Sequoia Career Academy

COURSE CATALOG

2026–2027

Grades 4–12

OUR MISSION: To prepare students for a successful future with a focus on career education in a safe, challenging, well-managed charter school.

1031 N. State Street
Ukiah, CA 95482

Welcome to Sequoia Career Academy

This catalog is designed to help students and families understand the courses available at Sequoia Career Academy and how those courses support academic growth, career preparation, and future goals.

HOW TO USE THIS CATALOG: Begin with the course-offerings overview, then use the subject-area sections to review prerequisites, course content, outcomes, sequence, assessment, and materials.

Our Values

- **All people have value.** Each person is responsible for continually striving to enhance that value.
- **All people have unlimited potential to learn.** People learn at different rates and in different ways and have the right to learn in an environment that accepts those differences.
- **High expectations encourage higher performance.** Educators, parents, and community members share responsibility for investing the resources students need to meet the challenge.
- **All people benefit from respect.** Respect for people and things is essential to everyone's emotional safety.

Expected Results

It is the intent of the Academy staff to enable students who complete the program to become self-motivated, competent, lifelong learners with the foundation needed to become educated. The general academic skills and qualities we seek to develop include the ability to:

- Use one or more languages to express individuality with precision and pride.
- Draw from mathematics and science to think rationally.
- Develop a sense of self within cultural and historical contexts.
- Participate in the arts as a performer and critic.
- Make healthy choices for personal fitness.
- Use technology and household tools to live independently.
- Build career-related skills, continue learning, and become fiscally self-reliant.

2026–2027 Course Offerings

Use this section as a quick reference. Detailed descriptions follow by department.

English/Language Arts

Course	Instructor
Language Arts 4	Mr. Allen
Language Arts 5	Mr. Allen
Language Arts 6	Mrs. Singleton
Language Arts 7	Mrs.James
Language Arts 8	Mrs. McClure
English 9	Ms. Fultz
English 10	Ms. Fultz
English 11	Ms. Fultz
English 12	Ms. Fultz

Math/Science

Course	Instructor
Math Foundations 4	Mr. Allen
Math Foundations 5	Mr. Allen
Math Foundations 6	Mrs. Singleton
Math 7	Mr. Schott
Math 8	Ms. McClure
Integrated Math I	Ms. Keast
Integrated Math II	Ms. Marlow
Integrated Math III	Ms. Marlow
Integrated Science 4	Mr. Allen
Integrated Science 5	Mr. Allen
Integrated Science 6	Mrs. Singleton
Integrated Science 7	Mr. Schott
Integrated Science 8	Ms. McClure
Integrated Science I	Mr. O’Rear
Integrated Science II	Mr. O’Rear

Social Studies

Course	Instructor
California History 4	Mr. Allen
U. S. History 5	Mr. Allen
Ancient World History 6	Mrs. Singleton
Medieval History 7	Mrs.James
U. S. History/Government 8	Mrs.James
World History 10	Ms. Gillespie
United States History 11	Ms. Anderson
American Government/Economics 12	Ms. Gillespie

General Studies & Electives

Course	Instructor
Advisement 9, 10	Various
Business Spanish/Tutorial	Maestro Chávez
Child Development (CTE)	Ms. Sawyer
College and Career Success (Dual Enrollment/CTE)	Mendocino College Instructor
Customer Service (Dual Enrollment/CTE)	Ms. Decker
Early Childhood Education (CTE)	Ms. Sawyer
Financial Literacy	Ms. Anderson
Human Relations in Business (Dual Enrollment/CTE)	Ms. Decker
Fitness	Ms. Kerr
Electives 7-12	Various
Enrichment 4-12	Various
Graduation Path 11-12	Ms. Cavender
Learning Lab & Fitness	Ms. Bevilacqua, Ms. Kerr
Life Skills	Ms. Kerr
Math Applications in Business (Dual Enrollment/CTE)	Mendocino College Instructor
My Career Pathway 11-12	Various
Student Aide	Various
Tutorial 7-12	Various

Course offerings, descriptions, and staffing are subject to change as needed to meet the Academy's mission and legal compliance.

English Language Arts

Courses in this section: Language Arts 4, 5, 6, 7, 8; English 9, 10, 11,12

Department Outcomes	Students will demonstrate the general ability to read, write, listen, and speak fluently in conventional English. They will also demonstrate the ability to use written, verbal, and body language as a tool to create and express personal points of view. Specifically, students will be able to write texts in each of four writing types: descriptive, expository, narrative, and persuasive using standard American English. They will be able to read grade-level-appropriate material and respond to historically and culturally significant works of literature. They will write and speak with a command of standard English conventions and orally deliver coherent, well-organized presentations.
Assessment	Teachers, students, and parents will measure progress with achievement scores on teacher tests, essays, a journal, a rubric for activities such as formal presentations and panel discussions, a work portfolio, and/or standardized measures. In addition, publisher assessment for materials such as Exploring Literature, Accelerated [STAR] Reading, and Reading Attainment System will form the basis of diagnosis and measurement.

Language Arts 4

Self-contained

Prerequisite	Students are expected to be motivated to work to attain standards for fourth grade.
Content	This course focuses on the basics of language. Students will work toward meeting English standards for grade 4 related to word analysis skills (recognition, vocabulary, and concept development) reading (structural features of informational materials and comprehension and analysis of grade-level text); literary response and analysis (structural features of literature, narrative analysis) writing (organization and focus, penmanship, research and technology, evaluation and revision for grade level appropriate applications); written and oral language conventions (sentence structure, grammar, punctuation, capitalization, and spelling) listening and speaking (comprehension, organization, and delivery, analysis, and evaluation of media). Applications will focus on narratives, expository compositions, research reports, responses to literature, and persuasive compositions.
Course Outcome	As a result of this course, students are expected to have sufficient English language skills to perform above 50% on standardized tests of reading, writing, language, and spelling.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class-size instruction with individual and group projects
Materials	Houghton Mifflin-Journeys; Accelerated Reader; Assorted Novels; various
Next in Sequence	Language Arts 5

Language Arts 5

Self-contained

Prerequisite	Students are expected to have earned “Developing” or above on 90% of the standards in the previous Language Arts course.
Content	This course focuses on the basics of language. Students will work toward meeting English standards for grade 5 related to word analysis skills (recognition, vocabulary, and concept development) reading (structural features of informational materials and comprehension and analysis of grade-level text); literary response and analysis (structural features of literature, narrative analysis) writing (organization and focus, penmanship, research, and technology, evaluation and revision for appropriate applications); written and oral language conventions (sentence structure, grammar, punctuation, capitalization, and spelling) listening and speaking (comprehension, organization, delivery, analysis and evaluation of media). Writing will focus on narrative, expository, and persuasive compositions, research reports, and responses to literature.
Course Outcome	As a result of this course, students are expected to have sufficient English language skills to perform above 50% on standardized tests of reading, writing, language, and spelling.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class-size instruction with individual and group projects
Materials	Houghton Mifflin-Journeys; Accelerated Reader; Assorted Novels; various
Next in Sequence	Language Arts 6

Language Arts 6

Self-contained

Prerequisite	Students are expected to have earned “Developing” or above on 90% of the standards in the previous Language Arts course.
Content	This course focuses on the basics of language. Students will work toward meeting English standards for grade 6 related to word analysis skills (recognition, vocabulary, and concept development) reading (structural features of informational materials and comprehension and analysis of grade-level text); literary response and analysis (structural features of literature, narrative analysis) writing (organization and focus, penmanship, research and technology, evaluation and revision for grade level appropriate applications); written and oral language conventions (sentence structure, grammar, punctuation, capitalization, and spelling) listening and speaking (comprehension, organization, and delivery, analysis, and evaluation of media). Applications will focus on narratives, expository compositions, research reports, responses to literature, and persuasive compositions.
Course Outcome	As a result of this course, students are expected to have sufficient English language skills to perform above 50% on standardized tests of reading, writing, language, and spelling.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class-size instruction with individual and group projects
Materials	Houghton Mifflin-Journeys; novels; various
Next in Sequence	Language Arts 7

Language Arts 7

Prerequisite	Students are expected to have earned “Developing” or above on 90% of the standards in the previous Language Arts course.
Content	This course focuses on the fundamentals of the language. Students will work toward meeting English standards for grade 7 related to reading (using knowledge of word origins and word relationships; reading and understanding grade-level materials; reading and responding to historically and culturally significant works of literature); writing narrative, expository, persuasive, and descriptive texts of 700 words; demonstrating command of proper English in writing and speaking; and delivering focused, coherent presentations.
Course Outcome	As a result of this course, students are expected to have sufficient English language skills to perform above 50% on standardized tests of reading, writing, language, and spelling and earn scores of Acceptable or Honors on a common core rubric for activities.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class-size instruction with individual and group
Materials	Houghton Mifflin-CA Collections; Assorted Novels and short stories
Next in Sequence	Language Arts 8

Language Arts 8

Prerequisite	Students are expected to have earned “Developing” or above on 90% of the standards in the previous Language Arts course.
Content	This course continues the focus on the fundamentals of the language. Students will work toward meeting English standards for grade 8 related to reading (using knowledge of word origins and word relationships; reading and understanding grade-level materials; reading and responding to historically and culturally significant works of literature); writing multiple paragraph narrative, expository, persuasive, and descriptive texts; demonstrating command of proper English in writing and speaking; and delivering focused, coherent presentations.
Course Outcome	As a result of this course, students are expected to have sufficient English language skills to perform above 50% on standardized tests of reading, writing, language, and spelling and scores of Acceptable or Honors on a common core rubric for activities.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class-size instruction with individual and group projects
Materials	Houghton Mifflin-CA Collections; HMH Into Literature; Assorted Novels and NonFiction
Next in Sequence	English 9

English 9

10 Credits

Prerequisite	Students are expected to have solid sentence and paragraph construction skills, basic vocabulary, and to be familiar with various types of reading materials comparable to the successful completion of an 8th-grade Language Arts course.
Content	This course for freshmen focuses on the fundamentals of reading, writing, and public presentation. Students work to meet English standards for grades 9 and 10: apply knowledge of word origins, read and understand grade-level materials, read and respond to significant works of literature, write and speak with a command of standard English conventions, learn to research from reliable sources, write coherent and focused text, and produce texts of at least 1,000 words combining various rhetorical strategies.
Course Outcome	As a result of this course, students are expected to have sufficient English language skills to perform above 50% on standardized tests of reading, writing, language, and vocabulary and earn scores of Acceptable or Honors on a common core rubric for activities.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class-size instruction with individual and group projects
Materials	Houghton Mifflin-CA Collections; Assorted Novels; Short Stories; Plays; Articles; Films; Multimedia
Next in Sequence	English 10

GRADUATION REQUIREMENT This course meets a high school graduation requirement.

English 10

10 Credits

Prerequisite	Students are expected to have basic essay writing skills and to read and understand materials comparable to successful completion of English 9.
Content	This course continues the focus on the fundamentals of reading, writing, and public presentation begun in English 9 to ensure preparation for success in college or a career. Students will demonstrate proficiency in English standards with a focus on American and world literature: apply knowledge of word origins, read and understand grade-level-appropriate materials, read and respond to significant works of literature, write and speak with a command of standard English conventions, write coherent and focused text, and produce texts of 1000 words combining rhetorical strategies.
Course Outcome	As a result of this course, students are expected to have sufficient English language skills to perform above 50% on standardized tests of reading, writing, language, and spelling and earn scores of Acceptable or Honors on a common core rubric for activities.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class-size instruction with individual and group projects
Materials	Houghton Mifflin-CA Collections; Short Stories; Plays; Articles; Poetry; Assorted Novels

Next in Sequence	English 11

GRADUATION REQUIREMENT This course meets a high school graduation requirement.

English 11

10 Credits

Prerequisite	Students are expected to have essay writing skills and to read and understand materials comparable to successful completion of English 10.
Content	This course continues the focus on the fundamentals of reading, writing, and public presentation beginning in English 9 and 10. Students will demonstrate proficiency in English standards with a focus on American literature: apply knowledge of vocabulary, read and understand grade-level-appropriate materials, read and respond to significant works of literature, write and speak with a command of standard English conventions, and write coherent and focused text that will help them in the workplace, be prepared to feel confident on state testing, and produce texts of 1,500+ words combining rhetorical strategies.
Course Outcome	As a result of this course, students are expected to have sufficient English language skills to perform above 50% on standardized tests of reading, writing, language, and vocabulary and earn scores of Acceptable or Honors on a common core rubric for activities.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class size instruction with individual and group projects
Materials	Houghton Mifflin-CA Collections; Assorted Novels; Films; Multimedia
Next in Sequence	English 12

GRADUATION REQUIREMENT This course meets a high school graduation requirement.

English 12

10 Credits

Prerequisite	Students are expected to have essay writing skills and to read and understand materials comparable to successful completion of English 11.
Content	This course focuses on the fundamentals of reading, writing, and public presentation. Students will demonstrate proficiency in English standards with a focus on workplace language usage and world literature: apply knowledge of word origins, read and understand grade-level-appropriate materials, read and respond to significant works of literature, and write and speak with a command of standard English conventions, write coherent and focused text, master workplace documents such as resumes and phone messages, learn to communicate with the public, and create documents that reflect research findings from reliable sources.

Course Outcome	As a result of this course, students are expected to have sufficient English language skills to perform above 50% on standardized tests of reading, writing, language, and vocabulary and earn scores of Acceptable or Honors on a common core rubric for activities.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class-size instruction with individual and group projects
Materials	Houghton Mifflin-CA Collections; Various Novels; Films; Multimedia
Next in Sequence	English sequence complete

GRADUATION REQUIREMENT This course meets a high school graduation requirement.

Mathematics & Science

Math Foundations 4, 5, 6; Math 7, 8, 9; Algebra

Integrated 4, 5; Earth Science 6, Life Science 7, Physical Science 8,

Earth Science 9, Biology 10

Department Outcomes	Students will demonstrate general proficiency in arithmetic, the principles of pre-algebra, and the principles of science as applied in real-world actions. Specifically, students will understand and use rational numbers with accuracy and ease and will understand basic concepts of earth, physical, and/or life science.
Assessment	Teachers, students, and parents will measure progress with achievement scores on teacher tests; a rubric for activities such as exhibitions, formal presentations, informal observation, and laboratory experiments; a work portfolio; and/or standardized tests. Diagnostic and measurement instruments of Houghton-Mifflin's Math Steps series, Accelerated [STAR] Math, and Dale Seymour's Basic Computation Skills will be used. Additional science assessments will be selected.

Math instruction builds a solid foundation to support progress at an appropriate pace through the sequence of courses. The teacher works closely with the student to monitor progress. A diagnostic test is administered upon entry and, along with the student's transfer grades, is used to determine the appropriate course. Students who have met the graduation requirement may continue their studies with advanced math courses.

Science courses ensure that students have an integrated overview of the disciplines of earth, life, and physical science. Courses emphasize understanding the process of scientific inquiry and the principles and vocabulary that scientists use in their research and laboratory work. Research projects are consistent with the requirements of the Science Fair and encourage students, working independently or with a group, to explore real principles of science that impact their lives.

Math Foundations 4

Self-contained

Prerequisite	Students will have “Developing” proficiency comparable to math in grade three.
Content	This course focuses on the basics of arithmetic and mathematics. Students will work toward meeting math standards for grades span 3 through 5 related to developing number sense to manipulate whole numbers, fractions, decimals, and percentages; algebra and functions; measurement and geometry; statistics, data analysis, and probability; and mathematical reasoning, and will apply math to real-world situations.
Course Outcome	As a result of this course, students are expected to have sufficient mathematical skills to perform above 50% on standardized tests of computation and application.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily small and class group
Materials	Marshall Cavendish: Math In Focus
Next in Sequence	Math Foundations 5

Math Foundations 5

Self-contained

Prerequisite	Students will have proficiency comparable to the Math 4 course as demonstrated by earning an overall “Developing” in the previous course or achievement on a diagnostic test.
Content	This course is for upper elementary students working to become adept at manipulating numbers and equations and understanding the principles of mathematics at work, and will apply math to real-world situations.
Course Outcome	As a result of this course, students are expected to have a foundation in arithmetic skills and knowledge to perform above 50% on standardized tests of math.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily small and class group
Materials	Marshall Cavendish: Math In Focus
Next in Sequence	Math Foundations 6

Math Foundations 6

Self-contained

Prerequisite	Students who have completed Math 5 or who are struggling with the concepts of arithmetic comparable to those presented in a basic 6th-grade math course as demonstrated by earning an overall “Developing” in the previous course or achievement on a diagnostic test.

Content	This course is for at- and below-grade level middle grades students who need an intense, focused review of fundamental math operations and concept development to succeed in Math 7. Students will: master addition, subtraction, multiplication, and division without the use of a calculator; use mental math and a calculator to compute decimals, percentages, and fractions; use a calculator to perform complex arithmetic problems and solve arithmetic word problems. Students will explore probability, functions, and equations and will apply math to real-world situations.
Course Outcome	As a result of this course, students are expected to have foundation arithmetic skills and knowledge and the basics of pre-algebra to perform above 50% on standardized tests in math.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily small and class group
Materials	enVision Mathematics 2024 Common Core
Next in Sequence	Math 7

Math 7

Prerequisite	Students who have completed Math Foundations 6 or who are prepared to work with the foundations of middle grades math courses are enrolled in this course as demonstrated by earning an overall “Developing” in the previous course or achievement on a diagnostic test.
Content	This course is for students who need an intense, focused review of fundamental math operations and concept development to succeed in Math 8. Students will use a calculator to perform complex arithmetic problems and solve algebraic word problems. Students will explore probability, functions, and equations and will apply math to real-world situations.
Course Outcome	As a result of this course, students are expected to have foundation arithmetic skills and knowledge and the basics of pre-algebra to perform above 50% on standardized tests in math, and scores of Acceptable or Honors on a common core rubric for activities.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class group
Materials	Savvas Grade 7 Course 1 & 2, Additional teacher created resources.
Next in Sequence	Math 8

Math 8

Prerequisite	Students are expected to have a basic mastery of mathematical operations and a beginning understanding of algebraic principles as demonstrated by earning an overall “Developing” in the previous course or achievement on a diagnostic test.
Content	This course is for students who have completed Math 7 and are ready to begin developing an understanding of the principles of Algebra. Students will be introduced to and practice the Common Core State Standards for 8th grade as well as beginning robotics.
Course Outcome	As a result of this course, students are expected to be ready to succeed in Algebra and have the knowledge to perform above 50% on standardized tests.

Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class group
Materials	Big Ideas Math. Course 3
Next in Sequence	Integrated Math I

Integrated Math I

10 Credits

Prerequisite	Students are expected to have mastery of mathematical operations and a beginning understanding of algebraic principles comparable to those presented in Pre-Algebra as demonstrated by earning an overall “Developing” in the previous course or achievement on a diagnostic test.
Content	This course is for students who have completed Math 8 or Introduction to Integrated Math and are ready to begin developing an understanding of the principles of Algebra. Students will meet the standards of Algebra I, including understanding the fundamentals of the real number system (including properties, negative numbers and integers, fractions, rational numbers, radicals, powers, and functions), solving systems of linear equations; formulas; graph solutions, and functions; work with exponential functions and sequences; explore basics of geometry (including transformations).
Course Outcome	As a result of this course, students are expected to have a foundation in algebra skills and knowledge to perform above 50% on standardized math tests.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily full class and small group
Materials	Big Ideas Integrated Mathematics I
Next in Sequence	Integrated Math II

GRADUATION REQUIREMENT This course meets a high school graduation requirement.

Integrated Math II

10 Credits

Prerequisite	Students are expected to have mastery of mathematical operations and a beginning understanding of algebraic principles comparable to those presented in Algebra as demonstrated by earning an overall “Developing” in the previous course or achievement on a diagnostic test.
Content	Integrated Math II is the second of three high school level courses that integrate the content of algebra, geometry, and intermediate algebra, as defined by the Mathematics Framework for California Public Schools, under the Common Core State Standards. This course focuses on quadratic expressions, equations, and functions while comparing their characteristics and behavior to those of linear and exponential relationships as encountered in Integrated Math I.

Course Outcome	Students will meet the standards of Algebra I as well as some standards in Geometry and Statistics.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily full class and small group
Materials	SAVVAS Integrated Mathematics III
Next in Sequence	Integrated Math III

GRADUATION REQUIREMENT This course meets a high school graduation requirement.

Integrated Math III

10 Credits

Prerequisite	Students are expected to have mastery of mathematical operations and a beginning understanding of algebraic principles comparable to those presented in Algebra as demonstrated by earning an overall “Developing” in the previous course or achievement on a diagnostic test.
Content	Integrated Math III is the third of three high school level courses that integrate the content of algebra, geometry, and intermediate algebra, as defined by the Mathematics Framework for California Public Schools, under the Common Core State Standards. This course focuses on drawing conclusions from data, expanding comprehension of functions, and right triangle trigonometry.
Course Outcome	Students will meet the standards of Algebra I as well as some standards in Geometry and Statistics.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily full class and small group
Materials	SAVVAS Integrated Mathematics III
Next in Sequence	Mathematics sequence complete

GRADUATION REQUIREMENT This course meets a high school graduation requirement.

Integrated Science 4/5

Self-contained

Prerequisite	This is the first course in the Academy’s elementary science series.
Content	This course focuses on the fundamentals of earth, life, and physical science. Students will understand and apply the scientific method and conduct research consistent with the requirements of the Science Fair.
Course Outcome	As a result of this course, students are expected to have sufficient scientific knowledge to earn scores of Acc or higher in class.

Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily full class and small group
Materials	Houghton-Mifflin California Science Dimension
Next in Sequence	Integrated Science 6

Integrated Science 6

Self-contained

Prerequisite	This is the second course in the elementary science series.
Content	This course integrates life, physical, and earth sciences. Students will: apply the scientific method and engineering design process to conduct research and create models depicting the role science plays in daily life. Students will investigate matter, motion, force, waves, space, geology, evolution, biotechnology, and human impact on Earth systems. Hands-on, inquiry-based experiments and engineering projects will be included.
Course Outcome	As a result of this course, students are expected to have sufficient scientific knowledge to earn scores of Acc or higher in class.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily full class and small group projects
Materials	Houghton-Mifflin California Science Dimension
Next in Sequence	Integrated Science 7

Integrated Science 7

Prerequisite	This is one of two courses in the middle grades science series. It precedes Integrated Science 8.
Content	This year-long course engages students in the three dimensions of NGSS science learning — disciplinary core ideas, science and engineering practices, and crosscutting concepts — through hands-on investigation and real-world problem solving. Units guide students through the engineering design process, the structure and properties of matter, chemical processes and reactions, matter and energy flow in living systems, Earth's resources and ecosystems, Earth's surface processes, and biodiversity and ecosystem dynamics. Students build scientific literacy by asking questions, collecting and analyzing data, and designing solutions to problems, while connecting classroom learning to STEM careers and real-world applications.
Course Outcome	As a result of this course, students are expected to have sufficient scientific knowledge to earn scores of Acc or higher in class.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily full class and small group
Materials	Houghton-Mifflin California Science Dimensions Grade 7
Next in Sequence	Integrated Science 8

Integrated Science 8

Prerequisite	This is an integrated science course covering life, physical, and earth science.
Content	This course for middle grades integrates life, physical, and earth sciences. Students will: apply the scientific method and engineering design process to conduct research and create models depicting the role science plays in daily life. Students will investigate matter, motion, force, waves, space, geology, evolution, biotechnology, and human impact on Earth systems. Hands-on, inquiry-based experiments and engineering projects will be included.
Course Outcome	As a result of this course, students are expected to have sufficient scientific knowledge to earn scores of Acc or higher in class and achieve proficiency on standardized tests.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily full class and small group
Materials	Houghton-Mifflin California Science Dimensions
Next in Sequence	Integrated Science I

Integrated Science I

10 Credits

Prerequisite	This is the first course in the high school science series. It meets ten credits toward the high school graduation requirement.
Content	This course focuses on the fundamentals of life or biological sciences within Earth's systems. Students will: understand the scientific method and engineering process; understand cells, the continuity and diversity of life in various environments; have a basic understanding of genetics, cell biology, ecology, and evolution; conduct laboratory experiments and research, and develop an awareness of biological careers.
Course Outcome	As a result of this course, students are expected to have sufficient scientific knowledge to earn scores of Acc or higher in class.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily full class and small groups
Materials	Houghton-Mifflin California The Living Earth
Next in Sequence	Integrated Science II

GRADUATION REQUIREMENT This course meets a high school graduation requirement.

Integrated Science II

10 Credits

Prerequisite	This is the second course in the high school science series. Students are expected to have a solid understanding of the scientific method, engineering process, and science vocabulary comparable to successful completion of an Integrated Science I course.
Content	This course for sophomores focuses on the fundamentals of chemistry in Earth Systems. Students will: learn to use the periodic table of elements; gain an understanding of the types of chemical bonds and why they form; become familiar with stoichiometry, gas properties, and laws, and what constitutes an acid or a base. Students will also analyze how energy is exchanged during chemical reactions. All of this will be done using the scientific method of experimentation, lectures, and textbook study.
Course Outcome	As a result of this course, students are expected to have sufficient scientific knowledge to meet the standard of state testing.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily full class and small group
Materials	Houghton-Mifflin California Chemistry in Earth Systems
Next in Sequence	Science graduation sequence complete

GRADUATION REQUIREMENT This course meets a high school graduation requirement.

Social Studies

California History 4, U.S. History 5, Ancient Civilizations 6, Medieval World History 7,

U.S. History and Government 8, Modern World History10,

U.S. History 11, American Government and Economics 12

Department Outcomes	Students will demonstrate a basic knowledge of history, government, and geography. Specifically, students will be aware of geographic, political, economic, religious, and/or social and cultural structures.
Assessment	Teachers, students, and parents will measure progress with achievement scores on publisher and teacher tests; a rubric for activities such as class discussion, debate, and informal observation; a log of activity participation; a work portfolio; and/or such standardized measures.

California History 4

Self-contained

Prerequisite	Enrollment in grade 4 or 5

Content	This course is one in a two-year cycle that alternates with United States History. Key topics include exploration and the founding of California.
Course Outcome	As a result of this course, students are expected to have social studies skills and knowledge to perform above 50% on standardized tests of history and earn scores of Acceptable or Honors on a common core rubric for activities.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class-size instruction with individual and group projects
Materials	Pearson: myWorld Interactive Grade 4

U. S. History 5

Self-contained

Prerequisite	Enrollment in grade 4 or 5
Content	This course is one in a two-year cycle that alternates with United States History. Key topics include the exploration and founding of the U.S.
Course Outcome	As a result of this course, students are expected to have social studies skills and knowledge to perform above 50% on standardized tests of history and earn scores of Acceptable or Honors on a common core rubric for activities.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class-size instruction with individual and group projects
Materials	Pearson: myWorld Interactive Grade 5

Ancient Civilizations 6

Self-contained

Prerequisite	Enrollment in grade 6
Content	This course for sixth graders focuses on the period of history in its earliest civilizations. Students will describe archaeological studies from the Paleolithic era to the agricultural revolution and will analyze the structures of Mesopotamia, Egypt, Kush, the ancient Hebrews, ancient Greeks, India, China, and Rome.
Course Outcome	As a result of this course, students are expected to have social studies skills and knowledge to perform above 50% on standardized tests of history and earn scores of Acceptable or Honors on a common core rubric for activities.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class-size instruction with individual and group projects
Materials	Pearson: myWorld Interactive Secondary Ancient World History

Medieval World History 7

Prerequisite	Students are expected to have successfully completed a course in ancient civilizations.

Content	This course for seventh graders focuses on the period of history from 500-1770. Students will analyze the geographic, political, economic, religious, and social structures of civilizations throughout history and demonstrate the basics of historical research. Students will also develop an awareness of and appreciation for cultural arts by studying the art, drama, and music of the periods studied.
Course Outcome	As a result of this course, students are expected to have social studies skills and knowledge to perform above 70% and earn scores of Acceptable or Honors on a common core rubric for activities.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class-size instruction with individual and group projects
Materials	Pearson: myWorld Interactive Secondary Medieval Early Modern Times

United States History 8

Prerequisite	Students are expected to have successfully completed a course in U. S. history at the fifth-grade level and world history at the seventh-grade level.
Content	This course for eighth graders focuses on the period of history from the European discovery of North America through Reconstruction. Students will understand colonization and the establishment of a new form of government, learn about the regional development of the country from 1800 to the Civil War, explore the causes and consequences of the Civil War through Reconstruction, and study the Industrial Revolution. Students may demonstrate historical research consistent with the requirements of the History Fair. Students are required to pass a test on the U.S. Constitution.
Course Outcome	As a result of this course, students are expected to have skills and knowledge to perform above 50% on standardized tests of history, pass a test on the United States Constitution, and earn scores of Acceptable or Honors on a common core rubric for activities.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class-size instruction with individual and group projects
Materials	Pearson: myWorld Interactive Secondary American History

Modern World History 10

10 Credits

Prerequisite	Students are expected to have basic concepts of history, geography, and research comparable to successful completion of U.S. History 8.
Content	This entry-level course for sophomores focuses on the development of Western political thought and the emergence of globalization. Students will meet the standards: compare and contrast a variety of revolutions, analyze patterns of global change, analyze causes and effects of World Wars I and II, understand contemporary nation-building; and demonstrate the basics of historical research.
Course Outcome	As a result of this course, students are expected to have social studies skills and earn scores of proficient on common core rubrics.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit

Instructional Groupings	Primarily class-size instruction with individual and group projects
Materials	Pearson: World History: The Modern Era

GRADUATION REQUIREMENT This course meets a high school graduation requirement.

United States History 11

10 Credits

Prerequisite	Students are expected to have broad-based concepts of history, geography, and research comparable to successful completion of general world and United States history courses.
Content	This class for juniors focuses on the development of the United States with primary attention to the period following Reconstruction through modern times. Students will meet the standards: understand the philosophical foundations of the United States; analyze the impact on the nation by immigration, industrialization, and expansion; examine the role of the US in World Wars I and II; understand the impact of the Cold War on foreign and domestic policy; critique post-WWII issues; and demonstrate basics of historical research.
Course Outcome	As a result of this course, students are expected to have social studies skills and earn scores of proficient on common core rubrics.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class-size instruction with individual and group projects
Materials	Pearson: United States History: The Twentieth Century

GRADUATION REQUIREMENT This course meets a high school graduation requirement.

American Government & Economics

10 Credits

Prerequisite	Students are expected to have a basic understanding of the Constitution, current issues in government and politics, and micro/macroeconomics.
Content	This course for seniors focuses on the components of American government and political and economic behavior with expectations for high levels of comprehension in reading complex sources, critical thinking, and oral presentation skills.
Course Outcome	As a result of this course, students are expected to have a sufficient understanding of American government and economics at an Acceptable level for assignments and activities.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class-size instruction with individual and group projects
Materials	Pearson: Magruder’s American Government and Economics: Principles in Action

GRADUATION REQUIREMENT This course meets a high school graduation requirement.

General Studies, CTE & Electives

(Non-Core; Non-College Preparatory)

Advisement

Grades 9-12 • 5 Credits/Year

Prerequisite	Students are expected to be motivated to participate in Advisement but do not need any previous knowledge or skill.
Content	This course is for students in grades 9-12 and meets daily to ensure coordination of activities and communication about topics of school-wide interest. It ensures that every student is part of a group that makes planned contributions to the Academy and the community. It provides an adult to oversee the student's long-term plan development and progress. It provides a time for students to complete class reading or Accelerated Reader books.
Course Outcome	As a result of this course, students are expected to have the information needed to be fully involved in the activities of the Academy.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class-size instruction with individual and group projects
Materials	School library, Second Step, Renaissance Learning, IXL

GRADUATION REQUIREMENT This course meets a high school graduation requirement.

Business Spanish/Tutorial

Grade 12 • 10 Credits

Prerequisite	Students do not need any previous knowledge or skill.
Content	This course for seniors focuses on the skills necessary to be successful in a career, the benefits of volunteering, basic Spanish language skills, plagiarism, matching interests and careers, realistic career goals based on lifestyle, personal values, options after high school, writing a resume, and etiquette.
Course Outcome	As a result of this course, students are expected to have general Spanish language skills and the information needed to be fully involved in the activities of the Academy.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class-size instruction with individual and group projects
Materials	Various web and print resources

GRADUATION REQUIREMENT This course meets a high school graduation requirement.

Child Development (CTE Introduction Class)

Grade 11 • 10 Credits

Prerequisite	This class is for grade 11.
Content	This course prepares students to understand children's physical, mental, emotional, and social growth and development, as well as provide for their care and guidance. Instruction includes prenatal development; research theories in human growth and development from prenatal stages of development to elementary school; inherited characteristics; health and safety; guidance and discipline; cultural diversity; child abuse and neglect; and children with special needs.
Course Outcome	Students will develop a basic understanding of the development of the child and how to support that development.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class-size instruction with individual and group projects
Materials	Teacher-provided materials

GRADUATION REQUIREMENT This course meets a high school graduation requirement.

College & Career Success (Dual Enrollment, CTE)

Grades 9 • 10 Credits

Prerequisite	Students do not need any previous knowledge or skill.
Content	This course will introduce the career planning process, which is designed to help students find the best career options, based on their strengths, interests, and values. Also include developing job interviewing and resume writing skills.
Assessment	Credit/No Credit
Instructional Groupings	Primarily class-size instruction with individual and group projects
Materials	Vary according to the activity.

GRADUATION REQUIREMENT This course meets a high school graduation requirement and earns college credit.

Customer Service (Dual Enrollment, CTE)

Grades 11-12 • 10 Credits

Prerequisite	This class is for grades 11 and 12.
Content	This course will cover the principles and techniques of delivering excellent customer service. Topics include employer and customer perspectives, interpersonal communications, developing empathetic customer resolutions, customer retention strategies, as well as marketing and sales strategies. The course covers individualized communication and problem-solving skill development as well as the efficacy of customer service in achieving general business, hospitality, food service, and retail industry goals.
Course Outcome	Students will develop a resume and cover letter.
Assessment	A – F grade scale
Instructional Groupings	Primarily whole
Materials	21st Century Business: Customer Service ISBN-13: 9780538740289

GRADUATION REQUIREMENT This course meets a high school graduation requirement and earns college credit.

Early Childhood Education (CTE Capstone Class)

Grade 12 • 10 Credits

Prerequisite	This class is for grade 12.
Content	In this course, students will learn the foundations and theories of early childhood education (ECE) and current issues facing early childhood education. Students will understand different approaches to ECE as well as the qualities of good child care. Students will review the developmental stages of a child and how they relate to quality preschool and primary-grade instruction. Students will also learn the importance of meeting the diverse needs of children.
Course Outcome	Students will develop an understanding of early childhood education so they are prepared to continue their education at college or enter the workforce.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class-size instruction with individual and group projects
Materials	Pearson: Early Childhood Education Today, 14th edition

GRADUATION REQUIREMENT This course meets a high school graduation requirement.

Electives

Grades 7-12

The Academy's elective program supports student preparation for a successful future. Electives vary vastly in their offerings as they are dependent on qualified teachers and staff to lead them. AP Electives will run regardless of the size of enrollment, but most other electives require a minimum enrollment to operate. Electives are offered after school, usually on a semester and specialty basis, and change according to the interests of students and staff and the availability of qualified instructors.

Enrichment

Grades 4-12

Prerequisite	Enrichment is for all students in grades 4- 12
Content	Enrichments take place on alternating Wednesdays during school hours, and students are provided with options in varying areas, including art, foreign languages, stationary activities, film appreciation, physical activity, and much more.
Course Outcome	As a result of this program, students will learn social skills, academic skills, and much more.
Assessment	Credit/No Credit
Instructional Groupings	Varying group sizes based on activity and location.
Materials	Vary according to the activity.

GRADUATION REQUIREMENT This course meets a high school graduation requirement.

Financial Literacy

Grade 12 • 10 Credits

Prerequisite	This class is for 12th grade.
Content	Financial Literacy is a one-semester course that provides California students with the knowledge and skills needed to make informed financial decisions. Students will learn the fundamentals of banking, budgeting, credit, loans, and investing through practical, real-world applications. The course emphasizes responsible money management, financial planning, and understanding the impact of financial choices. Students will develop skills to manage personal finances confidently as they prepare for college, careers, and independent living.
Course Outcome	This course helps build a strong foundation for lifelong financial well-being.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily whole
Materials	Various Web and Print Resources

GRADUATION REQUIREMENT This course meets a high school graduation requirement.

Fitness

Grades 9 • 10 Credits

Prerequisite	This class is required of all students in grade 9.
Content	In this course, students will develop knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Students will learn about and apply the five components of physical fitness to daily fitness activities.
Course Outcome	As a result of this course, students are expected to understand and value fitness as an important aspect of a healthy life.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily small and large group
Materials	Vary according to the activity.

Graduation Path

Grades 11-12

Graduation Path provides 11th- and 12th-grade students the opportunity to make up missing credits from classes they may have failed. It also provides students with an opportunity to get ahead on their credits in an effort to graduate early.

Human Relations in Business (Dual Enrollment/CTE)

Grades 11-12 • 10 Credits

Prerequisite	This class is for grades 11 and 12.
Content	This course will examine the role of the supervisor/manager and provide an understanding of how to work with people in an organizational setting. It will also emphasize perception, motivation, communication, leadership styles, group dynamics, decision-making, teamwork, and managing change.
Course Outcome	As a result of this course, students will have a better understanding of human relations in business.
Assessment	A— F scale
Instructional Groupings	Primarily whole group
Materials	Human Relations Principles and Practices, 7th Edition, Barry L. Reece

GRADUATION REQUIREMENT This course meets a high school graduation requirement and earns college credit.

Learning Lab & Fitness

Grades 7-8

Prerequisite	This class is required of all students in grades 7 and 8.
Content	This course combines academic skill building with physical fitness. Students will strengthen foundational skills through online supplemental programs and individualized practice based on their learning needs. Students will also participate in daily fitness activities focused on building basic fitness, developing healthy habits, and learning about the five components of physical fitness. The course provides students with opportunities to build both academic and physical skills through consistent practice and participation.
Course Outcome	As a result of this course, students are expected to be able to effectively use a computer to complete and present work. Students are expected to understand and value fitness as an important aspect of a healthy life.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily individual and small group
Materials	Google Documents, Spreadsheets, Presentations; Google Drive; Typing Club; Khan Academy; Renaissance Learning; Internet Resources

Life Skills

Grade 10 • 10 Credits

Prerequisite	This class is for all students who are in 10th grade.
Content	This class will cover basic nutrition, physical fitness, financial literacy, stress management, sewing, communication skills, and community resources. An emphasis on informed decision making along with practical goal setting will help students develop the skills necessary for creating a personal path to a productive and happy life.
Course Outcome	Upon completion of this course, students will have the skills and resources to make informed decisions and set goals for their health, their careers, daily life, and productive citizenship.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class and small group projects
Materials	Vary according to the activity.

GRADUATION REQUIREMENT This course meets a high school graduation requirement.

Math Applications in Business (Dual Enrollment, CTE)

Grades 9 • 10 Credits

Prerequisite	Students do not need any previous knowledge or skill.

Content	This course will cover the application of basic mathematical and algebraic skills to the business environment. Business applications include pricing, payroll, accounting, simple interest, compound interest, annuities, investments, statistics, and the Metric System.
Assessment	Credit/No Credit
Instructional Groupings	Primarily class-size instruction with individual and group projects
Materials	Vary according to the activity.

GRADUATION REQUIREMENT This course meets a high school graduation requirement and earns college credit.

My Career Pathway

Grades 11-12 • 5 Credits/Year

Prerequisite	Students do not need any previous knowledge or skill.
Content	This course for seniors focuses on identifying long-term goals, college admissions, trade school opportunities, community internships, financial aid, career exploration and readiness, updating resumes, letters of interest, and references, as well as career etiquette and a long-term plan for life after high school.
Course Outcome	As a result of this course, students are expected to have the information needed to be fully involved in the activities of the Academy.
Assessment	High Honors/Honors/Acceptable/Developing/No Credit
Instructional Groupings	Primarily class-size instruction with individual and group projects
Materials	Various web and print resources

GRADUATION REQUIREMENT This course meets a high school graduation requirement.

Student Aide

Grades 11-12 • 10 Credits

Prerequisite	This class is for eligible 11th- and 12th-grade students.
Content	Students assist teachers with grading papers, making copies, creating bulletin boards, etc.
Course Outcome	As a result of this course, students are expected to develop a strong work ethic with attention to detail.
Assessment	Credit/No Credit
Instructional Groupings	Primarily individual
Materials	None

GRADUATION REQUIREMENT This course meets a high school graduation requirement.

Tutorial

Grade 7-8

Prerequisite	This class is required of all students in grades 7-8.
Content	This class ensures students have basic study skills related to their grade-level academic courses. It also focuses on the accelerated learning process to ensure that students know how to learn powerfully and become self-directed learners.
Course Outcome	As a result of this course, students are expected to be able to be well organized and caught up in all classes and able to use powerful learning strategies in all of their classes.
Assessment	Credit/No Credit
Instructional Groupings	Primarily individual and class
Materials	Assigned for core classes

Tutorial

Grade 9-12 • 10 Credits

Prerequisite	This class is required of all students in grades 9-12.
Content	This class ensures students have basic study skills related to their grade-level academic courses. It also focuses on the accelerated learning process to ensure that students know how to learn powerfully and become self-directed learners.
Course Outcome	As a result of this course, students are expected to be able to be well organized and caught up in all classes and able to use powerful learning strategies in all of their classes.
Assessment	Credit/No Credit
Instructional Groupings	Primarily individual and class
Materials	assigned for core classes

GRADUATION REQUIREMENT This course meets a high school graduation requirement.