**Article VI - Curriculum**

**Section VI.AA. - UHS Graduation Requirements.** To graduate with a diploma from University High School, students must complete the course requirements stated below. Because UHS is a special function college preparatory school, its graduation requirements may differ from other high schools. Students who enroll at UHS agree to complete the minimum graduation requirements to earn a UHS diploma.The University High School curriculum is designed to provide students with challenging college preparatory experiences in a nurturing and supportive environment. Our goal is to inspire students to take a minimum of six courses each year and to take full advantage of the rich elective offerings available to them. The UHS curriculum is designed to prepare each student for a rigorous college experience and to provide opportunities for college level work and college credit. Through a highly successful Advanced Placement program, UHS students are able to select from among 19 college level courses and earn credits on a 5.0 weighted-grading scale. University High School’s curricular requirements exceed those mandated at the state and district levels. Students enrolled at UHS must take UHS courses to meet state, district and UHS graduation requirements. Courses taken from outside institutions cannot replace required classes. The only exceptions are P.E., **AND** Health~~, and Economics~~. College Courses taken that would transfer to a 4 year institution may be substituted with prior department chair and administrator approval. **(Res 26-26, 1-14-14)**

**VI.AA.1. - English, 4 Years.** \*Honors Freshman English, \*Honors Sophomore English, \*AP English Language, \*AP English Literature.

**VI.AA.2. - Social Studies, 4 Years.** \*AP Human Geography, \*AP European History or AP World History, \*AP US History, \*AP US Government. **(Res 26-23, 1-14-14)**

**VI.AA.3. - Mathematics, 4 Years.** UHS Mathematics courses are to be selected fromHonors Algebra, Honors Geometry, Honors Intermediate Algebra, Regular Intermediate Algebra**,** Honors Pre-calculus I (semester), Honors Trigonometry (semester), Honors Pre-calculus II (semester), HonorsCalculus (semester), AP Calculus AB**,** AP Calculus BC, AP Statistics.

**VI.AA.3.1** Students who complete AP Calculus BC before the 12th grade

will be encouraged to enroll in AP Statistics at UHS or more advanced

courses elsewhere.

**VI.AA.3.2** District policy, developed by a math committee, prohibits

more than one credit being granted for completion of both Algebra I

and Honors Algebra I. If a student retakes Algebra, UHS will award

one year of elective credit for the algebra course taken in eighth

grade. Likewise, if a student takes both Honors Intermediate Algebra and

regular Intermediate Algebra, UHS can only award one year of

mathematics credit.

**VI.AA.4. - Modern Language, 2 Years.** Honors French I through AP, Honors German I through AP, Honors Spanish I through AP, Honors Chinese I through AP Chinese. Students are required to meet the UHS language requirement through taking these courses at University High School. Students may receive an exception with approval from the University High School Administration to study a language not offered at University High School. Approval will be based on whether the student will be completing the language courses at an approved college or university. UHS will provide one (1) credit for three (3) approved university credit hours and two (2) credits for six (6) approved university credit hours. **(Res 26-33, 2/11/14)**

**VI.AA.5. - Science, 3 Years.** Students must complete one year of Biology, one year of Chemistry, and one year of Physics. UHS Science courses areHonors Biology, AP Biology, AP Chemistry, AP Physics 1 & 2, AP Environmental Science, and Advanced Research Methods.

**VI.AA.6. - Physical Education, 1 Year.**

**VI.AA.7. - Fine Arts or Vocational, 1 Year.** AP History of Art, **ANY ART, DANCE, OR MUSIC COURSES OFFERED AT UHS, CTE COURSES.** Additional Fine Arts / Vocational courses are offered through Rincon.

**VI.AA.8. - Health, 1/2 Year.**

**VI.AA.9. - Economics, ½ Year. (Res 26-23, 1-14-14)**

**Section VII.A. - UHS Four-Year Plan.**

**VII.A.1. Description.** University High School is accredited as a College Preparatory School by the North Central Association. Students at University High School are expected to enroll in coursework which prepares them for college entrance. The administration, faculty, and the School Council have developed a four-year program that every UHS student is expected to complete. Only by maintaining these high expectations for enrollment of students in classes can UHS maintain its outstanding academic reputation among high schools and institutions of higher learning. Since UHS has limited enrollment and many students are denied admission, it is expected that admitted students will follow the academic guidelines for course enrollment set forth in the four-year program.

**VII.A.2. Core Classes.**

Students enrolled at UHS must take UHS courses to meet state, district, and UHS graduation requirements. Courses taken from outside institutions cannot replace required classes. The only exceptions are P.E., Health, ~~and Economics~~**.** College courses taken at, or transferrable to, a 4-year institution may be substituted with prior administrative approval.

**VII.A.2.1. Freshman Year (4 Units).** Freshman Honors English, AP Human Geography, Mathematics according to placement test, Honors Biology **OR AP BIOLOGY.**.

**VII.A.2.2. Sophomore Year (4 Units).** Sophomore Honors English, Social Studies: either AP European History or AP World History, Mathematics according to placement, Honors or AP Chemistry.

**VII.A.2.3. Junior Year (3 Units).** AP English Language, AP US History, Mathematics according to placement.

**VII.A.2.4. Senior Year (3 Units).** AP English Literature, AP US Government, Mathematics according to placement.

**VII.A.2.5. Courses To Be Taken Any Year (5.0 Units).** Physical Education (1 year), Modern Language (2 years of same language), Health (1 sem.), Vocational / Fine Arts (1 year), Economics (1 sem or 1 year).

**VII.A.2.6. Courses To Be Taken Junior or Senior Year (1 Unit).** Either Honors or AP Physics. **(Res 26-23, 1/14/14)**

**Section VI.W. - Science Curriculum.**

Three years of Science are required to graduate. ~~A student planning a career in science, medicine, or engineering should consider at least four years of science. Some possible choices for minimal compliance are: 1) Honors Biology, Honors Physics (A), Honors Chemistry - serves students with interest in non-science areas; 2) Honors Biology, Honors Chemistry, AP Physics B - serves students interested in a rounded science background and would have College Algebra before or concurrently with AP Physics B; 3) Honors Biology, Honors Chemistry, or AP Chemistry, and Honors or AP Physics - serves students interested in chemical sciences, chemical engineering, and / or pharmaceutical sciences; 4) Honors Biology, Honors Chemistry, AP Chemistry, AP Biology, and Honors or AP Physics - serves students interested in the medical profession; 5) Honors Biology, Honors Chemistry, AP Physics B, AP Physics C - serves students interested in engineering and / or the physical sciences; 6) Honors Biology, Honors Chemistry or~~ ~~AP Chemistry, AP Biology, AP Environmental Science, Advanced Research Methods~~**~~,~~** ~~AP Physics B and / or AP Physics C - serves students interested in a science or science career; and 7) Honors Biology, Honors Chemistry~~ **~~or~~** ~~AP Chemistry, AP Biology, AP~~~~Environmental Science, Advanced Research Methods, and AP Physics B - serves students with a high interest and ability in science. Note: 1) Honors Chemistry is a prerequisite for AP Biology; 2) Students taking Physics B should be taking or have taken Pre-Calculus / Trig.; 3)~~ Students taking Physics C should be taking or have taken Calculus;  ~~and 4) Students can receive credit for both Physics B and C as separate units.~~ **(Res 8-51, 2/11/97)**

**Section VI.X. - Social Studies Course Sequence.**

**VI.V.1. 9th Grade.** All students must take AP Human Geography for the full year.

**VI.V.2. 10th Grade.**  All students must take either one of the following full year courses: AP European History or AP World History.

**VI.V.3. 11th Grade.** All students must take AP United States History for the full year.

**VI.V.4. 12th Grade.** All students must take AP United States Government and Politics for the full year.

**VI.V.5.** To fulfill the state economics requirement, students may take a semester of Honors Economics ~~in the Freshman or Sophomore year~~ or **A FULL YEAR OF** AP Microeconomics/AP Macroeconomics ~~in the Sophomore, Junior, or Senior years~~. **(Res 26-23, 1-14-14)**

**Section VI.A. - Advanced Placement European History.**

An A.P. European History course shall be part of the Social Science Department curriculum offered to students in grades 10, 11, and 12. The course shall be an option **FOR SOPHOMORES** to fulfill the **STATE WORLD HISTORY** ~~grade 10 Social Science~~ requirement~~s~~ and shall be an elective for students in grades 11 and 12. **(Res 2-11, 12/11/90)**

**Section VI.B. - Advanced Placement History of Art.**

The A.P. History of Art course shall be among the options to fulfill the 1 credit Fine Arts graduation requirement. **(Res 2-12, 12/11/90)**

**Section VI.C. - Advanced Placement Psychology.**

**VI.C.1.** The School Councilapproves the course description for A.P. Psychology and directs the UHS Principal to take it to the TUSD Governing Board for approval. **(Res 4-61, 3/30/93)**

**VI.C.2.** The School Council approves A.P. Psychology as a course in the UHS curriculum for elective credit to be offered beginning in the 1997-1998 school year. **(Res 7-28, 2/20/96)**

**Section VI.D. - Advanced Placement Studio Art.**

The School Council approves the inclusion of A.P. Studio Art in the UHS curriculum. A.P. Studio Art shall be among the options to fulfill the 1 credit Fine Arts graduation requirement. **(Res 9-11, 8/28/97)**

**Section VI.E. – Creative Writing.**

The School Council approves the inclusion of Creative Writing as an elective course in the UHS curriculum. **(Res 17-7, 1/17/2006)**

**Section VI.F. – Yoga.**

The School Council approves the inclusion of Yoga in the UHS curriculum starting with the 2014-2015 school year with the following stipulations:

1. Yoga is open to students in grades 9, 10, 11, and 12;

2. Yoga satisfies the required P.E. credit;

3. No UHS student may take more than one P.E. credit; and

4. Yoga can be a semester-long or year-long class. **(Res 26-35, 3/11/2014; Res 27-26, 1/13/2015)**

**Section VI.G. - A.P. Human Geography and A.P. World History**

The School Council approves the inclusion of Advanced Placement World History and Advanced Placement Human Geography in the course offerings for University High School. The Administration and the Social Studies Department Chair are authorized to develop course descriptions for approval by the TUSD Board. ~~If qualified faculty agree to teach either of these courses, these courses would have elective status until such time that the Social Studies Department brings recommendations to include these courses as options to fulfill graduation requirements.~~ **(Res 12-13, 1/23/01)**

**A.P. HUMAN GEOGRAPHY SHALL BE THE REQUIRED UHS FRESHMAN COURSE IN THE SOCIAL STUDIES THAT FULFILLS THE DISTRICT MULTICULTURAL STUDIES REQUIREMENT.**

A.P. World History shall replace AP Comparative Government and Politics as an option **FOR SOPHOMORES** to fulfill the **STATE WORLD HISTORY** ~~Sophomore Social Sciences~~ requirement. The course will also be open to Juniors and Seniors **AS AN ELECTIVE**. **(Res 20-7, 1/15/08)**

**Section VI.H. – UHS Movies and Media Policy**

Presenting students with a rich curriculum in a variety of engaging formats enhances student learning. At times, movies and visual media can meet this goal. Some videos portray this content in ways that some families deem inappropriate. Effort will be made to build curriculum that uses sections of videos to enhance content where possible. The showing of a movie in its entirety must meet the following criteria.

**VI.H.1.** A curricular rationale has been established and appropriate assessment has been developed.

**VI.H.2.** Any movie that is rated R must have parent permission signed for a student to participate. Movies rated NC-17 or X are not permitted to be shown.

**VI.H.3.** The permission sip must communicate the curricular rationale and a brief description of the movie including the specific reasons the movie is rated R or not rated.

**VI.H.4.** An alternative assignment that conveys the same curriculum from a different modality will be available for students who do not have permission.

**VI.H.5.** Decisions regarding non-movie visual media should follow similar criteria, at the teacher’s best discretion. **(Res** **27-5, 5/13/2014)**

**~~Section VI.J. - Elective Humanities.~~**

~~Working course title: German Society within a Unified Europe.~~

**~~VI.J.1. Course Description.~~** ~~This course is taught in conjunction with the GAPP Exchange trip to Germany. It is open to students who have completed at least two years of German and have the consent of the instructor. University and Rincon High Schools have participated in a partnership with a high school in the Federal Republic of Germany, under the auspices of the German American Partnership Program (GAPP). Students from the German school visit RHS / UHS in March / April every other year, and students from RHS / UHS return the visit in June of the following year.~~

~~During the year preceding the trip, there are approximately ten hours of preparatory sessions when students prepare reports to present to their partner school in Germany. The topics are usually requests from the partner school.~~

~~In Germany, students live with German families, attend school, go on excursions to nearby cities, towns, and famous landmarks. Particularly, they spend time in Berlin to visit museums, attend concerts and theater performances, and spend ten days traveling to another part of Germany. Students will take day trips into France and the Netherlands and will visit a bilingual (Dutch / German) school in Kleve, Germany. Students are required to keep a Travel Journal, focusing on similarities and differences between the two societies. As a follow-up after the trip, students will complete their Travel Journal and prepare reports to be presented to organizations in the Tucson community as well as to RHS / UHS classes upon request. In addition, students will write a final evaluation of their trip. which is sent to the GAPP office at the Goethe Institute in New York.~~

**~~VI.J.2. Student Learning Outcomes.~~** ~~The students will:~~

~~a. Deepen their understanding of the History of Germany in the larger European setting - from the earliest attempts at unification to the present;~~

~~b. Become familiar with the process of European integration, know the fifteen member countries of the European Community, and the function of the Common Market;~~

~~c. Understand the history and geography of the region in which our partner city is located as well as all those areas visited after leaving Potsdam and the Berlin area;~~

~~d. Gain insight into places where recent German History took place;~~

~~e. Gain experience in presenting information about their own history and culture to a foreign audience;~~

~~f. Learn about differences between cultures, the German family, popular culture, and current events;~~

~~g. Become used to international business and banking practices;~~

~~h. Become familiar with the European system of public transportation;~~

~~i. Get an understanding of the role that history, literature, folklore, and music play in the everyday lives and attitudes of European people;~~

~~j. Learn about the political and economic implications of attempting to unite European countries.~~

**~~VI.J.3. Materials.~~** ~~Textbooks, magazines, newspapers, films, slides, videos, personal realia, materials from the German Information Center in New York, the Gothe Institute, and the German government will be employed.~~

**~~VI.J.4. Demonstration of Learning Outcomes.~~** ~~Students will complete a project in English to be presented at the German host school in a topic of their choice or at the request of the partner school. Topics may vary from slide shows about Tucson and the Sonora Desert, reports about local or American History, the American form of government, the school system in America, or any other topic that can make our part of the US come to life for the German partners.~~

**~~VI.J.5. To Facilitate Student Learning Outcomes.~~** ~~The teacher will:~~

~~1) During the school year preceding the trip: a. select eligible students for the trip; b. hold parent meetings and guide the group in choosing an itinerary while in Germany; c. make all necessary arrangements for air travel to and from Germany; d. reserve places in Youth Hostels for the group during the ten days of travel; e. secure group discounts for transportation; f. help students with fundraising to keep costs affordable; g. plan preparatory sessions;~~

~~2) During the preparatory sessions: a. use relevant and available texts, audio-visual materials; b. use relevant demonstrations and games; c. use oral, written, reading, and listening materials;~~

~~3) In Germany: a. meet with students daily in their homeroom at their partner school; b. be a liaison between students and their host families to defuse any possible problems; c. assist in the writing of journal entries; d. arrange with the partner school administration for official visits in the partner city; e. arrange hikes, boat, and train trips as well as sight-seeing tours, museum, concert, and theater visits, etc.;~~

~~4) After the trip: meet with students with follow-up sessions and assist in preparing for presentations.~~

**~~VI.J.6. Minimum Requirement for Granting Credit: Contact Hours.~~**

~~1) Attend preparatory sessions and prepare reports - 10 hours;~~

~~2) Attend classes in German schools - 50 hours;~~

~~3) attend all planned activities in partner city - 20 hours;~~

~~4) participate in all planned excursions and attend all functions during the ten day tour - 50 hours;~~

~~5) prepare and present in Tucson - 5 hours;~~

~~Total Hours: 135 hours.~~

**~~(Res 11-3, 5/4/99)~~**

**Section VI.K. – AP Capstone Courses: Seminar and Research**

The School Council approves the inclusion of the AP Capstones courses for inclusion in the UHS curriculum beginning in the 2015-2016 school year. **(Res 26-41, 10-14-2014)**

**Section VI.L. - Honors Algebra II Course.**

**VI.L.1. Prerequisite:** Mastery of Algebra I skills as assessed by the UHS Math Placement Test.

**VI.L.2. Grades:** 9 (others upon UHS Math Department Chair Recommendation) / Year.

**VI.L.3.** This course is designed for those students (generally freshmen) whose scores on the UHS Algebra / Geometry Placement Exam indicate that they have a moderate background in Algebra I, but one that is insufficiently strong to support them as they try to rely on that background in future math courses. This course will reinforce all topics normally taught in UHS Honors Algebra I, but the depth and breadth of the course will be sufficient to create a strong foundation for the more theoretical and rigorous experience of the Honors Pre-Calculus classes. If required**,** district math assessments will be administered in this class, in accordance with Arizona Department of Education State Standards. **(Res 26-24, 1/14/14)**

**Section VI.M. – College Algebra Course.**

The School Council approves the replacement of Algebra II with College Algebra in the UHS Math curriculum. **(Res 27-22, 12-9-2014)**

**Section VI.P. - Computer Science Courses.**

The University High School Computer Technology sequence of courses shall be as follows: Freshman Year: Business Technology 1 and 2; Sophomore Year: Technology Cluster 1 and 2; Junior Year: Electronics Technology 1 and 2 or Cisco 1 and 2; Senior Year: AP Computer Science 1 and 2 or Cisco 3 and 4. **(Res 12-17, 2/20/01)**

**Section VI.Q. – FOUR-YEAR ART PROGRAM SEQUENCE**

**UHS WILL OFFER FOUR COURSES IN ITS ART CURRICULUM: BEGINNING ART; INTERMEDIATE ART; ADVANCED ART; AND AP STUDIO ART. ALL COURSES MEET THE FINE ARTS REQUIREMENT FOR GRADUATION. FRESHMEN WHO CHOOSE ART AS THE OPTION TO FULFILL THE FINE ARTS REQUIREMENT WILL ENROLL IN BEGINNING ART. HOWEVER, IF A STUDENT HAS PRIOR EXPERIENCE IN ART, THAT STUDENT MAY REQUEST A PORTFOLIO EVALUATION BY THE ART TEACHER. WITH TEACHER AND ADMINISTRATIVE APPROVAL, THAT STUDENT MAY ENROLL IN A HIGHER LEVEL ART COURSE.**

**~~Honors / Advanced Art / Studio Art.~~**

~~This course in studio art is intended for the highly motivated art student who has had previous experience in studio art. This experience can include previous high school level courses, community college art courses, courses at other community sources such as Tucson Parks and Recreation, Tucson Museum of Art, etc. Admission to this course can also be done through a student’s portfolio of art work. Students will explore in depth a variety of media and techniques with the intention of preparing for AP Studio Art portfolios in the following year of art work. Emphasis will also be placed on each student’s own development in his / her preferred medium and style. Students will be expected to devote blocks of time each week to outside-of-class work on their art projects.~~ **(Res 10-47, 1/12/99)**

**Section VI.R. - Advanced Placement Economics (ONE YEAR, GRADES 11, AND 12; GRADES 9 AND 10 WITH TEACHER AND ADMINISTRATIVE APPROVAL)**

**VI.R.1. STUDENTS MAY CHOOSE A FULL YEAR OF AP ECONOMICS OR ONE SEMESTER OF HONORS ECONOMICS TO FULFILL THE STATE ECONOMICS REQUIREMENT.**

**VI.R.2. A.P. Microeconomics.** This ~~one semester~~ course ~~will fulfill the one semester state economics requirement at UHS.~~ **IS PART ONE OF THE TWO-PART ADVANCED PLACEMENT CURRICULUM IN ECONOMICS.** Students who wish to enroll in a full year of AP economics shall take AP Microeconomics in the first semester as a prerequisite to enrolling in AP Macroeconomics in the second semester.

**VI.R.3. A.P. Macroeconomics.** This ~~one semester elective~~ course **IS PART TWO OF THE TWO-PART ADVANCED PLACEMENT CURRICULUM IN ECONOMICS. THIS COURSE** will be offered second semester. ~~and is recommended for students who wish to take both of the economics A.P. exams.~~ **BOTH AP MICROECONOMICS AND AP MACROECONOMICS ARE REQUIRED TO FULFILL THE STATE ECONOMICS REQUIREMENT.**

**~~VI.R.3.~~** ~~Due to the severe time constraints and the lack of time for review,~~

~~one semester of AP Microeconomics is not recommended for students who~~

~~wish to take the AP exam.~~ **~~(Res 22-8; 11-8-2010)~~**

**~~VI.R.4.~~** ~~With the institution of the required semester non-AP Economics~~

~~course, the Advanced Placement Economics courses become electives.~~

~~Students who have not completed the Freshman semester course must take at~~

~~least one semester or AP Economics to fulfill the state requirement.~~ **(Res 22-**

**18; 3-8-2011)**

### Section VI.S. - Honors Economics (One Semester, Grades 9, 10, 11, 12)

The Honors Economics course will combine the major elements of

microeconomics, macroeconomics, and international economics into a one-

semester course. Honors Economics will meet the Arizona graduation

requirement for 0.5 credits of Economics. The ~~college preparatory~~ honors

course will cover the following basic principles:

1. production possibilities, opportunity cost, comparative advantage, marginal analysis and supply and demand
2. cost analysis; perfect and imperfect competition through the four market models—perfect competition, monopolies, monopolistic competition and soligopolies
3. the impact of government policies such as price ceilings, price floors and taxes on markets
4. real GDP and other measurements of macroeconomic activity
5. full employment
6. price stability
7. fiscal and monetary policy
8. macroeconomic models of aggregate supply and aggregate demand
9. international trade and globalization

**Section VI.T. - Advanced Research Methods, 1, 2   03980-03981**

Science

Two semester course **Prerequisites: Teacher approval**

**Grades:  11, 12**

This course provides students with the opportunity to research a topic of their

choice in the sciences and present their results to the scientific community.  It

is designed to develop the student’s ability to do experimental design.  It

includes the analysis of peer-reviewed science articles and weekly discussions

of science current events.  Students are encouraged to connect with a mentor

from the research community to provide guidance and/or to provide

laboratory equipment and space to conduct their own research.  Students are

expected to complete their research by the end of the first semester.   The

second semester involves preparing for competition as a means of learning

how to communicate the results of their research.  Students are expected to

participate in one or more science competitions, such as SARSEF, which may

lead to scholarships for college, summer research internships, patents, and

awards. Be advised that depending on sponsorship of the competitions, and

availability of grants, students may be asked to pay for part of their expenses.

**(Res 22-24, 4/12/2011)**

S**ection VI.U. - Advanced Placement Environmental Science.**

**VI.U.1.** The School Council supports the inclusion of AP Environmental Science in the TUSD curriculum. It instructs the Principal to advocate for an AP Environmental Science course description to be developed and adopted by the TUSD Board. **(Res 8-52, 2/11/97)**

**VI.U.2.** The School Councilapproves the adopted A.P. Environmental Science TUSD course description and approves of the inclusion of the course in the UHS curricular offerings beginning with the 2000-2001 school year. **(Res 10-41, 12/8/98)**

**Section VI.V. – Joint Technical Education District Courses at UHS.**

**VI.V.1.** The School Council adopts the course description for Fundamentals of Performing Arts and Entertainment Industry: Technical Theater, formerly known as Stage Crew, for inclusion in the UHS course offerings.

**VI.V.2.** The School Council adopts the course description for Performing Arts and Entertainment Industry Fundamentals: Arts Management for inclusion in the UHS course offerings. **(Res 22-14, 1-11-2011)**

**Section VI.BB. - UHS Student Instructor Program.**

Every year, students,with teacher approval**,** who have distinguished themselves in their command of a certain subject area, may be allowed to assume limited teaching capacities under the auspices of and in concert with a teacher in their area of choice. The responsibilities of an Student Instructor (S.I.) could include individualized in-class tutoring, constructing homework problems, and facilitating small group discussions and test reviews.

**VI.BB.1.** Student Instructors (S.I.s) must meet the following minimum requirements:

1. 11th and 12th grade students may be considered with teacher recommendation and administrative approval.

2. Minimum unweighted 3.0 cumulative GPA, with no “D” or “F” on the student’s high school transcript.

3. Minimum 95% attendance rate.

4. History of academic integrity.

5. Students must be on track for graduation and have successfully completed the Health and PE requirements.

**VI.BB.2.** The Student Instructor program shall not be construed as a serious competition to other UHS elective offerings. A student may only be an SI or a student aide once during his/her tenure at UHS.

**VI.BB.3.** A student may be assigned as a student aide by administration more than once if the purpose of the assignment is to help support the student to meet graduation requirements.

**VI.BB.4.** The exact responsibilities of an SIstudent will be stipulated in a written syllabus that has been approved by administration. The syllabus will act as a contract between the student and the teacher at the outset of the teaching period. However, this contract must include the responsibilities outlined above. The duration of an SI scholar’s duties is one year unless his/her performance deems re-evaluation at the semester.

**VI.BB.5.** If an SI receives a D or an F in any class at the semester grading period, they will be removed from their SI position for academic support services.

**VI.BB.6.** As such, SI students will receive credit as a two (2) semester elective course. UHS administration shall ensure that the SI class has an appropriate TUSD course number. **(Res 27-6, 5/13/2014)**

**\*\*\*NOTE: MOVE BOOST POLICIES TO SECTION I. COMBINE WITH BOOST PERSONNEL POLICIES AND BOUNCE POLICY.**

**~~Section VI.CC. - Better Opportunities for Our Students in Transition (BOOST) Program.~~**

**~~VI.CC.6. English Objectives and Activities.~~** ~~The English component will include activities designed to assess reading and writing skills for strengths and deficiencies, give experiences in composition similar to those assigned early in the freshman year, introduce vocabulary in freshman English to discuss composition and literature, and to explore reading selections that would complement and give background for future assignments.~~

~~We will include a writing sample which will serve as a basis for evaluation of individual writing skills. Reading assignments and discussions will complement the Freshmen English curriculum.~~

**~~VI.CC.7. Counseling Objectives and Activities.~~** ~~The second component of this program would consist of a peer group tutoring / advising segment. Each student would be assigned to a group which would meet one hour per day. Leading the groups would be UHS minority upperclassmen who have been extensively trained prior to the start of the program.~~

~~It is our hope that by providing this opportunity early in the student’s high school career, a large percentage of minority students will seek out and find success in TUSD’s more challenging academic / college preparatory programs.~~

~~Among the activities and topics to be included are: study skills; note-taking skills; listening skills; test-taking skills; knowledge of graduation requirements; peer counseling; mathematics and English tutoring; suicide prevention; stress management; communication skills; and critical thinking skills and peer group sessions to allow for building social skills and improving personal interactions.~~

**~~VI.CC.8. Evaluation.~~** ~~Since the goal of BOOST is to increase minority participation and success in programs for gifted students, evaluation should be based on evidence that this outcome is occurring.~~

~~All TUSD high schools will be surveyed to determine the numbers of minority students who enrolled in honors or GATE classes in 1988-89 and 1989-90. We will also determine how many completed the courses and what their grades were in these courses.~~

~~Next, we will ascertain the numbers enrolled in 1990-91, the numbers who complete their courses, and the grades they earned. We will then determine which students were involved in BOOST and compare them with those who did not participate in BOOST. In addition, we will compare enrollment figures in all honors and GATE classes in 1990 with the two previous years to determine if larger numbers of minority students are enrolling due to their belief in their ability to succeed after experiencing Project BOOST.~~

~~As a follow-up component, we will survey each student at the conclusion of BOOST and at the conclusion of first semester to determine how they perceive the worth of their experience with BOOST and to ascertain if they would recommend the opportunity to other students.~~

**~~VI.CC.9.~~** ~~The Executive Committee agrees to appropriate $18,000 to initiate the BOOST Program in the Summer of 1991.~~ **~~(Res 2-13, 2/5/91)~~**

**~~VI.CC.10. Student Selection.~~** ~~The Executive Committee supports the revision and expansion of BOOST to include all incoming freshmen students to UHS. The Executive Committee also supports the creation of an “upper division” BOOST Program.~~ **~~(Res 3-29, 1/14/92)~~**

**~~VI.CC.11.~~** ~~BOOST shall adopt a curriculum unit that focuses on a~~~~historical perspective of figures whose dishonesty led to their downfall, with emphasis on cheating and plagiarizing.~~ **~~(Res 8-69, 4/22/97)~~**

**~~Section VI.EE. - Science Research Course.~~**

~~A Science Research course shall be part of the UHS course offerings. The course is open to juniors and Seniors with the prerequisites of Biology and Chemistry. In this course, students will learn and apply basic research techniques. Under the supervision of a teacher and mentors, students will propose and work through a research project. Problem solving and self-direction will be emphasized. Students will learn and apply a variety of laboratory skills such as biotechnology, experimental design, and data analysis.~~ **~~(Res 12-18, 2/20/01)~~**