

Middle School Information and High School Course Catalog



UNITY CONCORD INTERNATIONAL SCHOOL
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2020-2021

UNITY Graduation Requirements:

To graduate from Unity Concord International School a student must successfully complete the following minimum requirements in grades 9-12:

Subject	Years Required	Semester(s)	Semester Units of Credit
English	4	8	40
Math	3	6	30
Science	2	4	20
Social Science:			
American Government (12)	1/2	1	5
Economics (12)	1/2	1	5
United States History (11)	1	2	10
Modern World History (10)	1	2	10
World Geography (9)	1/2	1	5
Fine Arts	1	2	10
Foreign Language	2	4	20
Physical Education	2	4	20
Health	1/2	1	5
Electives*		10	50
Totals		46	230

1. Students exempted from physical education must still meet the total prescribed semester-period requirement.
2. Courses taken after the completion of 8th grade will count toward high school graduation requirements. This includes summer school courses taken after the completion of the 8th grade and prior to entering 9th grade.

Notes:

1. The two years of science must include both biological and physical science.
2. Students must pass one year of Algebra I to receive a diploma.
3. To meet the fine arts and foreign language requirement, the student must successfully complete 2 full years of the same foreign language and 1 full year of the fine arts.

* Thai Language and Culture Class: Thai Nationals must take this class every day in grades 9-12. The class will be worth 5 credits per semester. Non-native Thai and Foreign students must take 1 period per week of this class in grades 9-12, they will earn 1 credit per semester.

Most courses, once passed, cannot be repeated for additional credit toward graduation. Failed courses may not be made up during the regular school year except when space is available. Make-up courses are available in summer school and credit recovery. Credit recovery is available to juniors and seniors. Sophomores may enroll in credit recovery when space is available.

UNITY Grading Scale:

The basic grade point system in use throughout the state of California is based upon 4 points (A=4, B=3, C=2, D=1, F=0). This system is known as non-weighted and is always maintained apart from any weighted system. A 5-point system for Advanced Placement and honors classes is known as a weighted system and is calculated separately. Colleges, universities, foundations, and scholarship institutions make clear distinctions between weighted and unweighted information.

The University of California system requires that a 4.0 scale be used to report grade point averages and they perform the evaluation of students' transcripts to assess additional credit for successfully completed Advanced Placement courses and some Honors level courses. Some applications of the 5-point scale other than college and scholarships include good driver discounts for auto insurance, as well as locally defined uses such as criteria for scholarship awards. It is important to remember, however, that there are two distinct and separate grade scales that are mutually exclusive. The awarding of an extra grade point for successful completion of Advanced Placement and honors courses does not affect or enhance the non-weighted grade point average. More specifically, a student receiving a grade of "B" in any course, including Advanced Placement, will not maintain a 4.0 GPA when non-weighted information or rankings are used.

Awarding of grades in Advanced Placement classes:

Criteria for the earning of grades vary from teacher to teacher and are clearly reviewed at the beginning of each Advanced Placement class. The standards in Advanced Placement classes, by their very nature, are high. This is commensurate with both the intent and benefit that comes with these courses. There shall be no lessening of standards based upon either grade point scale. The grades will be based upon widely accepted percentages. Grades received will be the grades earned by each individual student.

Grade	Percentages	GPA for College Prep Classes	Weighted GPA Honors/AP	Description
A+	97%-100%	4.33	5	Excellent
A	93%-96%	4.0	5	Excellent
A-	90%-92%	3.67	5	Excellent
B+	86%-89%	3.33	4	Good
B	83%-85%	3.0	4	Good
B-	80%-82%	2.67	4	Good
C+	76%-79%	2.33	3	Average
C	73%-75%	2.0	3	Average
C-	70%-72%	1.67	3	Average
D+	66%-69%	1.33	1	Poor
D	63%-65%	1.0	1	Poor
D	60%-62%	.67	1	Poor
F	50%-59%	0	0	Failing

Procedures for requesting grade point averages:

Student grade point information will be maintained in both 4-point non-weighted and 5-point weighted formats.

It is the intent of Unity Concord International School to provide the most reliable and beneficial information to students when they are applying for university admissions or for scholarships. Students must be clear on which type of information is being requested or accepted by the institution and must make their request based on the most appropriate and beneficial information. Students must work closely with the counselors and scholarship coordinator to evaluate which type of information is required.

College Entrance Requirements:

Entrance requirements to colleges or universities vary widely. It is important, therefore, that you check the entrance requirements of the schools in which you might be interested. Any high school graduate may enroll in a US community college; most state universities and private colleges, however, expect a "B" average or better in a college preparatory program. One year of English and one year of mathematics should be included in the senior year program. Important note: Not all summer school and credit recovery classes are accepted by the University of California System or the California State University System.

California State University (CSU) System:

(For students graduating in 2018)

The California State University System requires the following pattern of college preparatory subjects in grades 9 through 12.

(SAT Reasoning test or ACT is required.)

(All grades must be a 'C' or better.)

Subjects	Years	Semester Periods
English	4	40
Math	3	30
Social Science	2	20
Laboratory Science	2	20
Foreign Language (same language)	2	20
Visual Performing Art	1	10
College Prep Electives	1	10
		150 Total semester periods

University of California (UC) System:

A student applying for admission as a freshman to any branch of the University of California or Cal. State University must have completed a minimum of fifteen units (150 semester periods) of high school work during grades 9-12. A one-year course is equal to one unit; a one-semester course is equal to one-half unit.

Fifteen of these required units must have been earned in academic or college preparatory courses, as specified and defined below. Eleven of the fifteen required courses must be completed prior to the beginning of the senior year. Also, at least seven of the fifteen units must have been earned in courses taken during the last two years of high school. (ACT or SAT Reasoning Test are required.) SAT Subject Area Tests are no longer required. However, particular SAT Subject Area Tests may be required to demonstrate proficiency in competitive majors.

A-G Graduation Requirements:

A) History

UC-approved high school courses

Two years of history, including:

- one year of world or European history, cultures and geography (may be a single yearlong course or two one-semester courses), and
- one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government

SAT Subject Examination

U.S. History: Score of 550 satisfies one year.

World History: Score of 540 satisfies one year.

AP or IB Examination

U.S. History: score of 3, 4 or 5 on the AP U.S. History exam; score of 5, 6 or 7 on the IB History of the Americas HL exam
U.S. Government: Score of 3, 4 or 5 on the AP Exam satisfies a half year.

World History/Cultures/Geography: score of 3, 4 or 5 on the AP exam in European History, World History or Human Geography; score of 5, 6 or 7 on the IB History HL or Geography HL exam

B) English**UC-approved high school courses**

Four years of college-preparatory English that include frequent writing, from brainstorming to final paper, as well as reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.

SAT Examination

An SAT Reasoning Test (taken prior to March 2016) Writing section score of 560 or an SAT Writing and Language (taken March 2016 or later) score of 31 satisfies the first three years of the requirement.

An SAT Reasoning Test Writing section score of 680 or an SAT Writing and Language score of 36 satisfies the entire requirement.

ACT with Writing

Combined English/Writing or English Language Arts (ELA) score of 24 satisfies first three years; score of 30 satisfies entire requirement.

SAT Subject Examination

Literature: Score of 560 satisfies first three years.

AP or IB Examination

Score of 3, 4 or 5 on the AP English Language and Composition or English Literature and Composition Exam; score of 5, 6 or 7 on the IB HL English: Literature exam (formerly IB HL English A1)

C) Mathematics**UC-approved high school courses**

Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. A geometry course or an integrated math course with a sufficient amount of geometry content must be completed. 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 if the high school accepts them as equivalent to its own courses.

SAT Subject Examination

Math Level 1: Score of 570 satisfies the two years of required elementary and advanced algebra.

Math Level 2: Score of 480 satisfies the two years of required elementary and advanced algebra.

AP or IB Examination

Score of 3, 4 or 5 on the AP Statistics Exam satisfies elementary and intermediate algebra.

Score of 3, 4 or 5 on the AP Calculus AB or Calculus BC Exam satisfies two years of the requirement (but not geometry).

Score of 5, 6, or 7 on the IB Mathematics HL exam satisfies two years of the requirement (but not geometry).

D) Laboratory science

UC-approved high school courses

Two years of laboratory science providing fundamental knowledge in two of these three foundational subjects: biology, chemistry and physics. The final 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. One yearlong interdisciplinary science or integrated science or earth and space sciences course can meet one year of this requirement — and combined with one year of biology or chemistry or physics, fulfills the full requirement.

SAT Subject Examination

Each test clears one year:

- Biology: Score of 540
- Chemistry: Score of 530
- Physics: Score of 530

AP or IB Examination

Score of 3, 4 or 5 on any two AP Exams in Biology, Chemistry, Physics (B, C, 1 or 2) and Environmental Science; score of 5, 6 or 7 on any two IB HL exams in Biology, Chemistry or Physics

E) Language other than English

UC-approved high school courses

Two years, or equivalent to the 2nd level of high school instruction, of the same language other than English are required. (Three years/3rd level of high school instruction recommended). Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition, and culture. American Sign Language and classical languages, such as Latin and Greek, are acceptable. Courses taken in the seventh and eighth grades may be used to fulfill part or all of this requirement if the high school accepts them as equivalent to its own courses.

SAT Subject Examination

The following scores satisfy the entire requirement:

- Chinese With Listening: 520
- French/French With Listening: 540
- German/German With Listening: 510
- Modern Hebrew: 470
- Italian: 520
- Japanese With Listening: 510
- Korean With Listening: 500
- Latin: 530
- Spanish/Spanish With Listening: 520

AP or IB Examination

Score of 3, 4 or 5 on the AP Exam in Chinese, French, German, Italian, Japanese, Spanish or Latin Language and Culture; score of 5, 6 or 7 on an IB Language A2 HL exam.

F) Visual and performing arts

UC-approved high school courses

One yearlong course of visual and performing arts chosen from the following disciplines: dance, drama/theater, music, interdisciplinary arts or visual art — or two one-semester courses from the same discipline is also acceptable.

AP or IB Examination

Score of 3, 4 or 5 on the AP History of Art, Studio Art or Music Theory Exam; score of 5, 6 or 7 on any one IB HL exam in Dance, Film, Music, Theatre Arts or Visual Arts

G) College-preparatory elective**UC-approved high school courses**

One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts, 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)

SAT Subject Examination

U.S. History: Score of 550

World History: Score of 540

Writing/English Compositions or Literature: Score of 560

Mathematics Level 2: Score of 520

Science (other than taken for "d" requirement): Same tests and scores as listed above under "d"

Language Other Than English, third year

- Chinese With Listening: 570
- French/French With Listening: 590
- German/German With Listening: 570
- Modern Hebrew: 500
- Italian: 570
- Japanese With Listening: 570
- Korean With Listening: 550
- Latin: 580
- Spanish/Spanish With Listening: 570

A second Language Other Than English: Same tests and scores as listed under "e"

AP or IB Examination

Score of 3, 4 or 5 on any one AP Exam in Computer Science, Microeconomics, Macroeconomics, Human Geography, Psychology, U.S. Government or Comparative Government; score of 5, 6 or 7 on any one IB HL exam in Economics, Philosophy, Psychology, Social and Cultural Anthropology, or Computer Science

USA University Acceptance Requirements:

To meet minimum admission requirements, you must complete 15 yearlong high school courses with a letter grade of C or better — at least 11 of them prior to your last year of high school.

Keep in mind that taking approved high school ("a-g") courses isn't the only way to satisfy these requirements. You also may meet them by completing college courses or earning certain scores on SAT, Advanced Placement or International Baccalaureate exams.

Having a strong understanding of the English language is important for success at UC. That's why we want to make sure you can demonstrate English proficiency before you attend one of our campuses.

How do I know if I need to meet this requirement?

If all of your high school/secondary school education was completed in English, you are considered proficient and do not need to satisfy this requirement.

However, if you've completed some high school or secondary school in a country where English was **not** the language of instruction, you will be required to demonstrate English proficiency if you have had **less than 3 years** of instruction in English.

How do I demonstrate English proficiency?

You can demonstrate proficiency by meeting any of the following exam benchmarks. Keep in mind that you must complete one of these exams by December of your final year of high school/secondary school and submit scores by the following January.

- Score 24 or higher for the ACT combined English/Writing or English Language Arts (ELA)
- Score 560 or higher on the Writing section of the SAT Reasoning test or a score of 31 or higher on Writing and Language in the SAT with Essay (the new SAT, taken March 2016 or later)
- Score 3, 4 or 5 on the AP examination in English Language and Composition, or English Literature and Composition
- Score 6 or 7 on the IB Standard Level examination in English: Literature, or Language and Literature
- Score 5, 6 or 7 on the IB Higher Level examination in English: Literature, or Language and Literature
- Score 6.5 or higher on the International English Language Testing System (IELTS)
- Test of English as a Foreign Language (TOEFL) examination:
 - Internet-based test (iBT): Minimum score of 80 or better
 - Paper-based test (completed prior to Oct. 2017): Minimum score of 550 or better
 - Revised paper-delivered test (completed Oct. 2017 or later): Minimum score of 60 or better

All UC students must satisfy certain requirements before they can receive their undergraduate degree. Good news: Some of these requirements can be met during high school.

Entry-Level Writing Requirement

As a UC undergraduate, you must demonstrate a proficiency in writing. You may meet our Entry-Level Writing Requirement in any of the following ways:

- Score 30 or higher on ACT English Language Arts.
- Score 30 or higher on ACT Combined English/Writing (last administered June 2015).
- Score 680 or higher on the Writing section of the SAT Reasoning Test (last administered January 2016).
- Score 680 or higher on the Evidenced-Based Reading and Writing section of the new SAT exam (effective for students enrolling in fall 2018/students applying to UC in November 2017).
- Score 3 or higher on the College Board Advanced Placement Examination in English (Language or Literature).
- Score 5 or higher on the International Baccalaureate Higher Level Examination or 6 or higher on the Standard Level Examination in English (Language A only).
- Complete with a grade of C or better a transferable college course in English composition worth four quarter or three semester units.
- Achieve a passing score on the [UC Analytical Writing Placement Examination](#), given in the spring every year. If you're admitted to UC and live in California, you'll receive detailed information in April about the exam. If you're not a resident of California, you may take the exam in the fall after you enroll.
- Complete an appropriate English course at UC with a grade of C or better.

American History and Institutions Requirement

All undergraduate degree programs at UC require study in American History and Institutions. This requirement may be met through examination or enrollment in specific courses. Each campus decides how its students may meet the requirement.

Many students fulfill this requirement before entering college by completing a one-year high school course in U.S. history or a half-year course in U.S. history and a half-year course in American government. (This satisfies this requirement at all UC campuses except UC Santa Barbara, which requires students to complete a college-level course. At UCLA, students may complete the course(s) in high school, but must have earned a B average or better.)

<http://admission.universityofcalifornia.edu/international/applying-for-admission/index.html>

U.C. Scholarship Requirement:

The procedure used to calculate the grade point average for the scholarship requirement has several complications. For details, you should talk with your counselor. In general, however, the system is as follows:

The Scholarship requirement defines the grade point average (GPA) students must attain in the 'a-g' subjects and the scores they must earn on the SAT or ACT Tests to be eligible for admission to UC. To see if a student meets the Scholarship Requirement, use the interactive Preliminary Eligibility Calculator at <http://admission.universityofcalifornia.edu/freshman/requirements/index.html>. The minimum GPA for California resident students is 3.0

The University calculates the 'a-g' GPA by assigning point values to the grades students earn, totaling the points, and dividing the total by the number of 'a-g' course units. Points are assigned as follows: A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. Only the grades students earn in the "a-g" subjects taken in grades 10 & 11 are used to calculate the preliminary grade point average. 'a-g' courses with grades of D or F must be repeated or validated. Courses taken in the 9th grade can be used to meet the subject requirement if the grade is C or better but will not be used to calculate the GPA.

The University, not the high school, assigns extra points for up to four units of certified honors level and Advanced Placement courses taken in the last three years of high school: A = 5 points, B = 4 points, and C = 3 points.

Schedule:

Homeroom	8:00- 8:30	30 minutes
Period 1	8:35- 9:25	50 minutes
Period 2	9:30- 10:20	50 minutes
Break	10:25-10:35	10 minutes
Period 3	10:40-11:30	50 minutes
Period 4	11:35- 12:25	50 minutes
Period 5	12:30-1:20	50 minutes
Period 6	1:25- 2:15	50 minutes
Break	2:20-2:30	10 minutes
Period 7	2:35- 3:25	50 minutes
Clubs (optional)	3:30- 4:30	60 minutes

Period 4 is grades 6-8 lunch.

Period 5 is grades 9-12 lunch.

Instructional Minutes:

Middle and High School

			INSTRUCTIONAL MINUTES per year	Periods Per Week
Homeroom	8:00- 8:30	30 minutes	5,430	5
Period 1	8:35- 9:25	50 minutes	9,050	5
Period 2	9:30- 10:20	50 minutes	9,050	5
Break	10:25-10:35	10 minutes		
Period 3	10:40-11:30	50 minutes	9,050	5
Period 4	11:35- 12:25	50 minutes	9,050	5
Period 5	12:30-1:20	50 minutes	9,050	5
Period 6	1:25- 2:15	50 minutes	9,050	5
Break	2:20-2:30	10 minutes		
Period 7	2:35- 3:25	50 minutes	9,050	5
Clubs (optional)	3:30- 4:30	60 minutes		

Grade 6-12 students attend 181 days of school, 171 full days and 10 minimum days.

Students attend school for 445 (optional club 505) minutes per day.

Students have 330 (optional 390) Instructional Minutes per day, 181 Days Per Year.

Students have 115 minutes per day of lunch, breaks and transition time during a typical day.

Total Instructional minutes for the year is: 58,230

English Language Arts meets for 5, 50-minute periods for a total of 9,050 instructional minutes per year.

Mathematics meets for 5, 50-minute periods for a total of 9,050 instructional minutes per year.

Social Studies will meet for 5, 50-minute periods per week, for a total of 9,050 instructional minutes per year.

Science will meet for 5, 50-minute periods per week, for a total of 9,050 instructional minutes per year.

Electives such as Foreign Language, RTi, STAR, PE, Computer, Thai Language classes, Library and Art will meet for 5, 50-minute periods per 10 days, for a total of 4,525 minutes per year, per class.

High School Academy Tracks: Communications, Business, Visual & Performing Arts, Digital Media & Computer Science, Music, Architecture and Medical will meet for 5, 50-minute periods, for a total of 9,050 minutes per year, per class.

High School credits are accumulated from grades 9-12.
 All courses have equal graduation credit (5 credits per course, per semester).

Grade 9 Credits	Grade 10 Credits
<ul style="list-style-type: none"> • English Language Arts 9 College Prep or Honors (10 credits) • Algebra I, Geometry, Algebra II (10 credits) • Geography (10 credits) • Biology (10 credits) • Physical Education (10 credits) • Foreign Language*** (10 credits) • Art (10 credits) • Thai Language (See Requirements Below) <p style="text-align: center;">60 Possible Credits</p>	<ul style="list-style-type: none"> • English Language Arts 10 College Prep or Honors (10 credits) • Algebra I, Geometry, Algebra II, Probability & Statistics, Pre-Calculus (10 credits) • World History, Culture and Geography: The Modern World (10 credits) • Chemistry (10 credits) • Physical Education (10 credits) • Foreign Language (10 credits) *** • Electives (10 credits) • Thai Language (See Requirements Below) <p style="text-align: center;">60 Possible Credits</p>
Grade 11 Credits	Grade 12 Credits
<ul style="list-style-type: none"> • English Language Arts 11 College Prep, Honors, AP (10 credits) • Algebra I, Geometry, Algebra II, Probability & Statistics, Pre-Calculus (10 credits) • United States History and Geography: Continuity and Change in the Twentieth Century (10 credits) • Physics (10 credits) * • Physical Education (10 credits) * • Health (5 credits) ** • Foreign Language (10 credits) *** • Electives (10 credits) • Thai Language (See Requirements Below) <p style="text-align: center;">60 Possible Credits</p>	<ul style="list-style-type: none"> • English Language Arts 12 College Prep, Honors, AP (10 credits) • Algebra I, Geometry, Algebra II, Probability & Statistics, Pre-Calculus (10 credits) * • Principles of American Democracy and Economics (10 credits) • Zoology (10 credits) * • Physical Education (10 credits) * • Health (5 credits) ** • Foreign Language (10 credits) *** • Electives (10 credits) • Thai Language (See Requirements Below) <p style="text-align: center;">60 Possible Credits</p>

Students must earn 230 of the 240 credits possible to graduate.

*Not A Required Course- If graduation requirements have already been met.

**This 1 semester course is required either during grade 11 or grade 12.

***Foreign Language Requirements: 2 years during grades 9-12 of the same Foreign Language.

Thai Language and Culture Class: Thai Nationals must take this class everyday grades 9-12. Non-native Thai and Foreign students must take 1 period per week of this class in grades 9-12.

SCHEDULE CHANGE POLICY

Teacher allotments are dictated by the courses that students sign up for in the spring. If a student changes his/her schedule two weeks into the semester, the student is already behind, and thus, results in a loss of learning. Therefore, the schedule change policy is designed to promote academic success at Unity High School.

Students are given curriculum and registration information each spring. Credits are earned for passing grades at the end of the semester. Student initiated schedule changes must be requested before the beginning of each semester. Therefore, student-initiated requests will only be considered before the beginning of each semester based on availability. Once the semester begins, there will be no student-initiated schedule changes.

No changes will be allowed unless they are deemed necessary by the school.

Students in year-long academic courses must remain in those courses for the entire year. Students will also remain in the elective courses they are placed in or selected at the beginning of the year.

Students should see their guidance counselors to complete a schedule change form only if they meet the requirements for an approved schedule change:

Below are the only approved reasons for a schedule change:

- Student has been scheduled into a course previously passed
- Student has been scheduled into a course out of sequence (i.e., Spanish 3 before Spanish 1)
- Student did not pass a class that was a prerequisite for another
- Student has an incomplete schedule
- Senior is missing a requirement for graduation
- Administrator must balance the class sizes

****All other requests outside these parameters must be requested to and approved by an administrator. ****

Below are some examples of situations that will NOT result in a schedule change:

- A desire for another instructor
- A desire for a class to be a different/specific period
- Student is failing a course that was requested and is afraid that it will affect graduation (students are responsible for maintaining passing grades and will not be pulled from a class in lieu of failing)
- Student requested the course but no longer interested in the subject
- A need to drop or replace a class to improve GPA
- Student is having conflicts with other students in the class (students need to discuss problems with administrators or counselors for conflict resolution)

Special circumstances may require a schedule change after the beginning of the semester. For those special circumstances, there is a three-week grace period. During that time changes may be made from one level to another within the same subject. Changes will NOT be granted after the third week of each semester.

Procedure for Dropping or Changing Classes Prior to the Cut-Off-Date

1. Students must request a meeting with their counselor. A form or parental permission is needed unless specified by a counselor.
2. Counselors will consider each request. A completed request form does not guarantee a schedule change. Factors such as class size, availability of classes and/or appropriate placement supersede the request.

Consequences of Dropping Classes After the Cut-Off Date

1. Any request to drop a class after the 3rd week of instruction will result in the class being replaced by an “excused” period for that period ONLY. The excused period option will only be granted to those students ON TRACK to graduate or are ahead in credits. The student cannot be behind in credits. Students/parents may choose this option up to the 11th week of the semester.
2. Students who request to drop a class after 11 weeks will receive a failing grade.
3. The grade of “F” will be placed on the transcript at the end of the semester for the dropped class and will be averaged into the student’s grade point average.
4. The final semester grade report will list the class and indicate the failing grade.

Procedure for Dropping a Class AFTER the Cut-Off Date

1. Students must request a meeting with their counselor to request a class drop/change.
2. Students will fill out the schedule change request form completely, which includes securing all signatures. Students then need to return the completed form to the appropriate counselor.
3. Students must continue with their current schedule until they receive a new one.

Repeating Courses

Students may NOT repeat a course during the regular school year for which they received an “F” grade. Credits must be made up in summer school or credit recovery. Students may repeat a course if attempting to improve on their previous grade; credit for the course will only be given for the greater of the two grades. For example: Student has passed Biology CP with a “D” but would like to repeat the class for a better grade. The student earns a B in the repeated class and while the first class will still show on the transcript, it will not be figured into GPA or credits earned toward graduation.

Academic Honesty

Unity High School requires simple ethics, that students apply the principles of truth and honesty as they pursue their academic goals. The application of these principles means that all academic work will be done by the student to whom it is assigned, without unauthorized aid of any kind.

For students to apply these principles, they must understand the definition of cheating and plagiarism as accepted by Unity High School.

Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own (either intentionally or unintentionally), without giving credit to the source. Such an act is not plagiarism if the thought or idea is common knowledge.

Acknowledgement of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to the following: submission of a work, whether in part or in whole, completed by another; submission of a work taken from computer-generated resource materials, including the Internet and other on-line services, failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part of a sentence, close and lengthy paraphrasing of another's writing. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor.

Definition of Cheating

Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work using any dishonest, deceptive or fraudulent means. Examples of cheating during an examination include, but are not limited to, the following: copying, either in part or in whole, from another's test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an examination without the permission of the instructor; using or displaying notes, "cheat sheets," or other information or devices inappropriate to the prescribed test conditions. Students who plagiarize or who alter/interfere with the grading procedures are also considered guilty of cheating.

It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid the use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Procedures/Penalties for Plagiarism or Cheating

1. A student who has cheated or plagiarized -- will receive a "0" on the assignment; -- may receive an additional penalty, up to failing a segment of the course; -- a second, or repeat, offense will receive an "F" for the semester and lose the units earned for the course and will not be allowed to transfer to another course for credit, in place of that failed course.
2. The consequences and penalty for plagiarizing or cheating beyond a "0" for the assignment will be determined at a conference to be called by the student's counselor. The conference will include the student and his/her parent, the teacher, the department chair, the counselor, and an administrator. The decision of this conference will be considered final, and no other on-campus appeal will be allowed.
3. A student who knowingly aids or condones another student's plagiarizing or cheating will be considered as guilty as the other student of the offense. Similar penalties may be invoked.

Course Descriptions for Middle School Core Classes

Grade 7

ENGLISH 7

In this course students explore many writing genres such as expository, persuasive, collaborative writing and analytical essays to strengthen and enhance their reading and writing skills. They analyze the connections between the texts they read and the real world. Throughout this course, students read a variety of short stories, novels, essays, and poems. The literature in this course is used to sharpen reading skills, develop vocabulary, and improve comprehension and identification of literary elements such as theme, plot, characterization, and figurative language.

MIDDLE SCHOOL CREATIVE WRITING

In this course, students explore a variety of fiction and nonfiction writing genres and create authentic publications. Students write poetry, short stories, and personal narratives. In addition, students enhance their writing skills while gaining a deeper understanding of the writing process.

MATH 7

Ratios and Proportional Relationships

Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations

Use properties of operations to generate equivalent expressions.

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Geometry

Draw, construct and describe geometrical figures and describe the relationships between them.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Statistics and Probability

Use random sampling to draw inferences about a population.

Draw informal comparative inferences about two populations.

Investigate chance processes and develop, use, and evaluate probability models.

Geography 7: Medieval and Early Modern Times

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500 to 1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

LIFE SCIENCE 7

Life Science is a 7th grade course that provides students with the opportunity to learn that Life science is the study of living things. The life sciences comprise all fields of science that involve the scientific study of living

organisms, like plants, animals, and human beings. The students will learn about environmental and global issues which effect our world. Emphasis will be placed on skill development to provide students with the basic tools they need to be successful in the course.

PHYSICAL EDUCATION 7

7th grade physical education introduces many activities and through skills and games, ensures that all students achieve an adequate level of skill and confidence to participate successfully in game play.

ART GRADE 7

Students are engaged in various studio projects that integrate history, theory, and critical analysis throughout the year. The 7th grade units include elements and principles of design, Islamic and Medieval Christian art, animal sculpture by using paper mâché, relief block print, animal drawing, color theory showing abstract expression known as action painting, and applied art in the of Dadaism style. Skills introduced or reviewed to include charcoal drawing, watercolors, collage, paper mâché sculpture, block printing, color field painting, clay modeling techniques, and digital art using Adobe Photoshop and Art Rage. This course provides students with a hands-on visual problem-solving experience and develops their ability to decode visual information-skills which can be utilized in any discipline.

COMPUTER 7

Eighth grade projects require students to analyze problems, devise appropriate action plans, judge best solutions, and develop projects that reflect their creativity, individuality, use of appropriate software and quality work. Essential topics learned in this class include: advanced concepts in Microsoft Word and Excel, desktop publishing, Microsoft PowerPoint, and Internet research and safety. During the year, students will be challenged to use their knowledge of these skills while completing a marketing simulation.

Grade 8

ENGLISH 8

Students develop their analytical minds as they read a variety of texts that span several genres and come in many forms. They learn about extrapolating a text through annotation and understanding each author's purpose within varying genres. With the texts students read and discussions, they begin to foster the skills they need to tackle the level of reading they encounter in high school and beyond.

MATH 8

The Number System

Know that there are numbers that are not rational and approximate them by rational numbers.

Expressions and Equations

Work with radicals and integer exponents.

Understand the connection between proportional relationships, lines, and linear equations.

Analyze and solve linear equations and pairs of simultaneous linear equations.

Functions

Define, evaluate, and compare functions.

Use functions to model relationships between quantities.

Geometry

Understand congruence and similarity using physical models, transparencies, or geometry software.

Understand and apply the Pythagorean Theorem.

Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

Statistics and Probability

Investigate patterns of association in bivariate data.

United States History 8

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

PHYSICAL SCIENCE 8

Students have been introduced to chemistry and physics in Grades K – 6. In Science 8, they will review and master the subject areas of force and motion, simple machines, energy and heat, atomic structure and the periodic table, properties of matter, mixtures and solutions, and chemical reactions. Students will also learn about the earth science topic of Meteorology. Emphasis is placed on developing such skills as critical thinking, problem solving, drawing conclusions, working cooperatively with others, following written and oral directions, writing, math, use of the scientific method, and generating and interpreting graphs.

PHYSICAL EDUCATION 8

8th grade physical education is designed as a culminating physical education opportunity for students - utilizing the knowledge, skills and strategies they have accumulated during their kindergarten through grade seven experiences. The curriculum for both courses is designed to help students develop positive self-esteem with regard to their physical skills and an appreciation of the lifelong implications of participation in physical activity with regard to their contribution to a healthy lifestyle. A great deal of emphasis is placed upon demonstrating good sportsmanship and character qualities, becoming a knowledgeable spectator, practicing appropriate behaviors for co-ed physical activities, using good judgment, and contributions as a teammate to team and class success.

ART Grade 8

Students are engaged in various studio projects that integrate history, theory, and critical analysis throughout the year. The eighth-grade units include art criticism, folk art from around the world, drawing with an emphasis on value, concepts that make an art movement, German expressionism, messages and symbolism in art, and sculpture using clay and other found materials. Skills introduced or reviewed to include charcoal drawing, acrylic painting, collage, paper mâché sculpture, block printing, found object sculpture, clay modeling techniques and digital art using Flash and Adobe Photoshop. This course provides students with a hands-on visual problem-solving experience and develops their ability to decode visual information-skills which can be utilized in any discipline.

COMPUTER 8

Eighth grade projects require students to analyze problems, devise appropriate action plans, judge best solutions, and develop projects that reflect their creativity, individuality, use of appropriate software and quality work. Essential topics learned in this class include: advanced concepts in Microsoft Word and Excel, desktop publishing, Microsoft PowerPoint, and Internet research and safety. During the year, students will be challenged to use their knowledge of these skills while completing a marketing simulation

Course Descriptions for High School Core Classes

Grade 9

HONORS ENGLISH 9

Prerequisite: Teacher Recommendation, EXCEEDS EXPECTATIONS or high MEETS EXPECTATIONS score on entrance tests.

Honors English 9 will develop students' ability to analyze American literature, thus enabling them to devise their own standards of literary excellence, to demonstrate the diversity of their cultural, ethical and political heritage, and to develop sophisticated reading, writing, speaking and listening skills. Students will demonstrate their ability to analyze, interpret, and appreciate the literature studied in this course through essays, tests, and discussions, and will demonstrate through tests and essays their knowledge of how literature reflects each period historically, politically, culturally, and socially. Students will demonstrate their knowledge of language skills in both written and oral assignments and will master the California Content Standards for ninth grade. Grammar, usage and mechanics are studied, and vocabulary generated from the anthology and longer works for contextual reinforcement is studied and tested. Suggested works may include *The Adventures of Huckleberry Finn*, *The Glass Menagerie*, *The Great Gatsby*, *My Antonia*, *Of Mice and Men*, *Olaudah Equiano*, *A Raisin in the Sun*, *The Red Badge of Courage*, and *The Crucible*. Daily homework is required.

Meets the UC/CSU "B" or "G" requirement

ENGLISH 9

English 9 is the first year of college preparatory freshman English. Topics include grammar and usage, composition, vocabulary development, critical thinking, and reading. Literature focuses on the short story and nonfiction. Literature emphasis includes the novel, poetry, drama, and epic. Teachers choose from among such works as *Fahrenheit 451*, *Of Mice and Men*, *The Pearl*, *Romeo and Juliet*, and *Animal Farm*. Daily homework is required.

Meets the UC/CSU "B" or "G" requirement.

ALGEBRA I

Recommended: Placement through diagnostic testing, previous math class grade, benchmark exams, and teacher recommendation. Algebra is a one-year course that covers the Common Core Standards necessary for a High School Diploma.

This course meets the UC/CSU "C" requirement.

HONORS ALGEBRA

Prerequisite: Grade of "A" or better in Math 8. Placement through diagnostic testing and teacher recommendation

Honors Algebra is a yearlong course. Students learn about operations with algebraic expression, solutions to first- and second-degree equations, factoring, graphing linear equations, inequalities, irrational numbers, the quadratic formula, and other similar topics. The typical student spends at least one-half hour on homework daily. This course has been aligned to the Common Core Standards for Mathematics.

This course meets the UC/CSU "C" requirement.

BIOLOGY (CP) 9

Biology CP is an in-depth study of the areas of cell biology, genetics, ecology, evolution and human physiology with relevant Earth Science components related to biology in accordance with the Next Generation Science content standards. Students will learn how organisms perform life functions and how they interrelate through a variety of laboratory activities, in-class work, and homework. A minimum of 4 hours of homework a week is expected.

Meets the UC/CSU "D" or "G" requirement.

HONORS BIOLOGY (CP) 9

Prerequisite: 9th graders must have concurrent enrollment in Honors English and Honors Geometry or higher math; or Honors English and Honors Algebra CP. Honors Biology CP is a rigorous, accelerated laboratory science course which focuses on investigating major biological concepts. In addition, emphasis will be placed on the study of chemistry, physics, and statistical analysis as applied to biological systems, genetics, evolution, ecology, and physiological processes in organisms. The course covers with relevant Earth Science components related to biology in accordance with the Next Generation Science content standards. The course is open to college-preparatory students who have demonstrated exceptional ability in science. A minimum of 5 hours of homework a week is expected.

Meets the UC/CSU "D" or "G" requirement.

WORLD GEOGRAPHY 9

Prerequisite: none World Geography is a semester long course designed to develop students' awareness of place and locational skills, and to enhance understanding of human and environmental interaction, world regions and their historical, cultural, economic and political characteristics. A minimum of 3 hours of homework a week is expected.

Meets the UC/CSU "G" requirement.

PE 9

Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Students in Course 1 will participate and be evaluated in the following types of activities to meet and exceed the California PE standards:

1. Individual and Dual Activities
2. Aquatics
3. Rhythms and Dance
4. Fitness Activities
5. Common Core Literacy and Math Activities

Students will complete the FitnessGram® fitness test in the spring semester. Students will be given a pretest in the fall while marking progress throughout the semester to achieve scores within the Healthy Fitness Zone.

ART 1

Semester

Prerequisite: None

Development of basic fine art theory, exploration of media and skills related to good design. Emphasis placed on using and recognizing the Elements of Art. Meets the Fine Arts graduation requirement.

Meets the UC/CSU "F" requirement.

ART 2

Semester

Prerequisite: Completion of Art 1 with a grade of "D" or better.

Continued development of basic art theory, exploration of media and skills related to good design. Emphasis placed on using and recognizing the Principles of Art. Meets the Fine Arts graduation requirement.

Meets the UC/CSU "F" requirement.

Grade 10

HONORS ENGLISH 10

Prerequisite: Teacher Recommendation, EXCEEDS EXPECTATIONS or high MEETS EXPECTATIONS score on district or state tests.

Students will develop an understanding of the connection between literature and its diverse political, social, historical and cultural background and develop sophisticated reading, writing, speaking and listening skills. The focus of the course is classical Greek and comparative world literature; typical longer works include The House of Atreus, Oedipus Rex, Homer's Iliad and Odyssey, Julius Caesar, All Quiet on the Western Front, Things Fall Apart and A Doll's House. Daily homework is required. Summer reading is required.

Meets the UC/CSU "B" or "G" requirement.

ENGLISH 10 College Prep

In this course, students will continue to develop the attitudes, knowledge, and essay writing skills necessary to master the sophisticated structure and conventions of the English language. Longer selections may include titles such as To Kill a Mockingbird, A Separate Peace, Lord of the Flies, Julius Caesar, and Antigone. Daily homework is required.

Meets the UC/CSU "B" or "G" requirement.

ALGEBRA I

Recommended: Placement through diagnostic testing, previous math class grade, benchmark exams, and teacher recommendation. Algebra is a one-year course that covers the Common Core Standards necessary for a High School Diploma.

This course meets the UC/CSU "C" requirement.

GEOMETRY 10-12

Recommended: Successful completion Algebra I, benchmark exams, and final exams.

Geometry will cover topics with an inductive/discovery hands on approach different from the rigorous deductive college prep approach. The intent of the course is to offer a richer second year mathematical experience. Topics covered: Introduction to geometry; reasoning; construction; triangle, polygon, and circle properties; area and volume; similarity and congruence; introductory trigonometry.

This course meets the UC/CSU "C" requirement.

HONORS GEOMETRY 10-11

Prerequisite: Successful completion of Honors Algebra, benchmark exams, and final exams.

Honors Geometry teaches deductive reasoning and organized thinking. Students study postulates, definitions, and theorems to use in formal proofs. Both semesters emphasize using algebraic skills to solve problems. Plane geometry and solid geometry are taught. Students also learn straightedge and compass constructions and transformations.

Meets the UC/CSU "C" requirement.

ALGEBRA 2 10-12

Recommended: Successful completion of Geometry or Honors Geometry, benchmark exams, and final exams.

This is an integrated college preparatory mathematics course covering all eight strands of the California State Mathematics Framework (Functions, Algebra, Geometry, Statistics and Probability, Discrete Mathematics, Measurement, Number, and Language and Logic) with an emphasis on advanced Algebra. This course includes a thorough study of functions (linear, quadratic, polynomial, radical, rational, logarithmic, and exponential). Sequences, series, probability, statistics, transformations, and trigonometry are also covered.

Meets the UC/CSU "C" requirement.

HONORS ALGEBRA 2 10-12

Recommended: Successful completion of Honors Geometry, benchmark exams, and final exams.

This course includes the concepts taught in the third year of the college preparatory sequence (Algebra 2). The depth of study, the creative problem solving, and the additional concepts covered ensure a more challenging course. The expanded study of functions, conics, complex numbers, and trigonometry differentiates Honors Algebra 2 from Algebra 2. Honors Algebra 2 is the third course of a four-year honors mathematics program.

Meets the UC/CSU "C" requirement.

CHEMISTRY (CP) 10

Prerequisite: Completion of Biology (CP) and Algebra or higher math with a grade of "C" or better. Recommended completion or concurrent enrollment in Algebra or higher-level math. Chemistry (CP) is a laboratory-based course designed to provide students with an understanding of the following topics using critical thinking and application: atomic and molecular structure, chemical bonding, stoichiometry, gases and their properties, acids and bases, solutions, chemical equilibrium, chemical thermodynamics, nuclear processes, reaction rates, and organic and bio-chemistry. This course covers the Chemistry content standards. A minimum of 4 hours of homework a week is expected.

Meets the UC/CSU "D" or "G" requirement.

HONORS CHEMISTRY 10

Prerequisite: Completion of Honors Biology (CP) and Algebra or higher math with a grade of "A" or "B" or teacher recommendation. Completion or concurrent enrollment in Algebra or higher-level math. Honors chemistry is a laboratory-based course designed to provide students with an in depth understanding of atomic and molecular structure, nomenclature, chemical bonding, stoichiometry, gases and their properties, acids and bases, solutions, chemical equilibrium and chemical thermodynamics. This STEM based class is designed to motivate students who are planning to seek advanced study in science, engineering, and mathematics. Students will move more quickly through the standardized CP curriculum and thus will have the capability to explore advanced components and applications of chemistry. A minimum of 5 hours of homework a week is expected.

Meets the UC/CSU "D" or "G" requirement.

MODERN WORLD HISTORY 10

Prerequisite: teacher recommendation. Modern World History is a study of the major turning points that shaped the modern world from late eighteenth century through the present. Students will develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural (art, music, literature) contents. Competency-based educational objectives will be in compliance with California State Model Curriculum Standards. A minimum of 2-3 hours of homework a week is expected.

Meets the UC/CSU "A" or "G" requirement.

HONORS MODERN WORLD HISTORY 10

Prerequisite: teacher and department recommendation Honors Modern World History is an intensive study of the modern world, from the late eighteenth century through the present, including the cause and course of both World Wars and the Cold War period. Students also develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and culture (art, music, literature) contents. The standards for the year-long course are taught and learned through eight major themes sequenced chronologically. Competency-based educational objectives will be in compliance with California State Model Curriculum Standards. A minimum of 2-3 hours of homework a week is expected.

Meets the UC/CSU "A" or "G" requirement.

PE 10

Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Students will participate and be evaluated in the following types of activities to meet and exceed the California PE standards:

1. Team Activities
2. Combative Activities
3. Gymnastics and Tumbling
4. Fitness Activities
5. Common Core Literacy and Math Activities

Students will complete the FitnessGram® fitness test in the spring semester. Students will be given a pretest in the fall while marking progress throughout the semester to achieve scores within the Healthy Fitness Zone.

Grade 11

ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE AND COMPOSITION 11

Prerequisite: Teacher Recommendation, Advanced or high Proficient score on district tests. AP Language and Composition is a course comparable to freshman-level collegiate courses. The AP Language and Composition course using Conversations in American Literature will enhance the experience of the junior-level student who is taking Advanced Placement United States History as well. This course is based on the AP English Course Description. This course focuses on nonfiction (though some literature is included), rhetorical styles, and writing for a variety of purposes in a number of different styles. Students examine language closely and critically, scrutinizing the writer's thought, style, purpose. Students examine the context of the writing and judge the writer's validity. Students become more powerful writers themselves by researching, writing and revising their work. Students also learn to cite and document work properly through the employment of MLA method. Students write a multitude of essays. Summer reading is required for this course. Longer works include The Life and Times of Frederick Douglass, Walden, The Grapes of Wrath, and The Things They Carried. Summer reading is required.

Meets the UC/CSU "B" or "G" requirement.

HONORS ENGLISH 11

Prerequisite: Teacher Recommendation, Advanced or high Proficient score on district tests.

Students will develop the attitudes, knowledge and essay writing skills necessary to interpret and evaluate English literature and they will understand the social, political and cultural contributions to that literature. Honors English 11 follows a chronological study of British literature and prepares students for the SAT, AP exams. The yearlong course is divided into three sections: Early English, Shakespeare, and Modern English. The first section includes works from Anglo-Saxon literature to the Renaissance. The Shakespeare Rotation is an intense study of the Bard's works for approximately thirteen weeks. The Modern English rotation focuses on British literature from the Restoration to the Modern period. Longer selections for this course may include such works as Beowulf, Grendel, Everyman, Taming of the Shrew, Midsummer Night's Dream, Merchant of Venice, Hamlet, Othello, She Stoops to Conquer, Strange Case of Dr. Jekyll and Mr. Hyde, Sense and Sensibility, The Importance of Being Earnest, and Brave New World. Daily homework and summer reading are required.

Meets the UC/CSU "B" or "G" requirement.

EARLY AMERICAN LITERATURE 11 College Prep

This college preparatory course offers students a historical overview of American literature from its earliest days to the end of the nineteenth century. Students will take quizzes and tests on their readings, participate in classroom discussions, do projects, and write essays on various topics related to the literature, thereby displaying an understanding of the historical and cultural significance of certain pieces of literature. Students will improve their writing by further understanding proper grammar, and by writing paragraphs and essays of various types. Students will increase their vocabulary through a range of vocabulary activities. They will employ library and research skills, and will further their listening and oral presentation skills. The supplementary texts will be chosen from The Adventures of Huckleberry Finn, The Crucible, Red Badge of Courage, The Scarlet Letter, and Walden. Students will also complete preparatory activities for state testing. Daily homework is required. Note: Reading selections may be challenging for students who need to build reading proficiency; these students should choose Modern American or Multicultural American Literature.

Meets the UC/CSU "B" or "G" requirement

ALGEBRA I

Recommended: Placement through diagnostic testing, previous math class grade, benchmark exams, and teacher recommendation.

Algebra is a one-year course that covers the Common Core Standards necessary for a High School Diploma.

This course meets the UC/CSU "C" requirement.

GEOMETRY 10-12

Recommended: Successful completion Algebra I, benchmark exams, and final exams.

Geometry will cover topics with an inductive/discovery hands on approach different from the rigorous deductive college prep approach. The intent of the course is to offer a richer second year mathematical experience. Topics covered: Introduction to geometry; reasoning; construction; triangle, polygon, and circle properties; area and volume; similarity and congruence; introductory trigonometry.

This course meets the UC/CSU "C" requirement.

HONORS GEOMETRY 10-11

Prerequisite: Successful completion of Honors Algebra, benchmark exams, and final exams.

Honors Geometry teaches deductive reasoning and organized thinking. Students study postulates, definitions, and theorems to use in formal proofs. Both semesters emphasize using algebraic skills to

solve problems. Plane geometry and solid geometry are taught. Students also learn straightedge and compass constructions and transformations.

Meets the UC/CSU "C" requirement.

ALGEBRA 2 10-12

Recommended: Successful completion of Geometry or Honors Geometry, benchmark exams, and final exams.

This is an integrated college preparatory mathematics course covering all eight strands of the California State Mathematics Framework (Functions, Algebra, Geometry, Statistics and Probability, Discrete Mathematics, Measurement, Number, and Language and Logic) with an emphasis on advanced Algebra. This course includes a thorough study of functions (linear, quadratic, polynomial, radical, rational, logarithmic, and exponential). Sequences, series, probability, statistics, transformations, and trigonometry are also covered.

Meets the UC/CSU "C" requirement.

STATISTICS I, II (semester course) 11 – 12

Recommended: Successful completion of CP Algebra 2 or Honors Algebra 2.

Statistics is a semester length study focusing on four areas: Exploring data, sampling and experimentation, anticipating patterns and statistical inference, analyzing sampling methods, effectively analyzing and presenting data in a variety of formats and designing and implementing experiments and surveys. This course was developed as an alternative to the calculus track for students who do not wish to take Pre-Calculus or Calculus but still want a challenging and applicable math course.

PRE-CALCULUS 11-12

Recommended: Successful completion of Algebra 2 or Honors Algebra 2, benchmark exams, and final exams.

Pre-Calculus is a one-year math analysis course covering advanced topics of functions, trigonometry, statistics, analytic geometry, and limits.

Meets the UC/CSU "C" or "G" requirement.

PHYSICS (CP) 11

Prerequisite: Completion or concurrent enrollment in Algebra 2 and completion of Chemistry with a grade of "C" or better. Physics is an algebra and laboratory-based college preparatory course covering fundamental principles of matter and energy. The primary topics include mechanics, sound and light waves, electricity, magnetism, and thermodynamics. Emphasis is placed on quantitative analysis of data collected in laboratory exercises, and applied problem solving. This course covers Physics content standards. A minimum of 4 hours of homework a week is expected.

Meets the UC/CSU "D" or "G" requirement.

ZOOLOGY (CP) 11

Prerequisite: A grade of "B" or better in Biology (CP) Zoology is a more in-depth study of the animal kingdom than is possible in Biology. Each of ten major animal groups (phyla) will be studied starting with an emphasis on vertebrates. Many aspects of their anatomy, physiology, and natural history will be covered in lecture and laboratories. Live animal labs emphasizing ecology and evolution, using student observation and analysis skills are the major laboratory skills. A minimum of 4 hours of homework a week is expected.

Meets the UC/CSU "G" requirement.

The Big History Project (Integrated Science) (CP) 11

Where did everything come from? How did we get to where we are now? Where do humans fit in? Where are things heading? These are questions that origin stories of different cultures have addressed for thousands of years. Big History attempts to answer them by examining the entire past of the Universe using the best available ideas from disciplines such as astronomy, chemistry, biology and history. Throughout the course, you will explore different scales of time and space and view human history from new angles. You will learn what we know and what we don't, consider our place in the Universe, and develop your own ideas for what the future may hold.

CONCEPTUAL PHYSICS (CP) 11

Prerequisite: Concurrent enrollment in Algebra

Conceptual Physics is the study of the concepts of physics. Investigation of mechanics, properties of matter, heat, sound and light, and electricity and magnetism. Analysis and mathematics are used in solving problems. This course covers Physics content standards. A minimum of 2 hours of homework a week is expected.

Meets the UC/CSU "G" requirement.

U.S. HISTORY 11

Prerequisite: none U.S. History is a course in which students examine the economic, social, and political development of the United States, concentrating primarily on the twentieth century. Throughout the course students will explore American culture, literature, the arts, and the mass media. Students will demonstrate competency in questioning, critical thinking, research, and writing as it applies to the discipline of history. Competency-based educational objectives will be in compliance with California State Model Curriculum Standards. A minimum of 3 hours of homework a week is expected.

Meets the UC/CSU "A" or "G" requirement.

ADVANCED PLACEMENT U.S. HISTORY 11 Prerequisite: Teacher recommendation Advanced Placement U.S. History is an intensive study of the economic, social, and political development of the United States. During the year certain themes will be emphasized: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for social minorities; and the role of the United States as a major world power. Throughout the course students will explore American culture, literature, the arts, and the mass media. Students will demonstrate competency in questioning, critical thinking, research, and writing as it applies to the discipline of history. Competency-based educational objectives will be in compliance with California State Model Curriculum Standards. Students are required to take the AP Exam administered in the spring. A minimum of 7 hours of homework a week is expected.

Meets the UC/CSU "A" or "G" requirement.

PE 11-12 Elective Course

Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Students in PE 10-12 (PE Elective) will participate and be evaluated in the following types of activities to meet and exceed the California PE standards: 1. Team Activities

2. Combative Activities
3. Gymnastics and Tumbling
4. Fitness Activities
5. Common Core Literacy and Math Activities

PE 11-12 (Aerobic, Individual and Dual Activities) Elective Course

Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Students in Course 3 will participate and be evaluated in the following types of activities to meet and exceed the California PE standards:

1. Walking
2. Running
3. Yoga
4. Badminton
5. Tennis
6. Two-player Volleyball
7. Golf
8. Racquetball
9. Handball

Athletic PE 11-12 (Weight Training and Fitness) Elective Course

Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Students in Course will participate and be evaluated in the following types of activities to meet and exceed the California PE standards:

1. Identify principles of lifting, identify prime mover muscles, antagonistic muscles, and stabilizer muscle and assess muscular strength, muscular endurance, cardiorespiratory endurance, and flexibility.
2. Learn proper lifting techniques
3. Establish a set of personal fitness goals; create a strength-training program.
4. Self and Peer evaluation of performance
5. Write an analysis of performance
6. Demonstrate proper spotting techniques
7. Measure and Assess balance, reaction time, agility, coordination, power, and speed.
8. Safety Equipment

Health 11 or 12

Health is a semester long course. This course will help students make informed decisions, modify behaviors, and change social conditions in ways that are beneficial to one's health. Students will gain literacy in the following topics: Nutrition and Physical Activity, Growth, Development, and Sexual Health, Injury Prevention and Safety, Alcohol, Tobacco, and Other Drugs, Mental, Emotional, and Social Health, Personal and Community Health.

Standard 1: Essential Health Concepts – All students will comprehend essential concepts related to enhancing health.

Standard 2: Analyzing Health Influences – All students will demonstrate the ability to analyze internal and external influences that affect health. Standard 3: Accessing Valid Health Information – All students will demonstrate the ability to access and analyze health information, products, and services.

Standard 4: Interpersonal Communication – All students will demonstrate the ability to use interpersonal communication skills to enhance health. Standard 5: Decision Making – All students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Goal Setting – All students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Practicing Health-Enhancing Behaviors – All students will demonstrate the ability to practice behaviors that reduce risk and promote health. Standard 8: Health Promotion – All students will demonstrate the ability to promote and support personal, family, and community health.

Grade 12

ADVANCED PLACEMENT ENGLISH LITERATURE 12

Prerequisite: Teacher and Department Recommendation based on past performance and district test scores.

In this College Board-approved course, students will develop the knowledge, analytic skills, and compositional abilities necessary for collegiate-level analysis of works of recognized literary merit (British, American, and comparative literature). Students will also prepare for the skills-based AP Literature examination given in May; students receiving a qualifying score may receive up to one full year of college English credit. Students will conduct intensive poetry study; typical longer selections include but are not limited to 1984, All My Sons, Medea, Daisy Miller, Summer, An Ideal Husband, Ethan Frome, Heart of Darkness, Hedda Gabler, The Loved One, King Lear, The Scarlet Letter, Tartuffe, The Stranger, Wuthering Heights, and Antigone. Daily homework is required. Summer reading is required.

Meets the UC/CSU “B” or “G” requirement.

ADVANCED PLACEMENT LANGUAGE & COMPOSITION 12

Prerequisite: Teacher and Department Recommendation based on past performance and district test scores.

In this College Board-approved course, students will develop the knowledge, analytic skills, and compositional abilities necessary for collegiate-level analysis of nonfiction works of recognized literary merit. Students will also prepare for the skills-based AP English Language and Composition examination given in May; students receiving a qualifying score may receive up to one full year of college English credit. This course is different from AP Literature in that the focus is on nonfiction, rhetorical styles, and writing for a variety of purposes in a number of different styles. Students examine language closely and critically, scrutinizing the writer’s thought, style, purpose. Students examine the context of the writing and judge the writer’s validity. Students become more powerful writers themselves by writing a wide range of essays in a wide range of modes. Typical longer works include Black Boy, Into the Wild, The Things They Carried, and 1984. Daily homework is required. Summer reading is required.

Meets the UC/CSU “B” or “G” requirement.

HONORS ENGLISH LITERATURE 12

Prerequisite: a grade of “B” or better in last English class or teacher and departmental recommendation based on district test scores.

This course features an exploration of big ideas in classic works of early and modern English literature. Typical longer selections may include such works as Beowulf, Macbeth, A Midsummer Night's Dream, Frankenstein, Strange Case of Jekyll and Hyde, The Importance of Being Earnest, and Brave New World. Daily homework is required.

Meets the UC/CSU "B" or "G" requirement.

EXPOSITORY READING AND WRITING 12 College Prep

In this yearlong course, students will progress through a series of thematic modules designed to develop expository, analytical, and argumentative reading and writing skills necessary for success in college and the world of work (CP). Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, and other nonfiction texts. The course materials also include modules on full-length works, including Krakauer's Into the Wild, Orwell's 1984, and Huxley's Brave New World. This course is paced to support students who have not yet demonstrated mastery of academic literacy standards. Daily homework is required.

Meets the UC/CSU "B" or "G" requirement.

GEOMETRY 10-12

Recommended: Successful completion Algebra I, benchmark exams, and final exams.

Geometry will cover topics with an inductive/discovery hands on approach different from the rigorous deductive college prep approach. The intent of the course is to offer a richer second year mathematical experience. Topics covered: Introduction to geometry; reasoning; construction; triangle, polygon, and circle properties; area and volume; similarity and congruence; introductory trigonometry.

This course meets the UC/CSU "C" requirement.

ALGEBRA 2 10-12

Recommended: Successful completion of Geometry or Honors Geometry, benchmark exams, and final exams.

This is an integrated college preparatory mathematics course covering all eight strands of the California State Mathematics Framework (Functions, Algebra, Geometry, Statistics and Probability, Discrete Mathematics, Measurement, Number, and Language and Logic) with an emphasis on advanced Algebra. This course includes a thorough study of functions (linear, quadratic, polynomial, radical, rational, logarithmic, and exponential). Sequences, series, probability, statistics, transformations, and trigonometry are also covered.

Meets the UC/CSU "C" requirement.

STATISTICS I, II (semester course) 11 – 12

Recommended: Successful completion of CP Algebra 2 or Honors Algebra 2.

Statistics is a semester length study focusing on four areas: Exploring data, sampling and experimentation, anticipating patterns and statistical inference, analyzing sampling methods, effectively analyzing and presenting data in a variety of formats and designing and implementing experiments and surveys. This course was developed as an alternative to the calculus track for students who do not wish to take Pre-Calculus or Calculus but still want a challenging and applicable math course.

PRE-CALCULUS 11-12

Recommended: Successful completion of Algebra 2 or Honors Algebra 2, benchmark exams, and final exams.

Pre-Calculus is a one-year math analysis course covering advanced topics of functions, trigonometry, statistics, analytic geometry, and limits.

Meets the UC/CSU "C" or "G" requirement.

ADVANCED PLACEMENT CALCULUS-AB 12

Recommended: Successful completion of Pre-Calculus (CP) or teacher recommendation.

This course is a college-level class for students who have completed the equivalent of 4 years of college preparatory mathematics. Students will receive little or no review. Topics include derivatives, differentials, integrations, and applications. Many problems are atypical and require students to synthesize new solutions. A graphing calculator is required. The course is designed to prepare students to take the Advanced Placement Exam for Calculus AB.

Meets the UC/CSU "C" or "G" requirement.

ZOOLOGY (CP) 12

Prerequisite: A grade of "B" or better in Biology (CP) Zoology is a more in-depth study of the animal kingdom than is possible in Biology. Each of ten major animal groups (phyla) will be studied starting with an emphasis on vertebrates. Many aspects of their anatomy, physiology, and natural history will be covered in lecture and laboratories. Live animal labs emphasizing ecology and evolution, using student observation and analysis skills are the major laboratory skills. A minimum of 4 hours of homework a week is expected.

Meets the UC/CSU "G" requirement.

The Big History Project (Integrated Science) (CP) 12

Where did everything come from? How did we get to where we are now? Where do humans fit in? Where are things heading? These are questions that origin stories of different cultures have addressed for thousands of years. Big History attempts to answer them by examining the entire past of the Universe using the best available ideas from disciplines such as astronomy, chemistry, biology and history. Throughout the course, you will explore different scales of time and space and view human history from new angles. You will learn what we know and what we don't, consider our place in the Universe, and develop your own ideas for what the future may hold.

AMERICAN GOVERNMENT 12 (semester)

Prerequisite: none American Government covers topics such as voting, elections, Congress and the Presidency, bureaucracy, national courts, Bill of Rights, and state and local governments. A minimum of 2 hours of homework a week is expected.

Meets the UC/CSU "A" or "G" requirement.

ECONOMICS 12 (semester)

Prerequisite: none Economics covers topics such as fundamental economic concepts, microeconomics, comparative economics systems, and international economic concepts. A minimum of 2 hours of homework a week is expected.

Meets the UC/CSU "G" requirement.

ADVANCED PLACEMENT AMERICAN GOVERNMENT (CP) 12 (semester)

Prerequisite: Teacher recommendation

An intensive study of American government. Students are required to take the AP exam in spring. A minimum of 7 hours of homework a week is expected.

Meets the UC/CSU "A" or "G" requirement.

ADVANCED PLACEMENT ECONOMICS AND MACRO ECONOMICS 12 (semester)

Prerequisite: Teacher recommendation First semester is an intensive study of microeconomics. Second semester is the intensive study of macroeconomics. Students are required to take the AP exam in spring. A minimum of 7 hours of homework a week is expected.

Meets the UC/CSU "G" requirement.

PE 11-12 Elective Course

Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Students in PE 10-12 (PE Elective) will participate and be evaluated in the following types of activities to meet and exceed the California PE standards:

1. Team Activities
2. Combative Activities
3. Gymnastics and Tumbling
4. Fitness Activities
5. Common Core Literacy and Math Activities

PE 11-12 (Aerobic, Individual and Dual Activities) Elective Course

Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Students in Course 3 will participate and be evaluated in the following types of activities to meet and exceed the California PE standards:

1. Walking
2. Running
3. Yoga
4. Badminton
5. Tennis
6. Two-player Volleyball
7. Golf
8. Racquetball
9. Handball

Athletic PE 11-12 (Weight Training and Fitness) Elective Course

Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Students in Course will participate and be evaluated in the following types of activities to meet and exceed the California PE standards:

1. Identify principles of lifting, identify prime mover muscles, antagonistic muscles, and stabilizer muscle and assess muscular strength, muscular endurance, cardiorespiratory endurance, and flexibility.
2. Learn proper lifting techniques
3. Establish a set of personal fitness goals; create a strength-training program.
4. Self and Peer evaluation of performance
5. Write an analysis of performance

6. Demonstrate proper spotting techniques
7. Measure and Assess balance, reaction time, agility, coordination, power, and speed.
8. Safety Equipment

Health 11 or 12

Health is a semester long course. This course will help students make informed decisions, modify behaviors, and change social conditions in ways that are beneficial to one's health. Students will gain literacy in the following topics: Nutrition and Physical Activity, Growth, Development, and Sexual Health, Injury Prevention and Safety, Alcohol, Tobacco, and Other Drugs, Mental, Emotional, and Social Health, Personal and Community Health

Standard 1: Essential Health Concepts – All students will comprehend essential concepts related to enhancing health.

Standard 2: Analyzing Health Influences – All students will demonstrate the ability to analyze internal and external influences that affect health. Standard 3: Accessing Valid Health Information – All students will demonstrate the ability to access and analyze health information, products, and services.

Standard 4: Interpersonal Communication – All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Standard 5: Decision Making – All students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Goal Setting – All students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Practicing Health-Enhancing Behaviors – All students will demonstrate the ability to practice behaviors that reduce risk and promote health. Standard 8: Health Promotion – All students will demonstrate the ability to promote and support personal, family, and community health.

Textbooks:

English Language Arts

Reading, Grammar and Spelling: Collections, Houghton Mifflin Harcourt Publishing
Grammar and Writing: 7-12 Write Source, K-12 Textbook Programs for Writing

Mathematics, McGraw Hill

Grade 7: Pre-Algebra
Grade 8: Algebra I
Grade 9: Geometry
Grade 10: Algebra II
Grade 11: Pre-Calculus
Grade 12: Probability and Statistics

Science, McGraw Hill iScience Next Generation Science Standards

Grade 7: Life Science
Grade 8: Physical Science

Science, McGraw Hill (Glencoe) Next Generation Science Standards

Grade 9: Biology
Grade 10: Chemistry
Grade 11: Physics
Grade 12: Zoology

Social Studies, HMH (Houghton Mifflin Harcourt)

Grade 7: Ancient Civilizations

Grade 8: The United States

Social Studies, McGraw Hill

Grade 9: Geography

Grade 10: World History

Grade 11: US History

Grade 12: American Government and Economics

Lifetime Health, McGraw Hill (Grade 11 or 12, 1 semester)**Physical Education 7-12, SPARKS Curriculum****Course Descriptions for Non-Core Classes
(Electives Descriptions)****COMMUNICATIONS ACADEMY****CREATIVE WRITING**

Semester (10-12)

PREREQUISITES: None

The first semester course will teach the basic skills in writing creatively whether it be a short story, a poem, a play, a script, or an article for the magazine market. Students will explore all facets of writing: plot, characterization, tone, point of view, pace, and slant. Emphasis will be placed on developing students' immediate interests and skills by helping them participate in a variety of local and national writing contests. Literature will be read and studied as they relate to the creative writing mode.

INTERSCHOLASTIC SPEECH AND DEBATE

Year (9-12)

PREREQUISITES: None

In this course students will be prepared to engage in competitive speech and debate. Students will have the opportunity to learn the various skills and techniques for competitive forensics and will be given the opportunity to compete in a variety of forensic events in the classroom setting. An in-depth study of the different types of speeches, debates, logic and argumentation will be the course of study. Students will exhibit their acquired skills in performance-based assessments, which require them to develop and utilize their presentation and argumentation skills and which afford them the opportunity to exercise and develop their intellectual and verbal skills. In addition, this course will promote the development of research skills, will require frequent writing of all types of expository and persuasive prose, will require the interpretive performance of dramatic and humorous literature, will require in depth study and will require the study of both foreign and domestic political and policy issues. Students may involve themselves in off-campus extracurricular tournament events.

JOURNALISM 1

Semester (9-12)

PREREQUISITES: None

In this course students will practice writing expository prose compositions, news articles, editorials, and personal essays. Students will also learn interview skills, press laws and ethics, and page design and layout. Students will read a substantial amount of literature to meet the outcomes of this course. This course will provide students with practical experience in print media and offer a wide range of writing opportunities as preparation for business, industry, and more advanced research and composition courses. The course will be taught as a prerequisite to Journalism 2 and Yearbook.

JOURNALISM 2

Year (9-12)

PREREQUISITES: Journalism 1 with a grade of "B" or better AND successful completion of a staff selection process conducted by the teacher.

In this course students will continue their practice in expository prose compositions, news articles, editorials, and personal essays. Students will also be publishing the Unity Concord International School Paper while learning the higher levels of interviewing, press laws and ethics, page design and layout. Students will read a substantial amount of literature to meet the outcomes of this course. This course will give students practical experience in print media and offer a wide range of writing opportunities as preparation for business, industry, and more advanced research and composition courses. This course will be taught in preparation for advanced English courses and a possible profession in journalism.

DIGITAL MULTIMEDIA DESIGN (YEARBOOK)

Year (10-12)

PREREQUISITES: Successfully complete staff selection process the spring before enrollment

RECOMMENDATION: Journalism 1 with a grade of "C" or better. Course may be repeated for a maximum of twenty credits counted toward the 230-credit graduation requirement.

Digital Multimedia Design is a course designed for students who are interested in exploring the real-world applications of the arts. The course focuses on design and how it pertains to a variety of creative techniques, including digital photography, desk top publishing, and the digital darkroom. Students develop skills in technology-based programs, problem solving, communication, and time management that contribute to lifelong learning and career skills. Students ultimately publish a book.

Under the direction of student editors and the faculty advisor, students will carry out the design, writing, photography, layout and production of the school yearbook, an annual written and pictorial record of the year at Unity Concord International School. Communications law, ethics and standards, interviewing techniques, writing, visual design, computer layout, photography, meeting deadlines, organizational skills, planning and working cooperatively in a fast-paced professional setting are integral parts of this class. The course will follow the Visual and Performing Arts course standards. Meets the UC/CSU "F" requirement.

NEWSWRITING

Semester (10-12)

Prerequisite: Approval of advisor. A grade of "B" or better in English

Newswriting students will be required to submit weekly writings of some length for publication in the school paper or magazine. A minimum of 2000 words will be written per semester, which will demonstrate the students' understanding of story guidelines and the principles of writing for a publication, including style and terminology. Students will meet story, layout, photo and/or page deadlines, and be required to learn the computer programs that the Newswriting staff utilizes to produce its publications. Does not give English credit for graduation. Daily homework required. Ninth graders may submit an application. Meets the UC/CSU "G" requirement.

ASB LEADERSHIP

Year (9-12)

Prerequisite: Must have been elected or appointed to the ASB cabinet or class office. Must maintain a 2.5 GPA as required by the ASB constitution.

ASB Leadership is a one-year course for the elected and appointed officers of the Associated Student Body. The course provides officers with skills and knowledge necessary to lead an effective student government. A minimum of 5 hours of homework a week is expected.

BUSINESS ACADEMY

BUSINESS MANAGEMENT and BUSINESS LAW

Year (10-12)

PREREQUISITES: None

Business Management is the study of the economic and social environment of business, students will learn about entrepreneurship, the three basic types of business ownership, marketing, finance, management functions, and human resources. The students will also apply business management principles in analyzing and solving real world problems presented in projects, case problems and class discussion questions. Business Law is the study of the basic legal concepts relating to business transactions. The students learn how law applies to society, the consumer, minors, citizens, and business. The students also learn about crimes, torts, contracts, the court system, bailments, credit, renting and owning real property, and insurance. These courses provide an excellent background for those students who plan to major in business at the college or technical school level or enter the work force after high school graduation.

MATHEMATICS FOR BUSINESS 1 and 2

Year (10-12)

PREREQUISITES: None

This course helps students become mathematically literate and self-confident by applying basic mathematics skills (adding, subtracting, multiplying, dividing, fractions, and percent's) and problem-solving strategies plus algebra concepts. The course includes such topics as checking and savings accounts, charge accounts, credit cards, loans, housing costs, and automobile costs. Second semester, students continue to apply basic mathematics skills and problem-solving strategies. The course includes such topics as purchasing, sales, marketing, accounting, records, and financial management.

ACCOUNTING

Year (11-12)

PREREQUISITES: None

This course is recommended for business majors and other students interested in the subject for personal use. It is an excellent background course for students planning to major in business at the college level. The basic bookkeeping cycle is presented and then expanded to include analyzing business transactions, journalizing and posting, preparing and analyzing financial reports, maintaining accurate business and personal records, and reconciling bank statements. Computers are integrated into the course through accounting software. Second semester this course is the study of payroll procedures, depreciation of fixed assets, notes receivable and notes payable, and purchases and sales returns and allowances.

VISUAL & PERFORMING ARTS ACADEMY

ACTING

Year (9-12)

PREREQUISITES: None

This course includes the study of acting methods, improvisation, dramatic movement, and fundamentals of characterization. With a strong emphasis on teamwork and responsibility, the course provides students with a greater knowledge of drama and its universal appeal in order that they may better enjoy and appreciate the performing arts. Students will perform selected scenes from a variety of sources in class. Second semester students will explore different periods of dramatic literature, such as Greek drama, Shakespeare, Chekhov, Restoration and Theatre of the Absurd, through production of scenes and projects. The course will conclude with the production of a one-act play or the equivalent in extended scenes from full-length plays. The course may include a public performance of class pieces.

ART 1

Year (9-12)

Prerequisite: None

Development of basic fine art theory, exploration of media and skills related to good design. Emphasis placed on using and recognizing the Elements of Art. Meets the Fine Arts graduation requirement. Meets the UC/CSU "F" requirement.

ART 2

Year (9-12)

PREREQUISITES: Completion of Art 1 with a grade of "D" or better.

Continued development of basic art theory, exploration of media and skills related to good design. Emphasis placed on using and recognizing the Principles of Art. Meets the Fine Arts graduation requirement. Meets the UC/CSU "F" requirement.

ART HISTORY

Year (9-12)

PREREQUISITE: None

Art History emphasizes understanding works of art within their historical context by examining issues such as politics, class, religion, patronage, audience, gender, function, and ethnicity. Historical periods covered are Early Through Medieval, Renaissance to Present, and Beyond European Artistic Traditions. The course teaches students to understand works of art through both visual and contextual analysis.

ADVANCED PLACEMENT ART HISTORY

Year (11-12)

PREREQUISITE: Completion of Art History with a B or better.

The AP Art History course explores such topics as the nature of art, its uses, its meanings, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history. The course and exam are structured around

ten content areas: Global Prehistory, Ancient Mediterranean, Early Europe and Colonial Americas, Later Europe and Americas, Indigenous Americas, Africa, West and Central Asia, South, East, and Southwest Asia, The Pacific, and Global Contemporary.

DRAWING 1-6

Semester Long (10-12)

Prerequisite: Completion of Art 1 & 2 or consent of teacher.

Drawing techniques employing many mediums, styles, and genres to develop more advanced composition skills and sophisticated concepts. Meets the Fine Arts graduation requirement. Meets the UC/CSU "F" requirement.

Continued exploration of drawing concepts with use of traditional and non-traditional drawing techniques and media. Introduction to working in a conceptual series for portfolio building. Meets the Fine Arts graduation requirement. Meets the UC/CSU "F" or "G" requirement.

Advanced exploration of drawing concepts with use of traditional and non-traditional drawing techniques and media. Continuation of working in a conceptual series for portfolio building. Meets the Fine Arts graduation requirement. Meets the UC/CSU "F" or "G" requirement.

PAINTING 1-6

Semester Long (10-12)

Prerequisite: Completion of Art 1&2, or Drawing 1, or consent of teacher.

Painting techniques employing many mediums, styles, and genres in order to develop more advanced composition skills and sophisticated concepts. Meets the Fine Arts graduation requirement. Meets the UC/CSU "F" requirement.

Continued exploration of painting concepts with use of traditional and non-traditional drawing techniques and media. Introduction to working in a conceptual series for portfolio building.

Advanced exploration of painting concepts with use of traditional and non-traditional drawing techniques and media. Meets the Fine Arts graduation requirement. Meets the UC/CSU "F" requirement.

Continuation of working in a conceptual series for portfolio building. Meets the Fine Arts graduation requirement. Meets the UC/CSU "F" or "G" requirement.

Meets the Fine Arts graduation requirement. Meets the UC/CSU "F" or "G" requirement.

ADVANCED PLACEMENT STUDIO: DRAWING PORTFOLIO

Year (11-12)

PREREQUISITES: Teacher recommendation.

Content of this Course conforms to College Board standards for the Advanced Placement Studio Art 3D Design Portfolio Examination. The Drawing portfolio is intended to address a very broad interpretation of drawing issues and media. Line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark-making are drawing issues that can be addressed through a variety of means, which could include painting, , printmaking, mixed media, etc. Abstract, observational, and invented works may demonstrate drawing competence.

ACTING 1-4**Years (9-12)**

PREREQUISITES: None

This course offers students the opportunity to study acting methods and games to enhance the students' knowledge of theater. The course may involve performance opportunities and some after school rehearsals may be required. Students are expected to perform in front of an audience which will give the student more confidence with public speaking. All areas of theater will be discussed such as Technical theater, makeup and costumes. This is an entry level class.

ADVANCED DRAMA 1-4**Years (9-12)**

PREREQUISITES: None

This course offers students the opportunity to study acting methods and games to enhance the students' knowledge of theater. The course involves performance opportunities and some after school rehearsals are required. Students will prepare monologues and scenes for performance. Acting methods are discussed at the advanced level. All areas of theater will be discussed such as Technical theater, house management, Stage management, makeup and costumes. This is an upper level class.

PHOTOGRAPGHY 1-4**Year (9-12)**

PREREQUISITES: None

The beginning level photography class explores the history and development of photography, making pinhole cameras, the basic camera types, fundamentals of digital photography and beginning editing using Adobe Photoshop. Students will work to create a portfolio of photos showing competency in basic photographic processes. Upper level classes explore a more advanced use of Photoshop. They also study the role of photojournalism and documentary photography. Photo careers are also explored. Students in the upper level classes will work to develop a more advanced portfolio of photographic images stressing excellence and personal vision.

DIGITAL MEDIA AND COMPUTER SCIENCE ACADEMY**COMPUTER GRAPHIC ARTS**

Year (10-12)

PREREQUISITE: Completion of the computer requirement for graduation. Completion of both semesters of Visual Art with a grade of "C" or better is recommended but not required.

The first semester will introduce the interested student to graphic design, the visual communication of art through the computer medium and the combination of images and print. During second semester, students will create complex visual images, learn the basics of web design, develop a digital portfolio, and create a variety of publication projects. The computer is the artistic tool for today and the future for the creation of design, illustrations, and publications.

COMPUTER SCIENCE

Year (9-12)

PREREQUISITES: Enrollment in Geometry or higher. This is for students who plan on majoring in computer science or a related IT field in college.

This yearlong course introduces students to the basic structures of computer hardware, software and the internet. Students will learn to use conditional statements, loops, and other fundamental structures to understand and write code. Additionally, students will understand the benefits and utility of Object-Oriented Programming and use it individually and as part of a programming team. Students will become familiar with several higher-level programming languages and demonstrate early proficiency in Java. Students will also use programming as a tool to create practical solutions to problems.

COMPUTER SCIENCE II

Year (11 - 12)

PREREQUISITES: Completion of Computer Science with a "B" or better or passing score on a Computer Science Diagnostic test.

This yearlong course provides a detailed study of the following topics: systems lifecycle and software development, program construction in Java, and computing system fundamentals. Students will gain and understanding of the tasks that a systems analyst would perform when considering a situation that may be computerized and will learn to analyze and solve problems, not just to write programs. Students will also learn how to trace, evaluate, and construct algorithms in Java as well as study computer systems (their hardware and software) and how they interact.

COMPUTER SCIENCE III

Year (11-12)

PREREQUISITES: Completion of Computer Science II with a "B" or better.

This yearlong course is designed primarily for students in grades 11-12 wishing to complete a comprehensive course in many aspects of computer science. At the end of the course, students will devote many weeks to creating an extensive Programming Dossier consisting of a practical application of skills through the development of a product with the associated documentation.

MUSIC ACADEMY

MUSIC APPRECIATION

Year (9-12)

PREREQUISITES: None

This course is designed to be an introduction to western and non-western musical styles. Students will learn how music affects their culture and other cultures from around the world through the study of musical history, how to recognize music in written and aural form, and how music is used in a myriad of situations from communication to mood setting. The course is based on the California standards for music and will include significant reading, writing and listening.

HISTORY OF ROCK AND ROLL

Year (9-12)

PREREQUISITES: None

This course focuses on the roots and development of rock and roll music throughout the twentieth century. Students will develop an understanding of basic music theory as it pertains to rock and roll along with special attention given to the manner in which sociological, political and economic conditions affected the evolution of the genre and its culture. The course is based on State visual and performing arts standards.

JAZZ BAND I-4

Year (9-12)

PREREQUISITES: Audition or teacher recommendation. Course may be repeated for credit.

This course is designed to provide accomplished musicians with the opportunity of playing music with an emphasis on Jazz and Rock in a "Big Band" setting. A performance will be required each semester. Other performances and festivals may be included.

CONCERT CHOIR 1-4

Year (9-12)

PREREQUISITES: Audition/teacher recommendation. Course may be repeated for credit.

This is the advanced choir at Unity Concord International High School. This concert choir will perform at festivals, concerts, and community activities. This group performs a wide variety of choral music, ranging from Renaissance to contemporary styles. Excellent basic vocal training and study of music fundamentals is included.

INSTRUMENTAL ENSEMBLE 1-4 (Percussion)

Year: (10-12)

PREREQUISITE: Previous experience may be required.

This class is for any band member who has previous experience playing percussion instruments in middle school or high school. Students will learn the foundations of all instruments within the percussion family. Students will be expected to perform on mallet instruments, snare rudiments, as well as many other fundamental skills on the various instruments. Students will be studying and performing music for jazz band, concert band, and percussion ensemble. Grades are largely based on class participation and playing tests on all percussion instruments.

ADVANCED PLACEMENT MUSIC THEORY

Years (11-12)

PREREQUISITE: Music Department approval

This course is designed to develop an advanced level of understanding of musical theory, preparing students for the AP Music Theory Exam. The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized. Students planning to major in music in college may be able to enroll in an advanced music theory course, depending on individual colleges' AP policies.

2 YEAR ARCHITECTURE ACADEMY

ARCHITECTURAL DESIGN & TECHNICAL DRAFTING LEVEL 1

PREREQUISITES: Completion of Geometry with a B or better and counselor recommendation.

Students will learn the fundamentals of drafting, design hierarchy and building design. They will apply math, science, and standard drafting practices to study historical projects and create abstract architectural models. Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common design and development protocols such as project management and peer review. Students will develop skills in visual communication, technical representation and documentation of design solutions according to accepted technical standards.

ARCHITECTURAL DESIGN & TECHNICAL DRAFTING LEVEL 2

PREREQUISITES: Completion of Geometry with a B or better and counselor recommendation.

Students will learn the fundamentals of building design, site design, and development. They will apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural and graphic design software. Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common design and development protocols such as project management and peer review. Students will develop skills in engineering calculations, technical representation, and documentation of design solutions according to accepted technical standards.

4 YEAR ARCHITECTURE ACADEMY

TECHNICAL DRAFTING (MANUAL)

PREREQUISITES: Completion of Geometry with a B or better and counselor recommendation.

Students will learn the fundamentals of drafting and technical visual language. They will apply math, engineering, and standard drafting practices to draw industrial, architectural, and engineering projects. Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice functional documentation protocols such as developing working and assembly drawing sets. Students will develop skills in visual communication, technical representation and documentation of design solutions according to accepted technical standards (ISO 128).

PRINCIPLES OF DESIGN

PREREQUISITES: Completion of Geometry with a B or better and counselor recommendation.

Students will learn the fundamentals of drafting, design hierarchy and building design. They will apply math, science, and standard design practices to study historical projects and create abstract architectural models. Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common design and development protocols such as project management and peer review. Students will develop skills in visual communication, technical representation and documentation of design solutions according to accepted technical standards.

TECHNICAL DRAFTING (COMPUTER AIDED DESIGN CADS)

Completion of Geometry with a B or better and counselor recommendation.

Students will learn to draft 3-Dimensional models and document sets using computer aided software. They will apply math, engineering, and advanced drafting practices to draw industrial, architectural and engineering projects. Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice functional documentation protocols such as developing working and assembly drawing sets. Students will develop skills in visual communication,

technical representation and documentation of design solutions according to accepted technical standards (ISO 128).

ARCHITECTURAL DESIGN

Completion of Geometry with a B or better and counselor recommendation.

Students will learn the fundamentals of building design, site design, and development. They will apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural and graphic design software. Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common design and development protocols such as project management and peer review. Students will develop skills in engineering calculations, technical representation and documentation of design solutions according to accepted technical standards.

4 YEAR ENGINEERING ACADEMY

ARCHITECTURE & CIVIL ENGINEERING

Completion of Geometry with a B or better and counselor recommendation.

Students will learn the fundamentals of building design, site design, and development. They will apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software. Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common design and development protocols such as project management and peer review. Students will develop skills in engineering calculations, technical representation and documentation of design solutions according to accepted technical standards.

INTRO TO ENGINEERING DESIGN

Completion of Geometry with a B or better and counselor recommendation.

Students are introduced to the engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real problems. They will work both individually and in collaborative teams to develop and document design solutions using engineering notebooks and 3D modeling software. The development of computational methods that are commonly used in engineering problem solving, including statistical analysis and mathematical modeling, are emphasized. Ethical issues related to professional practice and product development are also presented.

PRINCIPLES OF ENGINEERING

Completion of Geometry with a B or better and counselor recommendation.

Students will explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and motion. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. By solving rigorous and relevant design problems using engineering and science concepts within a collaborative learning environment; activity, project, problem-based (APB) learning challenges students to continually hone their interpersonal skills, creative abilities, and problem-solving skills.

ENVIRONMENTAL SUSTAINABILITY

Completion of Geometry with a B or better and counselor recommendation.

Students are introduced to environmental issues and use the engineering design process to research and design potential solutions. Utilizing the activity, project, problem-based (APB) teaching and learning method, students transition from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Through both individual and collaborative team activities, projects, and problems, student's problem solve as they practice common design and scientific protocols such as project management, lab techniques, and peer review. Students develop skills in designing experiments, conducting research, executing technical skills, documenting design solutions according to accepted technical standards.

MEDICAL ACADEMY

STUDENT AIDE (NURSE DEPARTMENT)

Semester Long (10-12)

PREREQUISITES: Application/good grades, behavior, attendance

Course may be repeated for a maximum of TEN credits towards the 230-credit graduation requirement.

Student aides serve nurses and other staff to provide clerical and routine instructional tasks. Students will work on a regular scheduled daily basis under nurses or staff direction. During their G11 and G12 years, students are required to dedicate 30 hours of their time to planning, implementing, and reflecting upon service-learning that benefits the community. This can be directly linked to charity work, volunteering, or interning at any number of organizations. Students will engage in this self-study course and meet regularly with their Student Aide Coordinator who will take them through the process. Students will also be responsible for presenting at the Service-Learning Seminar at the end of the year.

HUMAN ANATOMY & PHYSIOLOGY

Year Long (11-12)

PREREQUISITES: Completion with a "B" or better in Biology and Chemistry, reading level of 11.0+

Students explore the inner workings of the human body and focus on anatomical and medical terminology. This course is the perfect foundation for students wanting to expand their vocabularies and learn about the body and its levels of organization, as well as the cooperation required between those levels. The text used in this course is written at the college level and should facilitate a smooth transition for students pursuing a postsecondary education.

PSYCHOLOGY

Year Long (11-12)

PREREQUISITES: Completion with a "B" or better in Biology and Chemistry, reading level of 11.0+

Students explore comprehensive treatment of core concepts, grounded in both classic studies and current and emerging research. The text also includes coverage of the DSM-5 in examinations of psychological disorders. Psychology incorporates discussions that reflect the diversity within the discipline, as well as the diversity of cultures and communities across the globe.

GENERAL ELECTIVES

FOREIGN LANGUAGES 1-4

Chinese, Japanese, French, Spanish, Korean

Year (9-12)

PREREQUISITE: Level 1, none

Level 1: This is a beginning-level class with emphasis on all four language skills: reading, writing, speaking, listening comprehension. Class is conducted frequently in the foreign language.

Level 2: Students must have successfully completed Level 1. Students will focus on increasing proficiency in reading, writing, speaking, and listening comprehension. Classes conducted mostly in foreign language.

Level 3: Students must have successfully completed Level 2. Class conducted in foreign language with emphasis on increasing proficiency in all four language skills: reading, writing, speaking, and listening comprehension. Grammar is reviewed and refined in the context of studying the literature.

Level 4: Students must have successfully completed Level 3. Classes conducted in foreign language with emphasis on refining proficiency in all four language skills: reading, writing, speaking, and listening comprehension. This course will prepare students for the AP Foreign Language Test.

INTRODUCTION TO EDUCATION

Year (11-12)

PREREQUISITES: 3.0 GPA or higher, completion of Geometry 2 with a B or higher, and counselor recommendation. Course may be repeated for credit.

This course is designed for students who are interested in pursuing a career in education. Students will study the history of education in the U.S. The course will cover such topics as the sociological factors affecting education and educational systems, social and personality development, cognitive development in children and young adults, lesson planning, and curriculum design. Students will work as a tutor under the supervision of a certificated teacher.

STUDENT AIDE

Semester Long (11-12)

PREREQUISITES: Application/good grades, behavior, attendance Course may be repeated for a maximum of Twenty credits towards the 230-credit graduation requirement.

Student aides serve teachers and other staff to provide clerical and routine instructional tasks. Students will work on a regular scheduled daily basis under teacher or staff direction. During their G11 and G12 years, students are required to dedicate 30 hours of their time to planning, implementing, and reflecting upon service-learning that benefits the community. This can be directly linked to charity work, volunteering, or interning at any number of organizations. Students will engage in this self-study course and meet regularly with their Student Aide Coordinator who will take them through the process. Students will also be responsible for presenting at the Service-Learning Seminar at the end of the year.

UNIVERSITY PREPARATION

Year (10-12)

Khan Academy is a 501(c)(3) nonprofit organization.

Most students take the SAT for the first time in the spring of their junior year. After more coursework and practice, students increase their skills and test again in the fall of their senior year.

<https://www.khanacademy.org/test-prep/sat>

RTi (Response to Intervention) AKA: Academic Support 6-12

PREREQUISITE: none

Students not making adequate progress in the regular classroom are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. Interventions are usually in the areas of reading and math. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions, such as 1:1 tutoring.

Academic Determination (for students who do not need additional classroom support) 6-12

PREREQUISITE: none

Students receive additional academic, social, and emotional support that will help them succeed in their school's most rigorous courses. In middle school, the language and literacy needs of long-term English language learners can be addressed through this class. In high school students are taught to take ownership of their learning. This comprehensive effort establishes the academic foundation necessary to persist in University.

STAR 360 Early Literacy, Reading and Math K3-12

PREREQUISITE: none

The STAR 360 assessments are used to screen students for their reading and math achievement levels. STAR Early Literacy assessments help educators monitor students' growing literacy skills and students' progress toward becoming independent readers. The STAR 360 assessments can also be used to monitor student growth throughout the year and to estimate students' understanding of the Common Core standards. In addition, STAR 360 can help teachers determine appropriate instructional levels and skills that are ready to learn.

Accelerated Reader K3-12

PREREQUISITE: none

AR is a computer program that helps teachers manage and monitor children's independent reading practice. Students choose a book at their own level and read it at their own pace. When finished, students take a short quiz on the computer. AR gives both children and teachers feedback based on the quiz results, which the teacher then uses to help students set goals and direct ongoing reading practice.

MyOn K3-12

PREREQUISITE: none

Renaissance myON® Reader is a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books. Titles are dynamically matched to each individual student's interests, grade and Lexile® reading level. Combined with a suite of close reading tools and embedded supports, myON Reader fosters student engagement and achievement.

Valedictorian and Salutatorian Requirements

The valedictorian shall be the eligible graduate with the highest GPA; the salutatorian shall be the eligible graduate with the second highest GPA.

Ties

In case of a tie, the tie shall be broken with the following series of tiebreakers: Count the number of AP® classes taken (the highest number shall be declared valedictorian). If still tied, add to this count the number of Pre-AP courses taken. If still tied, add to this count the number of honors courses taken. If still tied, average the junior and senior years only.

Honor Graduates

Honor Graduates will be determined by the student's grade point average which will be no lower than 4.0 with no rounding. Three levels of Honor Graduates will be denoted: Summa Cum Laude – Top 10 graduates; Magna Cum Laude – Top 10 percent of graduates; and Cum Laude – Graduates with Grade Point Average of 4.0 or above.

Transfer Students

All transferred credits will be calculated for GPA in accordance with UCIS guidelines (see TRANSFER GRADES). Weighted GPA points for an advanced course will be awarded only if:

1. the course is recorded as advanced on an official Academic Achievement Record (AAR) *and*
2. a comparable course was offered at UCIS during the same school year.

Transfer Grades - Transcripts from within the United States:

When a transcript is received from an accredited school within the United States, credit and GPA points will be awarded following review by the school staff. All academic information (including course type and grades) must be noted on an official transcript. Courses will be interpreted to UCIS equivalency courses/credits and used to determine course sequencing. The list below will be used to determine the numerical equivalents to letter grades, when letter grades are all that is listed on the transcript. If a numerical range is listed on the transcript, the midpoint will be calculated and used.

91 for A-	81 for B-	71 for C-
95 for A	85 for B	75 for C
98 for A+	88 for B+	78 for C+

(If prior district awarded credit for a D, a grade of 70 would be transferred.)

All transferred credits will be calculated for GPA in accordance with UCIS guidelines (see TRANSFER GRADES). Weighted GPA points for an advanced course will be awarded only if:

1. the course is recorded as advanced on an official Academic Achievement Record (AAR) *and*
2. a comparable course was offered in Fisd during the same school year.

Transfer Grades - Transcripts from outside the United States:

Parents are responsible for providing a transcript translated into English if translation is required. Courses will be interpreted to UCIS equivalency courses/credits and used to determine course sequencing. Transcripts from outside of the United States (except for accredited international schools or Department of Defense schools as described as above) will not receive a letter grade or numerical equivalency. A "P" for passing will be assigned to designate that credit was earned and GPA points are not awarded. Credit is awarded based on review by school staff.

International schools accredited by US entities delivering the majority of the instruction in English, including Department of Defense schools, will be reviewed in the same manner as transcripts received

from accredited schools from within the United States. Credit and GPA points may be awarded following review by school staff.

Credit for Languages Other Than English:

If a student took courses in a native language such as: Korean, Chinese, French, Tagalog, Spanish in a high school or middle school outside of the United States and the transcript includes credit for the courses labeled with the language, credit shall be awarded. If there is no literature or language credit listed on the transcript, no credit shall be awarded.

Students may be awarded credit for successful completion of concurrent enrollment Languages Other Than English (LOTE) courses not offered by UCIS from an accredited school.

Official Transcripts

Official transcripts are free for current students and 200 THB for alumni. Current UCIS students will receive a total of three free transcripts per school year; although in the rare circumstance that the desired recipient does not accept electronic delivery and your transcript must be mailed, there will be an additional charge of 100 THB. Once a student has requested three transcripts, the cost will be 50 THB per electronic transcript or 200 THB if the desired recipient requires a hard copy. Alumni will continue to pay 200 THB per transcript, or more depending on how the student wants to have the transcript delivered. UCIS graduates in the Class of 2019 will be considered alumni after August 1, 2019. Transcripts should be requested at the UCIS campus.

For additional resources:

Katherine Phillips, M.S./PPSC K-12 Counselor

Email: counselor@ucis.ac.th

Website: <https://uciscounseling.weebly.com/>