b>CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C.</b>	Repeated courses are calculated once using the first instance of a letter grade of C, B, or A. UC does not average grades. <b>However, when completing the UC admission application, all A-G courses and grades must be reported.</b>
HONORS POINTS		
	Maximum of 8 extra grade points (honors points) from four yearlong courses (8 semesters) awarded for UC-approved high school created honors, all AP, some IB courses and transferable college courses. No more than two yearlong courses (4 semesters) completed in 10 <sup>th</sup> grade can be used in the honors points calculation.	
TEST SCORES – ACT/SAT		
ACT or SAT	The CSU no longer considers ACT/SAT examinations in determining admission eligibility for all CSU campuses and in awarding CSU scholarships. Student will not be penalized if they choose not to submit scores. If students choose to submit test scores as part of their application, they will be used as one factor of the multiple measures used for English and quantitative reasoning/mathematics college course placement ( <a href="#">www.CSUStudentSuccess.org</a> ) in the campus they plan to enroll in. SAT Subject Tests have been discontinued and are no longer recommended for any campuses or majors.	UC no longer considers SAT or ACT test scores when making admissions decisions or awarding scholarships. If students choose to submit test scores as part of their application, they may be used as an alternative method of fulfilling minimum requirements for eligibility or for course placement after enrollment. SAT Subject Tests have been discontinued and are no longer recommended for any campuses or majors.

Information is accurate as of August 2023

## CSU-UC Comparison of Minimum Freshman Admission Requirements

	California State University (CSU)	University of California (UC)
<b>SUBJECT REQUIREMENTS</b>		
	15 yearlong/30 semester college preparatory A-G courses are required with letter grades of C or better*: 11 UC-required college-preparatory courses must be completed prior to senior year (including summer courses)	
<b>A   History/Social Science</b>	2 years/4 semesters of history/social science, including one year of U.S. history OR one semester of U.S. history and one semester of American government, AND 1 year of history/social science from either the A or G subject area	1 year of world history, cultures, or historical geography (including European History) from the A subject area.
<b>B   English</b>	4 years/8 semesters of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD): Advanced ESL may be substituted for the first year of the 4 years of English.	ESL/ELD cannot meet the senior year of English.
<b>C   Mathematics</b>	3 years/6 semesters of mathematics (including or integrating topics covered in elementary algebra, two- and three-dimensional geometry, and advanced algebra)* (Also acceptable are courses that address the above content areas, and include or integrate: probability, statistics or trigonometry.) Students applying to CSU and UC must complete a geometry course (or integrated math courses with geometry content).	
<b>D   Science</b>	2 years/4 semesters of science At least 1 year of physical science and 1 year of biological science, one year must be from the D subject area and the second year may be from the D or G area** Integrated/interdisciplinary courses may be used to fulfill either physical or biological science.	Must include at least two of the three foundational subjects of biology, chemistry, and physics (including Biology/Earth & Space Sciences, Chemistry/Earth & Space Sciences, and Physics/Earth & Space Sciences as part of the Next Generation Science Standards [NGSS] models); or two years of a three-year NGSS integrated science model; or one year of biology, chemistry or physics and one year of an approved science chosen from the earth & space sciences or interdisciplinary sciences disciplines. <i>Approved courses in the applied science, computer science, and engineering disciplines may only be used for a 3<sup>rd</sup> year (or beyond) of the science requirement.</i> Courses must be from the D subject area.
<b>E   Language Other Than English</b>	2 years/4 semesters (or equivalent to the 2 <sup>nd</sup> level of high school instruction) of a language other than English* (Courses must be in the same language, American Sign Language allowed)	
<b>F   Visual and Performing Arts</b>	1 year/2 semesters (or two one-semester courses in the same discipline) required, chosen from the following disciplines: Dance, Music, Theater, Visual Arts or Interdisciplinary Arts	
<b>G   College Preparatory Elective</b>	1 year/2 semesters of elective course work chosen from any area on approved A-G course list	
<b>REPEATED COURSES</b>		
	California State University (CSU) CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C. Required A-G courses must be completed with a grade of C or better*. Any course may be repeated with the exact same course. There is no limitation on the number of times a course can be repeated. Repeated courses are only used once and the instance with the highest earned grade will be used in the GPA calculation.	University of California (UC) Required A-G courses must be completed with a letter grade of C or better*. Courses with D/F grades may be repeated. There is no limitation on the number of times a course can be repeated. Repeated courses can have the same or similarly named course titles (e.g., English 9 or English 1). The first instance of a letter grade C or better will be used in the GPA calculation.

\* Pass/Credit grades allowed for A-G coursework completed in winter 2020 through summer 2021.

\* High school-level coursework completed in 7<sup>th</sup> and/or 8<sup>th</sup> grade can be used to meet the area C and/or E requirements only.

\*\* It is best to prepare for both UC and the CSU by completing two laboratory courses from the D subject area.

Information is accurate as of August 2023

# Leroy Greene Academy Course Catalog

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## **NCAA Eligibility Requirements**

Introductory information is available below on NCAA and eligibility for student-athletes. For additional information, particularly with regard to GPA requirements, see

**<http://www.eligibilitycenter.org>**.

## **CORE COURSES**

NCAA Division will require 16 core courses for students enrolling before August 1, 2016.

## **TEST SCORES**

- Division I uses a sliding scale to match test scores and core grade-point averages. The sliding scale for those requirements is shown on page two of this sheet.
- Division II requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

## **GRADE POINT AVERAGE**

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (**[www.eligibilitycenter.org](http://www.eligibilitycenter.org)**). Use the list as a guide.
- Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core grade-point average. Use the list as a guide.
- Division I core grade-point-average requirements are listed on a sliding scale on the NCAA Eligibility Center's website.
- The Division II core grade-point-average requirement is a minimum of 2.000.
- Remember, the NCAA grade-point average is calculated using NCAA core courses only.



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## California Higher Education Opportunities

Community College	Admissions Requirements
<p><b>Number of:</b> 116 statewide</p> <p><b>Local Community Colleges:</b> American River College, Cosumnes River College, Folsom Lake College, Sacramento City College, Sierra College, Woodland Community College</p> <p><b>Length:</b> Two years</p> <p><b>Course Work:</b> Career and job-entry majors. Transfer credits to four- year educational institutions.</p> <p><b>Degree or Certificates:</b> Vocational certificates. Associate of Arts. Associate of Science.</p> <p><b>Costs (Tuition &amp; books):</b> Varies based on budget</p> <p><b>Website:</b> <a href="http://www.cccco.edu">http://www.cccco.edu</a></p>	<p><b>Core Subject Requirements:</b> There are no subject requirements.</p> <p><b>Grade Point Average (GPA):</b> There is no minimum GPA requirement.</p> <p><b>Educational Background:</b> You must be at least 18 years old or a high school graduate.</p> <p><b>Assessments:</b> Placement tests for English and mathematics.</p>
California State University	Admissions Requirements
<p><b>Number of:</b> Twenty-three (23) statewide, accepting the top one-third of the graduates.</p> <p><b>Schools:</b> CSU Sacramento State, CSU Chico, Sonoma State University, Cal Poly San Luis Obispo, CSU San Diego, CSU San Jose, and San Francisco State University</p> <p><b>Length:</b> Four years</p> <p><b>Course Work:</b> Pre-professional training. Various majors.</p> <p><b>Degrees:</b> Bachelor of Arts. Bachelor of Science. Various master's degrees, Teaching credentials, and some doctorate degrees (EdD's, DNP, PhD, and DPT)</p> <p><b>Costs (Tuition &amp; books):</b> Varies based upon budget factors.</p> <p><b>Website:</b> <a href="http://www.csumentor.edu">http://www.csumentor.edu</a></p>	<p><b>Core Subject Requirements:</b> Complete a minimum 15 college-preparatory course requirements, known as a-g (See the UC core subject requirements below).</p> <p><b>Grade Point Average (GPA):</b> Students should maintain at least a grade point average of "C" or better which is a 2.0 GPA.</p> <p><b>Educational Background:</b> Graduate from high school or hold a valid California High School Proficiency Examination Certificate and meet the core subject requirements.</p> <p><b>NOTE:</b> Many CSU campuses have higher standards for particular majors or for students who live outside the local admission area. Because of the number of students who apply, several campuses have higher standards (supplementary admission criteria) for all applicants.</p>
University of California	Admissions Requirements
<p><b>Number of:</b> Nine (9) undergraduate statewide, accepting the top 12.5% of the graduates.</p> <p><b>Schools:</b> Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, Santa Cruz</p> <p><b>Length:</b> Four years</p>	<p><b>CORE SUBJECT REQUIREMENTS:</b> Complete a minimum of 15 college-preparatory courses (<u>a-g courses</u>), with at least 11 finished prior to the beginning of your senior year.</p> <ul style="list-style-type: none"> <li>• (a) History/Social Science – 2 years to include World History, U.S. History, and/or ½ year of government and ½ year of economics.</li> </ul>

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<p><b>Course Work:</b> Pre-professional training. Various majors.</p> <p><b>Degrees:</b> Bachelor of Arts. Bachelor of Science. Various master's degrees. Various doctorate degrees.</p> <p><b>Costs (Tuition &amp; books):</b> Varies based on budget factors.</p> <p><b>Website:</b>  <a href="http://www.universityofcalifornia.edu/admissions">http://www.universityofcalifornia.edu/admissions</a></p>	<ul style="list-style-type: none"> <li>• (b) English – 4 years of college preparatory</li> <li>• (c) Mathematics – 3 years (4 years recommended)</li> <li>• (d) Science – 2 years of a lab science to include 2 of 3 disciplines of biology, chemistry, or physics (3 years recommended)</li> <li>• (e) Foreign Language – 2 years of the same language (3 years recommended)</li> <li>• (f) Visual &amp; Performing Arts – 1 year of college preparatory in same discipline</li> <li>• (g) Electives – 1 year from one of the above areas</li> </ul> <p><b>Grade Point Average (GPA):</b> Students should maintain at least a grade point average of “B” or better.</p> <p><b>Educational Background:</b> Graduate from high school or hold a valid California High School Proficiency Examination Certificate and meet the core subject requirements.</p> <p><b>NOTE:</b> The UC uses a process called comprehensive review to determine admission. For example, in addition to grades, the UC looks at how hard students worked to take advantage of the opportunities students had to excel at school, in the student's favorite extracurricular activities and in their community.</p>
Private Colleges and Universities	Admissions Requirements
<p><b>Number of:</b> Approximately 200+ statewide</p> <p><b>Schools:</b> University of the Pacific, University of Southern California, Saint Mary's, Pepperdine, Stanford, Claremont Colleges</p> <p><b>Length:</b> Four years</p> <p><b>Course Work:</b> Curriculum, programs, and professional programs vary according to the size or specialty of the college/university.</p> <p><b>Degrees:</b> BA/BS, but may offer up to a doctorate</p> <p><b>Costs (Tuition &amp; books):</b> Approximately \$10,000–\$40,000 per year.</p>	<p>Admission requirements vary by college or university. Usually, students have met or exceeded the UC core subject requirements and assessment requirements.</p>

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<https://csustudentsuccess.org/>

**CSU** The California State University

## First-Year Placement: Math/QR (Non-STEM)

### Fulfilled GE Math/QR (B4)

**Advanced Placement (AP) Test Score:**

- ☐ 3 or above: Calculus AB
- ☐ 3 or above: Calculus BC
- ☐ 3 or above: AP Statistics
- ☐ 3 or above: AP Computer Science Principles

**International Baccalaureate (IB) Test Score:**

- ☐ 4 or above on Math Higher Level (HL)

**College Level Examination Program (CLEP) Score:**

- ☐ 50 or above on: calculus, college algebra, precalculus, or college mathematics

**College Transfer Coursework:**

- ☐ Completed college course (C- or better) that satisfies CSU GE Area B4 (math/QR)

If no criteria above apply, continue to next section →

### Enroll in GE Math/QR (B4)

**CAASPP/EAP Math Exam Score:**

- ☐ Standard Exceeded
- ☐ Standard Met and completed 12<sup>th</sup>-grade-approved yearlong advanced math course beyond algebra II or integrated math III (C- or better)
- ☐ Standard Nearly Met and completed four or more years of high school math or QR

**High School Courses and GPA:**

- ☐ Weighted Math GPA 3.0 or above and completed 12<sup>th</sup>-grade-approved yearlong advanced math course beyond algebra II or integrated math III (C- or better)
- ☐ Weighted Math GPA 3.0 or above and five or more years of math or QR
- ☐ Weighted GPA 3.7 or above
- ☐ Weighted GPA 3.5 or above and completed four or more years of math or QR

**Optional: If Scores Available:**

**SAT Math Test Score:**

- ☐ 570 or above
- ☐ 520–560 and completed 12<sup>th</sup>-grade-approved yearlong advanced math course beyond algebra II or integrated math III (C- or better)

**ACT Math Test Score:**

- ☐ 23 or above
- ☐ 20–22 and completed 12<sup>th</sup>-grade-approved yearlong math course beyond algebra II or integrated math III (C- or better)

If no criteria above apply, continue to next section →

### Enroll in Supported GE Math/QR (B4)

Student will receive additional support through the Supportive Pathways for First-Year Students Program.

**Support will vary at each campus. Offerings may include:**

- Stretch math/QR courses
- Study Labs
- Mentoring
- Advising
- Workshops
- Tutoring

Student will enroll in the Supportive Pathways Program

**CSU** The California State University

## First-Year Placement: Math/QR (Pre-STEM, STEM, Math Intensive Majors)

### Fulfilled GE Math/QR (B4)

**Advanced Placement (AP) Test Score:**

- ☐ 3 or above: Calculus AB
- ☐ 3 or above: Calculus BC
- ☐ 3 or above: AP Statistics
- ☐ 3 or above: AP Computer Science Principles

**International Baccalaureate (IB) Test Score:**

- ☐ 4 or above on Math Higher Level (HL)

**College Level Examination Program (CLEP) Score:**

- ☐ 50 or above on: calculus, college algebra, precalculus, or college mathematics

**College Transfer Coursework:**

- ☐ Completed college course (C- or better) that satisfies CSU GE Area B4 math/QR

If no criteria above apply, go to the next section →

### Enroll in GE Math/QR (B4)

**CAASPP/EAP Math Exam Score:**

- ☐ Standard Exceeded
- ☐ Standard Met and completed 12<sup>th</sup>-grade-approved yearlong advanced math course beyond algebra II or integrated math III (C- or better)

**High School Courses and GPA:**

- ☐ Weighted math GPA 3.5 and above and completed 12<sup>th</sup>-grade-approved yearlong advanced math course beyond algebra II or integrated math III (C- or better)
- ☐ Weighted Math GPA 3.5 or above and 5 or more years of math or QR
- ☐ Weighted GPA 3.7 or above

**Optional: If Scores Available:**

**SAT Math Test Score:**

- ☐ 570 or above
- ☐ 520 – 560 and completed 12<sup>th</sup>-grade approved yearlong advanced math course beyond Algebra II or integrated math III (C- or better)

**ACT Math Test Score:**

- ☐ 23 or above
- ☐ 20–22 and completed 12<sup>th</sup>-grade-approved yearlong advanced math course beyond algebra II (C- or better)

If no criteria above apply, go to the next section →

### Enroll in Supported GE Math/QR (B4)

Student will receive additional support through the Supportive Pathways for First-Year Students Program.

**Support will vary at each campus. Offerings may include:**

- Stretch math/QR courses
- Study Labs
- Mentoring
- Advising
- Workshops
- Tutoring

Student will enroll in the Supportive Pathways Program

## First-Year Placement: GE English

### Fulfilled GE English (A2)

**Advanced Placement (AP) Test Score:**

- ☐ 3 or above: AP Language and Composition
- ☐ 3 or above: AP Literature and Composition

**College Transfer Coursework:**

- ☐ Completed college course (C- or better) that satisfies CSU GE Area A2 (written communication)

If no criteria above apply, go to the next section →

### Enroll in GE English

**CAASPP/EAP English Score:**

- ☐ Standard Exceeded
- ☐ Standard Met and completed 12<sup>th</sup>-grade-approved yearlong English course (C- or better)

**High School Courses and GPA:**

- ☐ Weighted GPA 3.3 or above
- ☐ Weighted GPA 3.0 or above and completed 12<sup>th</sup>-grade-approved yearlong English course (C- or better) AP, IB, ERWC or honors English course
- ☐ Weighted GPA 3.0 or above and completed five or more years of high school English

**Optional: If Scores Available:**

**SAT English Test Score:**

- ☐ 550 or above
- ☐ 510 – 540 and completed 12<sup>th</sup>-grade-approved yearlong English course (C- or better)

**ACT English Test Score:**

- ☐ 22 or above
- ☐ 19 – 21 and completed 12<sup>th</sup>-grade-approved year-long English course (C- or better)

If no criteria above apply, go to the next section →

### Enroll in Supported GE English (A2)

Student will receive additional support through the Supportive Pathways for First-Year Students Program.

**Support will vary at each campus. Offerings may include:**

- Stretch English courses
- Study Labs
- Mentoring
- Advising
- Workshops
- Tutoring

**Student will enroll in the Supportive Pathways Program**



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## **STUDENT ACADEMICS**

Our school is on a 4 x 4 block schedule. At LGA, students take a total of 8 classes plus Advisory. Our Term 1 (Fall Semester) and Term 2 (Spring Semester) are the same 4 classes, while Term 3 (Fall Semester) and Term 4 (Spring Semester) are the same 4 classes. Each class meets five days a week, 89 minutes per day (with the exception of Wednesdays which is 75 minutes), for a total of 180 instructional days. There are 4 class periods per day, plus Advisory (except for Wednesdays). At LGA, every day of school is equal to 2 days of school on a traditional schedule. It is imperative that students attend school as much as possible.

***Teachers will update grades a minimum of every other Friday by 4:00 p.m. beginning August 21, 2023.*** Teacher websites and the courses' Google Classroom page may also provide current information on upcoming assignments, due dates, assessments, and other important announcements. Refer to each teacher's syllabus for contact information for any questions or concerns regarding academic progress.

### **Grading Policy**

Mastery grading is a school-wide expectation for teachers to build into their gradebook and hold students accountable for learning skills in a course to the best of a student's ability. Mastery is the ability to demonstrate an understanding of the necessary skills as opposed to busy work within the classroom. The school firmly believes in weighting grades to ensure that students have shown mastery within the different content areas.

#### **The weighting MUST be within the required limits:**

Summatives-65%

Formatives-30%

Academic Responsibility-5%

### **The Summative Grading Category, Policy & Purpose:**

Any student task a teacher places in the summative grading category should be considered by the teacher and the students as a task that will demonstrate mastery of a skill or content. For example, if the student takes a test, writes an on-demand essay, gives a presentation, speech, or participates in a Socratic seminar, they will be able to repair a low grade. They will be able to repair a low grade or demonstrate further mastery by re-submitting or redoing the same assignment, doing an alternative version of the same task, or if necessary, doing a different task that still demonstrates mastery of the content. The summative category is worth 65% of a student's overall grade for the term. Summative tasks can be turned in late up to the last day of PAW week, but we highly encourage students to repair low grades as quickly as possible. It is best practice to have students perform a summative task during class and then revise or redo that task as needed. Office hours are meant to support the retake and resubmission process, but any student should be able to retake or resubmit a summative task if they cannot make office hours due to transportation issues or a hardship, please coordinate a time to retake a test.

The purpose of this policy is to create an equitable grading policy that allows students to demonstrate mastery over time, ensure that factors outside of the school day are not impacting a student's ability to complete a summative task, and remove barriers to students demonstrating their skills and content knowledge.



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## The Formative Grading Category, Policy & Purpose:

The formative grading category is worth 30 % of a student's grade and is for student tasks that prepare a student to perform well on a summative task. The formative category can include but is not limited to quizzes, "tickets out the door," essay outlines, Socratic seminar preparation, a review of a student's notebook, notes, lab work, etc. These tasks, when graded, should inform the teacher and provide feedback about how the students are learning the content or skill being measured by the task. That way teachers can adjust their instruction, and students can learn how well they are doing before they have to complete a summative task. These tasks should be timely, and may not be vital for a student to resubmit. It is up to the teacher's discretion to accept a late formative assignment. However, a student should not be penalized for being absent and will be able to submit late formative due to an absence. It is reasonable to excuse a formative task due to an absence as needed, whereas all students should complete each summative task in a grading period.

## The Academic Responsibility Grading Category, Policy & Purpose:

This category is for tasks like participation, homework, or activities or responsibilities that do not fall into the formative or summative categories. This category is worth 5% of a student's overall grade.

## Semester Grade (5 credits per class)

90-100% = "A"

80-89% = "B"

70-79% = "C"

60-69% = "D"

Less than 60% = "F"

Percentage of Final Grade	Category	Examples
65%	<b>Summative Assessments</b> <i>Summative Assessments are a means to gauge, at a particular point in time, student learning relative to content standards.</i>	<ul style="list-style-type: none"> <li>State assessments</li> <li>End-of-unit or chapter tests</li> <li>End-of-term or semester exams</li> <li>Projects (completed individually)</li> </ul>
30%	<b>Formative Assessments</b> <i>Formative Assessments are part of the instructional process. When incorporated into classroom practice, they provide the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made.</i>	<p><b>ONLY IF</b> formative feedback is given:</p> <ul style="list-style-type: none"> <li>Tickets out the door</li> <li>Classwork</li> <li>Projects and presentations warm-ups</li> </ul> <p>FAST (Formative) Feedback is:            Fair            Accurate            Specific            Timely</p>
5%	Academic Responsibility	Homework

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## **Monitoring Student Progress (Infinite Campus Portal)**

Students and parents can check academic progress at any time through Infinite Campus. The Infinite Campus Portal is a great resource for parents/guardians and students to monitor grades, attendance and progress toward graduation. Every parent and guardian can have a Infinite Campus Parent Portal account which will give you access to the Student Information System for all of your students in your household.

With the Infinite Campus Parent Portal, you can:

- Monitor Attendance
- View Grades
- View upcoming assignments
- Receive important information from your student's school

To access Infinite Campus Portal from your computer or mobile device go to the NUSD Website at <https://natomasunified.org/icportal-2/> to learn how to:

- Sign Into the Infinite Campus Portal
- Download the Mobile App
- Change Contact members and preferences
- Update Phone Numbers
- View Student Information such as grades, attendance, and high school students' four-year plan

If you are in need of support of setting up, accessing or troubleshooting the parent/guardian portal, please refer to the <https://natomasunified.org/icportal-2/> or contact the IC help desk at (916) 567-5819 or email [icportal@natomasunified.org](mailto:icportal@natomasunified.org). To request a password reset, complete the form found in the Help Desk and Password Reset tab.

## **Report Cards**

Students receive report cards at the end of each semester. Only semester grades are used for GPA and college admission purposes.

## **Academic Awards**

LGA identifies and recognizes high achieving students who have earned a specific grade point average during each semester. Below are the types of awards a student can be given depending on his/her GPA.

- 3.0-3.49 GPA = Roar Award
- 3.5-3.99 GPA = Pride Award
- 4.0+ GPA = Mufasa Award

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## **PARENT RESOURCES**

Parents play an influential role in helping their students plan, prepare, and develop an academic plan. Parents should:

- Review this guide and materials they receive at school and discuss them with their student.
- Learn graduation plan requirements and be sure that the student meets them.
- Make sure students select courses that help them meet their educational and career goals.
- Encourage students to take Advanced Placement, International Baccalaureate courses and Dual Enrollment courses to earn college credit while still in high school.
- Help students to learn about colleges and careers that interest them.

Students who are involved in extracurricular activities are often more successful in school. Natomas Unified offers clubs, teams and other opportunities for learning academic and social skills, making friends, and developing leadership skills. Encourage your student to be involved in at least one extracurricular activity.

### **Infinite Campus**

Infinite Campus is LGA's and Natomas Unified's Student Information System (SIS). A key component for students is the Student Portal where students have the ability to check their grades on an on-going basis. The Parent Portal does much the same for parents and it allows them to keep track of their student's progress throughout the school year. As of Spring 2014, parents can sign up to receive EduText, a grade and attendance texting technology. By simply ensuring parental contact information is accurate in Infinite Campus parents will be able to receive a regular grade text message. For login information, please see the office at your student's school.

### **MYAP: Multi-Year Academic Planner (MYAP)**

Multi-Year Academic Planning (MYAP) allows schools to plan a student's academic plan through their entire high school career, from middle school all the way through their senior year and track progress towards meeting that plan.

The tool allows families and staff to track credit, course, and assessment requirements towards graduation by program. NUSD has created a number of academic programs in MYAP designed to allow students, parents, counselors and administrators to plan to meet different graduation requirements. These include general state graduation requirements, IB requirements, CECA and others. By reviewing the 'Grad Progress' tab in Infinite Campus, stakeholders can see a student's progress towards meeting the requirements in a format that is concise and easy to interpret.

### **Parent University**

Parent University is a strategy initiated by Natomas Unified School District to engage and empower parents through learning opportunities and resources to develop partnerships between parents and their school community. At the core of this family and community engagement strategy is a focus on parent



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learning for the purpose of supporting student achievement. Parent University aims to strengthen and sustain meaningful family engagement at all levels of the school system.

## **ParentSquare**

Natomas Unified School District ParentSquare! We are excited to have one primary single communication platform to connect and engage with our families throughout the district. Our families expressed a desire for the district to simplify its means of communication to help them keep up with all the communications received from their school sites, teachers, and district office. NUSD has a ParentSquare webpage, this page is dedicated to all things ParentSquare including training, how-to-guides, frequently asked questions, multiple videos, handouts, printed documents, and more.

## **COLLEGE ENTRANCE EXAMS**

Your transcript of high school courses and grades is the first prediction of your success in college and your college entrance examination is the second indication. The SAT (Scholastic Aptitude Test). SAT: Subject Tests, and ACT (American College Test) are some of the tests required by colleges and universities. These tests should be taken prior to the student's senior year. Any retesting should be completed by December of the senior year.

### **American College Test (ACT)**

Constructed as an achievement test, the American College Test, or ACT Program consists of four subject tests: English, Math, Reading Comprehension, and Scientific Reasoning. ACT offers a 30-minute Writing Test as an optional component to the ACT. Many colleges accept ACT scores in lieu of the SAT. Check with the postsecondary institutions of your choice to make sure what the testing requirements are. Some colleges may allow for a combination of the ACT, ACT with writing, and SAT: Subject Tests or SAT and the SAR: Subjects Tests. Again, check with the colleges of choice.

The ACT college readiness assessment is a curriculum-and-standards-based educational and career planning tool that assesses students; academic readiness for college and is offered to all 11th graders in the spring of each year free of charge to students.

### **Preliminary Scholastic Aptitude Test (PSAT/NMSQT)**

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/ NMSQT) is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). When taken in the junior year, the PSAT is the qualifying test for the National Merit Scholarship competition. It is a standardized test that provides first hand practice for the SAT. The test is administered once a year in October. (<http://www.collegeboard.org>)

At LGA, preparation for college entrance begins with the PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test). LGA and NUSD provide the PSAT at no charge to 10th graders in the fall each school year. Studies show that students who take the PSAT as a 10th grader perform 20-25% higher when they take the test the second time as an 11th grader.

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The PSAT identifies the National Merit Scholarship candidates in the junior year and predicts the score for your SAT exam. It tells you your strengths and weaknesses and provides a focus for your SAT preparation. Please remember that depending upon advanced level course work; students may take certain exams out of sequence. Students are encouraged to discuss college plans and testing with their school counselors and to register using the dates below.

## ***Benefits of taking the PSAT***

Receive feedback on your strengths and weaknesses on skills necessary for college study. You can then focus on your preparation on those areas that could most benefit from additional study or practice.

## **Scholastic Aptitude Test (SAT)**

The SAT is one of the most readily accepted college entrance examinations by colleges in the west. It is wise to take the SAT for the first time in your junior year and then use the test information along with test preparation materials (found in your high school career center) to improve your score. For more information on the SAT, visit: <https://collegereadiness.collegeboard.org/sat>

## ***Preparing for the SAT***

You can become familiar with the kinds of questions and the exact directions you will see on the SAT.

The PSAT and SAT both include:

- A student written essay
- Analogies eliminated
- Shorter reading passages added
- New content from third-year college preparatory math
- Quantitative comparisons eliminated

## **HIGH SCHOOL EXAMS**

### **CAASPP Program**

*C.C.R., Title 5, Sec. 850-870; E.C. 60600-60652; B.P. 6162.51; A.R. 6162.51*

Students will participate in the California Assessment of Student Performance and Progress (CAASPP) system by taking a series of computer-based tests developed by the Smarter Balanced Assessment Consortium that will provide an academic checkup for students by measuring real-world skills like critical thinking and problem solving. These assessments offer significant improvements over tests of the past, including new types of questions and performance tasks that require students to apply a variety of skills to complete complex tasks that will prepare them for college and the workplace.

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## SMARTER BALANCED TESTS

English/Language Arts/Literacy	Grades 3-8 and 11
Mathematics	Grades 3-8 and 11

### EAP

11th grade students will have the opportunity to receive feedback regarding their preparedness for college by participating in the Early Assessment Program (EAP). Tests are developed by CSU faculty, who make sure the CSU placement standards are covered.

After you take the test, you will receive a score report that tells you whether you need additional preparation for college-level work or meet CSU's requirements for freshman math and English courses. Visit CSU's Success website for tools available on pinpointing individual strengths and weaknesses. If you need more time to prepare, you have your entire senior year to do so.

(<http://www.csusuccess.org/shome2>)

(<http://www.cde.ca.gov/ta/tg/sa/documents/eapflowchart.pdf>)

### English Learner Proficiency Assessment for California (ELPAC)

The progress of English Learners is assessed by the Natomas Unified School district as required by state and federal law, and consistent with the district's English Learner Master Plan. Progress in acquiring English is measured annually through the English Learner Proficiency Assessment for California (ELPAC), which includes assessing students' ability to listen, speak, read, and write in English.

### California High School Proficiency Examination (CHSPE)

The California High School Proficiency Examination (CHSPE) is a program established by California law. E.C. 48412. If eligible to take the test, you can earn the legal equivalent of a high school diploma by passing the CHSPE. The CHSPE consists of two (2) sections: an English-language Arts section and a Mathematics section. If you pass both sections, the California State Board of Education will award you a Certificate of Proficiency, which by state law is equivalent to a high school diploma.

You may take CHSPE if, on testing day, you:

- Are at least 16 years old; or
- Have enrolled in the 10th grade for one (1) academic year or longer; or
- Will complete one (1) academic year of enrollment in the 10th grade at the end of the semester during which the next regular administration will be conducted.

(<http://www.chspe.net>)

### Advanced Placement (AP)

The Advanced Placement (AP) program is a cooperative endeavor that helps high school students complete college-level courses and permits colleges to evaluate, acknowledge, and encourage that accomplishment through the granting of appropriate credit and/or placement. The AP program is national in scope; its policies are determined by representatives of the College Board member

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institutions and agencies throughout the country (public and private secondary schools, colleges, and universities) and are implemented by the College Board.

Advanced Placement exams are offered each spring. Students successful in AP courses generally have adequate preparation for these three-hour long comprehensive examinations. Each exam is administered once a year during the second and third weeks in May. Most colleges award credits and/or advanced placement for demonstrated subject area proficiency. ***At LGA, students enrolling in AP courses are expected to take the respective AP exams. AP exams are covered by the school.*** Additional information about the AP program is available in the counselors' offices.

## **STUDENT PROGRAMS & SUPPORTS**

### **Advancement Via Individual Determination (AVID) AVID**

The AVID Program is a four-year college and career preparatory class for underrepresented students who demonstrate academic potential. The goals of the program are to provide academic instruction and other support to students to prepare them for career and four- year college and university eligibility, give students college-level entry skills, and motivate them to pursue a college education. The AVID curriculum consists of seminars offered in note-taking, study skills, time management, test-taking strategies, SAT/ACT and college entrance/placement exam preparation, and effective textbook reading and library research skills. Guest speakers from collegiate institutions and the business community also visit the AVID classroom. Additionally, tutoring is made available to AVID students during the regularly scheduled AVID class. Students must apply to participate in the AVID program through an application which may be obtained by contacting the AVID coordinator at each school site.

### **Dual Enrollment**

Dual enrollment provides students the unique opportunity to take community college classes and earn college units while still in high school at no or minimal cost to the student. Dual enrollment courses are taught by college professors usually online (also known as asynchronous). At the end of each course, eligible students receive college credit as indicated on the student's college transcript. At LGA, we offer two types of Dual Enrollment program: College and Career Access Pathway (CCAP) and Non- College and Career Access Pathway (CCAP).

#### **CCAP Dual Enrollment**

The CCAP Dual Enrollment Program is a partnership between Leroy Greene Academy and American River College. For CCAP Dual Enrollment courses, Leroy Greene Academy is given a certain number of seats for the course and faculty who is approved and registered for the CCAP dual enrollment college course. Currently, Leroy Greene Academy offers 6 CCAP Dual Enrollment courses at no cost to students.

1. ENGWR 300 College Composition
2. ENGWR 302 Advanced Composition and Critical Thinking
3. COMM 362 Mediated Communication Experience
4. PSYC 300 General Principles
5. TAFILM 300 Introduction to Film
6. SOC 300 Introduction Sociology

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## **Non-CCAP Dual Enrollment**

Non-CCAP Dual Enrollment Program expands and builds upon the existing CCAP Dual Enrollment college courses for students. Non-CCAP Dual Enrollment is when a high school student takes a community college course at his or her own discretion at a community college campus or online. As this is not a partnership program, students may choose to take the dual enrollment college courses at any participating community college that offers dual enrollment (also known as Advanced Education, Academic Enrichment or Concurrent Enrollment). LGA's counseling team will assist students wanting to take non-CCAP dual enrollment courses with their enrollment process. However, it's the community college that will ultimately approve and register the students into the course.

## **English Learners**

English Learners (EL) classes are available for individuals with English language development needs. The focus of these classes is on the development of language acquisition through the use of different instructional approaches modified to meet the students' needs. In addition, there are Specially Designed Academic Instruction in English (SDAIE) courses that enable English Learner students to access core curriculum and complete graduation requirements while they continue to learn English. Parents or students wanting more information should contact the high school Counseling Office.

## **Seal of Biliteracy**

The Natomas Unified School District awards the State Seal of Biliteracy in accordance with the criteria developed by the California Department of Education. The award recognizes graduating seniors who can speak, read, write and comprehend proficiently in English and at least one other language. Students earning the State Seal of Biliteracy in NUSD receive a medallion to wear at graduation, a certificate attesting to their bilingualism, and are recognized by the Board of Trustees. Students earning the State Seal of Biliteracy also receive a golden insignia from the State of California on their diploma and an annotation on their transcripts indicating their receipt of the State Seal of Biliteracy and in which language(s) they have demonstrated proficiency.

## **Special Education**

Each comprehensive high school site provides a continuum of services to meet the needs of students with identified disabilities under the Individuals with Disabilities Education Act (2004). The Individualized Education Program (IEP) developed by the student's IEP Team will determine the necessary supports and services for the identified students with exceptional needs. Contact your student's Special Education Case Manager or Counselor for more specific information regarding your child's coursework.

## **Summer School**

Students enrolled in grades 9–12 may take summer school courses as a means of credit recovery or A-G recovery. Please contact your student's counselor for additional information on original credit summer school policy.

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## OTHER STUDENT INFORMATION

### COMPUTING GRADE POINT AVERAGES (GPA)

In order to determine grade point average, assign each letter grade a number using the grade points below. Add up those numbers. Divide those numbers by the number of courses. The result of this division will be your student's GPA.

Grade	Grade Points
A	4
B	3
C	2
D	1
F	0

### Example GPA Calculation:

Course	Semester 1	Semester 2	Summer	GPA
<i>English 11</i>	A	B		7
<i>US History</i>	B	B		6
<i>Chemistry</i>	B	B		6
<i>Art 2</i>	A	A		8
<i>Math 3</i>	C	C		4
<i>Pre-Calculus</i>			B	3
<b>Total Courses</b>	<b>11</b>			<b>34/11= 3.09 GPA</b>

### Dropping or Adding Student's Course Schedule

Prior to the start of a term, students can request changes to their schedule. Students requests will be honored based on the following considerations:

- Is the requested course in the students best interest in light of their goals
- Is there room in the course
- Will changing their schedule contribute to a significant imbalance in class size
- Students will need to provide a thoughtful reason for the change. Friend requests do not qualify as a thoughtful reason for a course change.

After the term starts, a student has 1 week to request changes that will not require teacher notification and grade transfer. After the first week of the term ends, teachers will be notified, current grades will be transferred as needed, and the request may be denied based on the above criteria. Students may not

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change courses for any reason after the 4th week of the term. After that point, any course change requests can be placed for the next term. Changing courses after the 4th week will not allow students to transfer into a course and complete the required materials in the time left in the term.

## **Property Fabricated by Students**

The governing board of a school district may authorize any officer or employee of the district to sell to any pupil personal property of the district, which has been fabricated by such pupil, at the cost to the district of the materials furnished by the district and used therein. (Education Code section 17551.)

## **Student in Danger of Failing a Course**

*E.C. 49067 (a); A.R. 5121*

The Governing Board of each school district shall prescribe regulations requiring the evaluation of each student's achievement for each marking period and requiring a conference with, or a written report to, the parent/guardian of each student whenever it becomes evident to the teacher that the student is in danger of failing a course. The refusal of the parent/guardian to attend the conference, or to respond to the written report, shall not preclude failing the student at the end of the grading period.

## **Title IX of the Educational Amendment**

"No person...shall, on the basis of sex, be excluded from participation in, denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."

"No student or applicant for enrollment will be subject to discrimination on the basis of that student's pregnancy, childbirth, false pregnancy, termination of pregnancy and/or recovery there from."

## **Transfer Process**

The transfer process and procedure shall be centralized to allow for as many transfers to be granted ensuring that the District's facilities are equitably utilized and families' needs are met. Student Services and Safety shall be charged with administering the transfer process, including the administrative placement of students as necessary. For additional information, please contact the Student Services and Safety at 567-5400.



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At the end of 9<sup>th</sup> grade, students will choose between the Art and/or Business pathway much like a student declares a major in college. This choice will determine a set of elective courses the student will take their sophomore through senior year. The 10<sup>th</sup> through 11<sup>th</sup> grade courses will prepare them for a rigorous senior capstone course, which can potentially give them college credit if they meet criteria required.

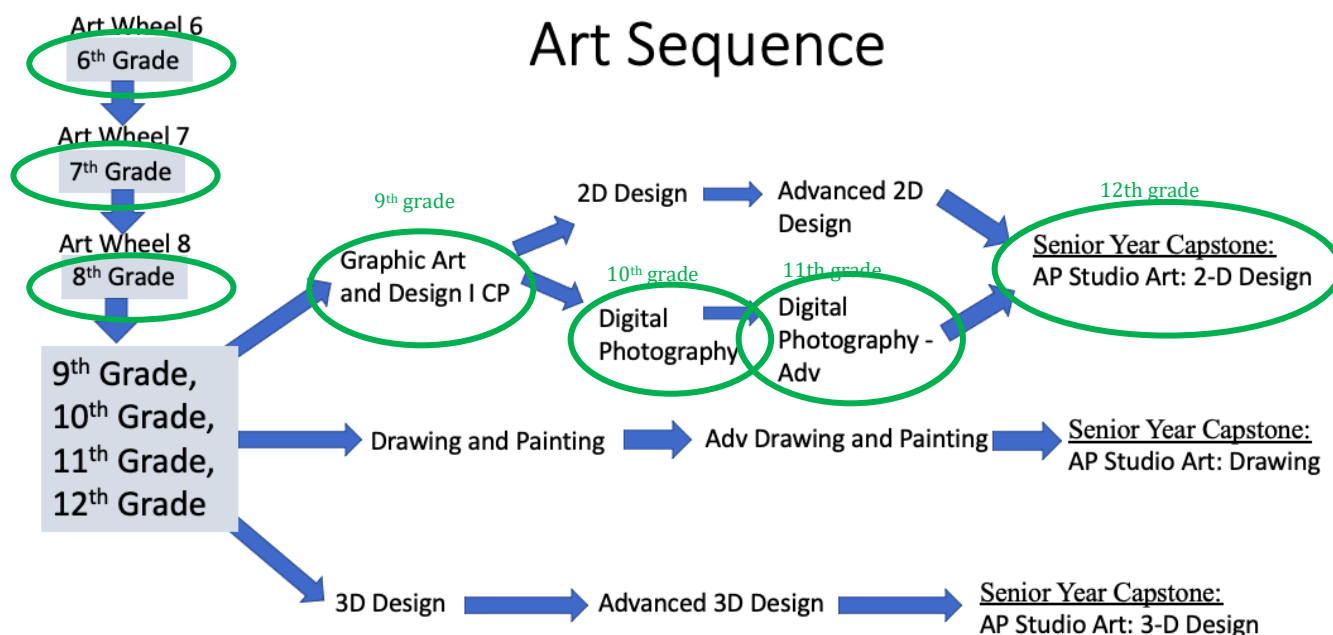
**To meet our high school pathway graduation requirements, high school students must earn a minimum of 30 pathway credits in the Visual Art and Technology or Business Entrepreneurship pathway. Please note of the 30 pathway credits needed, 10 credits must be from their senior capstone course.**

## Visual Art and Technology Pathway Information

In 6<sup>th</sup> through 8<sup>th</sup> grade students will have the opportunity to take introductory art courses through a wheel schedule. In these courses, students will be introduced to elements of art and what the Art program offers, while understanding the foundation skills to creating artwork. These courses will help lay the foundation for art courses taken in high school.

In 9<sup>th</sup> grade, students following the Visual Art and Technology pathway are able to select from Graphic Art and Design ICP, Drawing and Painting, or 3D Design. **At any point in time, students can take an entry level art course. Additionally, students in the pathway are able to take additional art classes as electives.**

Below you will see the typical path for a student who has chosen the Visual Art and Technology pathway.



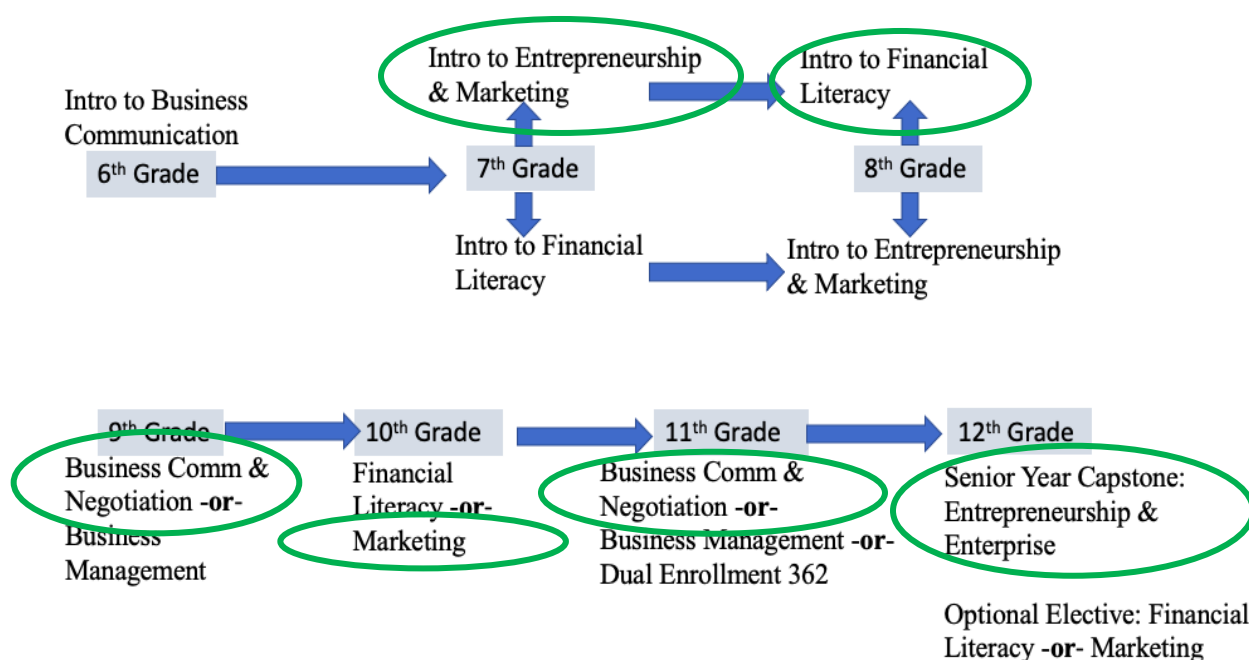


## Business Entrepreneurship Pathway

In 6<sup>th</sup> through 8<sup>th</sup> grade students will have the opportunity to take introductory business courses. In these courses, students will be introduced to what the Business program offers. In high school, students will build upon foundations learned in middle school by diving deeper into key business concepts.

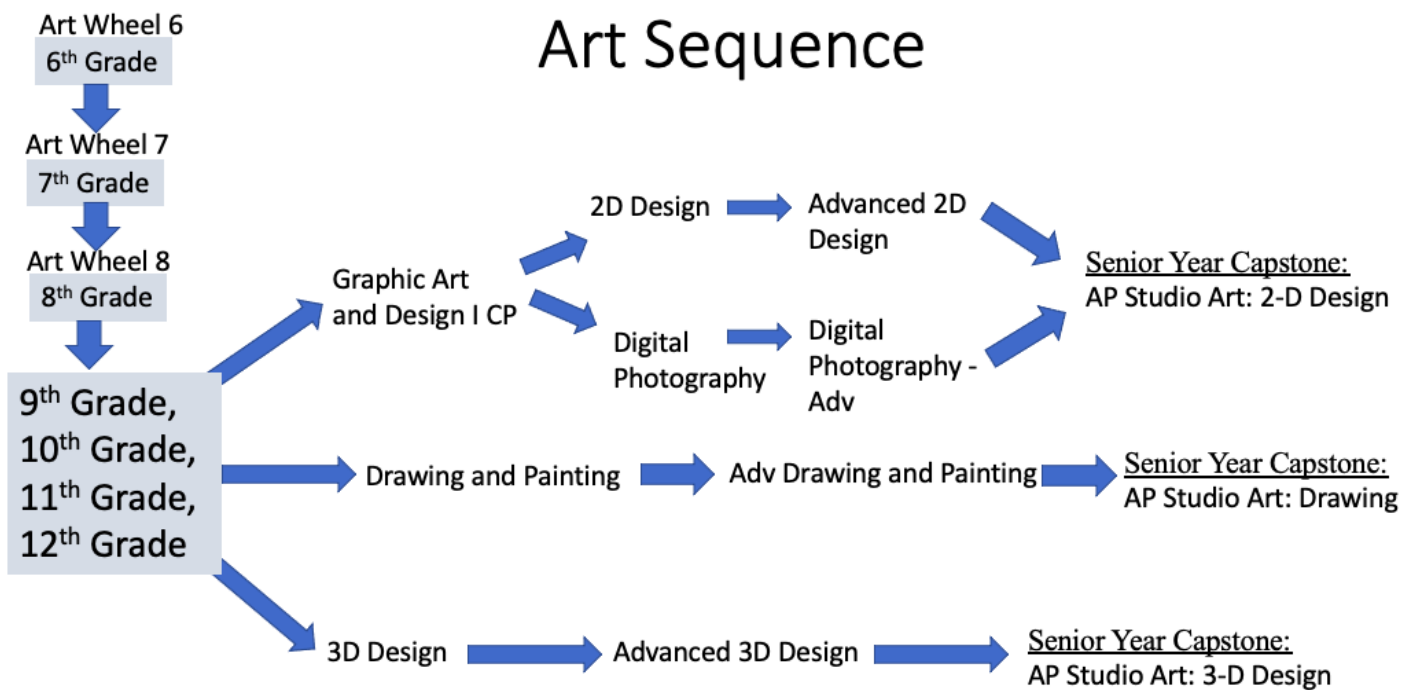
Please note that in 7<sup>th</sup> and 8<sup>th</sup> grade, two courses are offered each year. Students can choose which course they would like to take first. Additionally, in high school, we plan to alternate 2 business courses per year with Dual Enrollment: COMM 362 being an additional option for juniors. **During senior year, in addition to their senior year business capstone class, seniors in the pathway are able to take another business class as an elective.**

Below you will see an example of a path for a student who has chosen the Business pathway.

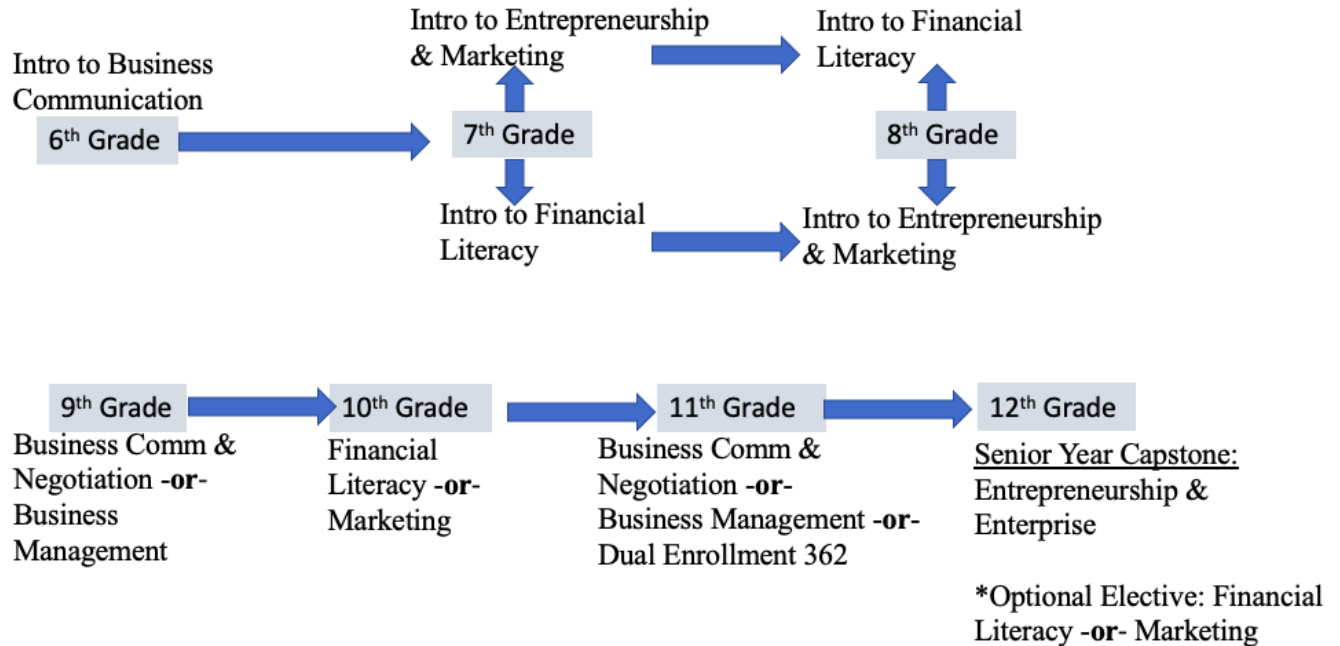


## Flowcharts

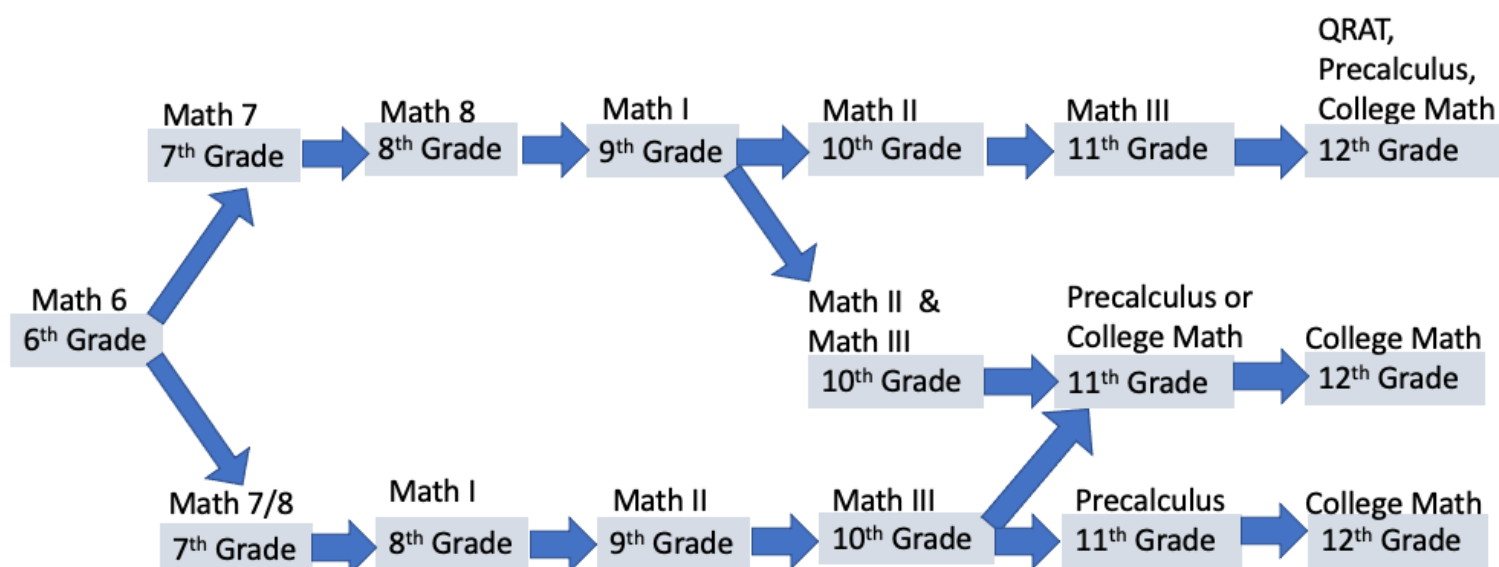
### Art Sequence



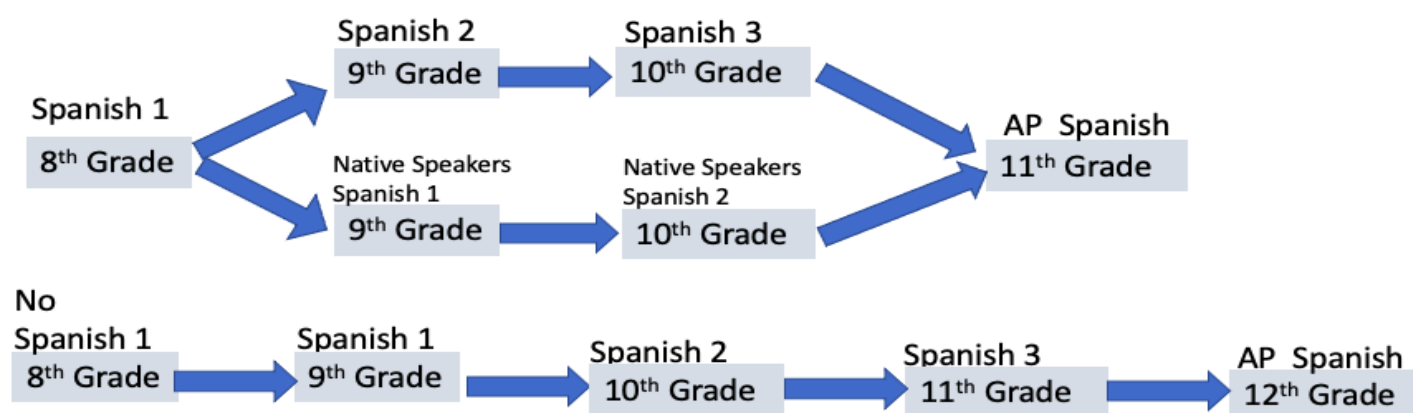
## Business Sequence



## Math Sequence



## Spanish Sequence



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## Course Descriptions

Each description of the course is meant to give a quick summary of what the course will entail. **Please note that if a prerequisite is noted/listed, the prerequisite course must be passed with a grade of a “C” or higher to enroll.** If you have specific questions about a course, please reach out to the counseling team.

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### AVID

#### AVID 9

PREREQUISITE: None

AVID 9 is a pre-college support program for students completing university admission requirements. Students will be taught effective study skills. Other topics covered include: career exploration, college test preparation, and college majors and exploration.

Grade: 9                      Units: 10                      a-g: Yes (g: Electives)

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#### AVID 10

PREREQUISITE: None

AVID 10 continues to build on the curriculum of AVID 9. AVID 10 students will be expected to be committed to taking college preparatory classes, maintaining a high GPA, developing leadership skills, and participating in community service.

Grade:10                      Units: 10                      a-g: Yes (g: Electives)

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#### AVID 11

PREREQUISITE: None

AVID 11 is an academic elective course that prepares students for college readiness and success. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills.

Grade: 11                      Units: 10                      a-g: Yes (g: Electives)

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#### AVID 12

PREREQUISITE: None

AVID 12 is an academic elective course that prepares students for college and readiness and success. Students will continue to refine their academic learning plans and goals, create legacy projects including

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service-learning projects/mentoring, as well as develop an increased ability to self-monitor, self-regulate, and manage time.

Grade: 12

Units: 10

a-g: Yes (g: Electives)

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## Art

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### Art Wheel 6

PREREQUISITE: None

6<sup>th</sup> Grade art is a skills-based course in which students will be introduced to various art techniques used throughout history and around the world. Students will be exposed to various cultures and countries that vary in traditional art forms, including traditional crafts. Students will learn the history and reasoning of creating various art forms and be exposed to the traditional art mediums used to create the art. In this semester course, students will learn about a variety of cultures from around the world. Every month focuses on a new culture and the most famous artists and art movements from their geographical region. Students will research travel, clothing, fine arts, crafts, dance, food and traditions from each culture. This class will give students the opportunity to better understand cultural influences in art according to customs, time period, social media and various influences from places all over the world. Students will develop technical skills and practice using a variety of art media for creative expression. Students will understand that the creative process is an integral part of the human experience and that through art people search for meaning, express culture, define beauty, and explore universal themes

Grade: 6

Units: 10

a-g: No

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### Art Wheel 7

PREREQUISITE: None

7<sup>th</sup> Grade art is a skills-based course in which students begin their introduction to the elements of art. Students will create original works of art based on the four elements of art; line, texture, value and color. They will get in-depth knowledge of how elements are used correctly through various, including and not limited to: pencil, pen, watercolor, markers, acrylic paint and colored pencils. They will be introduced to new and traditional art techniques and various ways to apply them to a portfolio of art they will begin creating, that will develop in their continuing years of art. Students participate in the exhibition of their work.

Grade: 7

Units: 10

a-g: No

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### Art Wheel 8

PREREQUISITE: None

Pre-AP Visual Arts prepares students for participation in AP Art and Design courses. Students build and refine technical skills while also developing an understanding of art making as a means of communicating and investigating topics or ideas of significance. Additionally, Pre-AP instructional materials highlight works of art featured in AP Art History, giving students the opportunity to build

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familiarity with these foundational works and practice analyzing and interpreting a wide range of artistic samples.

Grade: 8                      Units: 10                      a-g: No

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## **Graphic Art and Design I CP**

PREREQUISITE: None

This will be a split-semester course. One quarter will be with Mr. Wickenden learning introductory photography and Photoshop skills. You will be using digital cameras, taking and editing photos. One quarter will be with Mr. Roadruck learning about Graphic Design and Illustration utilizing Adobe Illustrator and Photoshop. You will be using computers to create different designs, illustrations and digital art.

Grade: 9-12                      Units: 10                      a-g: Yes (f: Visual Performing Arts)

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## **Drawing and Painting**

PREREQUISITE: None

In this course students will use a variety of 2D materials ranging from oil pastel, charcoal, ink, watercolor, acrylic, graphite pencils, and much more! Students will learn different techniques that will enhance their drawing and painting skills to create their own original works of art.

Grade: 9-12                      Units: 10                      a-g: Yes (f: Visual Performing Arts)

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## **Adv Drawing & Painting Honors**

PREREQUISITE: Drawing and Painting

Advanced Drawing and Painting Honors is a one-year course offered for students in 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade and designed to follow one year of level II Drawing and Painting, adding to the student's art vocabulary and Drawing and Painting techniques.

Grade: 10-12                      Units: 10                      a-g: Yes (f: Visual Performing Arts)

---

## **2D Design**

PREREQUISITE: Graphic Art and Design I CP

This course will be a hybrid of physical and digital artmaking. Throughout the course you will learn about printmaking (including relief and screen printing), collage, mixed media, digital media and illustration. Quarter 1 will be an introduction and review of various mediums and quarter 2 will allow you to explore areas of specific interest to you.

Grade: 10-12                      Units: 10                      a-g: Yes (f: Visual Performing Arts)

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## **Advanced 2D Design**

PREREQUISITE: 2D Design

Advanced 2D Design provides an in-depth studio experience for students with a strong foundation in printmaking and digital artmaking. Emphasis is on technical mastery, developing personal voice with an understanding of historical and contemporary context, as well as presenting and critiquing work.

Grade: 10-12      Units: 10      a-g: Yes (f: Visual/ Performing Arts)

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## **3D Design**

PREREQUISITE: None

Students will create original artworks using the design thinking process by sketching out ideas and transforming drawings into 3D. In this course students will use media ranging from wire, papier-mâché, plaster, wood scraps, clay, cardboard, fabric, recycled materials, etc. You will learn to use these materials implementing problem-solving skills, application, and responsibility with tools.

Grade: 9-12      Units: 10      a-g: Yes (f: Visual/ Performing Arts)

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## **Advanced 3D Design**

PREREQUISITE: 3D Design

The advanced 3D Design course builds upon foundational concepts and skills developed in 3D Design, allowing for greater depth and complexity and new investigations. Students work more independently and explore non-traditional materials and techniques. There is an increased focus on verbally articulating aesthetic decision making, developing personal creative goals, and reflecting on process.

Grade: 10-12      Units: 10      a-g: Yes (f: Visual/ Performing Arts)

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## **Digital Photography**

PREREQUISITE: Graphic Art and Design I CP

This course will provide students with an opportunity to gain an in-depth understanding of digital photography. Working with Adobe Photoshop and Lightroom, students will learn advanced image editing skills and career-based skills.

Grade: 10-12      Units: 10      a-g: Yes (f: Visual/ Performing Arts)

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## **Digital Photography- Adv**

PREREQUISITE: Digital Photography

Building upon the knowledge and skills previously acquired in digital photography, students deepen and broaden their investigation of artistic photography while improving their techniques and personal style. Students will complete a portfolio of advanced digital photography and exhibit their work in public forums.

Grade: 12                      Units: 10                      a-g: Yes (f: Visual/ Performing Arts)

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## **AP Studio Art 2-D Design**

PREREQUISITE: Advanced 2D Design or instructor approval

This course is designed to develop student mastery in the concept, composition and execution of their two-dimensional works in 2-D design. This course explores a very broad interpretation of two-dimensional design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. The variety of art forms will include, but are not limited to, graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting and printmaking. Students will have the opportunity to produce a two-dimensional portfolio fulfilling the requirements set by The College Board for Studio Art AP.

Grade: 12                      Units: 10                      a-g: Yes (f: Visual/ Performing Arts)

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## **AP Studio Art 3-D Design**

PREREQUISITE: Advanced 3D Design or instructor approval

This course focuses on a broad interpretation of sculptural issues in depth and space, such as mass, volume, form, plane, light, and texture. A variety of approaches to representation, abstraction, and expression will be presented in traditional sculpture, architectural models, apparel, ceramics, three-dimensional fiber arts or metal work, among others. Students will have the opportunity to produce a three-dimensional portfolio fulfilling the requirements as set by The College Board for Studio Art AP.

Grade: 12                      Units: 10                      a-g: Yes (f: Visual/ Performing Arts)

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## **AP Studio Art Drawing**

PREREQUISITE: Drawing and Painting Honors or instructor approval

Students enrolled in Advanced Placement Studio Art Drawing continue to explore and build on the techniques, skills, theories, and principles learned in their beginning and intermediate courses. Students have the opportunity to more fully explore, expand, and master their talents and abilities in drawing, painting, and design and will submit a portfolio fulfilling the requirements as set by The College Board for Studio Art AP.

Grade: 12                      Units: 10                      a-g: Yes (f: Visual/ Performing Arts)

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## Business and Technology

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### **Introduction to Business Communications**

PREREQUISITE: None

Team work makes the dream work! Learn how to collaborate and work more effectively on a team using computer applications. In this class you'll also learn how to provide and receive feedback to help you improve.

Grade: 6      Units: 10      a-g: No

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### **Introduction to Entrepreneurship & Marketing**

PREREQUISITE: None

Interested in learning how to use media to promote a brand? Tap into your creative potential to design innovative campaigns for a product or service that you develop! Discover new ways to ideate solutions to issues within our community by exploring the power of digital media and marketing.

Grade: 7-8      Units: 10      a-g: No

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### **Introduction to Financial Literacy**

PREREQUISITE: None

Learn how to be smart about money. Learn how to plan a trip on a budget and/or create a budget to redecorate your room. Explore the financial world of business and personal finance through simulations and real world examples.

Grade: 7-8      Units: 10      a-g: No

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### **Business Communication & Negotiation**

PREREQUISITE: None

Students will learn the professional norms, skills, and competencies related to a career in business. Students will learn and apply business terminology and practice many hands-on skills required of marketing, retail, business, and finance professionals, including the ability to communicate effectively via email, oral presentations, and visual displays. Students will also examine how their social media interactions today can affect their future goals. Throughout the course, students will acquire an understanding and appreciation of the business world and will be presented with problem-solving situations for which they must apply academic and critical thinking skills. This course utilizes project-based learning, group projects, discussion, oral and written projects, online research, and community interactions.

Grade: 9-12      Units: 10      a-g: Yes (g: Electives)

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## **Business Management**

PREREQUISITE: None

This course develops academic and analytical skills that will enable students to succeed in college, and at the same time provides students with small business simulations. Students will build skills in written and oral communication and critical thinking and use business case studies for an exploration of the theory and practice of marketing and accounting. In addition to developing research, analysis, problem solving and writing skills, students will learn cash management techniques, evaluate pricing, and analyze financial statements. Students will conduct market research, develop marketing plans and execute marketing campaigns. Students will learn to use the LinkedIn business networking site, Google Sheets. Students will also develop relationships with businesses in the surrounding community.

Grade: 9-12    Units: 10    a-g: Yes (g: Electives)

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## **Financial Literacy**

PREREQUISITE: None

Financial literacy is a course designed to alert, inform, and educate students in concepts of personal finance and money management. Students will begin to develop the skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. Effective money management is a disciplined behavior. It is difficult to master, and much easier when learned earlier in life. This course will start students on a path toward being in control of their financial futures. The six national standard topics will be the foundation of the course: buying goods and services, using credit, saving, financial investing, and protecting and insuring. The course will teach students to search and assess college and career opportunities, identify and prioritize their personal money management goals, develop personal spending and savings plans, comprehend the impact of time on the value of money, understand the cost of using credit, and protect assets.

Grade: 9-12    Units: 10    a-g: Yes (g: Electives)

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## **Marketing**

PREREQUISITE: None

Marketing highlights the role of digital communications and technological platforms in the promotion of products and services. Students sharpen their marketing, advertising, and communication skills to develop highly effective campaigns across multiple platforms and channels. Students prepare for careers in marketing, entrepreneurship, business, and design by engaging in hands-on learning activities that center their perspectives and experiences.

Grade: 9-12    Units: 10    a-g: Yes (g: Electives)

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## **Entrepreneurship & Enterprise**

PREREQUISITE: None

This course is designed to get students excited about becoming entrepreneurs. In this year-long course, students have the opportunity to create and fully develop their own product or service. Students will work and learn in teams. During Pitch Week, student teams will pitch to investors their innovative idea to win funding and turn their wishful thinking into a reality.

Grade: 12      Units: 10      a-g: Yes (g: Electives)

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## **Dual Enrollment**

*These are online courses offered by American River College (ARC). The Professor at ARC will assign and grade all work. An LGA teacher will support students during a period of the day.*

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## **COMM 362: MEDIATED COMMUNICATION EXPERIENCE**

This course focuses on the skills and concepts necessary to communicate effectively in the online environment. Topics include online group work and presentations, public speaking, interviewing, conference calls, and computer mediated interpersonal communication. Students will be expected to use their own video recording devices.

Grades: 11-12      Units: 10      UC/CSU: GE CSU Area A1; UC IGETC Area 1C.

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## **ENGWR 300: College Composition**

This first-year writing course includes the reading, research, synthesis, and critical thinking skills essential for successful completion of a college program. Students will develop college-level writing skills as well as an awareness of their audience and individual writing voices through a variety of written assignments (5,000 written words). The course will emphasize workshop, collaboration, and reflection on the writers process. This course satisfies the writing competency requirement for graduation from LGA and any California University and most other colleges.

Grades: 12      Units: 10      UC/CSU: GE CSU Area A2; UC IGETC Area 1A.

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## **ENGWR 302: Advanced Composition and Critical Thinking**

This course develops analytical skills through writing and discussion. It examines methods by which people are persuaded to think, believe, and act. It also includes analyses of arguments or expressions of opinions for their validity and soundness. Assigned readings include a variety of essays and a book-length text. In addition, this course focuses on critically assessing, developing, and effectively.

Grades: 12      Units: 10      UC/CSU: GE CSU Area A3; UC IGETC Area 1B.

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## **PSYC 300: GENERAL PRINCIPLES**

This course provides a broad overview of general principles of psychology. Topics include the scientific method, statistics, biological determinants, as well as general processes of behavior, such as development, learning, language, intelligence, perception, motivation, emotion, personality, and mental health.

Grades: 11-12                      Units: 10                      UC/CSU: GE CSU Area D9; UC IGETC Area 4I.

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## **SOC 300: INTRODUCTORY SOCIOLOGY**

This course examines principles and basic concepts in sociology. It includes the study of institutions, culture, social organization, group interaction, social stratification, economy, politics, social movements, and urbanization.

Grades: 11-12                      Units: 10                      UC/CSU: GE CSU Area D0; UC IGETC Area 4J.

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## **TAFILM 300: INTRODUCTION TO FILM**

This course explores the artistic, business, and social elements of film. It examines components of film making, such as acting, directing, cinematography, writing, and editing. Films are analyzed to evaluate film making techniques and the impact of cinematic art and entertainment on society.

Grades: 11-12                      Units: 10                      UC/CSU: GE CSU Area C1; UC IGETC Area 3A.

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## **ELD**

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### **ELD Middle School or High School A, B, or C**

PREREQUISITE: None

Per state guidelines, all English learners must receive daily, designated ELD instruction. In designated ELD, the classroom teacher uses the CA ELD standards as the focal standards in ways that build into and from content instruction in order to develop critical language English learners need for content learning in English" (CA ELD Standards, p. 9). Designated ELD is daily, protected instructional time in which the classroom teacher intentionally aligns their instruction to the CA ELD standards in order to build students' development and understanding of the English language.

Grade: 6-8                      Units: 10                      a-g: No

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## **ENGLISH LANGUAGE DEVELOPMENT**

PREREQUISITE: None

Open to 9-12th grade students who are currently participating in the district bilingual educational program. Placement will be determined by student scores from the annual California English Language Development Test (CELDT). This two-semester course offers activities and assignments that promote

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English language development. Materials are studied in depth to increase the student's understanding of English. Students will study writing as a process, academic vocabulary, and speaking skills. This class may be repeated for credit.

Grade: 9-12                      Units: 10                      a-g: No

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## **Elective**

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### **AP Support**

PREREQUISITE: Enrolled in an AP or Dual Enrollment course

AP Support is a yearlong course designed to help support students to successfully pass AP or dual Enrollment courses. This course will provide additional time and support for students to work on portfolio items, study, practice and master concepts. Students will cultivate the skills and discipline necessary to conduct independent research and inquiry in order to produce and defend their scholarly work as well as successfully pass their AP course.

Grade: 9-12                      Units: 10                      a-g: No

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### **STUDENT LEADERSHIP (Middle School)**

PREREQUISITE: Instructor's approval or recommendation

WEB stands for 'Where everyone belongs' and we follow that statement. To be in WEB you have to have a sense of responsibility and kindness, as well as ample grades. Some of the activities we perform in WEB are as follows; setting up rallies, dances, and other various events for middle school.

Grade: 6-8                      Units: 10                      a-g: No

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### **STUDENT LEADERSHIP (High School)**

PREREQUISITE: Instructor's approval or recommendation

Open to all students with recommendation of instructor. This course is designed to give student body club and class officers an opportunity to work on student activities related to their elected responsibilities. Students will plan and implement some school dances, rallies, and other student activities such as spirit days and homecoming.

Grade: 9-12                      Units: 10                      a-g: No

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## **English**

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### **Language Arts 6**

PREREQUISITE: None

This course focuses on the study of short stories, including fiction and non-fiction reading materials. The focus of the course is writing, with the goal of completing an independent processed essay utilizing



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evidence from text to help support claims. The California Common Core State Standards will guide instruction and curriculum choices.

Grade: 6                      Units: 10                      a-g: No

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## **Language Arts 7**

PREREQUISITE: None

This course focuses on the study of fiction and nonfiction / informational reading materials, including novels, short stories, poetry, and informational documents. There is an emphasis on the writing process. The California Common Core State Standards will guide instruction and curriculum choices.

Grade: 7                      Units: 10                      a-g: No

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## **Language Arts 8**

PREREQUISITE: None

This course focuses on the study of fiction and nonfiction / informational reading materials, including novels, short stories, poetry, and informational documents. There is an emphasis on the writing process. The California Common Core State Standards will guide instruction and curriculum choices.

Grade: 8                      Units: 10                      a-g: No

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## **Pre-AP English I (9th)**

PREREQUISITE: None

Pre-AP English 1 is a course created by “College Board” that our school adopted. This course focuses on reading, writing, and language skills that are relevant to students’ current work and essential for students’ future to future high school and college coursework. Texts take center stage, preparing students for close, critical reading and analytical writing. The course trains readers to observe small details in a text to arrive at a deeper understanding of the whole. It also trains writers to create complex sentences—building this foundational skill en route to sophisticated, longer-form analyses.

Grade: 9                      Units: 10                      a-g: Yes (b: English Language Arts)

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## **Pre-AP English II (10th)**

PREREQUISITE: Pre-AP English I (9<sup>th</sup>)

Pre-AP English 1 is a course created by the “College Board” that our school adopted. While English 1 introduces the fundamentals of close observation, critical analysis, and the appreciation of author’s craft, English 2 requires students to apply those practices to a new array of nonfiction and literary texts. As readers, students become aware of how poets, playwrights, novelists, and writers of nonfiction manipulate language to serve their purposes. As writers, students compose more nuanced analytical essays while never losing sight of craft and cohesion.

Grade: 10                      Units: 10                      a-g: Yes (b: English Language Arts)

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## **English 11 CP**

PREREQUISITE: Pre-AP English II (10<sup>th</sup>)

English 3 focuses on the advanced study of traditional and contemporary American Literature and nonfiction/ informational reading materials. There is an emphasis on writing, including response to literature, and reflective writing. Students will also develop speaking, listening and vocabulary skills. The California Common Core State Standards will guide instruction and curriculum choices.

Grade: 11                      Units: 10              a-g: Yes (b: English Language Arts)

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## **ERWC (CSU Expository Reading and Writing)**

PREREQUISITE: English 11 CP or AP Language & Comp

The goal of the Expository Reading and Writing Course (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. This course was designed by California State University professors. Students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. Students focus on developing skills for reading nonfiction texts and writing research and argumentative essays.

Preferred Previous Course of Study: English 11

Grade: 12                      Units: 10              a-g: Yes (b: English Language Arts)

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## **AP English Language and Composition**

PREREQUISITE: Pre-AP English II (10<sup>th</sup>)

AP English Language and Composition is designed to teach students to write effectively at a college level in any course. It examines rhetoric as the art of finding and analyzing all the choices involving language that a writer, speaker, reader, or listener might make in a situation so that the text becomes meaningful, purposeful, and effective for readers or listeners. The Advanced Placement course objectives AP English Language and Composition will guide the instruction and curriculum.

Grade: 11                      Units: 10              a-g: Yes (b: English Language Arts)

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## **AP English Literature and Composition**

PREREQUISITE: AP English Language & Comp

AP English Literature and composition is designed to provide students with the abilities needed to be successful at the university level as skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. This course also develops skilled writers who can compose for a variety of purposes. The Advanced Placement course objectives AP English Literature will guide the instruction and curriculum.

Grade: 12                      Units: 10              a-g: Yes (b: English Language Arts)

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## **Creative Writing**

PREREQUISITE: None

Creative Writing teaches students strategies and practice in the art of writing poetry, short stories, creative nonfiction, plays, and review. After thorough analysis (written and oral), students will work to develop a portfolio of authentic literary works of their own.

Grade: 9-12                      Units: 10                      a-g: Yes (g: Electives)

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## **Creative Writing Advanced**

PREREQUISITE: Creative Writing

Creative Writing Advanced allows students to gain further appreciation and practice of the written word. While this course continues to expose students to an eclectic array of writing styles, forms and techniques, its primary focus is the development of a creative and contemplative writing practice.

Grade: 10-12                      Units: 10                      a-g: Yes (g: Electives)

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## **Language and Public Speaking**

PREREQUISITE: None

This class is a practical course designed to offer the novice speaker a number of opportunities to organize and prepare public speaking assignments. Students will have the opportunity to acquire listening skills to learn fundamentals of oral presentation, to prepare and present various types of speeches, to participate in group discussions, to experience platform reading and speaking, to receive an introduction to debate, to meet some of the challenges of performing through mass media, and to develop interpersonal communications skills and poise. Additionally, we will explore historic and contemporary speeches to better understand why public speaking is important and how it affects us today.

Grade: 9-12                      Units: 10                      a-g: Yes (g: Electives)

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## **Health/ Physical Education**

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### **Physical Education 6th - 8th**

PREREQUISITE: None

Students will be enrolled in this course during their 6th - 8<sup>th</sup> grade years. Students will participate in physical fitness activities that promote well-being and fitness.

Grade: 6-8                      Units: 10                      a-g: No

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## **Physical Education 9th**

PREREQUISITE: None

The PE 9 is designed to introduce students to a variety of activities that will build a foundation for making appropriate choices for physical well-being and fitness. Health education, approximately 25% of the instructional time, is integrated within the course and physical education learning activities. Students will learn about: the circulatory and respiratory system, how the body and mind respond to exercise, and the characteristics of a healthy body versus an unhealthy body.

Grade: 9                      Units: 10                      a-g: No

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## **Health/ PE 10**

PREREQUISITE: None

The 10th grade Physical Education course is designed to introduce students to a variety of sports and physical activities. It will expand upon the foundation provided in the 9th grade for making appropriate choices for physical well-being and fitness. Health education, approximately 25% of the instructional time, is integrated within the course and physical education learning activities. Students will learn about essential concepts of Nutrition and how the body processes food.

Grade: 10                      Units: 10                      a-g: No

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## **Weight Training**

PREREQUISITE: PE 10

This class provides an opportunity for students to improve muscle strength and endurance. Students will study the muscular and cardiovascular system, nutritional aspects of fitness, and assess body composition. Cardiovascular endurance is emphasized and students will power walk or jog for fitness. Students must pass PE 9 and PE 10 in order to take Weight Training.

Grade: 11-12                      Units: 10                      a-g: No

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## **Mathematics**

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### **Math Intervention 7**

PREREQUISITE: Student's math CAASPP score or instructor's approval/recommendation

Math Intervention 7 is an elective math class designed to provide intervention to a small group of students who need foundational math support in Grade 7. This fall semester class aims to get struggling students ready to be successful in their spring semester Math 7 course. During class, students will review key foundational skills from prior grades and get early exposure to big skills introduced in Math 7. Students are selected for the class based on a combination of teacher recommendations and the students' math CAASPP score.

Grade:                      Units: 10                      UC/ CSU: No

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## **Math Intervention 8**

PREREQUISITE: Student's math CAASPP score or instructor's approval/recommendation

Math Intervention 8 is an elective math class that is designed to provide intervention to a small group of students who need foundational math support in Grade 8. This fall semester class aims to get struggling students ready to be successful in the regular spring semester Math 8 course. During class, students will review key foundational skills from prior grades and get early exposure to big skills introduced in Math 8.

Grade: 8                      Units: 10                      UC/ CSU: No

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## **Math 6**

PREREQUISITE: None

This rigorous course teaches the Math 6 Common Core standards. The units of instruction will include: ratios and proportions, rational numbers, expressions and equations, decimals, percent's, geometry, and statistics. Students will be practicing applying the standards for mathematical practice as outlined in the K-12 Common Core math standards. There will be an emphasis on students being able to discuss their reasoning and explain their process for solving problems with their peers in small groups and the whole class.

Grade: 6                      Units: 10                      a-g: No

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## **Math 7**

PREREQUISITE: None

This rigorous course teaches the Math 7 Common Core standards. The units of instruction will include: ratios and proportional relationships, functions with rational and irrational numbers, Algebraic expressions and equations, Geometry, and Statistics and Probability. Students will be required to learn and apply the standards for mathematical practice outlined in the K-12 Common Core math standards. There will be a significant emphasis on students being able to discuss their reasoning and explain their process for solving problems.

Grade: 7                      Units: 10                      a-g: No

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## **Math 8**

PREREQUISITE: None

This rigorous course teaches the Math 8 Common Core standards. The units of instruction will include: the number system, Algebraic expressions and equations, functions, Geometry, and Statistics and Probability. Instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing 2 and 3 dimensional space and figures. There will be a significant emphasis on students being able to discuss their reasoning and explain their process for solving problems.

Grade: 8                      Units: 10                      a-g: No

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## **Compacted Math 7/8**

PREREQUISITE: Student's math CAASPP score or instructor's approval/recommendation

The accelerated course taught in 7th grade, compacts all of the standards in grade 7 and grade 8 into one school year. Instructional time is focused on six critical areas: 1. Developing understanding of and applying proportional relationships, including percentages. 2. Developing understanding of operations with rational numbers and working with expressions and linear equations. Students also work towards fluently solving equations of the form  $px + q = 5$  and  $p(x + q) = r$ . 3. Formulating and reasoning about expressions and equations, including solving linear equations and systems of linear equations. 4. Solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume. 5. Drawing inferences about populations based on samples. 6. Understanding and applying the Pythagorean Theorem.

Grade: 7-8

Units: 10

a-g: No

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## **Mathematics 1**

PREREQUISITE: Math 8 or Compacted Math 7/8

Mathematics I is the first course in a series of three that uses an integrated approach to address the following conceptual categories: Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, and Modeling. The problem situations, models, and technology used will foster connections to the eight standards of mathematical practice, which develop concepts from multiple perspectives. Mathematics I topics focus on the interconnectedness of linear and exponential function elements, tables, graphs, and equations; comparison and contrast and decision-making using Algebraic models; proving Geometric theorems about two dimensional figures; and modeling using mathematical probability.

Grade: 9-12

Units: 10

a-g: Yes (c: Mathematics)

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## **Mathematics II**

PREREQUISITE: Mathematics I

Mathematics II is the second course in a series of three that uses an integrated approach to address the following conceptual categories: Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, and Modeling. The problem situations, models, and technology used will foster connections to the eight standards of mathematical practice, which develop concepts from multiple perspectives. Mathematics 2 topics build on previously learned concepts in Mathematics 1 (linear and exponential functions) and now include quadratic functions, with a focus on the interconnectedness of function elements, tables, graphs, and equations; comparison and contrast and decision-making using Algebraic models. The need for extending the set of rational numbers arises, and students are introduced to the real and complex numbers. Links between probability and data are explored through conditional probability, and the study of similarity leads to an understanding of right-triangle trigonometry.

Grade: 9-12

Units: 10

a-g: Yes (c: Mathematics)

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## **Mathematics III**

**PREREQUISITE:** Mathematics II

Mathematics III is the third course in a series that uses an integrated approach to address standards selected from the high school conceptual categories (Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability.) The focus of Math 3 is on expanding students' repertoire of functions to include polynomial, rational, and radical functions. They also expand their study of right-triangle trigonometry to include general triangles. In Math II, students bring together all of their experience with functions and geometry (from Math I, II, and III) to create models and solve contextual problems. Technology will be used to introduce and expand upon all areas of focus. Mathematics III is the culmination of the Integrated Pathway. Students completing this pathway will be well prepared for advanced mathematics and should be encouraged to continue their study of mathematics with Pre-calculus or other mathematics electives, such as Statistics and Probability or a course in modeling.

Grade: 10-12                      Units: 10                      a-g: Yes (c: Mathematics)

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## **PRE CALCULUS**

**PREREQUISITE:** Mathematics III or instructor's approval/recommendation

Pre-Calculus combines many of the trigonometric, geometric and algebraic techniques needed to prepare students for the study of calculus and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems. This course takes a functional point of view toward these topics. The most significant new concept in this course is that of limits. This course will teach the "year four" Common Core units of instruction outlined in the Common Core framework. The course will prepare students for AP Calculus A/B.

Grade: 11-12                      Units: 10                      a-g: Yes (c: Mathematics)

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## **Music**

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### **Music Wheel 6**

**PREREQUISITE:** None

In 6th grade band, students will learn how to play a wind band instrument (flute, clarinet, alto saxophone, trumpet, trombone, or percussion), while learning how to read standard music notation. This is a beginner course, so no experience is necessary. Students will perform in a graded, after school, end of the semester concert to showcase what they have learned during the course. Students will be supplied an instrument and method song book by the school.

Grade: 6                              Units: 10                              UC/ CSU: No

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## **Music Wheel 7/8**

PREREQUISITE: None

7th/8th Grade Band is a continuation course of Music Wheel 6 (beginning band). In this level two course, students will continue to progress their skills on the same instrument they started in Music Wheel 6 (beginning band). In level two, students will complete the beginning band book and play full band arrangement pieces. Students will perform in a graded, after school, end of the semester concert to showcase what they have learned during the course. Students need to have completed one semester of beginning band to register for Level 2 band.

Grade: 7-8

Units: 10

UC/ CSU: No

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## **Science**

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### **AP BIOLOGY**

PREREQUISITE: Pre-AP Biology & be enrolled Chemistry in the Community

Advanced Placement Biology is designed to be the equivalent of a first-year introductory college biology course. AP Biology is designed for students who have successfully completed foundation courses in Biology and Chemistry. This course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. It will include those topics regularly contained in a high-quality college program in introductory biology.

Grade: 11-12

Units: 10

a-g: Yes (d: Laboratory Science)

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### **AP ENVIRONMENTAL SCIENCE**

PREREQUISITE: Pre-AP Biology & be enrolled Chemistry in the Community

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. Unlike most other introductory-level college science courses, environmental science is offered from a wide variety of departments, including geology, biology, environmental studies, environmental science, chemistry, and geography. Depending on the department offering the course, different emphases are placed on various topics. Some courses are rigorous science courses that stress scientific principles and analysis and that often include a laboratory component; other courses emphasize the study of environmental issues from a sociological or political perspective rather than a scientific one. The AP Environmental Science course has been developed to be most like the former; as such, it is intended to enable students to undertake, as first-year college students, a more advanced study of topics in environmental science or, alternatively, to fulfill a basic requirement for a laboratory science and thus free time for taking other courses. In both breadth and level of detail, the content of the course reflects what is found in many introductory college courses in environmental science. The exam is representative of such a course and therefore is considered appropriate for the measurement of skills and knowledge in the field of environmental science

Grade: 11-12

Units: 10

a-g: Yes (d: Laboratory Science)

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## **CHEMISTRY IN THE COMMUNITY CP**

PREREQUISITE: None

Students will gain foundational understanding of chemistry as it relates to everyday issues in this chemistry lab course. The course is designed around chemically related life and environmental issues and is laboratory oriented. The course will afford them the knowledge to make rational and logical decisions as adults applicable to concepts of chemistry. The main topics of the course are: water purity, chemical resources, petroleum resources and alternatives, chemistry of foods, nuclear chemistry, atmospheric chemistry, biochemistry and industrial chemistry.

Grade: 11-12                      Units: 10                      a-g: Yes (d: Laboratory Science)

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## **CONCEPTUAL PHYSICS**

PREREQUISITE: None

Students will gain foundational and conceptual knowledge in this Physics lab course. Emphasis is on the development of an intuitive understanding of physics principles, as well as problem solving with the use of mathematics. The laboratory work helps students develop reasoning power and the ability to apply physics principles, as well as acquaint students with sound laboratory techniques. The main topics of the course are Kinematics (Linear Motion, Free Fall, Projectile Motion, Conservation of Momentum and Energy, Work, Energy, Power, Circular Motion), Gravitation, Thermodynamics, Simple Harmonic Motion, Waves, Light, Sound, Electricity, Magnetism, and the Atomic Nature of Matter.

Grade: 9-12                      Units: 10                      a-g: Yes (d: Laboratory Science)

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## **Forensic Science**

PREREQUISITE: STEAM Mathematical Application

Forensic Science is laboratory-based introduction to the analysis of crime scenes, by the collecting and analyzing physical evidence. Students will apply their knowledge to analyze a variety of elements of crime scenes. This includes, but is not limited to fingerprints, DNA, projectiles and trajectories, hair, fibers, toxicology, blood spatter patterns, ballistics, chromatography, entomology, soil samples and impressions left by shoes, tires and other objects.

Grade: 10-12                      Units: 10                      a-g: Yes (d: Laboratory Science)

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## **Pre-AP Biology**

PREREQUISITE: None

Biology is a study of life. Emphasis is placed on laboratory investigations that serve to introduce the concepts essential to the understanding of living things. Relationships in biochemical, cellular, and individual and community levels are explored in detail.

Grade: 10-12                      Units: 10                      a-g: Yes (d: Laboratory Science)

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## **Science 6**

PREREQUISITE: None

In this course students will study basic concepts of Earth Science and gain foundational knowledge for future Environmental Science and Integrated Earth Science courses. The California Science Standards for 6th grade will guide instruction and curriculum choices.

Preferred Previous Course of Study: N/A

Grade: 6                      Units: 10                      a-g: No

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## **Science 7 – Life Science**

PREREQUISITE: None

In this course students will study basic concepts of Biology and gain foundational knowledge for their future Biology course. The California Science Standards for 7<sup>th</sup> grade will guide instruction and curriculum choices.

Grade: 7                      Units: 10                      a-g: No

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## **Science 8 – Physical Science**

PREREQUISITE: None

Students in this course will study basic concepts of Chemistry and Physics. They will gain foundational knowledge for their future Conceptual Physics course and Chemistry course. The California Science Standards for 8<sup>th</sup> grade will guide instruction and curriculum choices.

Grade: 8                      Units: 10                      a-g: No

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## **STEAM Elective**

PREREQUISITE: None

The class will be taught using the Next Generation Science Standards (NGSS) with a particular emphasis on the Engineering Design Standards. In this class, students will learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Students will work in teams to identify design requirements, research the topic, and engage stakeholders.

Grade: 6-8                      Units: 10                      a-g: No

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## **STEAM Mathematics Applications**

PREREQUISITE: None

Students learn to organize with math, while they research as scientists and historians by using technology, so that they can understand global development and communicate about what is needed, wanted and possible in engineering for universal sustainability. STEAM Framework Definition: Science and Technology are understood as the basis of what the world has to go forward with, to be analyzed and developed through Engineering and the Arts, with the knowledge that everything is based in elements of Mathematics. It is a contextual curriculum where the subjects are coordinated to support each other under a formal educational structure of how science, technology, engineering, mathematics and the broad spectrum of the arts all relate to each other in reality. This framework not only includes the art of aesthetics and design, but also the divisions of the liberal, language, musical, physical and manual arts.

Grade: 9-12

Units: 10

a-g: Yes (g: Electives)

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## **Social Science**

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### **AMERICAN GOVERNMENT CP**

PREREQUISITE: None

In this course students apply social studies skills gained in previous years of study. Students will follow the State Standards to learn the basic institutions and the fundamental principles of American Government. The course will encourage students to reflect on the responsibilities of citizenship through examinations of civil rights and liberties. The structure of the federal, state, and local government will be examined and compared. A seven-to-nine-page paper will be required in the first semester whether Economics or Government. This is a one-semester course, paired with Economics to create a yearlong course.

Grade: 12

Units: 5

a-g: Yes (a: History/ Social Science)

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### **AP Government & Politics United States**

PREREQUISITE: None

This course provides an analytical perspective on government and politics in the United States. AP Government and Politics involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. The Advanced Placement course objectives for AP Government will guide the instruction and curriculum.

Preferred Previous Course of Study: US History

Grade: 12

Units: 10

a-g: Yes (a: History/ Social Science)

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## **AP Human Geography**

PREREQUISITE: None

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscapes analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This course offers a comprehensive view of geography through a course that challenges students to use maps and think about spatial data, understand and interpret the implications of associations among phenomena in places, recognize and interpret at different scales the relationships between patterns and processes, define regions and evaluate the regionalization process, and characterize and analyze changing interconnections between places. This course will be a jumpstart for our incoming 9th grade students to begin to explore the opportunities available to them through AP courses, commonly relegated only to upper class students.

Grade: 9-12                      Units: 10                      a-g: Yes (a: History/ Social Science)

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## **AP U.S. History**

PREREQUISITE: None

AP U.S. History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in a college-level United States history course. Students will learn to assess historical materials including their relevance to a given interpretive problem, their reliability, and their importance, as well as to weigh the evidence and interpretations presented in historical scholarship. This course can be taken instead of US History, or during senior year as an elective. The Advanced Placement course objectives for AP US History will guide the instruction and curriculum.

Grade: 11-12                      Units: 10                      a-g: Yes (a: History/ Social Science)

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## **AP World History**

PREREQUISITE: None

This full-year course explores the expansive history of the human world. Students learn many facts, but also the critical thinking skills necessary to analyze historical evidence. Five themes will be used as a frame of reference in the chronological study of our world's history; these themes are: Interaction between humans and the environment; development and interactions of cultures; state-building, expansion and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. Students will acquire the ability to examine change over time, including the causation of events as well as the major effects of historical developments, the interconnectedness of events over time, and the spatial interactions that occur over time that have geographic, political, cultural, and social significance. It is important for each student to develop the ability to connect the local to the global, and vice versa. Students will learn how to compare developments in different regions and in different time periods as well as contextualize important changes and continuities throughout world history.

Grade: 10-12                      Units: 10                      a-g: Yes (a: History/ Social Science)

# Leroy Greene Academy Course Catalog

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## **Ethnic Studies**

PREREQUISITE: None

Ethnic Studies is the interdisciplinary (meaning learning across different courses) study of culture, background, identity, and ethnicity, as understood through the perspectives of multiple groups in the United States. Ethnic Studies is a class that blends history, literature, psychology, political science, and anthropology.

Grade: 9-12                      Units: 10                      a-g: Yes (a: History/ Social Science)

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## **Economics**

PREREQUISITE: None

Economics is a study of the operations and institutions of economic systems. Areas of study include supply and demand, inflation and recession, money and credit, the banking system, labor and wages, managing the nation's economy, and economic theory. This is a one-semester course, paired with American Government to create a yearlong course.

Grade: 12                      Units: 5                      a-g: Yes (a: History/ Social Science)

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## **Pre-AP World History & Geo II (10<sup>th</sup>)**

PREREQUISITE: None

Students in grade ten study major turning points that have shaped the modern world. Exploring the Origin of Western Political Thought, analyzing the enlightenment Era and the birth of the first modern Democracy and extrapolating from the American experience that democratic ideals are often achieved at a high price, and are not practiced everywhere in the world; students apply this understanding to historical and current world issues, and relate them to their historical geographic political economic and cultural contexts

Grade: 10-12                      Units: 10                      a-g: Yes (a: History/ Social Science)

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## **Social Science 6**

PREREQUISITE: None

This course will give a comprehensive understanding of ancient history, covering the period from approximately 10000 BCE to 1300 CE. Looking at humanity's origins in prehistory, and then examine how events such as the agricultural revolution and the formation of early civilizations helped people develop culturally. We will explore and discuss the formation and growth of the classical empires of antiquity, such as Egypt, Greece and Rome. You will learn about how the fall of the Roman Empire plunged Europe into a period some have labeled "The Dark Ages."

Grade: 6                      Units: 10                      a-g: No

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## **Social Science 7**

PREREQUISITE: None

This course explores World History from “The Fall of the Roman Empire” to the “Age of Exploration” 1100 A.D ~ 1700 A.D. Students study about Asia, Africa, Middle Eastern Countries, and Europe. Cultures, religions, customs, economies, and politics are discussed in each unit of study. The California Social Science Standards and the California Common Core Standards for Literacy in Social Science for 7<sup>th</sup> grade will guide instruction and curriculum choices.

Grade: 7                      Units: 10              a-g: No

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## **Social Science 8**

PREREQUISITE: None

This course teaches US History from Colonial Times through the Civil War and Reconstruction. Students learn about the political, social, and economic changes that occurred in the United States during that time period. The California Social Science Standards and the California Common Core Standards for Literacy in Social Science for 8<sup>th</sup> grade will guide instruction and curriculum choices.

Grade: 8                      Units: 10              a-g: No

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## **U.S. History/Social Justice**

PREREQUISITE: None

United States History examines the history of the United States from 1865 to the present. The course focuses on key themes and turning points in American history in the 19th and 20th centuries, including ideological origins, economic, political and social change, civil rights, and domestic and foreign policy. Also, social studies research, analysis and writing skills are emphasized. The California Common Core Standards for Literacy in Social Science will guide instruction and curriculum choices.

Grade: 11-12              Units: 10              a-g: Yes (a: History/ Social Science)

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## **World Geography**

PREREQUISITE: None

World History and Geography is a study of the development of the modern world from 1750 to the present. The course focuses on the rise of democratic ideas with an emphasis on the following: Industrial Revolution, Imperialism, Colonialism, Nationalism, Totalitarianism, and World War I and II.

The course also includes a focus on modern world crises and the historical interactions of regions of the world through a detailed study of China, Japan, India, Middle East and Latin America. Social studies research, analysis and writing skills are also emphasized. The California Common Core Standards for Literacy in Social Science will guide instruction and curriculum choices.

Grade: 9-12              Units: 10              a-g: Yes (g: Electives)

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# Leroy Greene Academy Course Catalog

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## World Language – Spanish

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### **AP SPANISH LANGUAGE AND CULTURE**

**PREREQUISITE:** Spanish 3, Spanish for Native Speakers 2, or instructor's approval/recommendation

This is a yearlong advanced course in speaking, understanding, reading, and writing Spanish. In this class students will improve the accuracy and fluency of their communication in Spanish. They will refine their ability to communicate in present, past, and future tense about their appearance, personality, family, teachers, friends, daily schedule, activities, likes and dislikes. They will improve their ability to express with fluency and accuracy opinions, various degrees of certainty, probability and doubt, and they will strengthen their ability to persuade and command others. They will learn to organize their thoughts and express their opinions in extended critical essays. This course will prepare students to take the AP exam for advance placement in college.

Grade: 11-12      Units: 10      a-g: Yes (e: Language Other Than English)

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### **SPANISH 1 CP**

**PREREQUISITE:** None

In this yearlong introductory course, students will learn to communicate in Spanish, information about daily schedules, activities, likes and dislikes. Students will also learn to describe appearance, personality, family, teachers, and friends. Finally, they will learn fundamental similarities and differences in lifestyle between the United States and Hispanic cultures. Native speakers of Spanish are encouraged to enroll in Spanish for Native Speakers 1 or 2.

Grade: 9-12      Units: 10      a-g: Yes (e: Language Other Than English)

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### **SPANISH 2 CP**

**PREREQUISITE:** Spanish 1

In this yearlong intermediate course, students will learn to communicate in Spanish in present, past, and future tense, information about appearance, personality, family, teachers, friends, daily schedule, activities, likes and dislikes. They will learn to express opinions, various degrees of probability, doubt and certainty, and will learn to persuade and command others. Finally, they will further their understanding of similarities and differences in values and lifestyles between the United States and Hispanic cultures. Native speakers of Spanish are encouraged to enroll in Spanish for Native Speakers 1 or 2.

Grade: 9-12      Units: 10      a-g: Yes (e: Language Other Than English)

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### **SPANISH 3 CP**

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**PREREQUISITE:** Spanish 2, Spanish Language for Native Speakers I or instructor's approval/recommendation

This is an advanced one-year course designed for students who wish to learn to speak and understand Spanish with a greater degree of fluency and accuracy. The primary emphasis of this class is the extension of oral communication, as well as the honing of reading and writing skills. The course includes class discussions, interviews, and compositions about a variety of personal, literature-based, and current events topics. Grammatical principles developing and expanding vocabulary.

Grade: 10-12                      Units: 10                      a-g: Yes (e: Language Other Than English)

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## **SPANISH FOR NATIVE SPEAKERS 1 CP**

**PREREQUISITE:** Fluency in spoken Spanish or instructor's approval/recommendation

In this year long course, native Spanish speakers will be exposed to the grammar fundamentals of the Spanish language. Students will strengthen their ability to express themselves in Spanish, both orally and in writing. Using advanced thematic vocabulary, they will learn to organize, write, and revise critical essays based on class discussions and readings. Heavy emphasis is given to grammar and linguistics in Spanish writing. Students in this course will be prepared to take the following course in these series, Spanish for Native Speakers 2.

Grade: 9-12                      Units: 10                      a-g: Yes (e: Language Other Than English)

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## **SPANISH FOR NATIVE SPEAKERS 2**

**PREREQUISITE:** Spanish Language for Native Speakers I or instructor's approval/recommendation

In this yearlong course, native Spanish speaking students will refine and strengthen their ability to express themselves in Spanish in both reading and writing. Students will practice reading and writing in Spanish successfully. Using an expanded vocabulary, they will learn to organize, write, and revise critical essays based on class discussions and readings. This course will prepare students to take the Spanish Language AP course for the preparation of the Spanish Literature Advanced Placement exam. Emphasis is on reading analysis both orally and in writing.

Grade: 9-12                      Units: 10                      a-g: Yes (e: Language Other Than English)

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Leroy Greene Academy A- G COURSE LIST						
a: History/ Social Science	b: English/ Language Arts	c: Mathemat ics	d: Laborator y Science	e: Language Other Than English	f: Visual/ Performin g Arts	g: Electives
American Government	AP English Language & Composition	Mathematics I	AP Biology	AP Spanish Language & Culture	AP Studio Art 2-D Design	AVID 9
AP Human Geography	AP English Literature and Composition	Mathematics II	AP Environmenta l Science	Spanish 1	AP Studio Art 3-D Design	AVID 10
AP US History	Pre-AP English I (9th)	Mathematics III	Chemistry in the Community	Spanish 2	AP Studio Art Drawing	AVID 11
AP World History	Pre-AP English II (10th)	Pre-Calculus	Conceptual Physics	Spanish 3	Digital Photography Advanced	AVID 12
Pre-AP World Hist & Geo II	English 11		Pre-AP Biology	Spanish for Native Speakers 1	Digital Photography I	Business Comm & Negotiation
U.S. History/Social Justice	ERWC			Spanish for Native Speakers 2	Graphic Art Design I	Business Management
						Creative Writing
						Creative Writing Advanced
						Entrepreneurship and Enterprise
						Economics
						Ethnic Studies
						Financial Literacy
						Forensic Science
						Language Public Speaking
						Marketing
						STEAM Mathematics Application
						World Geography