

Eleanor Roosevelt Community Learning Center

High School Parent Handbook

2005-2006

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Introduction

Welcome to the high school program! It is our hope that students enrolled in Eleanor Roosevelt's high school program will embrace the opportunity to create an exciting educational program that inspires a passion for life and learning. We see our role at ERCLC as one that nurtures and supports each student to create a unique educational program that will provide a natural transition into the adult world. We recognize that there are a wide range of choices available to young people "after high school". For some, post-high school plans may involve transition into college. Others may desire to enter directly into a trade or profession that does not require a college degree. Students completing the program at ERCLC have two graduation options: a diploma or a certificate of completion.

ERCLC High School Graduation Options

The students that enroll in ERCLC come with a wide range of philosophies, all the way from being unconcerned about a high school diploma to students who know they want to attend California State College or a University of California as a freshman. It would be so easy to give students a list of requirements and say, "Do this". ERCLC's mission is to actively engage students in their learning. In order to preserve the flexibility that is offered to our students, ERCLC is offering the following options to complete the program: a course of study leading to a certificate of completion (in place of a high school diploma) or a course of study leading to a regular high school diploma.

Certificate of Completion

The certificate of completion option provides for the greatest amount of flexibility in planning the student's educational program. The student is not required to pass the California High School Exit Exam and allows the student and his/her family to determine the child's course of study. The disadvantages of this option are that the certificate of completion does not carry the same weight as a high school diploma. Another drawback is that if for some reason a student begins their high school education at ERCLC and later transfers to a traditional high school program, the student may be admitted with fewer credits than might be associated with their year in school. For example, a student might be in their junior year at ERCLC but if they transferred to a traditional high school they might only be considered to be a freshman. The policies that oversee these kinds of decisions are made by the governing board of each school district. On the other hand, a student who has a strong sense of what they want to do with their life is free to put all of his/her energy into pursuing that goal free from the constraints of having to fulfill specific academic requirements.

Graduation Requirements for the Diploma

1. Passage of the High School Exit Exam
2. Required coursework.
3. A senior binder containing the Portfolio and Life Skills Requirements.

High School Exit Exam (CAHSEE)

The California High School Exit Exam (CAHSEE) is given to students during their 10th grade year. There are two sections to the test, English Language Arts (which includes a writing portion) and the Mathematics section. The CAHSEE is given to all 10th grade students in the spring semester. If a student does not pass both sections they have two opportunities in their 11th grade year and three opportunities in their 12th grade year to retake one or both sections. If only one section is passed the student need only retake the section that was not passed. This is a state requirement for the diploma.

Coursework

- Math (2 years minimum; must include 1 year of algebra or demonstrate proficiency)
- English Language Arts (4 years) including writing (acceptable samples in different types of writing i.e. descriptive, persuasive, etc.)
- Science (Biology or Life Science plus one of the following: Conceptual Physics, Earth Science, Intro to Chemistry, or Environmental Science).
- 9th grade Geography
- 10th grade World History
- 11th grade U.S. History
- 12th grade Civics

OR

Equivalent projects authorized by a faculty committee. Please talk with your Education Coordinator if you are interested in this option.

Senior Binder

Portfolio Section

- Biography (see example in High School Handbook)
- Activity List (sports, music, 4-H, scouts, etc.)
- 1 substantial piece of work per year that you are proud of, with an attached description of:
 - what it is
 - the reason you chose it
 - what you learned from it (reflection of learning)
- Bibliography (books read) for each school year

Life Skills Requirements

- Essay of Introduction
- Letters of recommendation
- Thank you letter
- Reference List
- Letter of Application
- Resume

College Admission

Students can begin taking classes at a community college (COS, Porterville College, Reedley College, Fresno City College, etc.) as soon as they are able to handle the coursework. This can be as early as sixth grade for some students. Students who are juniors or seniors in high school have the lowest priority registration, that is, they register last. Students who are in grades lower than 11th have no priority- they show up the first day and if there is room they can register. College classes count for both high school credits and college credits; in addition, they count for more units in high school. Talk to your Education Coordinator if you are interested in this option.

Students who want to enter college directly have several options. One is the local community college. Anyone can attend a community college **even if they do not have a high school diploma**. Thus a student could plan his/her own high school program, totally ignore the recommended sequence of required courses and move directly into a college program at the community college.

Freshman entry into a CSU (Fresno, for instance) or a UC becomes a bit more complicated. Several years ago the law changed to require that freshman students complete what is referred to as “a-g requirements”. The courses that qualify to meet these requirements must be approved by the UC system. This approval can only be given if the school is accredited by the Western Association of Schools and Colleges (WASC). At this time, Eleanor Roosevelt is not WASC accredited, therefore coursework completed at ERCLC does not meet the “a-g” requirements. There are ways to circumvent this, however. One way is to pass the California High School Proficiency Exam (CHSPE). This can be taken beginning with the second semester of the student’s 10th grade year. Students who pass this exam receive a high school diploma granted by the State of California.

Another route is to attend a community college concurrently while enrolled at ERCLC as described earlier in this handbook. These classes count towards “a-g” requirements. Students can also score high on the SAT or the SAT II’s (single subject tests). Students can also attend a community college for their freshman and sophomore years and transfer to a four-year institution in their junior year.

Traditional College Preparatory Classes

The following is given to you as a reference.

High School Subject Area	HS Graduation	Freshman Admission	
	State Recommended Requirements	UC Requirements	CSU Requirements
English	Three years	Four years of approved courses.	Four years of approved courses.
Mathematics	Two years including Algebra I (required).	Three years including algebra, geometry, and intermediate algebra; four years recommended.	Three years including algebra, geometry and intermediate algebra.
Social Science	Three years of history/social science including one year of world history, culture and geography; and one semester each of American government and economics.	Two years of history/social science, including one year of U.S. history or ½ year of U.S. history and ½ year of civics or American government; and ½ year of world history, cultures and geography.	Two years including one year of U.S. history or U.S. history and government and one year of other approved social science.
Science	Two years including biological and physical sciences.	Two years with lab required, chosen from biology, chemistry and physics. Three years recommended.	Two years, including one year of biological and one year of physical science with lab.
Foreign Language	One year of either visual and performing arts or foreign language.	Two years of one foreign language; three years recommended.	Two years of the same foreign language; three years recommended.
Visual & Performing Arts		One year	One year.
Physical Education	Two years		
Electives		One year	One year

**Typical Sequence of Courses for Students
Seeking Freshman College Admission**

Freshman (9th Grade)	Sophomore (10th Grade)
English 9 Dr. Ed/ Health Wellness P.E. Algebra I or Algebra CD or Geometry Science Foreign Language 1 st year Elective Elective	English 10 World History Geometry or Algebra II Science Foreign Language 2 nd year Elective Elective

Junior (11th Grade)	Senior (12th Grade)
English 11 U.S. History Algebra II/ Trig or Pre-Calculus Science Foreign Language 3 rd year Elective Elective Elective	English 12 American Government/ Economics Pre-Calculus or Calculus Science Foreign Language 4 th year Elective Elective Elective

Remember, you are free to create your own program that fits your goals. This list is only provided as a reference for the traditional path to college admission. Colleges are increasingly admitting students who have not followed a traditional education.

ERCLC Course Descriptions

English Classes

English 9: Oak Meadow Curriculum

Students read three novels, explore poetry from a variety of authors, read a play and enact a scene, strengthen grammar skills, and develop a variety of writing skills (expository, interpretive, satire, and character portraits.) Students are encouraged to read actively, ask questions, look deeply and make discoveries. The following books are included: *Oak Meadow English 9 Syllabus*, *The Least You Should Know About English*, *A Wizard of Earthsea*, *Animal Farm*, *To Kill a Mockingbird*, and *Our Town*.

English 9: Standard

Students will cover the California Content Standards for ninth grade English. In addition students will produce a persuasive essay and an autobiographical essay using the process of pre-writing, drafting, revising and editing. Text: Holt *Literature and Language Arts, Third Course*.

English 9: Literature

Students will read short pieces of fiction and non-fiction, as well as writing well-developed paragraphs and multi-paragraph essays that reflect the students' understanding of the message, tone, and point of view of the readings. Critical thinking about the readings will be emphasized. Students will study a sampling of poetry and respond to the poetry in writing. Students will produce a persuasive essay and an autobiographical essay using the process of pre-writing, drafting, revising and editing. Reading, discussion, and writing about four (or more) novels or longer pieces of non-fiction from an approved list is also required. As students read the longer works they will be expected to summarize, take notes, or keep a dialectical journal as they read, and keep a personal glossary of unfamiliar words with their definitions.

Approved Reading List:

The House on Mango Street (short stories)

Iron and Silk (short stories)

Angela's Ashes: A Memoir

The Diary of Anne Frank

West With The Wind

Into Thin Air

Into the Wild

The Good Earth

I Know Why the Caged Bird Sings

The Adventures of Huckleberry Finn

To Kill A Mockingbird

Enders Game

The Hobbit

Of Mice and Men

Animal Farm

Romeo and Juliet

Twelfth Night

The Bean Trees

English 10: Oak Meadow Curriculum

Continues the development of writing skills started in English 9, and focuses on writing a wide variety of papers, such as compare/contrast, process, analysis, archetypal stories, and vignettes. Grammar and punctuation skills are refined through written work. In addition, students write two research papers following the traditional form. Students also read three novels (*A Separate Peace*, *Huckleberry Finn*, and *Anthem*) and explore poetry by a wide variety of authors. Reading comprehension and critical thinking are emphasized.

English 10: Standard

Students will cover the California Content Standards for tenth grade English. In addition students will produce a persuasive essay and an autobiographical essay using the process of pre-writing, drafting, revising and editing. Text: Holt *Literature and Language Arts, Third Course*.

English 10: Literature

Students will read short pieces of fiction and non-fiction, as well as writing well-developed paragraphs and multi-paragraph essays that reflect the students' understanding of the message, tone, and point of view of the readings. Critical thinking about the readings will be emphasized. Students will study a sampling of poetry and respond to the poetry in writing. Students will produce a persuasive essay and an autobiographical essay using the process of pre-writing, drafting, revising and editing. Reading, discussion, and writing about four (or more) novels or longer pieces of non-fiction from an approved list is also required. As students read the longer works they will be expected to summarize, take notes, or keep a dialectical journal as they read and keep a personal glossary of unfamiliar words with their definitions.

Approved List:

The Adventures of Huckleberry Finn

A Midsummer's Night Dream

The Count of Monte Cristo

A Tale of Two Cities

Julius Caesar

A Merchant of Venice

A Hitchhiker's Guide to the Galaxy

Sister of My Heart

Animal Dreams

In the Time of Butterflies

The Red Tent

Bless Me, Ultima

To Kill A Mockingbird

Silent Spring

Caramelo

English 11: Standard

Students will cover the California Content Standards for eleventh grade English. In addition students will produce a persuasive essay and an autobiographical essay using the process of pre-writing, drafting, revising and editing. Text: Holt *Literature and Language Arts, Third Course*.

English 12: Standard

Students will cover the California Content Standards for twelfth grade English. In addition students will produce a persuasive essay and an autobiographical essay using the process of pre-writing, drafting, revising and editing. Text: Holt *Literature and Language Arts, Third Course*.

Mathematics Classes

General Mathematics (8th grade +)

A general review of mathematical concepts. Intended for students who have significant gaps in elementary mathematics.

Pre-Algebra (7th-8th grade)

Prerequisite: mastery of the arithmetic of whole numbers, fractions, decimals and percents.

Textbook: *Pre-Algebra, California Edition*, by Prentice Hall.

Topics include arithmetic review, expressions and equations, basic statistics, data analysis, probability, formulas, measurement, estimation, factoring, fractional expressions, ratios, proportions, graphing, and informal geometry.

Algebra A-B (8th-9th grade)

[Algebra A-B is Algebra I spread over two years instead of one. In most school districts the A-B option is for students who are unable to handle Algebra I at the usual pace. In a homeschooling environment the pace should be adjusted to the needs of the student in every case. For *transcript purposes* if Algebra is studied over a two-year period it would be labeled Algebra A and Algebra B. If it is handled in one year it would be labeled Algebra I.]

Algebra I (8th-9th grade)

Prerequisite: Pre-Algebra or readiness (Discuss readiness issues with our math curriculum specialist, David Chandler.)

Textbook: *Algebra I, California Edition*, by Prentice Hall.

Topics include the arithmetic of negative numbers, exponents and roots, expressions, equations, inequalities, graphing equations, solving systems of two equations with two unknowns, and quadratic equations.

Geometry (9th-10th grade)

Prerequisite: Algebra I or Algebra A-B

Textbook: *Geometry, A Guided Inquiry* by Chakerian, Crabill, and Stein.

Topics include properties of lines, planes, linear and angular measurement, triangles, polygons, circles, congruence, similarity, compass-and-straightedge constructions, area, volume, conic sections, and coordinate geometry. Traditional courses treat these concepts hierarchically, with a major emphasis on proof. This text also teaches proof, but it places a greater emphasis on exploration and problem solving.

Algebra II (10th-11th grade)

Prerequisite: Algebra I (The usual high school sequence is Alg I, Geometry, Alg II, but reversing the Alg II-Geometry sequence is not uncommon.)

Textbook: *Algebra and Trigonometry: Functions and Applications (Classic Edition)*, by Paul Foerster

Topics include: review of Algebra basics, linear equations, polynomials, functions, factoring, radicals, complex numbers, rational functions, quadratic functions, analytic geometry, conic sections, matrices, logarithmic and exponential functions, trigonometry, combinatorics, probability, sequences and series.

Pre-Calculus (11th-12th grade)

Prerequisite: Algebra II

Textbook: *Precalculus With Trigonometry: Concepts and Connections*, by Paul Foerster

Topics include relations and functions, sequences and series, trigonometric functions, systems of equations and inequalities, polynomial functions, continuity, theory of equations, complex numbers, rational functions, functions involving radicals, probability and statistics, logarithmic and exponential functions (with emphasis on base e), analytic trigonometry, and polar graphs.

Calculus (12th grade)

Prerequisite: Pre-Calculus

Consumer Math (9th-12th grade)

This course is designed for the student who is challenged by abstract forms of higher math. The course focuses on “real life” processes to teach algebra, geometry and statistics. Text: *Mathematics Connections Integrated and Applied*.

Applied Business Math (9th-12th grade)

This course presents fundamental mathematics in the context of business and consumer applications to help provide a strong link between math skills and business applications. Each chapter includes activities designed to help students develop a personal collection of career-oriented projects while emphasizing critical thinking, problem-solving and workplace competencies. Text: *Applied Business Mathematics, Workbook, Test Packet*.

Physical Education Classes

Fitness/Wellness

Curriculum will include comparison of health fitness and physical fitness. This will include a study of the health problems in the U.S., behavior modification and stress management, nutrition for a healthy life, both health related components and skill related components, study of and participation in a variety of aerobic and anaerobic activities of their choice, personal and social development. Students will be required to log activity hours.

Text: Principles and Labs for Fitness Wellness.

Lifetime Fitness

Goals of the course will focus on instilling a lifelong desire to be physically active. This course will cover the basic rules and history of a variety of team, dual and individual sports. Students will study a minimum of two individual and two team sports per semester. In addition to the written studies, participation in some form of a sport is required. The class will also cover the assessment and monitoring of one's own physical fitness. And an in-depth look at what activities are available in adult life to stay physically fit.

Text: Principles and Labs for Fitness Wellness.

Health/Anatomy and Physiology

This course presents the structural organization and functions of the human body and includes various health-related topics such as homeostasis, the language of anatomy, basic chemistry, cells, tissues and body systems. In addition, students are introduced to basic concepts of nutrition, including principles of dietary balance, the effects of food choices upon mental and emotional health, and techniques for developing a sound nutritional program. Texts: *Oak Meadow Health Syllabus, Essentials of Anatomy and Physiology, Diet and Nutrition and Sugar Blues.*

Health and Wellness

This class emphasizes Family Life education. In this course students will learn about the sexual function of both the male and female, the basics in responsible decision-making and be properly informed about the consequences of high-risk behavior. The course will also cover AIDS education, birth control, sexually transmitted diseases, and teenage pregnancy.

Other

Students who are involved in sports activities outside of ERCLC can provide their Education Coordinator with a description of their activities and a method of evaluation in order to receive credits for their activities.

Science Classes

The traditional sequence for high school science is Biology in 10th grade, Chemistry in 11th grade, and Physics in 12th grade. This sequence need not be followed rigidly. The practice of teaching Biology then Chemistry then Physics is based primarily on math prerequisites. Physics requires Algebra and trigonometry, Chemistry requires Algebra, and Biology can be taught with little or no algebra. All three courses require measurement skills, graphing data, proportions, and working with numbers in scientific notation.

Science for the 9th grade is usually treated as a continuation of the junior high science program: either Physical Science or Earth/Space Science, depending on what was covered in 8th grade.

Physical Science (9th grade)

Prerequisite: None

Textbook: *Conceptual Physical Science*, by Hewitt, Suchocki, and Hewitt

Topics include introductions to (*Physics*: mechanics, heat, electricity, magnetism, waves, sound, light, the atom), (*Chemistry*: the periodic table of the elements, chemical bonding, acid-base reactions, organic chemistry), (*Earth Science*: rocks and minerals, earth's internal structure, the earth's crust, ocean and atmosphere, weather), and (*Astronomy*: the solar system, stars, cosmology).

Life Science (9th or 10th grade)

Prerequisite: None

This Life Science class is a less rigorous class than Biology for those not interested in studying science in college. Emphasizes real-life applications such as health, the environment, current issues, and current events.

Biology (10th grade)

Prerequisite: Pre-Algebra (+ concurrent study of Algebra I)

Textbook: *Biology*, by Johnson and Raven (Holt, Rinehart, Winston)

Topics include classification, dichotomous keys, the five-kingdom system, ecology, populations, evolution, natural selection, energy transfer, cell biology, organelles, cellular specialization, body systems, genetics, mitosis, meiosis, DNA, Mendelian genetics.

Introduction to Chemistry (11th grade)

Prerequisite: Algebra I (+ concurrent study of Algebra II recommended)

Topics include atoms and elements, the periodic table, compounds, chemical bonding, the mole, acids, bases, salts, writing and balancing chemical equations, oxidation-reduction reactions, precipitation reactions, single replacement reactions, stoichiometry, states of matter, thermodynamics, the gas laws, kinetics, solutions, equilibrium, electrochemistry.

Conceptual Physics (12th grade)

Prerequisites: Geometry, Algebra II (+ concurrent study of Pre-Calculus recommended)

Textbook: *Physics: Principles With Applications*, by Giancoli

Topics include kinematics, Newton's laws of motion, energy, momentum, rotation, vibrations, waves, sound, heat, light, electricity, magnetism, modern physics.

Environmental Science

Introduces fundamental ecological concepts, explores the interactions within ecosystems, and focuses upon the interrelatedness of life on earth. Students learn about the biosphere, major biomes, ecosystems, chemical cycles, and the role of living things in ecosystems.

In addition to learning about environmental problems such as land, water and air pollution, overpopulation, and habitat destruction, students explore practical alternatives for protecting the environment and moving toward a sustainable future. Includes the following books: *Oak Meadow Environmental Science Syllabus*, *Environmental Science, Ecology and the Human Impact*; *A Sand County Almanac*, and *Let the Mountains Talk, Let the Rivers Run*.

Social Studies/ History Classes

World Geography (9th grade)

This course covers major landforms and regions of the world.

Text: *McDougal-Littell World Geography*

World History (10th grade)

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. This course emphasizes critical thinking, the development of research skills, and written expression. Text: *McDougal-Littell World History*.

U.S. History (11th grade)

This course is a study of the major turning points in U.S. history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students trace the change in ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the role of the United States as a major world power. Text: *American Odyssey*.

Civics (12th grade) TBA

Elective Classes

Integrated Drawing (9th-12th grade)

A course designed to help people of all skill levels learn to draw. Text: *Oak Meadow Integrated Drawing Syllabus, Drawing on the Right Side of the Brain.*

The Study of Art (9th-12th grade)

From early cave drawings to the nonrepresentational works of modern-day artists, students explore some of the great works of art in conjunction with corresponding or concurrent musical and architectural themes. In addition, students experience original works in art galleries, parks, streets, libraries, and concert halls in their local area. Text: *Oak Meadow Study of Art Syllabus* and *The Story of Art.*

Band

Participation in the Eleanor Roosevelt Community Learning Center's concert band. Requires rental of musical instrument and attendance at classes on campus.

Guitar (Beginning and Advanced)

This course requires regular attendance in the guitar class, a log of practice hours and participation in the end-of-the-semester Showcase.

Spanish I

This course is a beginning Spanish class for non-Spanish speakers. This course requires attendance in on-campus classes and written and oral assignments. Text: *Buen Viaje!*

Spanish II

Prerequisite: Spanish I

This class is the continuation of Spanish I. This course requires attendance in on-campus classes and completion of written and oral assignments. Text: *Buen Viaje!*

Drivers Education (9th grade)

This class will meet the graduation requirements for Provisional Licensing. This course follows the recommended state curriculum guide for Driver's Education and includes substance awareness education. Students must by law attend 30 hours of class on-site to receive credit. Text: *Driver's Handbook DMV.*

Bookkeeping (9th- 12th grade)

This course introduces students to basic record skills used in business, The course covers: budget records, credit records, cash receipts records, checking account records, petty cash, accounts receivables, retail sales, purchase orders, accounts payables, financial statements, and payroll records. **This is a two-year course.** Text: *Keeping Financial Records for Business, workbook 1-9, Workbook 10-16.*

Keyboarding

Students will learn proper touch-typing techniques using the computer keyboard using the Mavis Beacon touch-typing program. This course will require a demonstration of acquired skills and a log of practice hours for credit.

Drama

Students will either participate in on-campus drama classes and will take an active role in the end-of-semester showcase, or attend drama classes or be part of a community theatrical production (e.g., Tulare County Office of Education theatrical classes, Enchanted Playhouse, etc.) The latter option must be pre-approved by the student's Education Coordinator.

Chorus

Participate in the Eleanor Roosevelt chorus classes or be a member of an off-campus choral group or voice lessons. The latter two options must be pre-approved by the student's Education Coordinator.

Other

Parents and students are encouraged to be creative and design their own unique class. Requirements are that the course description must be presented to the student's Education Coordinator prior to the commencement of the class. The class description should include a method for evaluation so that the Education Coordinator knows what work will be done and how it should be assessed.