

# High School Catalog 2022-2023



CWCS  
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Websites:  
[www.connectingwaters.org](http://www.connectingwaters.org)  
[www.cwestbay.org](http://www.cwestbay.org)  
[www.centralvalley.org](http://www.centralvalley.org)

Dear Parents & Students:

This catalog has been provided to assist your high school student as he or she makes course selections. Within these pages you will find helpful information such as graduation requirements, college admission requirements, and suggested sequence of study. After high school, your student may go to college or a technical school, or may enter the military or the workforce. Students are advised to take the high school classes that will provide the most opportunities.

Our ESs, as well as our guidance and curriculum departments, are committed to helping your student make the best choices for his or her educational plan. During your student's high school years, it is your responsibility to know the course requirements for the other schools your student may attend and to inform the ES of those requirements. Parents should also save all completed high school coursework in case of need for transfer to another high school or future college enrollment.

Connecting Waters Charter Schools (CWCS) consists of three TK-12 charter schools, Connecting Waters (CW) sponsored by Waterford Unified Schools District which has been in operation for 16 years since 2002, Connecting Waters East Bay (CWEB) sponsored by Alameda County Office of Education since 2017, and Connecting Waters Central Valley (CWCV) sponsored by Modesto City Schools and opens August 15, 2018. All three schools are fully accredited by WASC.

### **Contact List**

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Refer to your school's website under the Department and then Guidance for additional Contact Information.

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## Student Learning Objectives (SLO's)

CWCS will prepare its graduates to be:

1. **Effective Communicators (Reading/Writing).** "Student will read and write effectively. "Student:
  - Reads actively and derives meaning from written media.
  - Reads extensively for a variety of purposes.
  - Writes using grammatically acceptable English.
  - Adjusts tone and style of writing for purposes and audience.
  - Supports statements using well-rounded facts, theory, and opinion.
  - Separates fact from opinion.
  - Logically reaches conclusions based on sufficient evidence.
  - Clearly and succinctly states key points.
  - Organizes ideas in a variety of ways.
  - Demonstrates creativity through style, organization, and development of content.
2. **Technologically and Socially Skilled Individuals (Life Skills).** "Student Sufficiently understands and functions in the world around him/her." Student:
  - Demonstrates involvement in his/her community.
  - Has knowledge of the reciprocal relationship between the individual and his/her environment
  - Demonstrates various skills in seeking employment and/or college admission.
  - Understands and demonstrates his/her role as an employee, consumer, and financial manager.
  - Identifies and documents the effects of technology on his/her environment.
  - Participates in physical activities that develop strength, endurance, and personal fitness.
3. **Historically Aware (History).** "Student appreciates the history of mankind in all its diversity." Student shows appreciation for history by identifying relationships between past and present events or situations:
  - Involving cause and effect: people, events, or situations influencing an action or result.
  - Involving comparison: similarities and differences.
  - Involving classification: events and situations explained as political, economic, social, and/or intellectual.
  - Involving anticipation of the future using evidence from the past and the present to draw conclusion about the future.
  - Involving understanding of the extent of time.
  - Student applies physical and cultural geography to his/her understanding of societies.
4. **Effective Citizens (Political Process).** "Student comprehends the political process. "Student:
  - Understands the structures, operations, and relationships of the governments in the United States.

5. **Mathematical Thinkers (Math).** “Student applies mathematical principles and operations to solve problems.” Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving:
  - With numbers and operations.
  - In geometry and measurement.
  - In functions and algebra.
  - In statistics and probability.
  - Student solves problems with problem formulation, problem implementation, and/or problem conclusion.
  - Student communicates his/her own knowledge of basic skills, understanding of concepts, and ability to solve problems and understand the mathematical communication of others.
6. **Scientific Thinkers (Science).** “Student applies scientific concepts and skills to explain his/her world and find solutions to its problems.” Student:
  - Observes, compares, orders, and categorizes characteristics and behaviors.
  - Communicate ideas.
  - Relates factors of differing objects and events, and infers about unknown or unseen processes.
  - Applies knowledge and thought processes to explain his/her world and solve problems.
  - Demonstrates recognition of the interrelationships among the scientific themes (energy, interactions, patterns, change).
  - Demonstrates recognition of the four spheres (litho-, hydro-, atmo-, eco-)
  - Recognizes the effects of the sciences, technologies, and societies on one another and on the environment.
7. **Lifelong Learners (Special Interests).** “Student realizes his/her own unique educational interests, talents, and abilities.” Student:
  - Has experience or knowledge in a variety of the arts, trades, professions, languages and other disciplines.

## Every Student Succeed Act (ESSA)

### Elimination of No Child Left Behind Teacher Requirements

No Child Left Behind (NCLB) has been replaced with the Every Student Succeeds Act (ESSA). The Highly Qualified Teacher (HQT) designation has been eliminated from ESSA. The new term used to denote a qualified teacher is effective educator or EE.

### Effective Educators

Under ESSA, teachers are defined as “effective” and “ineffective.” This is a replacement for HQTs under NCLB to define those teachers qualified to teach core academic subjects. Under ESSA, all teachers with a teaching credential will now meet the definition of “effective.” However, their credential must be one that is appropriate for their teaching assignments. CWCS will refer to properly credentialed instructors of core high school courses as EEs.

## Graduation Requirements Menu

Successful completion of 210 credits or its equivalent is required for high school graduation

### **Reading/Writing**

This Charter School graduate reads and writes effectively.

30 Credits of Reading/Writing Courses

### **Life Skills**

This charter School graduate sufficiently understands and functions in the world around him/her.

50 Credits including:

5 credits Typing/Computer elective

20 credits Physical Education electives

5 credits Health (Must include training in Hands Only CPR)

5 credits of Education and Career Planning 1A

15 credits Life Skills electives to meet school standards

### **History**

This Charter School graduate appreciates the history of mankind in all its diversity.

25 Credits of History including:

10 credits World Studies

10 credits US History

5 credits Economics

### **Political Process**

This Charter School graduate comprehends the political process.

5 Credits United States Government

### **Mathematics**

This Charter School graduate applies math principles and operations to solve problems.

20 Credits Mathematics including:

10 credits Algebra 1

10 credits Mathematics elective

### **Science**

This Charter School graduate applies scientific concepts and skills to explain his world and find solutions to its problems.

20 Credits of Science including:

10 credits Physical Science elective (typical courses are Earth Science, Chemistry, Physics)

10 credits Life Science elective (typical courses are Biology, Anatomy/Physiology)

### **Special Interests**

This Charter School graduate realizes his own special interests, talents and abilities.

60 Credits of Electives including:

10 credits Foreign Language or Visual and Performing Arts or Qualified Career Technical Education ("qualified" means the teacher must have a credential in that CTE subject)

50 credits electives (college prep, academic or vocational).

## Graduation Requirements Agreement

(For ES use to direct student's educational program. Required for all 9th graders and those entering the school during any high school year.)

Student:

Student Code:

Grade:

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ES:

ES Code:

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### Post High School Educational Plans

By signing below, I understand that it is the parent/student responsibility to provide the ES with information of required courses for college admission that are over and above, or different than our school graduation requirements.

- 4 yr. College
- 2 yr. College

- Technical
- Military

Other

### Current Career Interests

College/Career Emphasis -your student will be asked to choose a College/Career Emphasis in their Education and Career Planning 1A course. Please circle the College/Career Emphasis your student plans to pursue:

1. CC Emphasis = 2 Community College Courses (must be academic or CTE)
2. a-g + CC Emphasis = a-g completion (15 a-g courses) AND 1 semester Community College Course
3. a-g + CTE Emphasis = a-g completion (15 a-g courses) AND CTE Pathway Completion (two CTE courses)
4. CTE + CC Emphasis = CTE Pathway Completion (two CTE courses) AND 1 semester CC course

\*Note: "completion" = C- or better

"CTE" = Career Technical Education, two courses required for completion "a-g" = College preparatory course that have been approved by UC/CSU

"CC" = Community College

- A student can graduate early (in 10th, 11th or December of 12th grades) only if the student has completed all of their graduation requirements, has completed the CAST test, AND has completed one of the College/Career Emphasis above.

A student will be issued "credits" as a means of determining the amount of work done per semester for the following Growth Areas (Graduation Requirement Categories): Reading/Writing, Life Skills, History, Political Process, Mathematics, Science, and Special Interests.

Possibility of returning to regular high school:

- Yes
- No
- Maybe

- Warning: It is up to the discretion of any high school to determine if they will accept or reject another school's courses/credits. Each school may have different graduation requirements and some courses may not be accepted in the same graduation requirement categories.
- I understand that to receive a diploma, I must complete all school requirements
- I understand that to go directly into a 4 year college, I need to follow the a-g course plan listed on the website, and be in contact with the college I plan to attend. It is recommended for the student and parent to make an appointment with the School Guidance Counselor.

- It is the parent’s responsibility to know the course requirements for other schools this student may attend during his/her high school years and to inform the ES of those requirements they are expected to meet while with this charter school
- I understand that my student will need to choose a College/Career Emphasis to pursue (starting with the Class of 2020).

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

ES Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Suggestions for Determining Course Placement for your High School Student**

It is best to use several academic indicators when trying to determine proper placement for your child. Your Educational Specialist (ES) is also a great resource! You should consider the following:

- What are your child’s career and academic goals?
- What is your child’s reading level?
- What math course is your child ready to take?
- What kinds of grades does your child achieve?
- What is your child’s capability and motivation?

Your ES will help you decide on of coursework according to the “Suggested Schedules for High School Students” Handout on the next page

- General Courses - These are skill level, non-college prep courses. Students are typically non-college bound and desire to go directly into the workforce or a vocational/trade school.
- College Prep a-g Courses - Students placed here are typically at the 7th grade or higher reading level and algebra math level. Students at this level of course work desire to go to community college to earn an AA and/or a university to earn a four year Bachelor’s degree.
  - You will need to work with your ES to find an effective educator teacher for “a-g” courses.
  - Please see handout “What are a-g Courses” for more information.

**Suggested Schedules for High School Completion 2019-2020**

210 Credits are required for graduation

General Graduation	a-g College Prep
9 <sup>th</sup> Grade	9 <sup>th</sup> Grade



10 – English 9 10 – Algebra 1 10 – Physical Education 10 – Earth Science 5 – Health 5 – Education and Career Planning Total: 50 Credits	10 – a-g English 9 10 – a-g Algebra 1 or a-g Geometry 10 – Physical Education 1 10- a-g Earth Science or a-g Biology 10 – a-g Foreign Language 1 5 – Health 5 – Education and Career Planning 1A Total: 60 Credits with 3 a-g courses
10 <sup>th</sup> Grade	10 <sup>th</sup> Grade
10 – English 10 10 – Algebra 1 10 – Biology 10 – World Studies 10 – Physical Education 2 5 – Life Skills Elective* 5 – Typing/Computer Skills Total: 60 Credits	10 – a-g English 10 10 – a-g Geometry or a-g Algebra 2 10 – a-g World History 10 – a-g Biology or a-g Chemistry 10 – Physical Education 2 10 – a-g Foreign Language 2 Total: 60 credits with 5 a-g courses
11 <sup>th</sup> Grade	11 <sup>th</sup> Grade
10 – English 11 10 – U.S. History 10 – Geometry or Algebra 2 10 – Biology 10–Foreign Language 1 or a Visual and Performing Arts or Qualified Career Technical Education course*(CTE courses must have a appropriately credentialed teacher) Total: 50 Credits	10 – a-g English 11 10 – A-g U.S. History 10 – a-g Algebra 2 or a-g Trig/Pre-Calc or a-g Prob & Stats 10 – a-g Chemistry or a-g Physics 10 – a-g Visual Performing Arts 5 – Life Skills Elective* 5 – Typing/Computer Skills Total: 60 Credits with 5 a-g courses
12 <sup>th</sup> Grade	12 <sup>th</sup> Grade
10 - English 12 10 – U.S. Govt./Economics 10 – Life Skills Course* 20 – 2 Elective courses* (work with ES to choose appropriate electives) Total:50 Credits	10 – a-g English 12 10 – a-g U.S. Govt./Economics 10 – Physical Education 2 10 – 1 Life Skills course* 10 – Additional a-g course 10 – 1 a-g Elective or Special Interest Course (*work w/ES to choose appropriate course) Total: 60 Credits with 2 a-g courses

**Notes to remember:**

- ✓ Education and Career Planning 1A (5 credits) is a graduation requirement to be taken in the 9th grade.
- ✓ Most private colleges and other state colleges will accept the UC entrance requirements
- ✓ UC/CSU requires a minimum of 15 a-g courses in specific subject areas and recommends 18 a-g courses.
- ✓ 11 a-g courses must be completed by the end of 11th grade.
- ✓ To meet the recommended 18 a-g courses, you may need to complete more than 210 credits. Consult with your ES or Guidance.

✓ CWCS offers three CTE pathways: Business, Culinary Arts, and Health Careers. Please contact Guidance at [guidance1@cwcharter.org](mailto:guidance1@cwcharter.org) for more information.

#### Community College:

Connecting Waters encourages capable high school students to enroll in community college courses when it is deemed appropriate by the parent and the Educational Specialist. If the community college course is being used to meet college entrance requirements, the course should be UC/CSU transferable.

The parent is responsible for enrolling the student by contacting the college enrollment office. The parent must identify their student as being currently enrolled in a public high school. Each community college is able to set its own standards for admittance, such as a minimum age, demonstrated ability, or professor approval. Colleges may require placement testing and/or orientation sessions. They may also require the ES to sign letters of recommendation and require official transcripts before admitting the high school student. It is important for parents to start this process early to meet application and enrollment deadlines.

All concurrent enrollment forms must be sent to the school office in Waterford for approval and signature of the Executive Director. You can send the forms either via fax or regular mail. The school office fax is (209) 874-9531. If you have any questions regarding college concurrent enrollment forms please call the school office at (209) 874-1119, or via email at [cwsecretary@cwcharter.org](mailto:cwsecretary@cwcharter.org).

Note: Concurrently enrolled community college students are required to take four or more Connecting Waters courses. Students can only enroll at the community college as a part time student (11 units or less). If the student is enrolled concurrently in more than one community college, the total community college units allowed is 11 units or less. Also be advised that History courses must align to California State Standards so US History and World History must be the “modern” course which has a college title similar to “US History Since 1865” or “World History from the 16th Century”. For example, at MJC HIST 102 equals high school US History and HIST 107 equals high school World History for graduation credit. UC transferable courses are given honors GPA credit where an A in a UC transferable course would equal 5 GPA points instead of 4, a B equals 4 instead of 3, and a C equals 3 instead of 2. Honors credit is not allowed for D or F grades, so a D is 1 GPA points and an F is 0 GPA points.

Community College Credits are awarded as follows:

- 1 CC unit= 3 high school credits
- 1.5 CC units= 5 high school credits
- 2 CC units= 6 high school credits
- 3-5 CC units= 10 high school credits

#### **Awards for High School Students**

Connecting Waters Charter Schools value our students and their accomplishments. Each year, awards are given to graduates who meet the following criteria. Only graduates who participate in the graduation ceremony will receive the cords/certificates.

CSF Life Membership Awards – graduates are honored with a gold cord for being an active CSF member for four (4) semesters.

NHS Awards – graduates are honored with a blue cord for maintaining at least a 3.00 GPA and high standards of service.

Community Service Award - graduates who meet the 30 hour service requirement will receive a green cord to wear.

Career Technical Education (CTE) Completers - Students completing any of the CTE 2 year sequences of classes (must earn C- or better each semester) will be awarded a red cord to wear. They will also have these noted on their transcript.

#### Clubs for High School Students

California Scholarship Federation, (CSF), a club at CWCS that started in the 2005-06 year for high achieving high school students. Most regular high schools belong to the statewide CSF organization, where membership is considered a mark of distinction by colleges and universities. The purpose of CSF is to recognize students who have demonstrated outstanding academic achievement. CSF emphasizes high standards of service, scholarship, and citizenship. Qualifying for membership is on a semester basis following a point system that requires A's and B's in the most difficult classes. The majority of the required membership points must come from University of California accepted coursework, also known as "a-g" courses. Please contact [guidance1@cwcharter.org](mailto:guidance1@cwcharter.org) for an application. This club is open to sophomores, juniors, seniors and semester two freshman.

Applications are accepted each semester and are due in the fall by September 15\* and again in the spring by February 15.

National Honor Society, (NHS), is a nationwide organization whose purpose is to recognize students who have demonstrated outstanding academic achievement. NHS emphasizes high standards of scholarship, service, leadership, and character for high school students. What makes a student eligible? Students must be in grades 10, 11, or 12 and have a cumulative grade point average of 3.0 in general or a-g coursework. Additionally, potential members must meet high standards of leadership, service, and character. Applicants are screened by a Faculty Council consisting of three to five Educational Specialists. Please contact Mary Halter at [guidance1@cwcharter.org](mailto:guidance1@cwcharter.org) for an application. Applications are due by September 15\*.

If the dates mentioned above fall on a non-school day, the applications will be due on the first school day following the due date.

FCCLA (Family, Career and Community Leaders of America) has a strong focus on developing career and leadership skills for members to be successful in personal and family life and careers. FCCLA leadership and career development activities assist students in developing and refining skills to prepare for their roles as family members, workers, and citizens.

As FCCLA members, students are able to sharpen their personal leadership and career skills by participating as members and offices in competitive recognition events and through community service. Interested in joining, contact [guidance1@cwcharter.org](mailto:guidance1@cwcharter.org).

#### Other Clubs for High School Students:

Student Council, Math Club, and possibly additional CTE Clubs!

\*If the dates mentioned above fall on a non-school day, the applications will be due on the first school day following the due date.

## Beyond High School...What are Your Options?

### Job Market?

Going directly into the job market after high school may require some specialized skills.

### Military?

Getting into the military for CWCS students has become increasingly selective. Students coming from an Independent Study program such as ours must meet certain criteria to qualify for entrance, and the entrance requirements are much different than those of students entering from a traditional high school. If your student is interested in the military, please read, [Military Education Enlistment Requirements and What Our Students Can Do About It](#).

[CWEB Military Information](#); [CW Military Information](#); [CWCV Military Information](#)

### Trade/Technical/Vocational School?

Trade/Technical/Vocational Schools differ from school to school. Students may find information online or at the library or Career Expo. Many technical certificate programs are also offered at your local community college for a fraction of the cost. If you decide to meet with a vocational school representative, you should advise your student to go into the meeting equipped with these questions. If your student needs help deciding what to do, please advise your student to contact our guidance department.

1. Is your school accredited? With what agency?
2. Are your courses transferable? What institutions are they transferable to?
3. What is your job placement rate?
4. What are some local agencies that have hired your graduates? Can I call them to ask questions about how well your graduates are trained and if they would hire more graduates from your program.
5. Do I have to make a commitment today? I would like some time to think it over. When can I get back to you?

### 2 year California Community College?

The California Community College System is the largest higher education system in the world serving 2.5 million students on 109 college campuses throughout California. Community College is a great place for technical or vocational training. Students can also attend a Community College with the plan to transfer to a 4 year university. Sixty percent of students who receive their bachelor's degree at a California State University and thirty percent of students who graduated from a University of California school started their education at a community college!

### 4 year University?

California is fortunate to have several 4-year University options. There are 23 CSU's, 9 UC's, and 77 Independent Colleges and Universities! Universities have eligibility requirements for high school students, so you will need to check their admissions websites. Most want high school students to take a rigorous high school program that includes "a-g" courses.

### Career Planning

In order to make plans for your career, you will need to do some investigating! The Education and Career Planning course offered here at CWCS is a great way to begin exploring careers. You can also do some research on your own.

A good place to start is to determine your personal areas of interest, your current skills, how much education/training you want to pursue after high school, your personality traits, and your personal and financial goals for your future.

Here are some tips to get you started:

- Talk with you ES, school counselor, tutors, family and other important people in your life about careers.
- Take an interest inventory, skill assessment, or personality inventory online, see websites below, or by taking the PSAT/NMSQT (October) or the PSAT 8/9 (November) practice test Tests will be offered at CWEB and/or the Waterford Learning Center. Locations will be announced in the Fall.
- Seek help in understanding in understanding the results
- Match your personal interests, skills, personality traits, and educational goals with possible career choices.
- Investigate careers online and at the library.
- Plan for training or college after high school to reach your career goal.
- Add additional skills through participation in school clubs and local community organizations. Volunteer/community service is a great way to add skills!
- If you can, start a part-time job to add employment skills.

Resources for Career Planning:

[Occupational Information Network](#) (O\*Net), developed by the US Department of Labor, offers occupational information and skills search.

[The Kiersey Temperament Sorter II](#) is a 70 question personality assessment. It provides insight into one's own personality to use in selecting a career or work environment.

[California Career Zone](#) is an interactive website designed for students providing self-assessment inventories, information for over 900 occupations, 300 career videos, a reality check section, and a variety of resources.

[California Career Resource Network](#), another career information site that includes self-assessment.

### Work Permits

All students between the ages of 14 and 17 are required to have a work permit before they can begin work, unless they are in the entertainment industry; in such a case; they will still need a work permit, but the age limit is much lower. You can obtain an application for a work permit from your ES or by visiting the CWCS web site at: [Connecting Waters](#) / [Connecting Waters East Bay](#) [Connecting Waters Central Valley](#) then clicking on "Parent Information", then "General Parent Information." All work permits are issued from the school office in Waterford. If you have any questions about work permits, please feel free to call the school office at (209) 874-1119 ext. 6, or by email at [cwsecretary@cwcharter.org](mailto:cwsecretary@cwcharter.org).

### What Types of Colleges Exist?

#### 1. Community, Technical, and Junior Colleges

Many colleges offer programs that are less than four years in length. Most of these schools offer education and training programs that are two years in length or shorter. The programs often lead to a license, certificate, associate of arts (AA) degree, associate of science (AS) degree or associate of applied science (AAS) degree.

- Community and Junior Colleges are public, two year colleges. They serve people from nearby communities and offer academic courses, technical courses, and continuing education courses. In many cases, students who earn associate degrees may transfer to four year universities and receive credit toward their BA or BS degree.
- Technical Colleges are generally colleges that have a special emphasis on education and training in technical fields. Technical colleges may be private or public.

## 2. Four Year Colleges and Universities

These schools usually offer a Bachelor of Arts (BA) or Bachelor of Science (BS) degree. Some also offer graduate and professional degrees.

- Four Year Colleges provide educational programs in the arts and sciences. These colleges confer bachelor's degrees.
- Universities include a college of arts and/or sciences, one or more programs of graduate studies, and one or more professional schools. Universities confer bachelor's degrees and graduate, Masters, and Ph.D. degrees. Many universities also confer professional degrees, for example, in law or medicine.

### California's College System at a Glance

System	Community College	California State University	University of California	Independent Colleges and Universities
<b>Number of Campuses</b>	113	23	9 offer undergraduate degrees; 1 offers graduate only	More than 70
<b>College Entrance Test</b>	None required (Placement tests are given for Math and English)	Optional ACT or SAT - none required for CSU, may be required for Private University	Optional ACT or SAT - none required for UC, may be required for Private University	Varies, check with the college or university of your choice, usually the ACT or SAT
<b>Degrees Offered</b>	Associate Degrees, vocational certificates, and university transfer programs	Bachelors, Masters, Pre-Doctoral	Bachelors, Masters, Doctorates, Professional degrees	Associates, Bachelors, Doctorates, Masters, and professional degrees...depending on the college/university

## What are “a-g” College Preparation Courses?

**a-g College Prep Courses defined:** “a-g” is the course code that indicates the student followed the approved University of California and California State University course description and used the approved text(s). Course descriptions and their textbooks are posted on the school's web page under the Guidance Department. Students must use approved texts and course descriptions for a-g college prep credit on the transcript.

**Who should take a-g College Prep Courses?** They are required for students who wish to attend a California State University or University of California directly out of high school. “a-g” courses are highly recommended for students wanting to attend a private college or university directly out of high school. Students who are planning to attend a community college should discuss this option with his/her ES. Students who have not completed the a-g college prep sequence may be able to qualify for admission through alternative paths and should talk to the college or university directly. Any student wanting to return to their regular high school to graduate should be taking a-g coursework, especially in English and History.

**Is my child ready for a-g College Prep Coursework?** a-g College Prep coursework is designed for students who read at the 7th grade level or above, however students who read below 7th grade level may be ready for the rigor of the coursework depending on the student’s goals and aspirations. Your ES can help you to determine the best placement for your child. To determine math placement, talk to your ES about taking a math readiness test like the free tests offered by the Math Diagnostic Testing Program (MDTP). Tests are available for all levels of math from pre-algebra to calculus, contact your ES or our Math Specialist.

**“a-g” Subject Requirements.** The University of California and the California State University require the following for admittance:

Area	Subject	Required Year(s)	Recommended Year’s
a.	History/Social Sciences	2	2
b.	English	4	4
c.	Mathematics	3	4
d.	Laboratory Science	2	3
e.	Language Other than English	2	3
f.	Visual and Performing Arts	1	1
g.	Electives	1	1

## Total Required Subjects 15

Community college courses can be used to complete “a-g” subject area requirements as long as the course is a UC/CSU transferable course. Students must complete 11 of the 15 (minimum) subject requirements prior to the start of 12th grade for UC eligibility. Many online programs are available, please consult your ES or contact the Guidance Department.

### **Course Specific hints - All courses must follow the course outline, have an Effective Educator (EE) Teacher, and:**

**English** - Students must read at least three novels from the suggested reading list alongside the curriculum. The course must emphasize reading and expository writing.

**Lab Science** - Lab Science courses must include at least 20% laboratory work and must be taught by an effective educator teacher. Options include taking the course at community college, taking labs at our learning center, or taking the course with an approved online provider please check with Guidance at [guidance1@cwcharter.org](mailto:guidance1@cwcharter.org) for more information about online providers and the courses that can be taken.

**Language Other than English** - Students must follow the course outline and should be given opportunities to apply dialogue.

**Visual and Performing Arts** - Students must follow both the course outline and the [California State Standards by subject](#). The course must include some cultural and historical studies and should not simply be a performance experience.

**College Prep Electives** - Our approved electives include a-g Earth Science, a-g Economics, a-g European History, a-g CTE Business and Financial Literacy, a-g Psychology. The sciences in this category do not need a 20% lab component, however, lab experiences are recommended.

## Student A-G Checklist

Are a	Subject	Required Year(s)	Recommended Year(s)
a.	<b>History/Social Science – 2 YEARS REQUIRED</b> Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.	2	2
b.	<b>English – 4 YEARS REQUIRED</b> Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.	4	4



c.	<b>Mathematics – 3 YEARS REQUIRED, 4 YEARS RECOMMENDED</b> Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.	3	4
d.	<b>Laboratory Science – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED</b> Two years of laboratory science providing fundamental knowledge in two of these three foundational subjects: biology, chemistry and physics. Advanced laboratory science classes that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement. The final two years of an approved three-year integrated science program may be used to fulfill this requirement.	2	3
e.	<b>Language other than English – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED</b> <u>Two years of the same language</u> other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.	2	3
f.	<b>Visual &amp; Performing Arts – 1 YEAR REQUIRED</b> A single yearlong approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.	1	1
g.	<b>Electives – 1 YEAR REQUIRED</b> One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language).	1	1
	<b>Required Subjects Total</b>	<b>15</b>	

a. History Social Sci	b. English	c. Mathematics	d. Lab Science	e. Language	f. Visual Performing	g. Electives
<p>All classes must be a-g</p> <p><input type="checkbox"/> US History A/B (10 credits)</p> <p><input type="checkbox"/> World History A/B (10 credits)</p> <p><input type="checkbox"/> European History A/B (10 credits - course does not count toward CWCS world studies graduation requirement.)</p> <p><input type="checkbox"/> American Government (5.0 credits)</p>	<p>All classes must be a-g</p> <p><input type="checkbox"/> English 9A/9B (10 credits)</p> <p><input type="checkbox"/> English 10A/10B (10 credits)</p> <p><input type="checkbox"/> English 11A/11B (10 Credits)</p> <p><input type="checkbox"/> English 12A/12B (10 Credits)</p>	<p>All classes must be a-g</p> <p><input type="checkbox"/> Algebra A/B (10 credits)</p> <p><input type="checkbox"/> Geometry A/B (10 Credits) -*Required, see Below</p> <p><input type="checkbox"/> Algebra 2A/2B (10 Credits)</p> <p><input type="checkbox"/> Prob &amp; Stat A/B (10 Credits)</p> <p><input type="checkbox"/> Trig/Pre-Calc A/B (10 Credits)</p> <p><input type="checkbox"/> Calculus A/B (10 Credits)</p>	<p>All classes must be a-g</p> <p><input type="checkbox"/> Biology A/B (10 Credits)</p> <p><input type="checkbox"/> Chem A/B (10 Credits)</p> <p><input type="checkbox"/> Physics A/B (10 Credits)</p> <p><input type="checkbox"/> Anatomy/Phys A/B (10 Credits)</p>	<p>All classes must be a-g</p> <p>French</p> <p><input type="checkbox"/> 1 (10 credits)</p> <p><input type="checkbox"/> 2 (10 Credits)</p> <p><input type="checkbox"/> 3 (10 Credits)</p> <p>Spanish A/B</p> <p><input type="checkbox"/> 1 (10 Credits)</p> <p><input type="checkbox"/> 2 (10 credits)</p> <p><input type="checkbox"/> 3 (10 Credits)</p>	<p>All classes must be a-g</p> <p><input type="checkbox"/> Dance A/B (10 Credits)</p> <p><input type="checkbox"/> Music A/B (10 Credits)</p> <p><input type="checkbox"/> Adv. Music A/B (10 Credits)</p> <p><input type="checkbox"/> Visual Arts A/B (10 credits)</p>	<p>All classes must be a-g</p> <p><input type="checkbox"/> Earth Science A/B (10 Credits)</p> <p><input type="checkbox"/> Economics (5 Credits)</p> <p><input type="checkbox"/> a-g CTE Business and Financial Literacy</p> <p><input type="checkbox"/> a-g Psychology</p> <p>Class From another Category</p> <p>Credits:</p>

Met a-g Subject Requirement (Check box if requirement is met). Use above chart for correct course and/or selection. A-g course information can be accessed on our website. Students must complete 11 of the 15 (minimum) subject requirements by the end of 11th grade for UC eligibility.

\*UC requires a yearlong Geometry or Integrated Math 2 course for college entrance. The course can be taken in 7th or 8th grade.

## A-g “How To” Guide

Here are some helpful hints for implementing a-g courses for your high school students.

### Guidelines:

1. Students must follow the course outline posted and have the information included in their learning records. Please make sure to ask your ES or your EE for a copy of the course outline.

2. Students must use an approved textbook from the course outline
3. You can find the UC list of [approved courses](#), search using Connecting Waters to find your school.

### **Course Specific Hints:**

**Social Studies** - Students must follow the course outline.

**English** - Students must follow the course outline and read at least three novels from the suggested reading list alongside the curriculum. The course must emphasize reading and expository writing.

**Mathematics** - Students must follow the course outline.

**Lab Science** - Lab Science courses must include at least 20% laboratory work. a-g Biology, a-g Chemistry, a-g Physics, and a-g Anatomy/Physiology must be taught by an effective educator science teacher. Options include taking the course at community college, taking a-g labs at our learning center or using a UC/CSU approved online provider please check with Guidance at [guidance1@cwcharter.org](mailto:guidance1@cwcharter.org) for more information about online providers and the courses that can be taken.

**Language Other than English** - Students must follow the course outline and should be given opportunities to apply dialogue utilizing our Chat Cafe.

**Visual and Performing Arts** - Students must follow both the course outline and the [California State Standards](#) by subject. The course must include some cultural and historical studies and should not simply be a performance experience. Some VAPA courses can be repeated for credit, a-g Advanced Music can be repeated. The following courses may be repeated for high school credit if the EE determines that the student is working progressively at a more advanced level each year: a-g Dance, a- g Theatre, and a-g Visual Arts.

**College Prep Electives** - Our approved electives include a-g Earth Science, a-g Economics, a-g European History, a-g CTE Business and Financial Literacy, a-g Psychology.

**Other options for satisfying UC a-g Subject Requirements** include passing AP exam scores, SAT or ACT scores, and \*Community College Courses. Contact Guidance at [guidance1@cwcharter.org](mailto:guidance1@cwcharter.org) for details.

**Math and Foreign Language course can be validated** with a C- or better in a higher level course. Contact Guidance at [guidance1@cwcharter.org](mailto:guidance1@cwcharter.org) for details.

### **a-g UC Guidelines:**

UC guidelines regarding a-g courses require students to take proctored exams. These guidelines may reduce the number of service vendors that will be able to provide a-g EE access. CWCS approved vendors can be found on our website.

Online vendors can be used. Go to your school website then, high school then a-g course information and choose “Approved Online and Distance Learning Vendors for a-g and AP courses for a list of CWCS approved online vendors for a-g and AP courses. **These courses also meet CWCS Effective Educator requirements. Students taking online courses through UC approved online vendors must follow the online vendor’s policy regarding test proctoring, communication with the instructor, turning in assignments, etc. The grade assigned by the online vendor is final.**

**Note:** UC transferable Community College courses can be used to meet a-g college entrance requirements and may be eligible for Honors GPA credit (A=5 GPA points instead of 4, B=4 GPA points instead of 2, C=3 GPA points instead of 2, D or F are not eligible for Honors GPA credit). Please contact Guidance at [guidance1@cwcharter.org](mailto:guidance1@cwcharter.org) for details.

### UC-CSU Comparison of Minimum Eligibility Requirements

UC and CSU requires you to complete the 15 credits of high school coursework to meet minimum eligibility. A unit is equal to an academic year.

	University of California	California State University
a - History/Social Science	<b>2 years</b>	<b>2 years</b>
b - English	<b>4 years</b>	<b>4 Years</b>
c - Mathematics	<b>3 Years</b> (a-g Alg, a-g Geom, and a-g alg 2); <b>4 years recommended</b>	<b>3 years</b> (a-g Alg, a-g Geom, and a-g Alg 2); <b>4 Years Recommended</b>
d - Laboratory Science	<b>2 years</b> , Including at least two of the three disciplines of biology, chemistry, and physics; Must include on-site lab <b>3 years recommended</b>	<b>2 year</b> , including at least two of the three disciplines of biology, chemistry, and physics; Must include on-site lab
e - Language Other Than English	<b>2 years</b> of the <b>Same</b> Language; <b>3 years recommended</b>	<b>2 years</b> of the <b>Same</b> Language
f - Visual and Performing Arts	<b>1 yearlong course</b>	<b>1 yearlong course</b>
G - College Prep Elective	<b>1 year</b> of an elective chosen from any course on the “a-g” course list. <b>Except</b> for those indicated as not fulfilling the “g” requirement	<b>1 year</b> of an elective chosen from any course on the “a-g” course list. <b>Except</b> for those indicated as not fulfilling the “g” requirement

**Student must earn grades of C- or better in all “a-g” courses.**

GPA: GPA is calculated using only “a-g” courses taken after the 9th grade. Although grades from 9th grade are not factored into the eligibility GPA, grades lower than a C in a 9th grade “a-g”

course will not count toward satisfying the “a-g” college eligibility requirements (and in most cases, will need to be repeated).

- Minimum GPA for UC eligibility = 3.00
- Minimum GPA for CSU Eligibility Index can be found at [www.csumentor.edu](http://www.csumentor.edu) (choose the “Plan for College” tab)

### [UC's freshman admission requirements](#)

1. Complete 15 UC-required college-preparatory ("a-g") courses, with 11 of those done by the end of 11th grade
2. Maintain a GPA of 3.0 or better (weighted by honors/AP bonus points) in these courses

Honors points: UC and CSU will award up to 8 extra grade points for AP courses and transferable community college courses (CW will grant Honors GPA points for UC approved Advanced Placement and Community College courses. For details, contact Guidance).

## **Admissions and Enrollments Practices**

### **CSU Local Area Admissions**

The following CSU's will admit students from their local areas who are first-time freshman meeting minimum eligibility requirements. First-time freshman applicants must be: 1) high school graduate, 2) Complete the fifteen-unit comprehensive “a-g” course pattern of college preparatory study with grades of C- or better, 3) [By Eligibility Index score](#)

- CSU Stanislaus – Stanislaus, San Joaquin, Calaveras, Mariposa, Merced, Tuolumne
- CSU East Bay – Alameda
- SF State – Alameda
- Sacramento State – San Joaquin

### **UC Eligibility in the Local Context**

Connecting Waters participates in University of California's Eligibility in the Local Context program for 11th grade students. To find out if your student will qualify for participation, see [UC Admissions](#), students with an academically rigorous course load will be considered, criteria for consideration

include: a-g course pattern completion (11 a-g courses completed by end of Junior year), a combination of Community College and a-g courses, 11th graders who have general courses but have completed at least geometry will be considered, students with above average SAT and/or ACT scores will be considered (latest exam date for Juniors to be considered is SAT-May, ACT-April and students must use CW School Code 053706, CWEB School Code 050352, or CWCV School Code 053963 when registering).

### **UC Eligibility**

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, ACT, Advanced Placement or International Baccalaureate exams. See [UC Admissions](#) for more information.

## **Community Colleges selected for pilot program that will offer Bachelor's degrees!**

Beginning January 2017, fifteen Community Colleges will offer Bachelor degree programs. Lower- division coursework would cost \$46 per unit and upper-division coursework would cost an additional \$84 per unit under the new program, with an estimated total cost of about \$10,000 to obtain a bachelor's degree. Under the law the four-year degree programs must be up and running by at least the 2017-18 academic year. The legislation sunsets after the 2022-23 school year, after which the Legislature and governor may renew it pending two Legislative Analyst's Office reviews of the pilot program- one in 2018 and another in 2022. See [Bachelor's Degree Programs at CA Community Colleges](#) (Note: you will need to check with each college directly to get more information about their degree programs)

The colleges offering Bachelor's Degrees are :

The [program locations](#) are (Note: list subject to change):

- Airframe Manufacturing Technology, Antelope Valley College
- Industrial Automation, Bakersfield College
- Mortuary Science, Cypress College
- Equine Industry, Feather River College
- Dental Hygiene, Foothill College and West Los Angeles College
- Bio-manufacturing, MiraCosta College and Solano College
- Respiratory Care, Modesto Junior College and Skyline College
- Automotive Technology, Rio Hondo College
- Health Information Management, San Diego Mesa College and Shasta College
- Occupational Studies, Santa Ana College
- Interaction Design, Santa Monica College

## **Repeated Courses**

Connecting Waters follows the University of California Admissions Policies. Per UC policy, a student is allowed to repeat each course in which a D or F grade was originally earned as many times as necessary until the first time they earn a letter grade of C- or better. The following rules apply:

The replacement (repeat) course must have curriculum similar to the original course (the same content but not necessarily the same title).

- The new grade earned will be used in the GPA calculation. UC does not average the grades.
- All "a-g" coursework (original and repeats) must be reported on the admission application.
- A regular college-prep course cannot be used as a repeat of a UC-approved honors-level course.

- A regular college-prep course may be used as a repeat of a non-UC-approved honors-level course.
- A-UC-approved honors-level course may be used as a repeat of a college-prep course.
- College-level courses of high school content (remedial) may be used to repeat a college-prep course.
- College-level courses that are UC-transferable may be used to repeat approved school-created honors, AP and IB courses.
- D and F grades, Pass, Credit and Incompletes An explanation on how courses that meet “a-g” in which a student earns grades of D, F, Pass, Credit or Incomplete is outlined below.
- Grade 9 or earlier — identified as subject omissions. As with all 9th grade courses, these grades are not included when calculating the GPA.
- Grades 10–12 — identified as subject omissions and/or grade deficiencies. If the courses are not repeated by the summer following 11th grade, the D and/or F grades are used in calculating the GPA.
- Incompletes — identified as subject omissions.
- A general course cannot be used as a repeat of a UC approved regular college-prep course.
- Note: A grade of C- is treated as a C.

## **a-g and General Course Final Exams**

All grade 9-12 students enrolled in a-g and general courses must take a proctored final exam or significant final project at the end of each semester (but a final exam must be given one semester).

**Note:** a-g Math and science courses must have a proctored final both semesters: no projects (general science may complete a project one semester). CTE courses are project based and are an exception; please check with the instructor.

- **A-G Finals** - These exams must be proctored by an ES or taken at testing sites for Department and Portfolio Review EEs.
  - Students may take the a-g finals in one of these ways:
    - Testing sites are offered for students taking Online Platform classes.
    - Students completing an a-g EE Portfolio Review may take the final at one of the testing sites.
    - If an ES is the EE for their own students, the ES is responsible for proctoring the a-g finals. The students will not test at a test site. **Parents are never to proctor a-g finals.**
    - Students attending Resource Center classes will have in-class final exams.
  - The a-g Portfolio Review EEs are not responsible for administration of finals but should coordinate with the ES on which final will be given
  - Sign-ups for finals are typically in November and April. Please work with your ES.
- **General Finals** - These exams may be proctored by the parent. Students taking general Online Platform classes will take the final in class.

# Steps to College Entrance and Scholarships

## Freshman Year

1. Take college preparatory classes, including a-g algebra or a-g geometry and an a-g foreign language.
2. Take the Education and Career Planning course. In this class you will make your 4 Year Plan, which will outline the courses you will take in grades 9-12.
3. Attend local College Fairs.
4. Develop strong study skills and test taking skills.
5. Participate in school and community activities – remember it's the whole “package” that counts grades, course rigor, volunteer work, community service, and leadership...that's what the colleges are looking for!
6. Begin an “Activity Record” by keeping copies of report cards, list of co-curricular activities and awards and honors, community service activities with descriptions of what you do.
7. Start thinking about colleges, visit colleges during breaks and summer
8. **November** – take the PSAT 8/9 (practice SAT) test for 8<sup>th</sup> and 9<sup>th</sup> graders.
9. **January** – investigate CSF (California Scholarship Federation).

## Sophomore Year

1. Continue #1-10 on the freshman level, don't forget about #4, and #5...very important!
2. Continue to participate in academic enrichment programs, summer workshops, and camps with specialty focuses such as music, arts, sciences.
3. Continue researching colleges – visit websites, campus visits, and college fairs. Make a list of colleges you would like to attend.
4. Take Study Skills.
5. Discuss career choices and college with parents and counselor, look into the CTE program.
6. **October** – take PSAT/NMSQT (practice SAT) test for 10<sup>th</sup> grade and 11<sup>th</sup> graders.

## Junior Year

1. Continue with full academic program; maintain grades, study (review freshman, sophomore steps).
2. Assume leadership roles in activities.
3. Attend college fairs, visit colleges and meet with representatives, narrow down your possible college choices by using websites and discussing with counselor.
4. Take the CTE or Community College courses this year or during your senior year.
5. Investigate scholarships online and discuss with counselor.
6. Update your “Activity Record” (see #4, #5 Freshman Year).
7. **October** – take the PSAT/NMSQT (practice SAT in your junior year the scores count towards the National Achievement Program)



8. **January 1 to March 2 – Early Grads Only**- submit your FAFSA online (Free Application for Federal Student Aid) make sure to contact Guidance for Instructions for submitting your Cal Grant Application
9. **March, April, May, June** – optional - take the SAT Reasoning and/or ACT
10. **Summer** – practice writing college applications, practice writing your college essay and review for content, grammar, punctuation, readability.

### Senior Year

1. Take a full academic program! Study and maintain your grades (review freshman, sophomore, junior steps)
2. Continue to update your “Activity Record” and to be active in school and community -#4,5 Freshman Year
3. Collect letters of recommendation from teachers, counselors, administrators and community leaders.
4. Attend college fairs, meet with representatives attend college nights.
5. Make a final decision about College, make sure you meet requirements, double check deadlines, selecting a college major can be helpful, get advice from your counselor.
6. Write any essays to be included in applications.
7. Be aware of scholarships available by checking newsletter and online resources.
8. September through December take all necessary college entrance tests (SAT Reasoning or ACT with writing). Make sure your official test scores are being sent to the colleges to which you are applying.
9. Write thank you notes for all financial assistance received.
10. **October 1 through November 30** - submit your college admissions applications to CSU and UC. Check deadlines for early decision applications and private colleges.
11. **January 1 through March 2** -apply for FAFSA (Free Application for Federal Student Aid)  
Note: CWCS will submit your GPA to the CalGrant program for ALL 12th graders who have Not opted out, per your Master Agreement (contact ES or Guidance to find out if you opted out).
12. **June** – have your school send your final transcripts to the college of your choice.

### 2022-2023 SAT and ACT - College Entrance Exam Anticipated Test Dates and Deadlines

Test	Test Date	Registration Deadline	Late Registration Deadline
SAT	Aug. 27	TBA	TBA
ACT (with optional writing)	Sept. 10	TBA	TBA
SAT	Oct. 1	TBA	TBA

ACT (with optional writing)	Oct. 22	TBA	TBA
SAT	Nov. 5	TBA	TBA
SAT	Dec. 3	TBA	TBA
ACT (with optional writing)	Dec. 10	TBA	TBA
ACT (with optional writing)	Feb. 11	TBA	TBA
Sat	March 11	TBA	TBA
ACT (with optional writing)	April 15	TBA	TBA
SAT	May 6	TBA	TBA
SAT	June 3	TBA	TBA
ACT (with optional writing)	June 10	TBA	TBA
ACT (with optional writing)	July 15	TBA	TBA

ACT Fees - Basic Registration Fee \$63 (with optional writing \$88)

SAT Fees - \$55

Note: test dates and fees subject to change

To Register: [SAT](#) [ACT](#)

Connecting Waters (Waterford Sponsored only) School Code: **053706**

Connecting Waters East Bay (Alameda Sponsored only) School Code: **050352**

Connecting Waters Central Valley (Modesto City Schools Sponsored only) School Code: **053963**

**Note:** test results are posted onto high school transcripts

### Resources for Studying and Test Prep:

[ACT Test Prep](#)

[The Official SAT Practice Site!](#)

### Financial Aid and Scholarship Information

Planning and timely action can make a difference in how much money you have to pay for college. You can start early by setting up a college savings account. It is important to research ways to finding money for college. Talk with friends who have students in college, attend financial aid meetings in the area, and go to local college fairs. Most colleges have their own scholarship and financial aid programs available through their Financial Aid Office, but most colleges require that you have submitted a FAFSA application (Free Application for Federal Student Aid). You can check the college website for financial aid information ([for California colleges](#)). Make sure to meet deadlines.

The **FAFSA** is the Free Application for Federal Student Aid and is the application used for all types of federal financial aid - for junior colleges, trade schools, colleges and universities! All graduating students planning to attend a junior college, trade school, private college, or university should apply. [File between January 1 and March 2.](#) For the California Grant Program, all Grade 12 students will be deemed a Cal Grant Applicant with the California Student Aid Commission (Ed code 69432.9) unless the student has opted out of the program. For all 12th graders, except those that opt out, the school will begin submitting student information and grade point averages to the California Student Aid Commission in January of the students Grade 12 year. Parents of students under 18 years of age or students age 18 and older who would like to opt out must check the opt out box on the Acknowledgement of Responsibilities for by September 1st.

Please make sure to visit your school website, choose Departments then click on the Guidance button, then Scholarship information!

## **Guidance Department Educational Series**

### **Education and Career Planning 1A Course:**

**Grade Level: 9**

**Prerequisite: None**

**Dates offered: Guidance-led course is required. Go to “High School Guidance” on our website for more information.**

This 5 unit (credits) Life Skills course is mandatory for all 9th graders. The course allows students to answer: Who am I? What do I want? How do I get there? Students will use self-evaluation tools and will research careers to begin to develop a high school 4 year plan as well as a ten year plan beyond high school.

**Textbook** - Career Choices: A Guide for Teens and Young Adults by Academic Innovations. This text is required for the guidance-led class.

### **Senior Class Meeting September 16 at 11am**

Let's meet to talk about your Senior Year! What should you be doing this year? This online class meeting should last about 30 minutes, bring your questions. **Please email [guidance1@cwcharter.org](mailto:guidance1@cwcharter.org) for directions to attend online.**

### ***PSAT/NMSQT– Practice SAT for 10th/11th with National Merit Scholarship Qualifier***

**PSAT Wednesday, October 12, 2022 9am-1pm at CWEB and CWCV** High school students are invited to take this practice test to prepare for the SAT exam. College-bound students should take the PSAT during the Sophomore and Junior year. You could qualify for the NMSQT scholarship program which is only available to juniors who score in the top 98th percentile on the PSAT. Please ask your ES to sign up your student, the fee is will be announced.

### **Financial Aid and Scholarships Online Workshop Online October 21 at 11am**

Introduction to Scholarships and Financial Aid information. How to find scholarships and where to find them. A must-attend event for the Class of 2020! Contact [guidance1@cwcharter.org](mailto:guidance1@cwcharter.org) for the link.

### **Fall College Tour**

TBA-Location to be announced! Contact [guidance1@cwcharter.org](mailto:guidance1@cwcharter.org) for information.

### **High School Orientation Meeting February 22 at 1pm**

**Attention 7th and 8th graders!** A very important meeting to discuss the importance of high school and the courses you should take. Do you want to attend college? A trade school? How about Junior College? Now's the time to plan for your future! A must attend event! Don't miss out! **Contact [guidance1@cwcharter.org](mailto:guidance1@cwcharter.org) for the link.**

### **Spring College Tour**

TBA - Location to be announced! Contact [guidance1@cwcharter.org](mailto:guidance1@cwcharter.org) for more information.

## **Reading/Writing Courses (a-g descriptions)**

### **a-g English 9**

A college-preparatory course designed to foster advanced reading, writing, research, and critical thinking skills. Students will explore the elements and devices of dramatic literature as well as focus on career and technical informational material comprehension. Written genres include biographical narratives, responses to literature, research papers, persuasive essays, business letters, and technical documents.

### **a-g English 10**

A college-preparatory course designed to further develop advanced reading, writing, research, and critical thinking skills. Students will explore the elements and devices of dramatic literature as well as focus on career and technical informational material comprehension. Written genres include biographical narratives, responses to literature, research papers, persuasive essays, business letters, and technical documents.

### **a-g English 11**

A college-preparatory course that refines and extends students' reading, writing, and critical thinking skills. Students will analyze the work of American writers in terms of literary, political, and philosophical perspectives and evaluate public documents. Written genres include narratives, response to literature, reflective compositions, historical investigations, and career documents.

### **a-g English 12**

A college-preparatory course that further refines and extends students' reading, writing, and critical thinking skills. Students will analyze the work of British and world literature, as well as evaluate public documents. Written genres include narratives, response to literature, reflective compositions, historical investigations, and career documents.

### **a-g Science Fiction Literature**

The Science Fiction Literature 1 course for 9th and 10th grade students at Connecting Waters Charter School is intended to prepare students for the challenging demands of any university English program. Students will explore the writings of Science Fiction authors by a rigorous study of various representative pieces from not only American Science Fiction Literature, but British Science Fiction Literature as well. The class will analyze selected works, identifying universal themes, with emphasis on the standards, dystopia in government structures, and the relationship between and among elements in literature that document humanity and human development. Students will analyze how society influences an author's subject matter and how novels represent the cultures and societies from which they come. Students will develop their English skills via textual analysis, debate topics, and essay topics. Students are expected to examine and interpret various texts and articulate their ideas on various class assignments and topics. Students are expected to perform a high level of critical thinking as they analyze a variety of discussion topics and literary devices.

### **a-g 20th Century Literature**

The 20th Century American Literature course for 9th and 10th grade students at Connecting Waters Charter School is intended to prepare students for the challenging demands of any university English program. Students will explore the writings of Classic American authors by a rigorous study of novels representing 20th century America and the social challenges Americans faced. The class will analyze selected works, identifying universal themes, with emphasis on the standards, the American Dream, and how Americans faced the concept of disillusionment. Students will analyze how society influences an author's subject matter and how novels represent the cultures and societies from which they come. Students will develop their English skills via textual analysis, debate topics, and essay topics. Students are expected to examine and interpret various texts and articulate their ideas on various class assignments and topics. Students are expected to perform a high level of critical thinking as they analyze a variety of discussion topics and literary devices.

### **a-g World Literature**

The World Literature course for 9th and 10th graders at Connecting Waters Charter School is intended to prepare students for the challenging demands of any university English program. Students will explore classic literature from around the world by a rigorous study of selected works. Students will analyze the literature and related artifacts, looking for universal themes as well as placing the work in context within the geographic area, social and political context in which it was written. Students will compare how different cultures have addressed essential questions such as creation and will focus on the concept of the hero across this body of literature. Students will develop their English skills via discussion and essays demonstrating textual analysis and interpretation. Students are expected to examine and articulate their ideas on various class assignments and topics. Students are expected to develop and refine critical thinking skills as they

analyze a variety of discussion topics and literary devices.

**Reading/Writing Courses (general/non a-g descriptions, more options may be available, please consult with your ES)**

**English 9**

Students will explore the elements and devices of dramatic literature as well as focus on career and technical informational material comprehension. Written genres include biographical narratives, responses to literature, research papers, persuasive essays, business letters, and technical documents

**English 10**

Students will explore the elements and devices of dramatic literature as well as focus on career and technical informational material comprehension. Written genres include biographical narratives, responses to literature, research papers, persuasive essays, business letters, and technical documents.

**English 11**

Students will analyze the work of American writers in terms of literary, political, and philosophical perspectives and evaluate public documents. Written genres include narratives, response to literature, reflective compositions, historical investigations, and career documents.

**English 12**

Students will analyze the work of British and world literature, as well as evaluate public documents. Emphasis will be placed on subgenres and how authors use literary devices to achieve a certain purpose. Written genres include narratives, response to literature, reflective compositions, historical investigations, and career documents.

**Life Skills (a-g and general/non a-g descriptions, more options may be available, please consult with your ES)**

Please speak to your ES when selecting your Life Skills classes to determine course content and format.

**Note: 50 credits of Life Skills are required for graduation:**

**5 credits Typing or Computer Skills**

**20 credits Physical**

**Education 5 credits Health**

**20 credits Life Skills elective to meet school standards**

**5 credits required of Education and Career Planning 1A, leaving 15 credits of life skills electives**

## **Life Skills Electives:**

a-g CTE Business and Financial Literacy	Hands On Cooking (CVRC)
Advanced PE (prerequisite: PE 1 and 2)	Health (required)
Career Exploration	Job Seeking Skills
Communication Skills	Leadership
Community Service	Life Choices
Computer Skills	Life Skills
Consumer Life Skills	Nutrition
CTE Health Careers	Organize for Success
CTE Health Careers with Internship	Pathways to College
CTE Business Financial Lit with Internship	Personal Finance
CTE Culinary Arts	PE 1, 2 (required)
CTE Culinary Arts Internship	Study Hall Support
Culinary Arts Enrichment	Study Skills
Culinary Arts Lab (CVRC)	Transition Life Skills (teacher recommended only)
Driver's Education	
Education & Career Planning 1A (required)	
Family Studies	
First Aid	
Graphic Arts Enrichment	

## **Guidance Department Courses: Education and Career Planning 1A Course Description**

This 5 unit Life Skills course is mandatory for all 9th graders. The course allows students to answer: Who am I? What do I want? How do I get there? Students will use self-evaluation tools and will research careers to begin to develop a ten-year plan! Students enrolling after the 9th grade must also complete this course for graduation.

## **History and Political Process Government (a-g and general/non a-g descriptions, more options may be available, please consult with your ES)**

### **a-g American Government**

A college-preparatory course where students will study and evaluate the American political system and its institutions. Students will discuss U.S. political parties, elections, civil rights, the Constitution, and the structure of our government.

### **a-g Economics**

A college-preparatory course where students will explore the U.S. economic system and discuss its nature, problems, and promise. Topics to be studied include supply and demand, banking, money, investments, inflation/deflation, taxes, and labor.

### **U.S. Government**

Students will study the Constitution and the structure of our government. Political parties, elections, civil rights, and the branches of government will be explored.

## **Economics**

Students will explore the U.S. economic system. Topics to be studied include supply and demand, banking, money, investments, inflation/deflation, taxes, and labor.

## **a-g U.S. History**

In this college-preparatory course, students analyze major turning points in American history in the twentieth century. Topics to be evaluated include the Progressive Era, the Jazz Age, the Great Depression, WWII, the Cold War, and the Postwar Era.

## **a-g World History**

In this college-preparatory course, students will analyze major turning points in the shaping of the modern world; from the late 18th century to the present. Topics to be evaluated include the unresolved problems of the Modern World, the Industrial Revolution, Imperialism & Colonization, World Wars I and II, Totalitarianism, and Nationalism in the contemporary world. This course meets our 10 unit World Studies graduation requirement.

## **U.S. History**

In this course students examine major turning points in American history in the twentieth century. After a review of early American history, students will study the Progressive Era, the Jazz Age, the Great Depression, WWII, the Cold War, and the Postwar Era.

## **World Studies**

Students will study major turning points in the shaping of the modern world; from the late 18th century to the present. Topics to be studied include the unresolved problems of the Modern World, the Industrial Revolution, Imperialism & Colonization, World Wars I and II, Totalitarianism, and Nationalism in the contemporary world. This course meets our 10 unit World Studies graduation requirement.

## **Math (a-g and general/non a-g descriptions, more options may be available, please consult with your ES)**

### **a-g Algebra 1**

A college-preparatory course required for UC/CSU entry. Symbolic reasoning and calculations with symbols will be central in this course. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

### **a-g Algebra 2**

A college- preparatory course required for UC/CSU entry. This course expands on the mathematical content of Algebra and Geometry. Students will learn algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.

### **a-g Calculus**

A college-preparatory course with content comparable to college-level calculus. Differential equations, infinite sequences and series, and integral calculus are explored.

### **a-g Geometry**

A college-preparatory required for UC/CSU entry. Geometry skills and concepts will be developed and practiced. Students will also construct formal, logical arguments and proofs in geometric settings and problems.



### **a-g Integrated Math Series (a-g Integrated Math I, II, and III)**

If approved by UC, this will be a college- preparatory course required for UC/CSU entry. This is the second course in a 3 course program that includes Integrated Math I, II, and III. Includes topics from Algebra I, Geometry, Algebra 2, and Probability and Statistics. Students taking this course can choose to continue in Integrated Math III or take the traditional Algebra 2 as the third course.

### **a-g Probability & Statistics (one semester only)**

A one semester college-preparatory course which will provide students with a solid foundation in probability and facility in processing statistical information. Students will be introduced to probability, interpretation of data, and fundamental statistical problem solving.

### **a-g Trigonometry / Pre-Calculus**

A college-preparatory course that uses the techniques previously learned in algebra and geometry. Trigonometric functions studied are defined geometrically. Students will develop facility with trigonometric functions and the ability to prove basic identities regarding them.

### **Algebra 1**

This course emphasizes expressions, operations, and equations involving the real number system, polynomials, ratios, proportions, radicals, and integral exponents, as well as solutions and graphs of linear equations and inequalities, and linear systems.

### **Algebra 2**

Algebra 1 and Geometry concepts are reviewed and an emphasis is placed on abstract thinking skills, the function concept, and the algebraic solution of problems.

### **Calculus**

This course covers calculus and related topics similar to a college-level course. Topics include: elementary functions, analytical geometry, differential and integral calculus.

### **Consumer Math**

Please consult with your ES regarding course content.

### **Geometry**

This class should be taken after successful completion of Algebra 1. Students will review and apply Algebra 1 skills, explore the principles of formal logic and their application to geometric proofs, and use problem-solving skills in the development of geometric concepts.

### **Pre-Algebra**

In this course students will review basic math skills and receive strategic support for requisite algebra skills necessary for success in the required algebra class.

### **Pre-Calculus**

This course blends together the concepts and skills that must be mastered prior to enrollment in a calculus course. Topics emphasized include the extension of trigonometric concepts, polar coordinates and vectors, mathematical induction, transformations and rotations, parametric equations, concept of limit, and characteristics of graphs or functions.

### **Statistics/Probability**

Students will explore and understand independent events, conditional probability, discrete random variables, standard distributions, standard deviation, variance, and be able to organize and describe distributions of data.

## Trigonometry/Pre-Calculus

Please consult with your ES regarding course content.

**High School Math Course Sequence**--The California Mathematics Standards includes two pathways for completing the high school math content--the traditional pathway and the integrated math pathway. The traditional pathway includes the courses Algebra 1, Geometry and Algebra 2. The integrated mathematics pathway includes the same content as the traditional pathway, but it is organized differently, with some algebra, geometry, statistics and probability in each of the three courses Mathematics I, Mathematics II, and Mathematics III. Generally, a student who begins a pathway should continue with the three courses in the series for continuity, but it is possible to "mix and match" courses. The following schedule comes from a fact sheet from the University of California regarding admissions requirements, specifically regarding the fulfillment of the geometry requirement.

### **Traditional and Integrated Math Course Sequences** adapted from University of California Admissions

The following combinations of the traditional math pathway and the integrated math pathway are not an exhaustive list, but are examples of how students may fully meet the mathematics ("c") requirement:

Algebra 1 → Geometry → Mathematics III

Algebra 1 → Mathematics I → Mathematics II → Mathematics III Algebra 1 → Math II → Algebra 2

Algebra 1 → Math II → Math III Mathematics I → Mathematics II → Mathematics III

Mathematics II → Mathematics III Mathematics I → Geometry → Algebra 2

Mathematics I → Geometry → Mathematics III

Mathematics I → Mathematics II → Algebra II

Geometry → Mathematics II → Mathematics III

Mathematics I → Mathematics II → Advanced Mathematics (Pre-Calculus) Geometry → Mathematics III

Any of the above course sequences are acceptable for our high school students.

## **Science (a-g and general/non a-g descriptions, more options may be available, please consult with your ES)**

### **a-g Anatomy/Phys**

This is a college-preparatory lab science "d" course. Students will explore the human body; topics include the structures and functions of organ systems, the nervous system, the immune system, muscles, and the digestive system. At least 20% of this course must include laboratory work with a qualified teacher. Options for taking the course include Community College taking the lab portion concurrently at a learning center, or using a UC Approved online vendor course, contact [guidance1@cwcharter.org](mailto:guidance1@cwcharter.org) for details.

### **a-g Biology**

#### **Corequisite: Algebra 1**

This is a college-preparatory lab science "d" course. Students will explore topics such as cell biology, genetics, ecology, evolution, and physiology. At least 20% of this course must include

laboratory work with a qualified teacher. Options for taking the course include Community College, taking the lab portion concurrently at a learning center, or using a UC Approved online vendor course, contact [guidance1@cwcharter.org](mailto:guidance1@cwcharter.org) for details.

### **a-g Chemistry**

#### **Prerequisite: Algebra 1, Biology and/or Physics**

This is a college-preparatory lab science “d” course; it is recommended that students successfully complete algebra before enrolling in this course. Students will study composition, interaction, and transformation of elements, compounds and mixtures. At least 20% of this course must include laboratory work with a qualified teacher. Options for taking the course include Community College taking the lab portion concurrently at a learning center, or using a UC Approved online vendor course, contact [guidance1@cwcharter.org](mailto:guidance1@cwcharter.org) for details.

### **a-g Earth Science**

Students will explore the Earth and the solar system, astronomy, plate tectonics, energy in the Earth System, biogeochemical cycles, and the structure and composition of the atmosphere. This course counts toward the physical science graduation requirement and as a UC/CSU “g” elective, it does not count as a UC/CSU “d” lab science. You can also take this course with a UC Approved online vendor, contact [guidance1@cwcharter.org](mailto:guidance1@cwcharter.org) for details.

### **a-g Physics**

#### **Prerequisite: Algebra 2 and Biology and/or Chemistry**

A college-preparatory lab science “d” course; it is recommended that students have successfully completed biology or chemistry and enroll concurrently in Algebra 2. This course studies energy in all its various forms. Topics include motion and forces, conservation of energy and momentum, heat and thermodynamics, waves, and electric and magnetic phenomena. At least 20% of this course must include laboratory work with a qualified teacher. Options for taking the course include Community College taking the lab portion concurrently at a learning center, or using a UC Approved online vendor course, contact [guidance1@cwcharter.org](mailto:guidance1@cwcharter.org) for details

### **Anatomy / Physiology**

Students will study the human body; topics include the structures and functions of organ systems, the nervous system, the immune system, muscles, and the digestive system.

### **Biology**

Students cover state standards and will explore topics such as cell biology, genetics, ecology, evolution, and physiology.

### **Chemistry**

Students cover state standards and will study composition, interaction, and transformation of elements, compounds and mixtures.

## Earth Science

Students cover state standards and will study plate tectonics, energy in the Earth's system, climate, and the Earth's structure and its surface.

## Physics

Students cover state standards and will study energy in all its various forms.

## **Special Interest Electives (a-g and general/non a-g descriptions, more options may be available, please consult with your ES)**

*Please speak to your ES when selecting your electives to determine course content and format.*

*\*\* a-g courses must be chosen to meet UC Visual & Performing Arts requirement.*

**Note:** 60 credits of Special Interest Electives are required for graduation:

**10 credits of Foreign Language or Visual and Performing Arts or Qualified Career Technical Education course (to be "Qualified", the CTE course must be taught by a CTE credentialed teacher**

### **50 credits of electives chosen from the following:**

a-g Advanced Music	CAD	Etymology
a-g CTE Business and Financial Literacy	Ceramics	Exploring Engineering
a-g European History	Chat Cafe-French, Spanish	Film
a-g French 1,2,3	Child Psychology	Film Enrichment
a-g Music	Chinese 1, 2, 3, 4	French 1,2,3,4
a-g Psychology	CTE Business Financial Lit with Internship	French Enrichment
a-g Spanish 1,2,3	CTE Culinary Arts	Geography
a-g Theatre	CTE Culinary Arts Internship	Geography Enrichment
a-g Visual Arts	CTE Health Careers	German 1, 2, 3, 4
Agriculture Enrichment	CTE Health Careers Internship	German Enrichment
Advanced PE	Dance	Graphic Art
Arabic 1, 2, 3, 4	Dance (standards)	Greek 1,2,3,4
Arabic Enrichment	Dance Enrichment	Greek Enrichment
Armenian 1, 2, 3, 4	Dev. Math C,D,E,F,G ,H	Hebrew 1,2,3,4
Art	Dev. Reading A,B1,B2,C1,C2D	Hindi Enrichment
Art Enrichment	Drama	Home Economics Enrichment
Art History	Drama Enrichment	Icelandic Enrichment
ASL 1, 2, 3, 4	Drawing	Indonesian
ASL Enrichment	English Enrichment	Italian 1, 2, 3, 4
Agriculture Enrichment	Ethics	Italian Enrichment
Auto Enrichment	Ethnic Studies	Japanese 1, 2, 3, 4
Business		Japanese Enrichment
Business Enrichment		Journalism

Korean 1,2	Photography	Sociology
Korean Enrichment	Polish Enrichment	Spanish 1, 2, 3, 4
Latin 1, 2, 3, 4	Portuguese 1, 2	Spanish
Latin Enrichment	Portuguese Enrichment	Enrichment
Math Enrichment	Psychology	Study Skills
Multicultural Studies	Psychology	Theatre (standards)
Music	Enrichment	Ukrainian 1,2
(standards)	Public	Vietnamese
Music	Speaking	Visual Arts (standards)
Appreciation	Romanian	Writing & Composition
Music	Enrichment	Yearbook 1
Enrichment	Russian 1,2,3,4	<b>Note</b> -there may be other
Music Production	Russian	titles available
Music Theory	Enrichment	
Music Vocal	Science	
Nutrition	Enrichment	
Philosophy		

**Foreign Language, Visual and Performing Arts, or Qualified Career Technical Education (a-g and general/non a-g descriptions, more options may be available, please consult with your ES)**

**a-g Spanish 1**

This course is an introduction to spoken and written Spanish. Emphasis will be placed on the four basic language skills: listening, comprehension, speaking, reading and writing. Students will also study Latino cultures.

**a-g Spanish 2**

This class is designed to increase competency in the four basic language skills learned in Spanish 1. Hispanic culture and geography will also be explored.

**a-g Spanish 3**

This course is a continuation of Spanish 2. Students will be encouraged to increase their Spanish oral expression skills and an added emphasis will be placed on reading comprehension.

**a-g French 1**

This course is an introduction to spoken and written French. Emphasis will be placed on the four basic language skills: listening, comprehension, speaking, reading and writing. Students will also study French cultures.

**a-g French 2**

This class is designed to increase competency in the four basic language skills learned in French 1. French culture and geography will also be explored.

**a-g French 3**

This course is a continuation of French 2. Students will be encouraged to increase their oral fluency in French and an added emphasis will be placed on reading comprehension.

### **a-g Dance**

This is a UC approved “a-g” Visual and Performing Arts course that meets the “f” requirement for entrance to a UC or CSU. Dance involves student participation in various aspects of movement. The student will obtain aesthetic perception and valuing, creative expression, and will study dance heritage.

These goals will be accomplished by various activities and performances throughout the course. Expression, exploration of dance style and forms will take place through creative development of space, time and force. Students must follow course outline and complete the California State Standards.

### **a-g Music**

This is a UC approved “a-g” Visual and Performing Arts course that meets the “f” requirement for entrance to a UC or CSU. Students will discover the world of music through hands on work with a concert band instrument. Musical terminology, rhythmic figures, and basic reading skills will be learned to further enhance this experience. “Instruments” is considered a performing group. Students are required to participate in all performances and festivals. Instruments may include piano, flute, clarinet, saxophone, trumpet, horn, trombone, baritone, tuba, electric bass, mallet percussion and combined percussion. Students must follow course outline and complete the California State Standards.

### **a-g Theater**

This is a UC approved “a-g” Visual and Performing Arts course that meets the “f” requirement for entrance to a UC or CSU. The course is designed to introduce the art of the actor through performance. Through various processes each student will discover what is encompassed in the history of drama and the dramatic profession. Through reading of the textbook and scripts; writing essays and scripts; design, acting, and lecture, students will have a beginning understanding of the history of drama and the dramatic profession. Students must follow course outline and complete the California State Standards.

### **a-g Visual Arts**

This is a UC approved “a-g” Visual and Performing Arts course that meets the “f” requirement for entrance to a UC or CSU. This course is a first year art course in the fundamentals of art. This course emphasizes the necessary skills to provide the student with a perceptual base leading to understanding artistic perception, creative expression, historical and cultural context, aesthetic value, and application of the visual arts in careers. The art elements and principals of design serve as a foundation for each unit covered. Selected historical or cultural contexts will be applied with attention to analysis, interpretation, and judgment of student work as well as appreciation of art works from other cultures and times. This Visual Arts course will meet UC/CSU systems admission requirements. Students must follow course outline and complete the California State Standards.

### **Dance, Music, Theater or Visual Arts (Standards)**

If the course is not a-g, students are required to take a “standards” based course to meet the Visual or Performing Art Requirement for graduation. The course must follow the California Department of Education’s State Standards. Please consult your ES.

### **CTE Courses - Qualified Career Technical Education Courses**

Note : to be “Qualified” the course must be taught by a California credentialed CTE teacher, please contact Guidance Department for details [guidance1@cwcharter.org](mailto:guidance1@cwcharter.org)

## Career Technical Education Pathways and courses offered at Connecting Waters:

1. Business and Finance pathway courses
  - a. a-g CTE Business and Financial Literacy
  - b. CTE Business Financial Lit Internship 2A
2. Health Science and Medical Technology pathway courses
  - a. CTE Health Careers
  - b. CTE Health Careers Internship 2A
3. Hospitality, Tourism and Recreation pathway courses
  - a. CTE Culinary Arts
  - b. CTE Culinary Arts Internship

CTE is for 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders (or by permission, contact Melissa Cripe [guidance1@cwcharter.org](mailto:guidance1@cwcharter.org))

### **CTE Course Descriptions:**

#### **Business and Finance Pathway:**

##### **a-g CTE Business and Financial Literacy**

Students who complete this yearlong course will learn basic accounting principles, fundamentals of economics, business plan development, money management, finances and career planning, and money management strategies. Students will gain highly marketable skills that will prepare them for postsecondary education, advanced training and/or employment. Students will gain a solid understanding of both business and personal finances. Upon completion of this course, students will have the opportunity to earn a Financial Literacy Certification.

**CTE Business Financial Lit Internship** Students will expand on the knowledge of a-g CTE Business and Financial Literacy. Work-based learning and personalized support will help students develop a deeper understanding of career readiness.

#### **Health Science and Medical Technology Pathway:**

##### **CTE Health Careers**

This yearlong course prepares you for a wide range of high-wage, high-skill, high-reward careers in the medical professions and health industry. Students begin to learn basic first-aid and other medical skills including: monitoring heart rate, taking blood pressure, and how to address injuries.

##### **CTE Health Careers Internship**

Students will expand on the knowledge of CTE Health Careers. Work-based learning and personalized support will help students develop a deeper understanding of patient care.

#### **Hospitality, Tourism and Recreation pathway**

## CTE Culinary Arts

This year-long course prepares you for a wide range of high-wage, high-skill, high-reward careers in culinary arts. Students will learn Safety and sanitation procedures, food prep time management, equipment terms and procedures for use, basic nutrition principles, and begin with some basic recipes.

## CTE Culinary Arts Internship

This is a year-long course expanding on the first year course. Students will learn the importance of teamwork in planning, preparing and serving food. They will also learn how reading, math and technology are essential to food prep. Through the classroom interactions with others and in the internship, students will learn the appropriate rules of social conduct and respect for others, as well as, how to be a team player.

**Note: For graduation purposes, students can take 1 year or 10 credits of:**

- **Foreign Language 1 or a-g Foreign Language 1**
- **Dance (standards)**
- **Music (standards)**
- **Theater (standards)**
- **Visual Arts (standards)**
- **An a-g Visual and Performing Art - a-g Dance, a-g Music, a-g Theater, or a-g Visual Art**
- **Qualified CTE course**

## Summer School Options

Connecting Waters Charter Schools offers Summer School classes. If you are interested, please talk to your ES.

Students can also take courses at community college during the summer and these courses can be put on the student's High School Transcript. The student will need to send an unofficial transcript to [transcripts@cwcharter.org](mailto:transcripts@cwcharter.org), and the courses will be added.

There are some vendors that offer online courses that can be added to the student's transcript. Once the course is complete, the student should request that an official transcript be sent to the School Registrar and the courses will be added to the high school transcript. All courses taken through these online providers will be referenced in the course title. **Note: if you have a student athlete, please consult with Guidance as NCAA may not take online courses for NCAA Division I, II, or III eligibility.**

The online vendors that can be used for summer school are:

Vendor	Types of Courses	Pricing Information
<a href="#">UC Scout</a>	Electives and a-g courses(online not yet	Teacher Led courses



	allowed for a-g Lab Science and a-g VAPA, check with <a href="mailto:guidance1@cwcharter.org">guidance1@cwcharter.org</a> ).	are about \$399 per course per semester
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## Fact Sheet

**AA: (Associate of Arts)**

A two (2) year college degree.

**ACT: (American College Test)**

A college admissions test required by many colleges and universities as part of the college admissions process. It is a three hour test comprised of four parts: English, Math, Reading and Science Reasoning. Registration booklets are available at the learning center or visit [ACT](#) for details and to register.

**“a-g” Pattern:**

Refers to the list of subjects required for admission by the University of California and the California State University systems.

**AP: (Advanced Placement) – some vendors offer AP courses online**

Advanced Placement courses allow students to prepare for exams given in May. Scoring a 3, 4, or 5 (out of 5) will often enable a student to receive college credits of credit upon matriculation at a college or university. You can check with your counselor since the policy on AP courses varies at each college campus. Visit [the college board](#) for more details.

**BA (Bachelor of Arts) or BS (Bachelor of Science):**

A four year college degree.

**CLEP (College Level Examination Program)**

CLEP is the most widely accepted credit-by-examination program in the United States today, helping students of a wide range of ages earn credit for what they already know, regardless of how that knowledge was acquired. By receiving a satisfactory score, students may earn from 3 to 12 college credits toward a college degree for each CLEP exam taken, depending on the exam subject and the policy of the college or university. Visit [College Board](#) for more information.

**CSF (California Scholarship Federation):**

Statewide honor society designed primarily for the academically oriented, college-bound student. Eligibility for membership depends on the previous semester’s final grades.

**Honors Courses – some online vendors offer UC approved Honors level courses**

Honors courses are taught at an accelerated pace. The course must be accepted by the University of California to meet “a-g” subject requirements. A standardized testing program is not available to students and Universities do not grant college credit for Honors courses. CWCS does allow weighted credit for UC transferable community college courses.

## **IB: (International Baccalaureate) - not available at CWCS**

The International Baccalaureate Organization is a non-profit educational organization that was established in 1968. The IBO offers three programs to a wide variety of schools located throughout the world:

1. Diploma Program (DP), for students in the final two years of school before university. This program is a rigorous pre-university course of studies that leads to examinations, for highly motivated secondary school students.
2. Middle Years Program (MYP) for students aged 11 to 16
3. Primary Years Program (PYP) is for students aged 3-12.

The International Baccalaureate Organization awards either a diploma or a certificate for individual IB exams. Students completing the IB diploma may earn up to 20 semester credits toward their undergraduate degree at a university. Most universities grant credits to students who score a 5, 6, or 7 (out of 8) on designated exams. Visit [International Baccalaureate](#) for more details.

## **PSAT/NMSQT: (Preliminary SAT/National Merit Scholarship Qualifying Test)**

The preliminary/practice SAT administered nationally in October. Students become familiar with the type of questions found on the SAT. Junior year scores can qualify students for the National Merit Scholarship Program. Visit [college board](#) for more details.

## **SAT Exam:**

A college admissions test is optional for UC and CSU and required by some colleges and universities as part of the college admissions process. This is a 3 hour test which measures writing, critical reading (verbal), and mathematical skills. Registration materials are available at the learning center or you can register at [college board](#).

## **TOEFL: (Test of English as a Foreign Language)**

A college admissions examination required of students whose first language is not English, or who have had fewer than three years of high school in an English speaking country. For information call (609)771-7100 or visit [TOEFL](#).

## **Popular Internet Websites** (All web addresses are subject to change without notice)

### **College Search and Planning Web Addresses**

[American College Testing](#)

[Art Schools](#)

[California Colleges](#)

[California Career Zone](#)

[Campus Tours](#)

[Cappex](#)

[College Board \(PSAT/SAT/AP\) - Big Future](#)

[Historically Black Colleges and Universities](#)

[Nursing Information and Resources](#)  
[Peterson's \(great tool for searching majors!\)](#)  
[Princeton Review](#)  
[US news and World Report \(college rankings\)](#)

### **College Applications and Information**

[University of California](#)  
[California State University](#)  
[California Private/Independent Colleges](#)  
[California Community College Information](#)  
[California Colleges \(and more!\)](#)  
[Common Application](#)

### **Financial Aid/Scholarships**

[I Can Afford College](#)  
[Fastweb](#)  
[FinAid](#)  
[Scholarship Search](#)  
[National Association Student Financial Aid](#)  
[Nellie Mae](#)  
[Sallie Mae](#)  
[California Student Aid Commission](#)  
[FAFSA \(Free Application for Federal Student Aid\)](#)  
[FAFSA Forecaster - planning website](#)  
[Mexican American Legal Defense and Ed Fund](#)

### **Athletics**

[NAIA](#)  
[NCAA](#)  
[NCAA eligibility and online application](#)

## 4 Year Planning Sheet

9th Grade	1st	2nd	Smr	Meets UC/CSU "a-g" Requirements	Graduation/Future Checklist	Goals
					Career Goal:	
					College Bound:	
					Activities:	
					Volunteer Work:	
					Total Credits to Date:	
					Graduation/Future Checklist:	Goals
10th Grade	1st	2nd	Smr	Meets UC/CSU "a-g" Requirements	Career Goal:	
					College Bound:	
					Take PSAT in October	
					Activities/Volunteer Work	
					High School Intensive ELA/Math	
					Graduation/FutureGoals checklist	
					Career Goal:	
11th Grade	1st	2nd	Smr	Meets UC/CSU "a-g" Requirements	College Bound	
					Take PSAT in October	
					ACT or SAT (optional for UC/CSU, check private university requirements)	
					Activities/Volunteer Work	
					Total Credits to Date:	
					Career Goal:	
12th Grade	1st	2nd	Smr	Meets UC/CSU "a-g" Requirements	College Bound:	

					ACT or SAT(optional for UC/CSU, check private university requirements)
					Activities/Volunteer Work

**TIPS:**

- College Bound Students should take 4 years of High School English.
- College Bound Students must earn C-'s or better in all "a-g" subjects.
- For UC, 11 a-g courses must be completed by the end of the 11th grade.
- Community College courses are a great way to meet college entrance requirements

## CWCS Four-Year Plan Worksheet

### H.S. Graduation and College Eligibility Requirements (A-G)

**Note:** The pattern below represents one way to complete college eligibility requirements. Individual plans may vary. Parentheses indicates selected courses taken beyond the minimum required by the UC/CSU college applicant.

Subjects	H.S.	College	9th	10th	11th	12th
a. History*	3 yrs.	2 yrs.		a-g World History	a-g U.S. History	(a-g Gov/a-g Economics)*
b. English	3 yrs.	4 yrs.	a-g English 9	a-g English 10	a-g English 11	a-g English 12
c. Mathematics**	2 yrs.	3 yrs.	a-g Algebra 1 or a-g Int. Math 1	a-g Geometry or a-g Int. Math 2	a-g Algebra 2	(a-g Trig/Pre)
d. Lab Science***	2 yrs.	2 yrs.	a-g Biology Or see "g"***	a-g Chemistry Or a-g Biology depending on 9th	(a-g Chemistry or a-g Physics)	(a-g Anat/Physiology)
e. Foreign Language****	1 yr.	Level 2	a-g Year 1	a-g Year 2	(a-g Year 3)	
f. Vis. Perf. Arts****	1 yr.	1 yr.			a-g Visual & Perf. Arts	
g. Elective-Life Skills electives (20) and Special Interest (50)	6-7	1 yr.	a-g Earth Science Or see "d"***		Life skills electives Note:extra classes in above categories will rollover into Special Interest electives	Life skills electives Note:extra classes in above categories will rollover into Special Interest

						electives
Health, Edu/Career Computer Skills	1.5 yrs.	none	Edu/Career PL 1A (5)/Heath (5)		Computer Skills (5)	
PE	2 yrs.	none	PE 1	PE 2		
<b>College Entrance Tests</b>		Optional SAT or ACT		Optional PSAT ACT or SAT	Optional PSAT, ACT or SAT	Optional ACT or SAT

\* **Gov/Economics:** required for high school graduation and satisfies the UC g elective requirement

\*\* **Math:** Minimum H.S. Graduation Requirement: Algebra 1 - Minimum College Entrance Math Requirement: Geometry and Algebra 2. Must show completion of Geometry coursework at an accredited UC approved school in middle school or high school.

\*\*\* **a-g Earth Science** - is not a "d" lab science, for UC/CSU it counts as a "g" elective but for graduation it meets the 1 yr Physical Sciences.

\*\*\*\* Students need to take one class in two of these areas (Either Foreign Language or Visual/Performing Arts) for high school graduation. For college admissions, students must take Foreign Language and Visual /Performing Arts.

Required Area	High School Graduation	College Eligibility
1. Coursework	210 credits total minimum	15 year long courses total minimum, 18 recommended. 11 a-g courses must be completed by the end of 11th grade. Selective colleges often look for more rigorous courses, such as Advanced Placement (AP) or Community College, and courses beyond the minimum requirement/recommendation. To meet the recommended 18 courses, you may need to complete more than 210 credits. Consult with Guidance or your ES.
2. Minimum grade	D- or higher	C- or higher. Selective colleges are looking for the best grades
3. GPA	No requirement	UC 3.0 or higher, CSU 2.0 or higher
5. College Entrance Tests	None	Not required for UC or CSU, may be required for Private University - SAT or ACT usually end of Junior year (or earlier and often)

# Graduation Requirements Worksheet

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_ Grade at entry: \_\_\_\_\_

ES Name: \_\_\_\_\_ Anticipation Graduation Date: \_\_\_\_\_

Choose One: (a-g is path is our UC/CSU College Preparatory 15 a-g course pathway)

- General Path  a-g Path

\*Additional courses needed to satisfy UC/CSU requirements (a-g)

Requirement	Growth Area	Credits Completed		Needed & Suggested Course/Notes
30	Reading/Writing	Credits Completed (check off, mark year taken and grade earned)		
10		<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> _____
10		<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> _____
10		<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> _____
*10 (a-g)		<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> _____

Requirement	Growth Area	Credits Completed		Needed & Suggested Course/Notes
50	Life Skills	Credits Completed (check off, mark year taken and grade earned)		
10	PE	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> _____
10	PE	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> _____
5	Computer Technology	<input type="checkbox"/> 5		<input type="checkbox"/> _____
5	Ed. & Career Planning	<input type="checkbox"/> 5		<input type="checkbox"/> _____
5	Health	<input type="checkbox"/> 5		
5	Elective	<input type="checkbox"/> 5		

5	Elective	<input type="checkbox"/> 5		
5	Elective	<input type="checkbox"/> 5		

Requirement	Growth Area	Credits Completed		Needed & Suggested Course/Notes
25	History	Credits Completed (check off, mark year taken and grade earned)		
10	World Studies	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> _____
10	U.S. History	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> _____
5	Economics	<input type="checkbox"/> 5		<input type="checkbox"/> _____

Requirement	Growth Area	Credits Completed		Needed & Suggested Course/Notes
5	Political Process	Credits Completed (check off, mark year taken and grade earned)		
5	U.S. Government	<input type="checkbox"/> 5		<input type="checkbox"/> _____

Requirement	Growth Area	Credits Completed		Needed & Suggested Course/Notes
20	Math	Credits Completed (check off, mark year taken and grade earned)		
10	Algebra I	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> _____
10	math elective	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> _____
*10 (a-g)	math elective (a-g)	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> _____



Requirement	Growth Area	Credits Completed		Needed & Suggested Course/Notes
<b>20</b>	<b>Science</b>	<b>Credits Completed (check off, mark year taken and grade earned)</b>		
<b>*10</b>	Physical Science elective	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> _____
<b>*10</b>	Life Science elective	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> _____
<b>*a-g: Lab required</b>				

Requirement	Growth Area	Credits Completed		Needed & Suggested Course/Notes
<b>60</b>	<b>Special Interest</b>	<b>*If a-g path complete electives with star*</b>		
<b>10</b>	elective (CTE, FL or VPA)	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<b>10 credits VPA*</b>
<b>5</b>	elective	<input type="checkbox"/> 5		<b>5 credits FL yr. 1A*</b>
<b>5</b>	elective	<input type="checkbox"/> 5		<b>5 credits FL yr. 1B*</b>
<b>5</b>	elective	<input type="checkbox"/> 5		<b>5 credits FL yr. 2A*</b>
<b>5</b>	elective	<input type="checkbox"/> 5		<b>5 credits FL yr. 2B*</b>
<b>5</b>	elective	<input type="checkbox"/> 5		<b>5 credits elective</b>
<b>5</b>	elective	<input type="checkbox"/> 5		<b>5 credits elective</b>
<b>5</b>	elective	<input type="checkbox"/> 5		<b>5 credits elective</b>
<b>5</b>	elective	<input type="checkbox"/> 5		<b>5 credits elective</b>
<b>5</b>	elective	<input type="checkbox"/> 5		<b>5 credits elective</b>