

# Glacier High School Charter

2011-12 Student & Parent Handbook



[www.glacierhighcharter.org](http://www.glacierhighcharter.org)

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## MESSAGE FROM OUR PRINCIPAL\_\_\_\_\_

Greetings Students and Families of Glacier High School and welcome to our school and the new year!

Glacier High School Charter is committed to three foundational principles. First, parents are to be active leaders in their child's education. Secondly, each student's academic program is personalized to meet the needs of that individual student. Finally, we are committed to maintaining high expectations of excellence in both academic rigor and personal conduct for students, parents and faculty.

Glacier High School was founded in 2002 for the purpose of creating a high school program similar in structure to Mountain Home Charter, an elementary program. We began that first year with 16 students. Today Glacier serves over 100 Students at two different sites in Oakhurst and Kingsburg.

I hope you find this handbook helpful. It provides much information about the workings of our school. Please take the time to read it carefully and keep it handy throughout the school year. If you have any questions, do not hesitate to call or come by. Glacier High School is a service organization . If there is any way we may be of assistance please let us know.

Michael Cox, Principal

## HANDY GUIDE TO STAFF CONTACTS

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We encourage use of our website  
[www.glacierhighcharter.org](http://www.glacierhighcharter.org) for  
current updates and information.

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## **WESTERN SIERRA CHARTER SCHOOLS**\_\_\_\_\_

Glacier High School Charter since it's beginning has been dependent upon the Yosemite Unified School District for human resources, business services, etc. In the 2008/2009 school year both Glacier and Mountain Home combined their charter councils to form one board of directors. This board of directors represent a non-profit educational entity called Western Sierra Charter Schools. This new non-profit educational entity allows both schools to operate as independent charter schools and gain more educational flexibility which will in turn increase our service to you.

### **BOARD OF DIRECTORS**

To Be Updated

### **GLACIER ADMINISTRATION**

Michael Cox - Director  
Melissa Napier - Secretary

### **GLACIER FACULTY**

Bruce Boe - Charter Teacher, Math  
Irina Buca - Charter Teacher, Math  
Matthew Englund - Charter Teacher, Science  
Nancy Garcia - Charter Teacher, Kingsburg Satellite  
Marcia Souza - Charter Teacher, Kingsburg Satellite  
Bob Franklin - Charter Teacher, Math

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## **GLACIER'S EXPECTED SCHOOL WIDE LEARNING RESULTS**

To define who we are as a school and what we want to accomplish with students, Glacier High School Charter has adopted clearly defined E.S.L.R.'s (Expected Student Learning Results). E.S.L.R.'s by definition are broad based educational goals for all students. We use the acronym "ACTS" to demonstrate what students will seek to achieve.

### **ACTS – "Glacier High School students will be equipped to become:"**

#### **Academic Achievers who...**

- Plan for their educational future by setting goals and establishing priorities.
- Show proficiency in essential literacy, writing, and mathematical skills.

#### **Communicators who...**

- Communicate effectively by using appropriate verbal and written skills.
- Process information critically and respond appropriately.

#### **Thinkers who...**

- Evaluate, discriminate, and deduce knowledge with accuracy and logic.
- Utilize a historical and informed understanding to develop their perspectives.

#### **Self Sufficient Individuals who...**

- Learn independently and act as self motivated responsible learners.
- Take individual responsibility for their lives and actions.

## **GLACIER'S VISION STATEMENT**\_\_\_\_\_

The vision of Glacier is to create a rigorous, dynamic and accountable learning community that is built upon voluntary association, personalized student learning, high academic standards for all students and parent leadership. Glacier will accomplish these four complementary goals by providing all students and parents with: personal, experienced teacher guidance and support; powerful and proven instruction; ongoing, multiple modality assessments; and a large and growing inventory of high quality, standards aligned instructional resources that offer both breadth and depth in curriculum and auxiliary materials. As a result, students will develop the skills necessary to become responsible lifelong learners who understand personal dedication and desire as the keys for success.

## **GLACIER'S MISSION STATEMENT**\_\_\_\_\_

Inspire member students to learn and grow to their potential and become responsible, contributing community members.

Assist parents in the education of their students.

Provide the community with a valid educational alternative.

Equip rural students age 14-18 with two kinds of literacy necessary in the twenty-first century: the ability to read, write, speak, and calculate with clarity and precision and the ability to participate passionately and responsibly in the life of the community. Glacier High School Charter will enable students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment, in which all students will be held to high academic and behavioral standards, will work in collaborative relationships, both within and outside the school site/calendar, and will perform service to the greater community.

## **CHARTER & PROGRAM DISTINCTIONS**

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California Public Charter Schools were established in 1992 by the California Charter School Act. This Act allowed charter schools to be established as an option for students, parents, teachers and community members to design self-governing schools in order to meet the needs of the community.

These independent public schools are designed and operated by educators, parents, and other community leaders. Each charter school is sponsored by a school district or county board of education which monitors the school's quality and integrity, charter schools operate by law and are created to be free of much of the education code and bureaucracy that hinders traditional government schools from meeting the needs of students.

Charter schools have the freedom to be designed as site-based, home-based, or hybrid programs. Regardless of program type, all charter schools are programs of choice. This means that each school is held accountable by its own participants to maintain academic and programmatic excellence. These participants attend voluntarily and are free to leave the program if it is not meeting their needs.

Glacier High School Charter was created to be a complementary high school program for the elementary program of Mountain Home Charter School. Both schools were developed to support a parent-led education. Glacier is a hybrid program which offers on-site instruction through teacher led classes, on-site counseling and tutoring, and a foundation of supported home-based curriculum.

As a charter school, Glacier enjoys the freedom to innovate and collaborate with students and parents. We use the term "personalized learning" to explain how each student receives individualized attention and a customized program. Our program is not designed to meet every need or desire, but we excel at what we are designed to offer; parent-led education for students and personalized learning for all.

## **GLACIER PROGRAM OVERVIEW**

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The Glacier program is home-based. Students and parents meet with charter teachers at a minimum of every 20 school days. During these meetings charter teachers review all of the student's work accomplished during that learning period and cover all of the necessary programmatic elements.

### **PARENT-LED INSTRUCTION**

Glacier exists to support parents in their rightful role in their student's education. This is an important consideration when choosing Glacier. Parents participate in decisions and are engaged in the following regarding their student: guidance, program, curriculum, and assessment. Parental involvement is not only important, it is essential. Parent-led instruction is vital as the home-based foundation of the Glacier program requires it.

Because parents are integrally involved with their student's learning, it is important that they learn school processes and assessments. With this information and ongoing education, students will benefit greatly from continual educational leadership whether on campus or at home.

### **SITE-BASED INSTRUCTION**

Glacier is committed to providing the best academic program possible. We understand that there are some courses that require more instruction; sometimes instructional expertise outside of a parent's knowledge. Therefore, we offer certain on-site classes to compliment the home-based foundation.

These classes have included Mathematics, Science, English Language Arts, Foreign Language, and Fine Arts (described beginning on page 17). These classes are run much like college courses. Classes are scheduled to take place once or twice a week and run for an extended time.

These classes are led by teachers who are credentialed in the subject areas they teach. Teachers are fully responsible for all aspects of these classes(i.e. attendance, instruction, evaluation, etc.)

**GRADUATION REQUIREMENTS**\_\_\_\_\_

	<u>YEARS</u>	<u>UNITS</u>
ENGLISH	4	40
MATHEMATICS (Including Algebra 1)	2	20
SCIENCE (Including 1 year Life & 1 year Physical)	2	20
SOCIAL SCIENCE (Including World History, U.S. History, U.S Government)	3	30
FINE ARTS (Visual, Performing Arts, & Foreign Language)	1	10
PHYSICAL EDUCATION	2	20
HEALTH	1/2	5
ELECTIVES		<u>115</u>
	<u>TOTAL UNITS</u>	<u>260</u>

**CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)**\_\_\_\_\_

As required by California Law, students must pass both the English Language Arts & Mathematics portions of the CAHSEE before they are able to graduate with a diploma.

**COLLEGE ENTRANCE REQUIREMENTS**\_\_\_\_\_

For the student planning on attending college, at a minimum, all core courses should be College Preparatory; Mathematics should include Algebra 1, Geometry, & Algebra 2; Science should include the laboratory sciences of Biology & Chemistry; one year of Fine Arts and two years of the same foreign language; and 30 units of elective from core courses selections.

## **ACADEMIC POLICIES & PRACTICES**\_\_\_\_\_

### **ATTENDANCE**

Since a large part of the Glacier program is home-based, our attendance collection is based upon two things: the daily record keeping on attendance sheets and the student work accomplished during that work period. It is important for students to keep up with their work, and for parents to keep daily records of their learning and return those records to their charter teacher before the due date on each attendance sheet.

Attendance sheets are to reflect the amount of work accomplished during each work period. We know that schooling may happen on weekends, or that days may be switched around for your convenience. However, attendance sheets only reflect calendared school days. We suggest that you fill in each day according to the work value being fulfilled for that day.

### **COLLEGE PREPARATORY CLASSES**

“College Preparatory,” is a recognition given to high school courses that have been submitted to the University of California system for their approval. Once courses have received approval, they can be designated as “college prep” or “p” upon a student’s transcript. This recognition allows a student to submit a transcript to Universities and State Colleges with classes that have already been approved as adequately preparatory for their programs.

Some college prep courses require additional work which will be identified by your charter teacher during your course selection and planning.

College prep courses are not required for graduation, but are suggested to any student who has college in their future. Even if students aren’t able to fulfill all of the college entrance requirements, fulfilling what you are able is beneficial because community colleges will take these into account.

## **ACADEMIC HONESTY**\_\_\_\_\_

Glacier desires to help all students become responsible learners who value their education and the process through which they learn. We understand that there will at times be a temptation to take the easy route, and sometimes the easy route may include cheating or plagiarism.

Given that much of our student's work happens at home, we know that cheating and/or plagiarism is easily committed. Since teacher manuals and answer keys go home with parents, we look for copying or re-wording. We also use plagiarism software to search the internet for copying.

A student caught cheating may receive a failing grade, and further disciplinary action as deemed appropriate. Parents are encouraged to be diligent and pay close attention while assessing work.

## **NON-COMPLIANCE**\_\_\_\_\_

Should a student and/or parent fail to complete the work assigned or attend meetings as scheduled, a non-compliance notice will be given. If this problem is not corrected and continues, a second non-compliance will be given. Upon the third non-compliance notice the student is dismissed from the program.

If the student fails to respond in a reasonably timely manner to either the first or the second non-compliance, the student will be dismissed prior to receiving a third notice.

## **STUDENT CONDUCT**\_\_\_\_\_

Glacier High School takes pride in our professional and positive learning environment provided for its students. This quality learning environment is everyone's responsibility. In addition to the rigorous curriculum, excellent staff, and proper facilities, we have high expectations for our students...

...Students are to remain on campus when they are attending classes until they are picked up by their parents, (unless a permission form is on file which allows students to drive themselves, be picked up by designated drivers, or walk off campus.) While students are on campus they are to remain in the normal areas of campus usage. Students are asked not to go behind buildings.

We are confident that all students will treat other students, staff, and campus visitors with courtesy and respect. Reports of verbal or physical abuse will be reported to and dealt with by the director. (Any Ed Code 48900 offense).

While students are on campus, we ask that students dress modestly. Please wear proper attire which excludes offensive sayings, low-cut or midriff tops, short-shorts, too tight or “see-through” clothing.

Students are asked to maintain a clean and safe campus for everyone and are expected to place all their trash in trash cans.

Students who are utilizing electronic forms of communication on or off campus are expected to maintain modest behavior as students who represent Glacier High School.

No smoking or illegal substances are allowed on campus.

### **REPORT CARDS , TRANSCRIPTS & CREDIT \_\_\_\_\_**

Students will receive report cards based on a semester grading period. Report cards will represent each student’s transcript to date and will be mailed to parents. Report cards can be expected to be mailed shortly after the close of each semester.

In general, Glacier does not give partial credit (see page 12 for exceptions).

If a student has not completed a course by the end of a semester, he will receive a mark of “incomplete” (I). This mark means that the student is not receiving credit, but is purposing to complete the course in the following semester. For transcript purposes, credit for that course will be assigned in the semester in which the course is listed on the Master Agreement.

## **GRADES, GRADING & GPA**

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Students typically take seven 5-credit classes per semester. In this scenario a student would receive 70 units per year. The following table demonstrates the units necessary to move from one grade level to another.

0-54 credits	9th grade	55-124 credits	10th grade
125-189 credits	11th grade	190-260 credits	12th grade

Students can receive the grades of A, B, C, D, F, or P. Each grade has a point value which effects a student's overall GPA, with the exception of a P or Pass (physical education is a pass/fail class) . The following table demonstrates the Grade Point Average value for each letter grade.

A	4 points	B	3 points	C	2 points
D	1 point	F	0 points		

Daily assignment grading is the responsibility of parents. These grades are then reviewed by the charter teacher who will either approve and finalize the grade or adjust as necessary. Grades from parents are due at the end of each semester. Due dates and a grading guide will be provided by your charter teacher.

Grading rubrics will be provided to assist you with your grading responsibility. For your convenience, these rubrics will be provided either blank or partially filled out for Oak Meadow courses.

The partially filled out rubrics will pre-determine the values and weights of the various assignments in each course. This provides fair but simple assistance for your assignment evaluation. We provide these course rubrics for English 9-12, Health, U.S. History, World History, Government, Spanish and Biology

### **MINIMUM - MAXIMUM CLASS LOAD & UNITS PER SEMESTER**

A minimum class load in any given semester is four classes (20 units). The minimum load must be taken at Glacier. The maximum number of classes that can be taken in a semester is eight (40 units). Some of the units beyond the minimum load may be taken through another school's program.

These class-load guidelines are intended to help pace a student and maintain reasonable work expectations. Students who wish to accelerate may do so by finishing a class they are currently enrolled in and starting another.

## **REPEATED COURSES**

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Students who repeat courses due to request or recommendation will be able to use the former course credit they earned as elective credit. All credits earned by retaking classes will be applied to the student's overall transcript, but will not replace the former classes.

## **PARTIAL CREDIT, DROPS, & WITHDRAWS**

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Glacier will offer partial credit only in these cases:

- The student moves away mid semester
- The student completes an elective that is designed to be worth less than 5 credits
- The student comes to Glacier mid-semester and Glacier has no class to match a class from the former school.

All classes that are dropped will receive no credit.

A student's transcript will reflect the following notations for classes dropped. The notations reflect time in the class. The drop time line is as follows:

- ◆ First 20 days in semester or upon enrolling  
If the student drops class, that class isn't recorded on transcript.  
(This is considered a trial/courtesy window)
- ◆ 21-40 days into semester  
If the student drops class, he receives a "Withdraw Pass" (WP)
- ◆ 41-60 days into semester  
If the student drops class, he receives a "Withdraw Fail" (WF)

Neither WP or WF are credit markings. They are more reflective of a student's responsibility.

## **SUCCESSFUL CLASS COMPLETION**\_\_\_\_\_

For a student to pass a core class successfully and not have to repeat the class the student must pass with a minimum of 70% (or C-). Completing the class with a grade of less than 70% (C-) requires the student to take the class again.

A student taking a class that is a prerequisite must pass that class with a minimum of 75% or (C) in order to go on to the next higher class. This would apply to:

- ◆ Biology to Chemistry
- ◆ Algebra to Chemistry
- ◆ Pre-Algebra to Algebra
- ◆ Algebra to Geometry
- ◆ Geometry to Algebra 2

## **ON-SITE CLASSES**\_\_\_\_\_

### **ATTENDANCE**

A student enrolled in a class may miss up to two weeks of class per semester without penalty. This means two absences in chemistry, biology OR four absences in math classes (as they meet twice weekly.) Upon the third or fifth absence (depending on which class they are enrolled in), the student will be dropped.

Students who are successfully completing the class with a grade of 85% or better may possibly be granted further absences. For these students the parent must submit to the principal a written request/explanation at least one week in advance of proposed absence.

## CLASS PRE-REQUISITES

*Chemistry* - To enroll in Chemistry a student needs to have successfully completed Algebra 1 and be concurrently enrolled in Geometry or Algebra 2. Also the student must already have successfully completed Biology.

*Biology* - To enroll in Biology a student needs to have successfully completed or be currently enrolled in Algebra 1.

*Algebra I* - This full year course is offered to students who have completed a pre-algebra mathematics equivalent and demonstrate readiness by completing an appropriate placement test.

*Geometry* - This full year course is offered to students who have successfully completed Algebra 1 with a "C" or better.

*Algebra II* - This course is offered to students who have successfully completed Algebra 1 with a "C" or better. It is recommended that a student also complete Geometry with a "C" or better and have a demonstrated ability to achieve well in advanced course work.

*Trigonometry / Pre-Calculus* - This course is offered to students who have completed Algebra 2 with a "B" or better, and demonstrated an ability to achieve well in advanced course work.

*Calculus* - This course is offered to students who have completed *Trigonometry / Pre-Calculus* with a "B" or better, and demonstrated an ability to achieve well in advanced course work.

## **GRANT & SCHOLARSHIP INFORMATION**\_\_\_\_\_

Students enrolled in the College and Career Readiness Course will learn about all the various ways they can pursue financial-aid, scholarships and grants. Local scholarship information is continually made available through our College and Career Readiness Course and collected for students to access. Workshops and field trips are periodically made available for students and/or family to attend. Families are encouraged to search for resources using any and all agencies available to gain maximum benefit.

## **ASSOCIATED STUDENT BODY (ASB)**\_\_\_\_\_

Glacier's leadership class plans and prepares student activities. To date, we have been able to include all students who have a desire to participate. Student body officers serve for the entire year. To become a candidate for the office, a student must meet grade and conduct qualifications. This class receives credit and a grade.

We encourage all students to participate in the events that our ASB plans. Students who come to our program have some shared interests and can make some lasting friendships with other students who come to Glacier for the same reasons. We are striving to provide fun events and hope that you will join us.

## **ATHLETICS**\_\_\_\_\_

Depending on student interest; Glacier can offer two CIF sports, Cross Country Running and Golf. We are not able to provide every sport possible, but we are willing to consider sports that students have interest in if we can provide leadership and have enough participation. Since we have limited staff resources, it is important for parents to understand that their assistance and leadership will be needed.

## **SUGGESTIONS & GUIDELINES FOR SUCCESS**\_\_\_\_\_

### **Grading**→

We have provided each family with a grading guide that will play an important role in your assessment of your students. Within this guide are instructions and parameters that need to be followed in order to ensure a consistency in grading our students and presenting them with meaningful transcripts.

Below are some helpful tips to remember while assessing students:

- ◆ At a minimum, provide weekly feedback and explanation of assessment made so students can understand deficiencies and build on strengths.
- ◆ Follow the rubrics provided to demonstrate how and why a particular grade was given. This practice will help both you and your charter teacher see areas of needed growth and Improvement.
- ◆ Using these tools will also help our school maintain a high level of consistency while serving individually and will help eliminate unnecessary subjectivity in the grading process.

### **Attendance**→

While we are not a classroom-based program, we are still responsible to insure that students are receiving both appropriate oversight and instruction during the school day. One way that we are required to account for our students is through the paper attendance logs that you have received. It is important that these are filled out entirely, accurately, and returned on time.

### **Classes**→

We strive to provide as much assistance for your student's educational program as possible. Our experience has taught us that while parents can do an exceedingly good job in home education, there are certain problematic areas that go beyond the typical expertise and comfort level of home educators. To address this issue we offer on-site classes that provide instruction and assessment in those difficult instructional areas.

## **SUGGESTION & GUIDELINES FOR SUCCESS CONTINUED\_\_**

### Classes Continued-

These classes do require some guidelines:

- ◆ Students are required to make every effort to attend every class. Keep in mind that weekly or bi-weekly classes are actually several class times combined to give a maximum amount of instruction in a compact time. Missing one class is tantamount to missing several instruction times.
- ◆ Even though parents do not give the instruction or assessment for these classes, parents still need to provide ongoing oversight of their student's progress. Much of the work will still happen in the home and charter teachers will keep close contact with parents about their student's progress.
- ◆ During class days, we ask that students do not merely "hang-out" on the school campus. If students are in between classes or waiting to be picked up, they need to be engaged in school work or an appropriate activity. We also ask that students not leave the campus until they are picked up by the appropriate person.

### Achievement-

There are two main elements for success in our program:

- ◆ Students who are responsible to be engaged in their work with independence and self-motivation, while listening and responding positively to parental instruction.
- ◆ Parents who are vigilant to see that their students are making daily gains, who are involved in the process of their learning, and who are actively seeking the best methods for learning.

#### Expectations–

- ◆ Students – it is easy to set expectations for yourself that are either too high or too low. You are extremely capable, more than you probably give yourself credit for. We know this and one of our aims is to help you realize it. To help you have expectations that are beneficial, we invite you to speak freely with your parents and charter teachers about both your struggles and successes. You may do much of your work independently, but you are not alone!
- ◆ Parents – it is easy to have expectations that are either too high or too low regarding your student's progress. The grading rubric was designed to help eliminate some of this, yet it is still quite typical to struggle with knowing what to expect from your students. Simply recognizing this and keeping watch over your expectations will help greatly. Also communicating your concerns to your charter teachers will provide another viewpoint.
- ◆ Glacier High School Charter – we strive to have high standards and provide an excellent program, and we know that we will always be challenging limitations to increase our effectiveness. There are expectations that we have for ourselves as a program to provide students and parents with the educational experience and means to clearly identify their own academic desires and to set high goals to attain them.

We believe that all these expectations reflect not only our desires as a school, but your desire as students and the type of program we should be.

## **GLACIER HIGH SCHOOL CHARTER CURRICULUM\_\_\_\_\_**

### ENGLISH LANGUAGE ARTS

#### **\*English 9** (College Prep)

Syllabus and Teacher Manual

The Least You Should Know About English

A Wizard of Earthsea

Animal Farm

Our Town

To Kill a Mockingbird

#### **\*English 10** (College Prep)

Syllabus and Teacher Manual

A Separate Peace

Huckleberry Finn

Anthem

#### **\*English 11 - American Lit** (College Prep)

Syllabus and Teacher Manual

The Red Badge of Courage

To Be a Slave

The Great Gatsby

#### **\*English 12 - World Lit** (College Prep)

Syllabus and Teacher Manual

The Metamorphosis

The Ramayana

A Doll's House

Don Quixote

**\*NOTE: ADDITIONAL ALTERNATIVE CURRICULUM IS AVAILABLE BY REQUEST,  
INCLUDING REMEDIAL AND ONLINE OPTIONS.  
(ASK YOUR CHARTER TEACHER FOR MORE INFO)**

## SOCIAL SCIENCE

### **\*World History**

Syllabus and Teacher Manual  
World History

### **\*US History (College Prep)**

Syllabus and Teacher Manual  
The American Vision

### **\*US Government**

Syllabus and Teacher Manual  
U.S. Government—Democracy In Action

### **\*Cultures & Geography**

Syllabus and Teacher Manual  
World Geography

\*NOTE: ADDITIONAL ALTERNATIVE CURRICULUM IS AVAILABLE BY REQUEST,  
INCLUDING REMEDIAL AND ONLINE OPTIONS.  
(ASK YOUR CHARTER TEACHER FOR MORE INFO)

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## MATHEMATICS

### **\*Pre-Algebra (On-site class is college prep)**

Prentice Hall Textbook  
Workbook  
Solution Key

### **\*Algebra 1 (On-site class is college prep)**

Prentice Hall or Holt Textbook  
Workbook  
Solution Key

### **\*Geometry (On-site class is college prep)**

Prentice Hall Textbook  
Solution Key

**\*Algebra 2** (On-site class is college prep)

Prentice Hall Textbook

Solution Key

**\*Pre-Calculus** (On-site class is college prep)

Prentice Hall Textbook

Solution Key

\*NOTE: ADDITIONAL ALTERNATIVE CURRICULUM IS AVAILABLE BY REQUEST,  
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(ASK YOUR CHARTER TEACHER FOR MORE INFO)

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## SCIENCE

### **Earth Science**

Prentice Hall 2007 - Student & Teacher Textbooks

Workbooks

### **Environmental Studies**

Syllabus and Teacher Manual

Environmental Science textbook

**Biology** (On-site class is college prep)

Syllabus and Teacher Manual

Biology – Holt Textbook

**Chemistry** (On-site class is college prep)

Glencoe Textbook

### **Physics**

Syllabus and Teacher Manual

Physics textbook

Coming of Age in the Milky Way

NOTE: ADDITIONAL ALTERNATIVE CURRICULUM IS AVAILABLE BY REQUEST,  
INCLUDING REMEDIAL AND ONLINE OPTIONS.

(ASK YOUR CHARTER TEACHER FOR MORE INFO)

## FINE ARTS

### **Integrated Drawing** (College Prep with Additional Work)

Syllabus

Drawing on the Right Side of the Brain

### **Art History**

Syllabus

The Story of Art

### **Introduction to Photography**

Syllabus

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## PHYSICAL EDUCATION

### **Physical Education**

This is a credit/no-credit course. Students must work out on some form of focused cardiovascular exercise for at least 40 minutes per day or an average of 400 minutes every ten school days. Students keep a log of their times and activities on the attendance form which is signed by the parent/guardian.

### **Health**

Syllabus and Teacher Manual

Essentials of Human Anatomy and Physiology

Diet and Nutrition

Sugar Blue

Note: Other Health curriculum alternatives are available. Please contact your charter teacher for more information.

## FOREIGN LANGUAGE

### **Latin 1**

Oxford Latin Course – Part 1  
Syllabus Only  
Audio Cassette Tapes  
Translation Assignment Quiz Packet

### **Latin 2**

Oxford Latin Course – Part 2  
Syllabus Only  
Audio Cassette Tapes  
Translation Assignment Quiz Packet

### **Rosette Stone - Online Language Courses**

Arabic - (levels 1-3)	Mandarin - (levels 1-5)
Dutch - (levels 1-3)	English - American (levels 1-5)
English - British (levels 1-5)	Filipino - Tagalog (levels 1-3)
French - (levels 1-5)	German - (levels 1-5)
Greek - (levels 1-3)	Hebrew -(levels 1-3)
Hindi - (levels 1-3)	Irish - (levels 1-3)
Italian - (levels 1-5)	Japanese - (levels 1-3)
Korean - (levels 1-3)	Latin - (levels 1-3)
Persian - Farsi (levels 1-3)	Polish - (levels 1-3)
Portuguese - (levels 1-3)	Russian - (levels 1-5)
Spanish - Latin Am (levels 1-5)	Swahili - (level 1)
Spanish - Spain (levels 1-5)	Swedish - (levels 1-3)
Turkish - (levels 1-3)	Vietnamese - (levels 1-3)

### **Spanish III**

Buen Viaje  
Syllabus Only  
Spanish Dictionary

### **Spanish IV**

Galeria de Arte y Vida  
Writing Activities Workbook  
Spanish Dictionary

## OTHER ELECTIVES

### **Vocational Education**

Work permit required

### **Learning Strategies**

The Seven Habits of Highly Effective Teens  
Associated Workbook

### **Sociology**

Understanding Sociology textbook

### **Psychology**

Syllabus and Teacher Manual  
Walden Two

### **An Introduction to Writing Short Fiction**

Syllabus  
American Short Stories

### **Keyboarding (with Computer Applications)**

Textbook

### **Culinary Arts**

Prentice Hall Textbook and Workbook

### **ASB**

Participate in regular meetings and activities

### **Yearbook**

Participate in all aspects of producing and marketing a student yearbook.

### **College & Career Readiness 1 and 2**

A task oriented class with assignments to better prepare students for entering colleges, universities, trade-schools and other career oriented goals.

## **COURSE DESIGN**\_\_\_\_\_

Glacier High School offers the ability for students and parents to design their own classes. If there is a course which we do not offer, you may be able to design a formalized curriculum with your charter teacher. Please speak with your charter teacher for more information.

## **COMPASS LEARNING ONLINE COURSES**\_\_\_\_\_

During the 2011-12 school year, GHS will be offering a new set of online learning courses which can be completed for credit. The following are courses which we know to be offered by Compass Learning at this time. Please contact your charter teacher for more information and updates.

### **Language Arts**

English I; English II; English III; English IV

### **Mathematics**

Algebra I; Geometry; Algebra II; Trigonometry; Pre-Calculus

### **Science**

Physical Science; Biology; Chemistry; Physics;  
Earth/Space Science; Integrated Physics and Chemistry

### **Social Studies**

US History I (to 1850); US History II (1850 - present);  
World History; US Government; Civics; World Geography

### **Advanced AP Courses**

Mathematics - Pre-Calculus; Trigonometry; Calculus  
Science - AP Biology; Advanced Physics I  
Social Studies - US Govmnt; Macroeconomics; Microeconomics  
Humanities - Public Speaking

### **Other Electives**

Health; Economics with Personal Finance

## ON-SITE OPTIONS

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All classes that are taught on-site will be graded by the classroom teacher. Teachers will provide clear homework assignments and work expectations for students who elect to participate in these classes. It is the responsibility of students to communicate with teachers regarding any difficulties. The nature of these intensive classes requires that students make every effort to attend each session. Students and parents should not hesitate to schedule an appointment with teachers regarding scheduling, advanced work submissions, missed assignments, or any other concerns you may have.

### *Algebra I - [College Preparatory Course]*

This full year course is offered to students who have completed a pre-algebra mathematics equivalent or demonstrate by testing an appropriate placement. Classes meet twice weekly.

Text - Prentice Hall, Algebra 1

Assessment - Weekly quizzes, unit tests, & homework completion

### *Geometry - [College Preparatory Course]*

This full year course is offered to students who have successfully completed Algebra 1 with a "C" or better. Classes meet twice weekly.

Text - Prentice Hall, Geometry

Assessment - Weekly quizzes, unit tests, & homework completion

### *Algebra II - [College Preparatory Course]*

This course is offered after a student's successful completion of both Algebra 1 and Geometry with a "C" or better. Classes meets twice weekly.

Text - Prentice Hall, Algebra 2

Assessment - Weekly quizzes, unit tests, & homework completion

### *Advanced Math - [College Preparatory Course]*

This course is offered to students who have completed Algebra 2 with a "B" or better, and demonstrated an ability to achieve well in advanced course work. The course covers Trigonometry and Pre-Calculus concepts. Classes meet twice weekly.

Text - Precalculus

Assessment - Weekly quizzes, unit tests, & homework completion

### *Biology - [College Preparatory Course]*

This laboratory science covers high school biology standards and concepts. Students should be concurrently enrolled in Algebra 1 or higher as a co-requisite. This class requires completion of homework and meets once a week for a three hour session. Various field trips dates will be announced during the course of the curriculum.

Texts - Holt, Biology

Assessment - Labs, homework, projects, tests, and attendance.

### *Chemistry - [College Preparatory Course]*

This laboratory science covers high school chemistry standards and concepts. Students should be concurrently enrolled in either Geometry or Algebra 2. This class requires completion of homework and meets once a week for a three hour session.

Texts - Glencoe, Chemistry

Assessment - Labs, homework, projects, tests, and attendance.

### *ASB Student Leadership*

This course is open to students from any grade. Students will learn the basics tenets of leadership, student governance, taking initiative, fundraising, and follow-through.

Assessment - participation and attendance

### *Yearbook*

Students will work cooperatively to document events at Glacier High School. Skills related to publishing layout will be developed. The student will attend regularly scheduled meetings and work as needed to meet important deadlines. Ultimately, the student will participate in the successful production of a school yearbook.

Assessment - meeting publication deadlines, product quality, participation and attendance.

### *Art Studio - Mrs. Irina Buca*

This course will be offered to juniors and seniors who have taken an introductory art course. This is a more advanced art course.

## **TUTORING**

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Glacier is committed to helping each and every student succeed. We know that there are occasions where further help and instruction is required. We provide this primarily through our on-site classes, however, if there is further need do not hesitate to ask your charter teacher who may be able to facilitate further instruction.

## **TESTING**

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### **STAR**

State testing occurs every year during the spring semester. This standard aligned testing establishes Glacier's API or Academic Performance Index. These scores are useful for students regarding the standardized expectations of college entrance assessments.

### **CAHSEE**

It is necessary for all students to pass both an English Language Arts and Mathematics proficiency exam prior to graduation. Students will first take these tests during the spring semester of their sophomore year. Students can continue to take these exams until they are passed, up to seven additional attempts.

## **COLLEGE CLASS OPTION**

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Students at Glacier have the option and opportunity to take classes at the local community college (Oakhurst Community College; Fresno City College; Willow International; etc). Beginning the summer after a student's sophomore year, students can start taking two classes per term (summer, fall, spring). Each 3-4 unit college class receives 10 high school credits. Students must have a GPA of 2.5 or higher to participate and must be current in all Glacier work.

Procedure: Visit the community college office to determine what local procedures are. Pick up a course catalogue and the "15 percent" program application. Fill out the application and bring to your charter teacher and principal for signatures of approval. Return to college with paperwork & requirements for specific courses you wish to take.  
(Note: Community colleges may require proficiency testing prior to the placement of students in certain courses. You may have to attend the first class to see if there is room available for high school students.)

## **YOSEMITE CLASS OPTION**

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Students may take up to two classes per year at YHS. These classes are offered on an "as available" basis. These classes will transfer for Glacier credit. See your charter teacher to request a "Petition to Enroll" form. Select your requested class and submit to the principal. You will be informed if your class request is approved.

## **STUDENT RECORDS**

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Student transcript records are available upon request. Please give 2 days notice. Parents/Legal Guardians may request copies of any portion of their students cumulative folders. Please give a weeks notice.

## **TRANSFERS**

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Students who transfer from Glacier will need to request a drop form from the secretary. All checked out materials will need to be returned. A transcript will be issued upon departure. Cumulative files will be forwarded to your next school after we receive a cumulative file request from said school.