

La Vida Charter School



High School Program

2009-2010

Rationale

La Vida Charter School offers high school students a unique opportunity to combine Independent

Study curriculum with on-site specialty classes; to develop individualized learning plans; to collaborate with parents, teachers, community mentors, and other students; and to integrate art and other creative expression into their learning experiences.

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

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

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

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

TR Tuesdays

As a way of meeting the requirements of the federal law entitled No Child Left Behind, NCLB, La Vida has created a monthly educational experience that incorporates integrated curriculum of cooking, culture and community service with peers along with classes led by the highly qualified Teacher of Record, TR.

- **Attendance is required for all High School Students:** Missed meetings will result in grade penalties.
- TR Tuesdays occur the last class day of the month.
- Short Days 9-1:30

All students should plan to arrive at 9:00.

235 Units

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

- Required by State Law

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

Beginning with students graduating in 2006, all students must pass the California High School Exit Exam in Math and English. A Work Readiness Program Certificate is available for those who do not pass the Exit Exam.

La Vida Graduation Requirements General Studies Diploma

225 Units

Work Readiness Certificate

The Work Readiness Certificate is open to any high school student. This certificate does serve as the alternative to a high school diploma if the student is unsuccessful in Algebra I or the High

School Exit Exam. Possession of the Work Readiness Certificate enhances opportunities for the student entering the job market and shows employers that he/she is ready to work.

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

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

<u>Units</u>	<u>Coursework</u>
25	Vocational skills including any combination of classes in industrial technology, agriculture, business, arts, education, etc.
30	English
20	Math including competency in basic math, number sense, conversions, percentages, weights and measures, proportions, rates, ratios, simple and compound interest, markup, angles, probability, word problems, graphs
25	Science/Health including Health Science (5) and two of the following: Physical Science, Life Science, Environmental Science or another pre-approved Science course
30	History including Economics (5), Government (5), U.S. History or American Studies (5) and Geography or World History (10)
20	Physical Education

10	Visual/Performing Arts
5	Community Service
60	Electives

225 units total

Graduation Procedures

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

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

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

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

College Preparatory Courses

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

High School Enrollment in Community College Courses

On a La Vida approved basis, students may enroll in courses in the local community college to satisfy some of their high school graduation requirements. Students must be enrolled in at least 20 units per semester at La Vida Charter School. Beginning Fall 2008 students who wish to enroll at a local community college must have completed the 10 unit course at La Vida entitled Master Student. A 3 unit community college course is equivalent to 10 units at La Vida Charter School. It is recommended that students meet with a college guidance counselor regarding whether they may receive academic credit from both High School and college for the same course.

Physical Education

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

Electives

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

On-Site Classes

La Vida on-site classes can function in two ways. They can be taken as a separate course receiving 1 to 5 units, depending on the course design. The on-site classes can also be taken in conjunction with, and be included as partial course load for, a 5 unit required class such as English or Algebra, etc. Regular attendance is important and affects the semester grade.

Community Service

Students are required to participate in 90 hours of community service over the course of 4 years. It is important to keep a log of these hours and a signed note from the project supervisor is required to fulfill the hourly obligation.

Economics Project

A student designed Economics Project is a major work that should reflect a genuine interest on the part of the student. It is undertaken in the senior year and is required for a high school diploma.

Independent Projects

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

TYPICAL COURSE SELECTION**NINTH GRADE**

English 9	10 units
Algebra I	10 units
World History	10 units
Master Student	10 units
Elective	10 units
Physical Education	10 units

TENTH GRADE

English 10	10 units
Geometry	10 units
Biology w/lab	10 units
Foreign Language Elective	10 units
Elective	10 units
Physical Education	10 units

ELEVENTH GRADE

American Literature	10 units
Algebra II	10 units
US History	10 units
Chemistry w/Lab or Health	10 units
Art	10 units
Foreign Language Elective	10 units

TWELFTH GRADE

World Literature	10 units
Physics w/Lab	10 units
U.S. Government & Econ.	10 units
Elective	10 units
Elective	10 units
Elective	10 units

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

Courses for which La Vida has been granted University of California a-g accreditation status are noted with an asterisk. Not all courses are a-g accredited. All courses are for one year and earn 10 units of credit towards graduation unless noted as a 1 semester or 5 unit course.

Social Studies

U. S. History and Geography*
 World History*
 American Government* - (1 semester – 5units)
 Economics (1 semester- 5 units)

Science

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

Mathematics

Math Basics
 Applied Business Math
 Algebra I *
 Geometry*
 Algebra II*
 Advanced mathematics/Pre-calculus
 Calculus*

Physical Education

Possible site based courses available
 Individual student designed program

Computer Science

Community College course requirement

English

English 9 *
 English 10*
 English 11*
 English 12*

Foreign Language

Spanish I *
 Spanish II
 Spanish III
 French I
 French II
 French III

Humanities

Psychology (1 semester - 5 unit)
 The 7 Habits of Highly Effective Teens (1 semester - 5 unit)

Fine Arts

The Study of Art
 Integrated Drawing
 College Prep Visual Arts

Music

vocal and instrumental ensembles may be arranged according to students interests

Transferability of Courses

Courses with an asterisk are transferable to the University of California and State University Schools, as well as other public High Schools. The other courses listed here may be transferable to other High Schools. Some schools may contest the non a-g courses from a non-accredited school. La Vida is a candidate for WASC accreditation and hopes to have full accreditation by June 2010.

COURSE CATALOG CONTENTS

<u>SUBJECT/COURSE</u>	<u>SECTION/PAGE</u>
English	1.0
English 9	1.0
English 10	1.1
English 11 American Literature	1.2
English 12 World Literature	1.3
Mathematics	2.0
Math Basics	2.0
Applied Business Math	2.0
Algebra I	2.1
Geometry	2.2
Algebra II	2.3
Advanced Math/Pre-Calculus	2.4
Calculus	2.4
Science / Health	3.0
Biology w/Lab	3.0
Chemistry w/Lab	3.0
Physics w/Lab	3.1
Anatomy/Physiology (Health)	3.1
Environmental Science	3.2
History	4.0
U.S. History/Geography	4.0
World History	4.0
American Government	4.1
Economics	
Foreign Language	5.0
Spanish I	5.0
Spanish II	5.0
Spanish III	5.1
French I	5.1
French II	5.2
French III	5.2
Visual/Performing Arts	6.0
Integrated Drawing	6.0
The Study of Art	6.0
Exploring Art Media	7.0
Lessons in Drawing	7.0
Electives	7.0
Psychology	7.0
The 7 Habits of Highly Successful Teens	7.0
Life Skills: Preparing for College	7.0

Life Skills: Personal Finance	7.0
Consumer and Family Science	7.0
Business Plans	7.0
Great Courses Economics, audio cd	7.0
Great Courses Intro to Geology, dvd	7.0
Great Courses Important Books that change your life, audio cd	7.0
Overcoming Adversity Series	
<u>Online and Media Studies</u>	
Odysseyware Online (all core courses available plus electives)	7.0
ROP	7.0
Work Experience	7.1

ENGLISH

English 9

Course Code: 1100

Length of Course: One Year

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

Year in School Taken: 9

Course Content

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

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

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

Evaluation of Student Performance

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

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

Texts

Include but are not limited to

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

English 10

Course Code: 1110

Length of Course: One year

Prerequisite: English 9

Year in School Taken: 10

Course Content

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

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

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

Evaluation of Student Performance

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

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

Texts include but are not limited to:

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

American Literature - English 11

Course Code: 1120

Prerequisite: English 10

Course Content

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

Year in School Taken: 11

Length of Course: One year required for graduation

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

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

Evaluation of Student Performance

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

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

Texts

Include but are not limited to:

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

World Literature - English 12

Course Code: 1130

Length of Course: One year required for graduation

Prerequisite: American Literature – English 11

Year in School Taken: 12

Course Content

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

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

Evaluation of Student Performance

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

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

- Written examinations
- Research projects

Texts

Include but are not limited to:

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

MATHEMATICS

Math Basics

Course Code: 2010

Prerequisite: none

Length of Course: One year

Year in School Taken: 9 or 10

Course Content

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

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

Evaluation of Student Performance

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

- Portfolios of student's work

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

Texts

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

Applied Business Math

Course Code: 2020

Length of Course: One year

Prerequisite: none

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

Course Content

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

- Application of operations to whole numbers to fractions, decimals, and percents
- converting decimals, fractions, and percents
- bank services (checking accounts, credit-card transactions, reconciliation)
- payroll (gross earnings, income tax withholding, and other taxes)
- buying and selling
- simple and compound interest
- annuities, stocks, and bonds
- business and consumer loans

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

Evaluation of Student Performance

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

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

Texts

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

- Test Packet

Algebra I

Course Code: 2030

Length of Course: One year

Prerequisite: Math Basics, or a Pre-Algebra course

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

Course Content

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

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

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

Evaluation of Student Performance

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

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

Texts

- Key Curriculum Press – Discovering Algebra by Murdock, Jerald, etc., 2000.

Geometry

Course Code: 2040

Length of Course: One year

Prerequisite: Algebra I

Year in School Taken: 10, 11, or 12

Course Content

This course, in alignment with California State Standards, examines two and three dimensional geometric figures and their properties, teaching geometric constructions, deduction and induction, drawing conclusions, and development of formal, logical proofs. It introduces students to basic theorems of Euclidean plane geometry, and explores both plane and solid geometric figures.

The course outline includes:

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

Evaluation of Student Performance

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

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

Texts

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

Algebra II

Course Code: 2050

Length of Course: One year

Prerequisite: Algebra 1

Year In School Taken: 10, 11, or 12

Course Content

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

Course work includes the following topics:

- Linear equations and inequalities: two or three variables, solved by substitution, with graphs, or with matrices
- Polynomials: all operations, difference of squares, perfect square trinomials, sum and difference of two cubes, polynomial denominators, including those with negative exponents
- Quadratic Equations: solve by factoring, completing the square, or using the quadratic formula, quadratic equations in the complex number system, graphing [determining the maxima, minima, and zeros of the function, effects of changing coefficients in a quadratic equation, recognize and graph equations of circle, ellipse, parabola, or hyperbola
- Complex numbers: relationship between real and complex numbers, arithmetically & graphically, plotting as points in a plane
- Logarithms: prove simple laws of logarithms, simplify logarithmic numeric expressions and identify their approximate values
- Conic functions
- Probability
- Word Problems: Linear equations and inequalities in two and three variables, two linear equations in two variables, quadratic equations

Evaluation of Student Performance

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

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

Text

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

Advanced Mathematics/Pre-calculus

Course Code: 2060

Prerequisite: Geometry, Algebra 2

Course Content

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

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

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

- Word Problems: laws of sines and cosines, trigonometry

Evaluation of Student Performance

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

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

Texts

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

Calculus

Course Code: 2070

Length of Course: One year

Prerequisites: Geometry, and Advanced Mathematics or a Trigonometry course

Year in School Taken: 12

Course Content

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

Evaluation of Student Performance

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

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

Texts

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

SCIENCE / HEALTH

Biology w/ Lab

Course Code: 3010

Length of Course: One Year

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

Year in School Taken: 9 or 10

Course Content

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

Evaluation of Student Performance

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

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

Texts

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

Chemistry w/Lab

Course Code: 3020

Length of Course: One Year

Pre-requisites: Algebra I, Biology

Year in School Taken: 10, 11, or 12

Course Content

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

Evaluation of Student Performance

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

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

Texts and Materials

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

Physics w/ Lab

Course Code: 3050

Prerequisites: Algebra 2 and Biology and/or Chemistry

Course Content

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

Length of Course: One semester at a community college

Year in School Taken: 12

Texts:

- See the relevant community college catalog of courses.

Anatomy and Physiology (Health)

Course Code: 3030

Prerequisite: none

Course Content

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

Year in School Taken: 10, 11, or 12

Evaluation of Student Performance

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

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

- Student demonstrations
- Students grades
- Written examinations
- Research projects

Texts

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

Environmental Science

Course Code: 3040

Length of Course: One year

Prerequisite: none

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

Course Content

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

Evaluation of Student Performance

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

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

Texts

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

HISTORY

U.S. History and Geography

Course Code: 1510

Length of Course: One year

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

Year in School Taken: 9, 10, or 11

Course Content

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

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

Evaluation of Student Performance

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

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

Texts

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

World History

Course Code: 1500

Length of Course: One year

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

Year in School Taken: 9 or 10

Course Content

This course will include the analysis of historical world events and the cultural, economic, geographical, and political interactions of people throughout history. Students will develop an understanding of historical origins of current world issues. Topics addressed, in accordance with California State standards, will include the

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

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

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

Evaluation of Student Performance

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

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

Text

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

AMERICAN GOVERNMENT

Course Code: 1520

Prerequisite: U.S. History

Length of Course: One year required for graduation

Year In School taken: 12

Course Content

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

Based upon the premise that analyzing current information is essential to effective citizenry, this course asks students to research, compare, contrast, and think critically about government-related issues. Students learn the ideals behind the American system of government, the mechanics of its operation, and are then encouraged to take their places as independent thinking citizens in the country. Students will be encouraged to participate in the local history faire.

Evaluation of Student Performance

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

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

Texts

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

FOREIGN LANGUAGE

Spanish I

Course Code: 4010

Prerequisite: none

Course Content

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

Evaluation of Student Performance

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

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

Texts

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

Length of Course: one year

Year In School Taken: 9, 10, or 11

Spanish II

Course Code: 4020

Prerequisite: Spanish I

Course Content

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

Evaluation of Student Performance

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

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

Length of Course: One year

Year In School Taken: 10, 11 or 12

- Written examinations
- Research projects

Texts

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

Spanish III

Course Code: 4030

Length of Course: One year

Prerequisite: Spanish II

Year In School Taken: 10, 11 or 12

Course Content

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

Evaluation of Student Performance

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

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

Texts

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

French I

Course Code: 4040

Length of Course: One year

Prerequisite: none

Year In School Taken: 9, 10 or 11

Course Content

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

Evaluation of Student Performance

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

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

Texts

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

French II

Course Code: 4050

Length of Course: One year

Prerequisite: French I

Year In School Taken: 10, 11 or 12

Course Content

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

Evaluation of Student Performance

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

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

Texts

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

French III**Course Code:** 4060**Length of Course:** One year**Prerequisite:** French II**Year In School Taken:** 11 or 12**Course Content**

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

Evaluation of Student Performance

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

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

Texts

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

VISUAL & PERFORMING ARTS

Integrated Drawing

Course Code: 4310

Prerequisite: none

Course Content

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

Length of Course: One Year

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

Evaluation of Student Performance

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

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

Texts

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

The Study of Art

Course Code: 4320

Prerequisite: none

Course Content

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

Length of Course: One Year

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

Evaluation of Student Performance

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

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

Text

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

ELECTIVES

Psychology

Course Code: 1530

Length of Course: One semester - 5 units

Prerequisite: none

Year in School Taken: 10, 11, or 12

Course Content

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

Evaluation of Student Performance

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

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

Texts

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

The 7 Habits of Highly Effective Teens

Course Code: 1540

Length of Course: One semester - 5 units

Prerequisite: none

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

Course Content

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

Evaluation of Student Performance

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

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

- Student demonstrations
- Students grades
- Written examinations
- Research projects

Texts

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

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

Life Skills: Preparing for College: Created for high school students by the University of California. Introduces basic life skills needed as an independent person navigating college. One semester 5 units, Years 9, 10, 11, 12, No pre requisiste.

Life Skills: Personal Finance: A workbook format, introductory level. one semester 5 units, Prerequisite Basic Math.

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

Business Plans, Learn how to write a business plan by researching and investigating existing business. Weekly packet and projects depend on internet research. One semester, 5 units. Years 9, 10, 11, 12. no prerequisite.

Exploring Art Media, by Barbara Shannon. 121 are lessons and projects in Color and Design, Drawing, Commercial Art, Cartooning, Painting, Three Dimensional Arts & Crafts. Written for independent study students and is California content standards aligned. Six semesters (plus) 30 units. Years 9, 10, 11, 12. no prerequisite.

Lessons in Drawing, Thirteen lesson on drawing, shading, colored pencil, portraiture etc. one semester, 5 units. Years 9, 10, 11, 12. no prerequisite.

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

Great Courses Intro to Geology, dvd Nature of Earth: An Introduction to Geology, (36 lectures, 30 minutes each. Taught by John J Renton, West Virginia University, PhD
This course is an initiation of geological world that lies just outside your door. Nature of Earth introduces the student to physical geology, the study of Earth's minerals, rocks, soils and the processes that operate on them through time. Two semesters, 10 units, Years 10, 11, 12. Prerequisite English 9, Environmental Science recommended.

Great Courses: Books That Have Made History: Books That Can Change Your Life, audio cd Taught by Professor J Rufus Fears, PhD Harvard, 36 lectures, 30 minutes each. In this course, Professor .Fears presents his

choices of some of the most essential writings in history. These are books that have shaped the minds of great individuals, who in turn have shaped events of historic magnitude. Two semesters, 10 units, Years 11, 12. Prerequisites; English 9 & 10, World History.

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

ONLINE AND MEDIA STUDIES

Odysseyware Online All core courses available plus electives. Students may take one or two per semester. Limited seats are available. Most classes two semesters, 10 units for Years 9, 10, 11, 12.



ODYSSEYWARE®

Online Courses

Language Arts/English

3rd Grade Language Arts
4th Grade Language Arts
5th Grade Language Arts
6th Grade Language Arts
7th Grade Language Arts
8th Grade Language Arts
Freshman English
Sophomore English
Junior English
Senior English

Science

3rd Grade Science
4th Grade Science
5th Grade Science
6th Grade Science
7th Grade Science
8th Grade Science
9th Grade Science
Biology
Integrated Physics and Chemistry
Earth Science
Chemistry
Physics
Earth Science
High School Health
Health & Personal Wellness
Fitness Fundamentals I

Placement Test (Diagnostic and Inventory)

Math
Language Arts/English

Math

3rd Grade Math
4th Grade Math
5th Grade Math
6th Grade Math
7th grade Math
8th Grade Math
Algebra I
Geometry
Algebra II
Precalculus
Trigonometry
Consumer Math
Integrated Mathematics 1

Social Studies/History

3rd Grade Social Studies
4th Grade Social Studies
5th Grade Social Studies
6th Grade Social Studies
7th Grade Social Studies
8th Grade Social Studies
9th Grade General History
World Geography
US History
Government
Economics
20th Century
Civil War
World History
Vietnam Era

Electives

Essentials of Communication High School
Elementary Spanish

GED PREP

GED Preparatory Math
 GED Preparatory English
 GED Preparatory History
 GED Preparatory Science

High School Spanish
 Elementary French
 High School French
 Psychology

ROP Program

**High School Expanded Course Opportunities
 Classes through ROP-Regional Occupational Program**

Who: High School students, over age 16

What: a variety of technical and career classes unavailable in regular high school curriculum

Where:

•Mendocino County Office of Education, 2240 Old River Rd., Talmage
 (location depends on course)

When: most courses are 5 days per week on the Ukiah Unified School District schedule

Why: to expand learning beyond the regular high school offerings; to learn specific career or technical skills; to supplement your high school credits

How: As with college classes, the La Vida student must be enrolled and taking a minimum of 20 units of La Vida classes before signing up for ROP classes.

More information is coming regarding how to sign up for ROP Classes go on to www.mcoe.us/d/rop on the web. Check with your Educational Coordinator.

Course Offerings

UUUUUUUU Ukiah Business School: Includes a full range of computer and business skill courses.

Ukiah Medical Assistant School: Training for a full range of duties working with patients that may be requested by a physician.

WORK EXPERIENCE PROGRAM

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

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

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

La Vida Negative Behavior & Consequences Junior High & High School

***Be Safe**

***Be Respectful**

***Be Responsible**

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

Type A Offenses:

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

Consequences:

Individual

First Time + warning

Second time = take a “timeout”

Third time = stay in at break / lunch

Fourth time = call parent

Group

First time + warning

Second time = take a “timeout”

Third time = stay in at break / lunch

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

Type B Offenses:

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

Consequences:

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

SEXUAL HARASSMENT

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