

Student Catalog

2013-2014

Middle & High School Course Catalog



New Designs Charter Schools are college preparatory public schools fully accredited by the Western Association of Schools and Colleges

Mission

In pursuit of excellence, the New Designs Charter Schools prepares students to succeed in a global, diverse, information-based, and technologically-advanced society.

Vision

We are committed to the development of a multicultural, college-preparatory learning environment that will enable students to become literate, self-motivated, and lifelong learners.

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Middle & High School Course Catalog

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Welcome to the College Counseling Center

Welcome to a brand new school year! My name is Ms. E, and I am very excited to work with you this year. The College Counseling Center is a great resource for students and families, and I welcome you to be a frequent visitor. My door is open for students and their families, and I encourage you to make an appointment beforehand if you would like to meet with me privately.

Some of the services provided by the College Counseling Center include:

- Making sure students are on track academically for a 4-year college or university
- Helping students choose extracurricular activities that will enhance their college applications
- Connecting students with college representatives
- Planning college visits
- ACT, SAT, SAT II (Subject Tests), AP, CLEP
- College Application process
- Choosing the right college
- Emotionally preparing for college
- Financial Aid
- College opportunities for undocumented and AB540 students
- Transcripts
- Letters of Recommendation
- Support once you graduate from NDCS
- Internship opportunities
- Academic, personal/social, and career counseling

Additionally, there are parent workshops throughout the year related to college topics, including:

- Becoming College Ready
- College Application Process
- Financial Aid for College

I look forward to getting to know all of you and helping you on the road to college!

Ms. E
College Counselor

College Preparatory Curriculum

A-G Requirements

The intent of the “A-G” Subject Requirement is to ensure that students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study. The requirements are written deliberately for the benefit of all students expecting to enter the University, and not as preparation for specific majors. University of California (UC) faculty considers the Subject Requirements to be effective preparation on many levels for undergraduate work at the University. The “A-G” curriculum assures the faculty that the students have attained a body of general knowledge fit for higher education. Fulfillment of the “A-G” pattern also demonstrates that the student has attained essential critical thinking and study skills.

As part of your educational career at New Designs Charter School, the “A-G” requirements are built into your course load in order to ensure that you are eligible to enter the California State University (CSU) system and the University of California (UC) system.

Requirement	Subject	Qualifying Courses
A	History/Social Science (2 years required)	One Year of World History, Cultures, Historical Geography & One Year of US History or one semester of US History and one semester of American Government or Civics
B	English (4 years required)	College preparatory English that includes frequent & regular writing, reading of classic & modern literature, and listening/speaking
C	Mathematics (3 years required, 4 years recommended)	College preparatory mathematics that include the topics covered in elementary & advanced algebra & 2- & 3-dimensional geometry
D	Laboratory Science (2 years required, 3 years recommended)	Laboratory science that provides fundamental knowledge in at least 2 of the 3 disciplines of biology, chemistry, & physics
E	Language Other Than English (2 years required, 3 years recommended)	Two years of the SAME language (other than English)
F	Visual & Performing Arts (1 year required)	Includes dance, drama/theater, music, or visual art
G	College Preparatory Electives (1 year required)	One year of a class chosen from the “A-F” courses beyond those used to satisfy the above requirements, or courses that have been approved for use as “G” electives

College Preparatory Curriculum

Start Early

At New Designs Charter Schools, we believe that planning for college should begin as early as possible. By enrolling in our schools, you have decided to follow a college preparatory track in middle and high school. Listed below are steps you may take to begin preparing for college as early in your academic career as possible.

6th Grade

- Take time to write down your career goals. What will you have to do to achieve those goals?
- Decide on a quiet place where you will do your homework every night.
- Determine to do well in all of your classes
- Attend New Designs' Saturday School twice a month
- Review the Student Catalog with your parents/guardians regularly so that you are familiar with New Designs' academic expectations
- Do your best on all tests (class tests, benchmark tests, CST exams)

7th Grade

- Talk about your college plans and career goals with your parents, teachers, and friends.
- Visit the College Center on campus and ask about college requirements
- Determine to earn recognition in at least two school ceremonies (Weekly Assembly, Honor Roll, etc.)
- Continue to strive toward excellence in your courses and ask for help from your teachers when you need it
- Attend New Designs' Saturday School twice a month
- Review the Student Catalog with your parents regularly so that you can be familiar with New Designs' academic and behavioral expectations set for you
- Do your best on all tests (class tests, benchmark tests, CST exams)
-

College Preparatory Curriculum

8th Grade

Most students don't start thinking about college until they enter high school. By now, you are already a step ahead of the crowd, just as long as you follow this checklist.

- Tell your parents you want to attend a selective college
- Attend an event on local college campuses with your parents (we are very close to USC, Occidental College, and even Cal State Los Angeles)
- Visit college websites for information about their admission requirements
- Study and strive to get "A" grades. Studying hard now will prepare you for the years to come
- Plan to pursue a high school class schedule that follows a college preparatory track
- Decide on a New Designs Career Academy Pathway that you will commit to for all four years of high school
- Develop skills that are valuable in high school and essential in college, such as word processing, online research, note-taking, and time management
- Attend New Designs' Saturday School twice a month
- Do your best on all tests (class tests, benchmark tests, CST exams)



College Preparatory Curriculum

9th Grade

Now that you're in high school, the job of preparing for college begins in earnest. Colleges will look at everything you do for the next four years, so consider this your opportunity to impress them.

- If you haven't already done so, get to know your school counselor
- Study and strive for "A" grades in all your classes; do at least one hour of homework every night
- Form a study group with friends who also plan to go to college, and study together as often as possible. If you fall behind in a course, seek tutoring.
- Create a resume, and be sure to save items such as report cards, diplomas, and certificates. List your awards and honors, school and community activities, offices or positions you hold, and volunteer or paid jobs, and make sure this is all on your resume. Update your resume every semester.
- Become involved in at least one extracurricular activity at school and participate as much as possible
- Attend New Designs' Saturday School twice a month
- Do your best on all tests
- Over the summer, take part in academic enrichment programs and special summer workshops or camps for music, science, engineering, writing, filmmaking, theater, languages, and other subjects that interest you
- Consider taking a new class over the summer at a local community college
- Create a student account at www.collegeboard.org
- Begin your student planner at www.csumentor.edu
- Start thinking about your life after high school, including the types of jobs that might interest you. Identify your interests, and this will help you focus on your career goals. Do you like science and lab activities, or do you prefer expressing yourself through art (writing, dance, music), etc.?
- Talk to other people – peers and adults – about careers you might find interesting. Try talking to your counselor, teachers, NDCS alumni, or other working professionals in your community.

10th Grade

This is a busy year. You may be learning how to drive or working at your first "real" job. It is also the year to start narrowing down your college interests, and to step up your academic efforts.

- Review your 9th and 10th grade schedules with your counselor to make sure you are taking all the college-prep courses you need for college admittance
- Strive for “A” grades in all of your classes, and do at least two hours of homework every night
- Continue to form study groups with friends. Seek tutoring if you start falling behind in a class
- Get involved in at least one new extracurricular activity. Take a leadership role
- Update your resume and create a “Brag Sheet”
- Register for and take the PSAT, the preliminary exam for the SAT (See “11th Grade” on next page for more information)
- Attend New Designs’ Saturday School twice a month
- Do your best on tests (class tests, CAHSEE, etc).
- Sign up for an SAT preparation program (ask your counselor for more information). You will have to take the SAT exam in your junior year, so get as much tutoring as you can in order to be fully prepared for the SAT and/or the SAT Subject exams.
- In the Spring, talk to your counselor about making sure you are scheduled to take the most appropriately challenging courses for your junior year
- Participate in academic enrichment programs and special summer workshops or camps. Or register for a community college course to enhance your academic record, and to give you a taste of college
- During the summer, volunteer in an organization that interests you. Remember, in order to become eligible for graduation, you need to document 50 hours of community service, volunteer work, and/or internship hours

11th Grade

This is the year that you take standardized tests such as the Preliminary SAT (PSAT), the actual SAT, tour college campuses, and make important choices about your life after high school

- Check with your counselor to make sure you are on track to take the college-prep subjects you need in order to attend a 4-year university
- Strive for “A” grades in all of your classes. This is especially important in your junior year because this is the year that colleges will examine most closely to determine if you are a good candidate for their school. You should also do at least hours of homework every night
- Make sure you are registered to take the October PSAT. The PSAT is the preliminary exam for the SAT, and is required for you to be considered for several national scholarship programs, including the National Merit Scholarship. You can prepare for the PSAT by reviewing old PSAT or SAT exams (available online at www.collegeboard.org). The results of the PSAT will also give you and your counselor an idea of your strengths and the areas you need to improve as you prepare for college admissions

- Attend college fairs and presentations by college representatives who visit your school. Visit the College Counseling Center and start looking through guidance publications, college catalogs, and other information
- Continue your extracurricular activities, and take the initiative to set up programs or plan activities at school. Work to improve your favorite skill, and seek out people or programs to help you. Explore ways to help other people by pursuing your main interests
- Attend New Designs' Saturday School twice a month
- Do your best on tests (class tests, CAHSEE, etc.)
- If you are taking any Advanced Placement (AP) courses this year, register to take the AP exams in the Spring. Scoring well on the AP exams can help you earn college units
- Arrange campus visits to the colleges and universities of your choice. You will be able to meet with staff from admissions and academic departments, as well as tour the campus
- Update your resume and Brag Sheet with new information and materials
- Research colleges and universities that have fields that interest you (you can do this on www.collegeboard.org or www.csumentor.edu)
- Take your college entrance exams (SAT, SAT II, and ACT) in May or June of your junior year. Your school counselor can provide you with the necessary information. You must register for the tests at least one month in advance. Ask your school counselor about fee waivers for the tests
- In the Spring, consider enrolling in a course at a local community college or university. If you pass the class, you may be eligible to roll over your college credit to the university you attend in the Fall
- You will begin to receive a lot of college-related mail in the Spring. Return the reply cards to the schools that interest you
- Investigate summer programs, workshops, internships, and camps in your community or on college campuses, and apply to any that interest you
- During the summer following your junior year, prepare for the SAT or ACT by reading books with testing tips and sample questions. You can find these in the College Center bookshelf, libraries, or bookstores, or you can access them on the internet. The Los Angeles Public Library offers free SAT and ACT prep classes. Visit www.lapl.org/studentSMART for information on these and other resources
- Check with different colleges and see if they require any portfolios or any other special materials. During the summer, complete any audition tapes, art portfolios or special materials required for admission to programs such as fine arts, music, or theater.
- Work during the summer as a volunteer in an area of interest to you, or in an area where your community needs help. Remember, you will need a minimum of 50 volunteer hours completed in order to become eligible to graduate from NDCS

College Preparatory Curriculum

12th Grade

It's finally here! Your senior year! You have made it this far, but there is still so much to do to make sure you secure your admittance to the college of your choice.

August

- Attend Senior Orientation. You can get your senior schedules at orientation. If you miss it, you will need to schedule a separate time to meet with the counselor to get your schedule
- Make sure that you are scheduled into the correct classes that will allow you to graduate on time. Make sure that you have made up any classes in which you did not receive a grade of "C" or higher
- Ask your counselor for SAT, SAT II, and ACT fee waivers. Make sure you sign up for the September SAT & ACT (with writing). Your counselor can help you with this
- Meet with your counselor to review career plans and college choices
- Research schools that would best fit your plan. Make sure to research colleges and universities inside and outside of California
- Find out if any of your top choice school require portfolios, interviews, or auditions, and start putting these things together
- Call college campuses to ask for tours and to request college information packets and catalogs
- Research deadlines for SAT and ACT registration. Remember that you must sign up for these tests before January, so that you have your scores back in time to send in with your college applications
- Develop a college list of possible schools to which you will apply
- Give copies of your Brag Sheet to teachers and other adults who can write your Letters of Recommendation. Begin asking for them NOW
- Continue to develop your resume and Brag Sheet
- Research scholarships for which you may qualify. The College Counseling Center is also a great resource to find out more about current scholarships
- Continue building on your extracurricular activities. Find new ways to demonstrate leadership, persistence, thoughtfulness, creativeness, and some other special trait through your activities

September

- Continue to meet with your counselor regarding your college choices and college list
- Meet with admissions representatives who are visiting your school

- Research deadlines for college admissions and financial aid applications. Deadlines for out-of-state colleges vary, so be sure to make note of deadlines for each college to which you are applying
- Make a calendar with important dates and deadlines
- Now is the time to begin to apply to some private and out-of-state schools using the Common Application online at www.commonapp.org (see your Counseling Office for a complete list of schools that use the Common App)
- Continue asking teachers, counselors, and employers for Letters of Recommendation to include with your admissions and/or scholarship applications. Be sure to provide a stamped, addressed envelope to your recommender for each school. Give each person at least a month to write the Letter of Recommendation. Don't forget to write 'thank you' notes!
- Transcript Request forms are available in the main office. Please check your transcripts for accuracy. Make sure that your transcripts are in order with the correct grades, classes, and GPA
- Take the September SAT & ACT exams. Request fee waivers and sign up for the October SAT (or SAT II) & ACT (with writing) exams.

October

- Take the October SAT (or SAT II) and ACT (with writing) exams. If you need to, request fee waivers and sign up for the November SAT (or SAT II) and ACT (with writing) exam
- Begin working on the University of California (UC) and California State University (CSU) applications. Make copies of all applications and other materials sent to colleges for your files
- Most college applications require essays. Develop outlines and ask your English teacher or counselor for assistance
- If possible, visit your top school choices. Interview students, faculty, and staff there.
- Attend special programs like college fairs, and college application and financial aid workshops
- Search scholarship databases and apply for scholarships (BEWARE OF SCAMS – scholarships and grants do not require you to pay any money upfront)
- Find out which financial aid applications your college choice requires, and when those form are due. Some private universities may require that you register for CSS/Financial Aid PROFILE at this time
- Transcript Request forms are available in the main office. Please check your transcripts for accuracy
- Continue working on your UC and CSU applications
 - ✓ **CSU/UC Application Fee Waivers:** The fee waiver is built into the online application and will be one of the last screens you come across when you are doing your online application (right before "Payment Options"). You will need to enter your parent's estimated annual income here in order to find out if you qualify for the application fee waiver

- ✓ Private School Application Fee Waivers: Check if you qualify for a fee waiver by calling the school or looking on their website

- Continue doing well in your classes, as colleges will see your 1st Semester grades
- Attend at least one college application workshop

November

- Take the November SAT (or SAT II) and ACT (with writing). Also, this month is your last chance to sign up to take the December SAT, SAT II, and/or ACT (with writing) so that your scores will come on time to be submitted with your college applications
- Complete your college applications. UC and CSU applications are due at the end of the month. NOTE DEADLINES! Computer servers can get jammed because everyone waited until the last minute to submit their application online. Don't get caught in this situation!
- Check with each of the colleges you applied to in order to find out what materials you need to send in, and when they must be postmarked

December

- Start looking at the Free Application for Federal Student Aid (FAFSA) online at <http://www.fafsa.ed.gov> The application that you need will open on January 1st. DO NOT SUBMIT THE APPLICATION BEFORE THIS DATE. In the meantime, begin to collect the documents and information you need to complete the FAFSA
- Apply for outside funding or scholarships
- Submit your last college applications before the due dates this month. Make sure to also submit official high school transcripts (if colleges request them) and test scores (SAT, SAT II, AP, ACT)
- Ask your parents to save their year-end payroll stub if it shows their earnings for the year. You will need it for financial aid eligibility review by colleges

January

- Submit your complete FAFSA online as soon as you can after January 1st. The deadline for California colleges and universities is March 2nd, but schools outside of California may be different
- Males who are 18 years of age and older must register for the Selective Service in order to receive federal financial aid. Males cannot apply for FAFSA unless they register for the Selective Service
- Don't fall prey to "senioritis!" All college acceptances are provisional – contingent upon the maintenance of your present level of achievement plus successful completion of your 12th grade year
- Ask your parents to prepare their income tax returns early. Some schools may request them to prove eligibility for financial aid

- If you are an AB540 student, fill out and submit your Dream Act application as soon as possible

February

- Check to see if your mid-year transcripts have been sent to the schools to which you have applied
- Research taking Advanced Placement (AP) or College-Level Examination Program (CLEP) and college placement exams
- If you haven't already done so, be sure to submit your FAFSA before the end of this month

March

- Look for your Student Aid Report (SAR) in your e-mail or regular mail. Your SAR contains federal financial aid information. Pay special attention to the Expected Family Contribution (EFC) and discuss with your parents and counselor
- Submit SAR and tax forms to the Financial Aid office, if requested. Contact the Financial Aid office of each college that you applied to in order to make certain that your application is complete. Find out what else you need to do to establish and maintain your eligibility for financial aid
- Look for Pell Grant program information in your SAR
- Keep copies of all forms you submit to any Financial Aid office
- If you have not received your SAR within four weeks after sending in your FAFSA, contact the Federal Student Aid Information Center
- Be on the lookout for scholarship award letters
- Closely review the SAR that you receive and make any necessary corrections

April

- Watch your e-mail and regular mail for college acceptance letters and financial aid award letters. Compare the financial aid awards you receive
- Evaluate your options, make your final college selection, and send in the required deposit by the deadline (deadline is May 1st). Some schools will waive the deposit, but you will have to call each college to check with them
- Check with the college you've chosen about the details of signing and returning financial aid award letters
- Notify other schools that you have been accepted to, that you will not be attending
- Watch for important deadlines at your chosen college (housing, financial aid, etc)

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- Notify your counselor of any awards or scholarships (academic, artistic, athletic, etc.) that you receive
 - If you have an IEP, or a learning disability, you must notify the college you choose to attend so that you can receive additional services and access to free resources while enrolled in college

May

- Make sure that you accept the financial aid award from the college you decide to attend. You should decline offers from other schools so that those funds can be made available to other students
- Review your financial aid award letters. If you have any questions, call or write the financial aid office of each college
- Clear all senior obligations with the counselor
- Take Advanced Placement (AP) exams that are given in high schools nationwide
- Don't forget to study for final exams; the grades you receive will still count

June

- Graduation!!!
- Finalize summer school or job plans
- Write "thank you" notes for any scholarships & letters of recommendation you received
- Make sure you send in your final, official high school transcript to the college you've chosen to attend



Career Pathways

NDCS offers four Career Pathways that students can choose from: Law & Diplomacy, Medical Science, Information Technology, and Finance

The Career Pathways are designed to provide students with relevant knowledge and experience in one of the three fields. Below are descriptions of the courses that are currently integrated into Career Pathways program.

INFORMATION TECHNOLOGY ACADEMY

Principles of Information Technology: This is the first course students take in the Information Technology (IT) Academy. It provides an overview of information technology and introduces students to the basics of hardware and software. Students examine hardware components, including peripherals, connectors, and memory. Students explore common operating systems, software applications, and programming languages. Students learn about the types of networks and network topology, and they set up an e-mail client/server connection. Students also consider contemporary issues such as security, privacy, and technological inequality. Finally, students explore career opportunities in the fields of IT.

Computer Networking: Computer networking is a hands-on introduction to peer-to-peer and client/server networks. The course guides students through all phases of implementing and troubleshooting common TCP/IP Ethernet networks. It covers network components, cables, and connectors, as well as the OSI model, protocols, and topologies. Students implement and troubleshoot a LAN and learn about access issues for WANs. Finally, students explore opportunities for network-related careers.

Computer Systems: Computer Systems takes students through the intricacies of setting up hardware, installing software, connecting to a network, and connecting to the Internet. Students get hands-on practice upgrading operating systems. They practice assembling and disassembling computer hardware, including peripherals, motherboards, FRUs, and connectors. Students also learn troubleshooting techniques. Finally, students get a chance to explore careers for computer systems professionals.

Database Design: Database Design covers all aspects of the database life cycle, from collecting user requirements to delivering a database application. Students get hands-on practice in a true-to-life database project as they move from a statement of requirements to a conceptual model, then to an entity-relationship model. They translate this into a relational database. Finally, they create, test, and document the associated database application. Students also examine career opportunities as database professionals.

Introduction to Programming: Introduction to Programming uses Python as a basis for learning general programming skills. Students learn programming principles by comparing Python to other programming languages. They use models as a way to quickly solve new problems using knowledge and techniques already learned. Students complete over 60 programs in the course, including both text and graphics/animation programs. In addition to programming, students learn program design, documentation, formal debugging, and testing. Finally, students examine career opportunities in programming.

Web Design: Web Design is a hands-on introduction to designing, building, and launching Web sites. Students learn about Web development, including HTML coding, usability, design, and Web-based publishing tools. Students determine business requirements, gather Web content, create Web pages, conduct usability testing, launch their Web sites, and plan how to attract traffic. Finally, students take a look at various career opportunities in Web design.

MEDICAL SCIENCES ACADEMY

Applied Medical English: Applied Medical English is an overview of health ethics, cultures of society, family, the individual, health care, epidemiology, and careers. The course also focuses on communication as it relates to our global world. Students will learn the career technical education focus of medical pathways. The focus of this course is on the unifying theme of Public Health and related issues. Students will understand how to make an informed decision on a given health care issue from the perspective of the culture, society, family, and individual. Students will gain practical, generic skills that are needed in the health occupations. Basic communication skills for health care professionals, services provided by various health care facilities, types of health occupations, infection control techniques, legal and ethical issues, and other topics will be broadly covered in the scope of the course. Communication skills will be enhanced through role-playing and learning proper documentation skills.

Anatomy/Physiology: This course is meant to provide students with information and knowledge of basic medical skills, which will be needed for an entry-level health care position. This course will offer basic anatomy and physiology surveys of the body systems, as well as diseases of those systems. More advanced medical terminology will be learned and used. Students will be able to identify and explain factors relating to the transmission of disease. Students will be able to identify cell structure and see cell abnormalities relating to different diseases. The curriculum includes basic preparation in anatomy and physiology, rehabilitative and therapeutic theory and technique, wellness programming, and training and conditioning concepts.

United States History & Public Health: In this course, students analyze major historical events, trends, and concepts within the context of public and community health. Students make connections between the evolution of medicine and the development of American thought and government, which are brought into awareness by events such as the Enlightenment, the Civil War, and the Great Depression. This course integrates US History knowledge and concepts in a Public and Community Health environment. The applications throughout the course allow students to see the connection between History and Public Health.

LAW & DIPLOMACY ACADEMY

Foundations of Law: This course helps students understand why we live under the rule of law, how laws are created, enforced, interpreted, and changed. The course enables students to examine diverse areas of law, including criminal, civil, constitutional, and international law. It also explores civil rights issues and the role of advocacy, civics, and the media in our legal system. Students are encouraged to consider these topics through several viewpoints, such as philosophical and historical, power and fairness, US law and law enforcement, advocacy and policy, career exploration, and comparative systems. Students will become engaged in the challenges that groups face when creating, maintaining, and enforcing a government created by and for the people, and will have a forum to affect change. They will be exposed to numerous career opportunities in the government, legal, and protective service sectors.

Criminal Justice: Students will become familiar with the major principles of criminal law, including their evolution, the rationale behind them, and the policies they are meant to promote. Students will be able to apply the rules of criminal law to particular fact situations to predict how cases would be argued and decided in court. The course will be conducted utilizing a modified case method of study. Students will learn to identify and understand the components of an appellate court decision, as well as how to use legal rules to argue a position. The course will help to develop critical thinking and problem-solving abilities, as well as written and oral communication skills. Focus will be on the Fourth, Fifth, and Sixth Amendments to the constitution. The course will look at the investigation of criminal matters (i.e. search and seizure, interrogation) and the prosecution of criminal matters (i.e. arrest, discovery, trials).

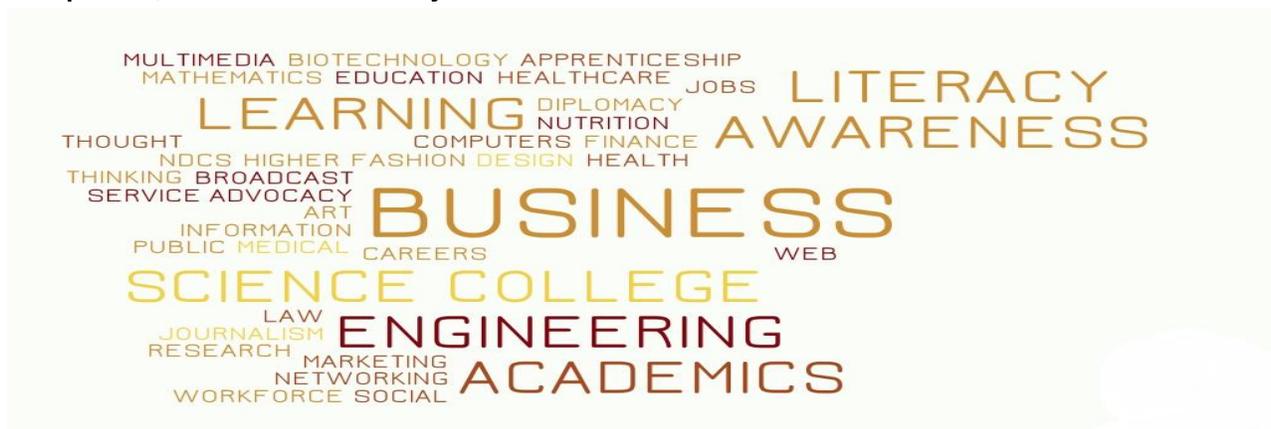
Civil Law, Ethics, & Philosophy: This course introduces students to civil law and the legal structures designed to protect people from individuals and corporations that cause harm. Using a famous liability case as a case study, students compare and contrast the goals, professional roles, and standards of proof in civil and criminal law. As they take on the roles of different stakeholders in a civil case, and bring the case to trial, they consider the role that settlement plays in the civil justice system, and analyze the ways in which interest groups may affect public perceptions of the legal process. Students also reflect on the role and impact of civil litigation in US society.

Journey for Justice in America: This course provides students with the necessary skills to pursue a career in the government services and legal sectors, as well as become informed, active citizens in their respective services and legal sectors and communities. Students will understand the principles on which the United States was founded, the structure of government at the federal, state and local levels, the individual and civil liberties needed to maintain a democratic society, and the way in which order is maintained through law enforcement and the judiciary. The course studies moral problems both domestically and internationally such as “what constitutes autonomy and self-rule in the case of Western Sahara?” Topics of study will include, but are not limited to, fairness in college admissions, welfare, genocide, the AIDS pandemic, weapons proliferation, mineral exploitation and torture as a tool for information gathering during wartime. Domestic issues are also explored by looking at Constitutional law and the ways in which our Constitution has been interpreted since its inception. Constitutional issues such as freedom of speech, establishment of religion, right to privacy, legal representation, and cruel or unusual punishment will be looked at from an ethical perspective in effort to determine whether or not the laws governing our own nation are ethically sound.

FINANCE ACADEMY

Introduction to Business Finance: This course is an introductory course to business finance. Students learn to understand and manage personal finances, and understating. The course presents students with essential knowledge and skills to make informed decisions about real-world financial issues. Students participate in virtual trading and present a virtual mutual fund operational in a particular investment area.

Integrated Marketing & English: This course prepares students with foundational knowledge in marketing, while also providing the opportunity for students to study the English language within the context of business. Through critical literacy, students will comprehend how marketing and advertising professionals manipulate structural and rhetorical devices to influence and sway consumers’ perception of products and influence buying decisions through advertisements, branding, business communications, and marketing materials. To develop an understanding of how the study of practical and academic English is translated into the practice and language of business, students will read and analyze a variety of texts. Students will refine their skills in rhetorical reading, writing, and speaking, and polish their presentation skills so that they can market business they are a part of, as well as successfully market themselves.



Middle School Course Description

New Design Charter School is committed to providing students with a college preparatory curriculum throughout their secondary education career.

SOCIAL SCIENCES

World History and Geography – Ancient Civilizations

Students in 6th Grade expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special interest in the development of the human story as it serves to frame the human experience, referencing territories and regional developments.

World History and Geography – Medieval ad Early Modern Times

Students in 7th Grade study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500-1789. After reviewing the ancient world and the ways in which archeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times.

US History and Geography

Students in 8th grade study the ideas, issues, and events from the framing of the Constitution to World War I with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, students trace the development of American politics.

ENGLISH LANGUAGE ARTS

English 6

This course focuses on developing reading, writing, language conventions, and listening and speaking. The class provides meaningful opportunities for students to delve deeply into the study, practice, and apply language skills. This course will situate the learner in a position to succeed in the next two years of middle school. The course serves as a fundamental premise for the high school English language experience.

English 7

This course covers word analysis, fluency, and systematic vocabulary development, reading comprehension, literary response and analysis, writing strategies, writing applications, written and oral English language conventions, listening and speaking strategies, and speaking applications. The course is built around a core set of reading materials and grammar is taught within the context of those books.

English 8

This course covers word analysis, fluency, and systematic vocabulary development, reading comprehension, literary response and analysis, writing strategies, writing applications, written and oral English language conventions, listening and speaking strategies, and speaking applications. The course is built around a core set of reading materials and grammar is taught within the context of those books.

MATHEMATICS

Pre-Algebra

Students in this course advance their understanding of number and unit relations while being prepared for algebraic representation of numbers. Students solidify foundational number values while beginning to manipulate the notion of a variable. Lessons clearly and explicitly frame the learners as developing an ability to describe life through numeric expression.

Algebra 1

This course presents educational opportunities for students to develop and master numeric relations between concrete and abstract thinking. Materials covered include expressions, equations and functions, rational numbers, solving linear equations, using proportional reasoning, graphing relations and functions, analyzing linear equations, solving linear inequalities, solving systems of linear equations and inequalities, polynomials, using factoring, quadratic and exponential functions, rational expressions and equations, radical expressions and equations.

Geometry

This course expands upon the basic principles of mathematics. Key topics include geometric proofs, perimeter, area, and volume of two and three dimensional figures. Students also look at size transformations, Pythagorean Theorem, constructions, trigonometric functions, special triangles, and coordinate geometry. Students learn to use a graphing calculator for complex functions.

SCIENCE

Earth Science

Students will develop an understanding of Earth Science and its applications. The course covers the nature of science, science and technology and society, motion and acceleration and forces, the laws of motion, energy, work and machines, the earth-moon-sun system, solar system, heat and states of matter, waves, sound and light, the earth's internal processes, electricity, magnetisms, electromagnetic radiation, energy sources, weather and climate, classification of matter, properties of atoms and the periodic table, earth materials, earth's changing surface, chemical bonds, chemical reactions, solutions and acids and bases, nuclear changes, and stars and galaxies.

Life Science

This course places students at the center of scientific exploration, with all the wonder and excitement of discover. Students will learn about science through the study of living things. This exciting class provides opportunities for students to increase their depth and breadth of knowledge about the living world & those things that inhabit it.

Physical Science

This course integrates accurate and comprehensive coverage of physics and chemistry, with mathematics, through accessible text, engaging features, and a variety of hands-on experiences. Critical thinking opportunities, real-world applications and technology resources lead students to a deeper understanding and appreciation of physical science.

ELECTIVES

Academic Enrichment

A daily course offering additional coursework in math and/or English. It is required of all students in 6th-8th Grades.

Physical Education

A daily course in physical education is required of all students in 6th-8th Grades.

Keyboarding & Word Processing/Introduction to Computers

Students in this course develop keyboarding skills as a foundation for computer literacy. Students practice and learn to format reports, write letters, and research papers. This course is designed to help students to prepare for academic work that may be assigned in their regular core classes.

High School Course Description

New Design Charter School is committed to providing students with a college preparatory curriculum that is aligned with the UC/CSU “A-G” requirements, as well as the California State Standards.

SOCIAL SCIENCES

United State History

This course charts the major turning points in American history in the 20th century, reviews the nation’s beginnings and the impact of the Enlightenment on US democratic ideals. Students build upon the study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including social and cultural effects. They trace the change in ethnic composition of American society; the movement towards equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events and learn that the U.S. has served as a model for other nations in that the rights and freedoms we enjoy are the results of a defined set of political principals that are not always basic to citizens of other countries. Students learn that political rights are dependent upon an educated citizenry for their preservation and protection.

World History

Provides students with a record of past important political, historical, ideational, economic, cultural, religious, individual, technological, environmental, and social dimensions of recorded human existence. Students study the great eras and civilizations that have marked human history, while developing critical thinking skills that historians and social scientists employ to study the past and its relationship to the present.

AP World History

Students develop a greater understanding of the evolution of global processes and contacts in different types of human societies. The purpose is to advance understanding through the ability to discern critical facts and use analytical skills. The distinctive feature of the course is to frame the causes and consequences of change around the nature of global inter-relations, and comparisons between global regions and areas. As a historical study, the organization of facts, analysis, and interpretation combine to generate a lens from which “Periodization” becomes the principle by which change and continuity are viewed. Those who pass the AP exam in May will receive one semester of college credit in World History.

Government

Students pursue a deep understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to analyzing important historical documents. The achievement of these standards represent the culmination of a goal of civic literacy, as students prepare to vote, participate in community activities, and assume responsibilities of citizenship.

Economics

Students master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Students step outside the mathematical context to explore the broader implications on economics theory. The basic economic principles of micro and macroeconomics, international economics, comparative economic systems, measurement and methods are studied in a historical and socioeconomic context.

ENGLISH LANGUAGE ARTS

English 9

Students are introduced to critical analysis of literature through essay writing and written responses. Correct grammar, punctuation, and spelling usages are emphasized. The course curriculum and assessments are designed to prepare students for higher level English courses and testing. Students read texts covering four genres: short story, non fiction, poetry and drama and analyze recurrent patterns and themes in historically or culturally significant works. Students read selected short stories, analytical essays, poems, biographies, plays, speeches and novels. Students gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. They complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies. Students deliver focused and coherent presentations that combine traditional rhetorical strategies.

English 10

This course is for tenth grade students who have successfully completed English 9. This course continues the critical analysis of literature through essay writing and oral responses, developing the full range of English skills - reading, writing, speaking and listening. Students focus on the mechanics of language, vocabulary development and directed reading and writing. Students increase their vocabulary development; work on analysis and reasoning skills, and research techniques. Students complete a variety of writing activities including: Opinion Statement, Focused Description, Poetry, Problem-Solution Essay, Career Search Report, Persuasive Essay, Cause-and Effect Essay, Interpretive Essay, Autobiographical, Incident and Research Report that demonstrate research, organization, and drafting strategies. Students read selected short stories, analytical essays, poems, biographies, plays, speeches and novels and will analyze recurrent patterns and themes in historically or culturally significant works. Students deliver focused and coherent presentations that combine traditional rhetorical strategies.

English 11

English 11 is designed to prepare students for college level literature courses. The class will focus on American Literature and students explore and analyze the relationship between author, the work of literature, and historical time frame. In addition, students examine how American Literature has been shaped and enhanced by the diverse backgrounds and unique circumstances of its authors.

English 12

English 12 is a rigorous college preparatory class. Students read novels, short stories, drama, poetry, and non-fiction works with an emphasis on world literature. Students analyze literary works with a critical eye, forming opinions based on evidence, and expand vocabulary, listening and speaking skills within the context of literature. Students learn to write with a clear voice and understanding of audience, and are expected to draw conclusions based on research. Students produce a variety of writings, including reading logs and journals, scripts, short stories, poems, and autobiographical, reflective, persuasive, cause and effect, compare and contrast, and research essays.

AP English Literature

This course introduces upper classmen to major works in the English Canon. It provides a basis for a continuing discussion and ongoing learning about the themes, styles and applications of literature. Students work individually and in small groupings to develop and advance a knowledge base in literature that will promote further studies at the post secondary level. This course is an in-depth look at the major streams of English Literature and prepares students for the Advanced Placement exam. Students in this course are required to read and study major literary works and their applications to modern global living. Those who pass the AP exam receive one semester of college credit in English Literature.

MATHEMATICS

Algebra I

This course seeks to teach students to reason symbolically in mathematics. The key content involves writing, solving, and graphing linear and quadratic equations, including systems of two linear equations in two unknowns. Quadratic equations are solved by factoring, completing the square, graphically or by application of the quadratic formula. The course also includes the study of monomial and polynomial expressions, inequalities, exponents, functions, rational expressions, ratio and proportion. Algebraic skills are applied in a wide variety of problem solving situations.

Algebra II

This course expands on the basic algebraic concepts involved in solving equations and inequalities, factoring polynomials, graphs, exponents and solving quadratic equations. Additionally, it examines quadratic, logarithmic, and exponential functions, the application of functions to real world problems, conic sections, probability, trigonometric functions, and complex numbers.

Geometry

This course seeks to expand upon the basic principles of mathematics. Key topics include: geometric proofs, perimeter, area, and volume of two and three dimensional figures. Students also look at size transformations, Pythagorean Theorem, constructions, trigonometric functions, special triangles, and coordinate geometry. Students learn to use a graphing calculator for complex functions.

Trigonometry/Math Analysis

This is a preparatory course for students intending to take college level or AP Calculus. The course is based on the California State Standards for Trigonometry and Mathematical Analysis. In addition, students learn about probability and statistics, analytic geometry, limits, and are introduced to calculus as well.

Calculus

Students develop an understanding of the calculus concepts and the class provides an experience with its methods and applications. The course emphasizes a multi representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally.

AP Calculus A/B

This course is equivalent to a typical first semester college Calculus course. Topics covered include limits, derivatives, integrals and their applications. Students may receive college credit if they earn a passing score on the Advanced Placement Exam.

AP Statistics

Introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to the following broad conceptual themes:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses
- Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course.

SCIENCE

Biology

An in-depth study of the life sciences, in particular, organic chemistry, microbiology, cytology, genetics, biogenetics, evolution, comparative anatomy among zoology, botany, and human biology, and ecology and its effect on biodiversity. This course emphasizes investigation, analysis, and critical thinking of content through labs, research, media and various established organizations. The final science project includes a hypothesis, experimental design, data collection, results, and presentation using Microsoft Power Point.

AP Biology

Focuses on studying the different forms of life, pushes students to a higher level such as that achieved in a college introductory biology course. Students engage in learning about cellular biology, molecular genetics, evolutionary relationships, and ecological relationships. The core themes of the course are:

- Science as Process
- Evolution
- Energy Transfer
- Continuity and Change
- Relationship of structure to function
- Regulation
- Interdependence in nature
- Science, technology and society

In order to explore these themes, students participate in regular hands-on laboratory experiments. Students who achieve a passing score on the AP exam in May receive college credit for one semester of introductory biology.

Chemistry

Focuses upon the structure and properties of matter from an atomic level, helping students to understand atom interaction and the various changes that take place during chemical reactions. Students participate in laboratory experiments to enhance their studies. Key areas of study include matter and change, atoms, electrons, the periodic law, chemical bonding and formulas, compounds, equations, reactions, stoichiometry, phases of matter, chemical reactions, kinetics, organic and nuclear chemistry and organic compounds. This course provides a solid grounding in the principles/concepts of chemistry and also serves as an introductory course for students who will pursue other science courses in the future.

Physics

An introductory course in the foundations of physics. Emphasis is placed upon the development of an intuitive understanding of physics principles, as well as problem solving using mathematics. In-class laboratory work helps students develop reasoning power and the ability to apply physics principles, as well as acquaint students with sound laboratory techniques.

AP Environmental Science

This course introduces students to the various scientific concepts, principles, and methodologies of environmental science, and the study of the natural world. Students investigate all manner of issues affecting the world today, with topics ranging from water pollution to air toxicity. The objectives are to provide students with scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world; identify, analyze and evaluate the risks associated with environmental problems, both natural and man-made; and to examine alternative solutions for resolving and/or preventing them. Students perform many challenging laboratory experiments and master complex topics in a hands-on setting. This course fulfills one semester of an introductory college level environmental science or laboratory science course for those students who pass the AP exam in May.

ELECTIVES

Physical Education

A daily course in physical education is required of all students in 9th and 10th Grades.

Engineering

This is an introductory course, which develops students' problem solving skills, with emphasis placed upon the concept of developing 3-D models or solid rendering of an object. Students develop the skill sets and competencies needed to apply and participate in using technical drawings to develop and communicate ideas. Students focus on the applications of visualization processes and tools provided by modern, state-of-the-art computer hardware and software. This computer-based process replaces the traditional hand drawing methods. The course teaches the design development process of a product and how a model of a product is produced, analyzed and evaluated. Additionally, students research engineering careers and the educational preparation needed as well as the history of engineering, technology and achievements of the 21st century.

Drama

Provides students with basic understanding of the Dramatic Arts. Throughout the school year students discover themselves and realize their creative potential while learning about improvisation, playwriting, scene study, play production, monologues, and creative writing. By the end of the school year students develop skills such as teamwork, creativity, following directions, discipline, focus and spontaneity.

Spanish I

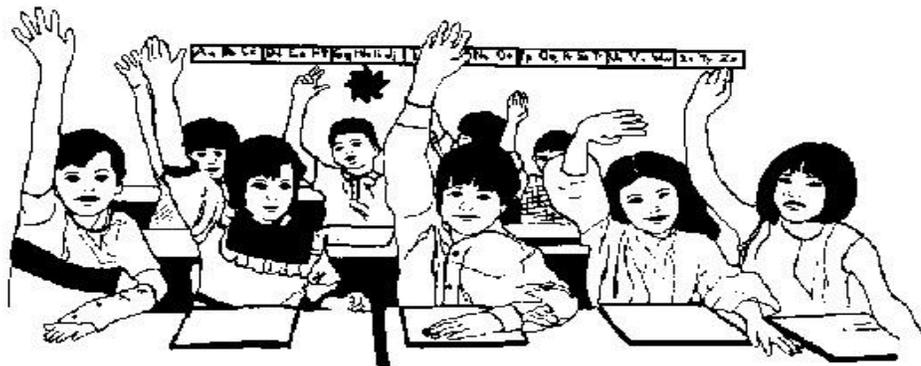
Provides students with the opportunity to learn the Spanish language. It aims to develop core skills in each of the major communication areas: listening, reading, speaking, and writing. The major emphasis of this course is to develop the ability to speak basic Spanish while having accurate pronunciation and intonation. Additionally, students develop an appreciation of Spanish-speaking cultures.

Spanish II & III

Spanish II & III are designed to advance Spanish language communication skills from a foundational/introductory level to a solid beginning level in Spanish II and an intermediate/advanced level in Spanish III. Students are asked to emphasize the four basic components of language development: listening, speaking, reading, and writing. Students are asked to articulate or express themselves using past, present, and future tenses and express themselves using correct language mechanics and sentence structure.

Community College Courses

Students are allowed to take courses at local community colleges. See the college counselor for further details.



High School Exams

California High School Exit Exam (CAHSEE)

Purpose: The primary purpose of the California High School Exit Examination (CAHSEE) is to significantly improve pupil achievement in public high schools and to ensure that pupils who graduate from public high schools can demonstrate grade level competency in reading, writing, and mathematics. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages districts to give these students the attention and resources needed to help them achieve these skills during their high school years. All California public school students except eligible students with disabilities must satisfy the CAHSEE requirement, as well as all other state and local requirements, in order to receive a high school diploma. The CAHSEE requirement can be satisfied by passing the exam, or for eligible students with disabilities, meeting the exemption requirement pursuant to California *Education Code (EC)* Section 60852.3, or receiving a local waiver pursuant to *EC* Section 60851(c).

CAHSEE Sections:

ELA Reading - addresses state content standards through 10th grade in: Vocabulary, decoding, comprehension, and analysis of information and literary texts

ELA Writing - writing strategies, applications, and English writing conventions (e.g. grammar, spelling, and punctuation)

Mathematics - addresses state standards in 6th & 7th grade and Algebra I, including statistics, data analysis and probability, number sense, measurement and geometry, mathematical reasoning, algebra, computation and arithmetic, including working with decimals, fractions, and percents.

CAHSEE Fees: \$ 0

Early Assessment Program (EAP)

Purpose: The Early Assessment Program (EAP) is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE) and the California State University (CSU). The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year. The goal of the EAP program is to have California high school graduates enter the CSU fully prepared to begin college-level study. Students participate in EAP when they take their 11th Grade California Standards Test (CST) in English and mathematics.

Fees: \$ 0

Scholastic Aptitude Test (SAT)

Purpose: The SAT is a globally recognized college admission test that lets you show colleges what you know and how well you can apply that knowledge. It tests your knowledge of reading, writing and math — subjects that are taught every day in high school classrooms. Most students take the SAT during their junior or senior year of high school, and almost all colleges and universities use the SAT to make admission decisions.

SAT Test Sections:

- The **critical reading** section includes reading passages and sentence completions.
- The **writing** section includes a short essay and multiple-choice questions on identifying errors and improving grammar and usage.
- The **mathematics** section includes questions on arithmetic operations, algebra, geometry, statistics and probability.

Fees:

- **SAT:** \$51 (plus a \$27.50 late fee, if you do not register before the deadline)
- **SAT Subject Tests:** \$24.50 for the first test, and \$13 for each additional test, up to three total tests on one day (plus a \$27.50 late fee if you do not register before the deadline)

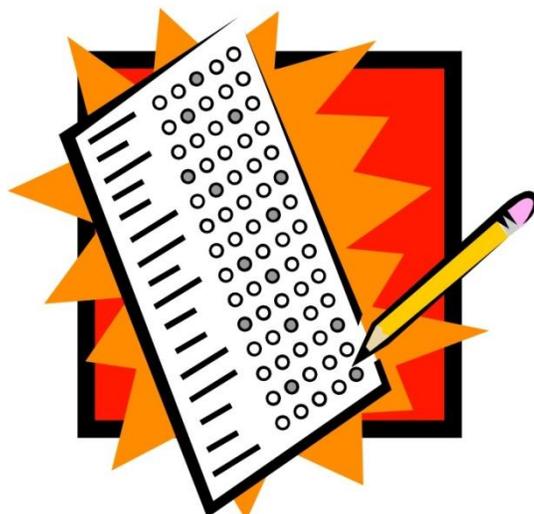
American College Testing (ACT)

Purpose: The ACT[®] college readiness assessment is a curriculum- and standards-based educational and career planning tool that assesses students' academic readiness for college.

ACT Test Sections:

- The **English** section measures standard written English and rhetorical skills.
- The **Mathematics** section measures mathematical skills students have typically acquired in courses taken up to the beginning of 12th Grade
- The **Reading** section measures reading comprehension
- The **Science** section measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences
- The **Writing** section measures writing skills emphasized in high school English classes and in entry-level college composition courses

Fees: \$52.50 (plus a \$23 late fee if you do not register before the deadline)



UC System Freshman Admission Requirements

(This information can be found on the University of California website at <http://admission.universityofcalifornia.edu/freshman/requirements/>)

Complete a minimum of 15 college preparatory courses (“A-G” courses), with at least 11 finished prior to the beginning of your senior year.

You must satisfy the following three items:

- 1) Receive a grade of “C” or better in the following 15 “A-G” courses:
 - a. History/Social Science – 2 years
 - b. English – 4 years
 - c. Mathematics – 3 years (4 years recommended)
 - d. Laboratory Science – 2 years
 - e. Language other than English – 2 years (3 years recommended)
 - f. Visual and Performing Arts – 1 year
 - g. College preparatory elective – 1 year
- 2) Earn a grade point average (GPA) of 3.0 or better
- 3) Take the ACT Plus Writing and the SAT Reasoning Test by December of your senior year.

SAT Subject Tests

SAT Subject tests are not required, but are HIGHLY encouraged to demonstrate your proficiency in particular subject areas. Some campuses may recommend certain Subject Tests for competitive majors. Also, students can use them to satisfy the “A-G” requirements listed above. See your college counselor for more information.

IMPORTANT NOTE: Although the UC system does not require the subject test, other colleges and universities might. Check with each college and university’s admissions office. Taking the test makes you a more competitive candidate and demonstrates the level of your abilities.

Guaranteed Admission

If you are a California resident, you will be guaranteed admission to UC if you are:

- a) Eligible in the statewide context, meaning you rank in the top 9% of California high school students according to the UC admissions index, or
- b) Eligible in the local context (ELC), ranking in the top 9% of your class, and have taken 11 of the 15 courses by the end of your junior year

With the assistance of each participating high school, the university will identify the top 9 percent of students on the basis of GPA for all UC-approved coursework completed in grades 10 and 11. The university will notify students evaluated for ELC of their status at the beginning of their senior year. ELC-identified students must submit UC’s undergraduate application during the filing period and complete remaining eligibility requirements as noted above. The ELC program will evaluate your transcript in the summer after your junior year and notify you in the fall if you qualify. To be considered for ELC, you must complete the following specific 11 courses by the end of grade 11: one year of history/social science, two years of English, two years of mathematics, one year of laboratory science, one year of language other than English and four courses selected from among the “A-G” subject requirements. Even if you aren’t guaranteed a spot, the UCs encourage you to apply. UCs will thoroughly review your application as long as you’ve met the minimum requirements. If you are in one of these groups and are not admitted to any of the campuses you apply to, you will be offered admission to a UC campus that has space.

New Designs Commencement Requirements

In order to be eligible for graduation from New Designs, you must fulfill the following requirements:

- 3 years of Social Science
- 4 years of English
- 4 years of Mathematics
- 3 years of Lab Science
- 2 years of Foreign Language
- 1 year of Visual and Performing Arts
- 2 years of College Prep Electives
- 4 years of a Career Pathway
- 2 years of Physical Education
- 1 semester of Health/Life Skills
- 1 semester of Engineering
- 2.5 Grade Point Average (GPA) or better
- 50 Service Hours (with documentation)
- Passing scores on the ELA & Math sections of CAHSEE

Taking and passing each of these requirements are the **MINIMUM** in order to be eligible for high school graduation. You are encouraged to take rigorous courses beyond the minimum in order to be competitive for college admissions.

Visit your counselor at least once each semester to ensure that you are taking the necessary classes to become eligible for graduation, and to make sure that you are on track to graduate in four years or less.



Student & Parent Resources

Website	College Applications, Research & Information	Financial Aid Information & Literacy	General Study Skills	Testing Information, Test Prep, Test Registration (ACT, CAHSEE, SAT, SAT II)	Volunteering and Service
www.actstudent.org	X	X		X	
www.aiccu.edu Association of Independent California Colleges & Universities	X	X			
www.campustours.com	X				
www.cccapply.org California Community Colleges	X	X			
www.cde.ca.gov/ta/tg/hs CAHSEE				X	
http://www.uscrossier.org/pullias/resources/publications/ AB 540 (Undocumented Students)		X			
www.collegeboard.org	X	X		X	
www.collegedata.com	X	X			
www.commonapp.org	X				
www.csac.ca.gov CA Student Aid Commission		X			
www.csumentor.edu Cal State University (CSU)	X	X		X	
www.dosomething.org/volunteer					X
www.ed.gov/finaid.html		X			
www.fafsa.ed.gov/		X			
www.fastweb.com		X			
www.hsf.net	X	X			
www.how-to-study.com			X		
www.petersons.com	X	X		X	
www.princetonreview.com	X	X		X	
www.studygs.net			X		
www.universityofcalifornia.edu/admissions/ University of California (UC)	X	X			
www.volunteerlosangeles.com/					X
www.wishla.org/kids-for-wish-kids-wishmakers-on-campus					X
www.lapl.org/studentsmart	X	X	X	X	X