

UHS School Council: 3.10.2015 Meeting

**Parents**

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*Terry Adkins* ✓ ✓ ✓  
*Rachael Broome* ✓ ✓  
*Kim Elliott* ✓ ✓  
*Karen Peters* ✓ ✓ ✓  
*George Youngerman* ✓ ✓ ✓

**Students**

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*Michael Cronin* ✓ ✓ ✓  
*Zoe Holtzman* ✓ ✓ ✓  
*Noah Pensak* ✓ ✓ ✓  
*Audrey Powers* ✓ ✓ ✓  
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*Jayasangeetha T.* ✓ ✓ ✓  
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*Joseph Cyr* ✓ ✓ ✓  
*Terry Enfield* ✓ ✓ ✓  
*David Herring* ✓ ✓ ✓  
*Paul Karlowicz* ✓ ✓ ✓  
*Adam Lazarewicz* ✓ ✓ ✓  
*Tom Tobin* ✓ ✓ ✓  
*Kris Tully* ✓ ✓ ✓  
*Robert Yell* ✓ ✓ ✓

**Administration**

Amy Cislak	<a href="mailto:amy.cislak@tusd1.org">amy.cislak@tusd1.org</a>
Dean Packard	<a href="mailto:richard.packard@tusd1.org">richard.packard@tusd1.org</a>

*Amy Cislak* ✓ ✓ ✓  
*Dean Packard* ✓ ✓ ✓

**Classified Staff**

Lorraine Blackmon	<a href="mailto:lorraine.blackmon@tusd1.org">lorraine.blackmon@tusd1.org</a>
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*Lorraine Blackmon* ✓ ✓ ✓

**Community**

David Bailey	<a href="mailto:david.bailey288@gmail.com">david.bailey288@gmail.com</a>
Bonnie Klahr	<a href="mailto:bonnieklahr@cox.net">bonnieklahr@cox.net</a>
Mae Smith	<a href="mailto:ssmith@email.arizona.edu">ssmith@email.arizona.edu</a>

*David Bailey* ✓ ✓ ✓  
*Bonnie Klahr* ✓ ✓ ✓  
*Mae Smith* ✓ ✓ ✓

**University High School  
School Council Meeting Agenda  
March 10, 2015; 3:30 pm  
UHS Library**

- I. Approval of the agenda (**5 minutes total, maximum for I, II, and III**)
- II. Approval of the February 10, 2015 minutes
- III. Call to the audience
  
- IV. Discussion and Action Items (**45 minutes total, maximum for IV**)
  - a. *Discussion/Action Item:* Tax Credit Request Process
  - b. *Discussion Item:* SAB Program change
  - c. *Discussion/Action Item:* Policy Update
  - d. Legislative agenda items
    - 1) *Discussion/Action Item:* Deadline for proposed constitutional bylaw amendments
    - 2) *Discussion/Action Item:* Formation of the UHS 2015-16 Budget Recommendation Committee
    - 3) *Discussion/Action Item:* Announcement of (a) the School Council Constituent Elections, and (b) the Student Placement Review Committee Elections
    - 4) *Discussion Item:* Review of extra duty stipends
    - 5) *Discussion Item:* Review of recruitment of incoming students
    - 6) *Discussion Item:* SAB Pro
  
- V. Committee & Misc. Reports (**40 minutes total, maximum for V**)
  - a. Principal's report
  - b. Tax Credit & Budget report
  - c. Recruitment & Retention Committee report
  - d. Instructional Council report
  - e. UHS Foundation & Alumni Association report
  - f. Parents Association report
  - g. SAB report
  
- VI. Request for Agenda Items for next meeting (please submit action & discussion items in electronic format).
  
- VII. Reminders:
  - a. School Council Meeting time and place will be posted 24 hours in advance (on the UHS Admin. Bulletin Board and in public). Attendance and minutes will be submitted to a School Council officer prior to the next meeting.
  - b. Please observe proper decorum and schedule your time to be able to attend the entire School Council meeting. Each meeting should last 90 minutes and will be adjourned by 4:45 PM. A quorum, your time, and your participation are valued assets of the UHS School Council.
  
- VIII. Adjournment

**Next Scheduled Meeting:      Tuesday, April 14, 2015  
3:30 pm  
UHS Library**

Motions to be considered at March 11, 2014 UHS School Council meeting

**1. Motion to approve yoga class, starting with the 2014-15 school year, with the following stipulations:**

- a. **Yoga is open to grades 10, 11, and 12**
- b. **Yoga satisfies the required P.E. credit**
- c. **No UHS student may take more than one P.E. credit**
- d. **Yoga can be a semester-long or year-long class**

*Rationale:* This motion is intended to give students an alternative opportunity to fulfill TUSD's Physical Education graduation requirement. Yoga will be offered for non-freshmen only, in lieu of the traditional P.E. class.

**2. Motion to approve tax credit stipend for RUHS band support**

*Rationale:* UHS administration has tried to obtain district funding for marching band support positions that are currently unfunded. Although TUSD will be funding these positions next year (2014-15), there is no funding currently available for this support to finish the current year nor for the upcoming summer. This funding request is intended to bridge the gap until the district's 2014-15 funding begins. Please see the funding request paperwork for more specifics.

**University High School**  
**School Council Meeting Minutes**  
**February 10, 2015; 3:30 pm**  
**UHS Library**

**Members Present:**

Parents: Terry Adkins, Roger Blumenthal, Rachael Broome, Kathy Campbell, Kim Elliott, Ellen Hull,, George Youngerman

Students: Michael Cronin, Cole Hoffer, Zoe Holtzman, Noah Pensak, Audrey Powers, Keeley Ravellette, Madyssen Zarin

Faculty: Joseph Cyr, Terry Enfield, David Herring, Paul Karlowicz, Kris Tull, Bob Yell

Administration: Amy Cislak, Dean Packard

Classified Staff: Lorraine Blackmon

Community: David Bailey, Bonnie Klahr, Mae Smith

**Members Absent:**

Parents: Karen Peters

Students: Jayasangeetha Thanikachalam

Faculty: Adam Lazarewicz, Tom Tobin

- I. Approval of the agenda (**5 minutes total, maximum for I, II, and III**)
  - a. Adkins moves. Smith seconds.
- II. Approval of the January 13, 2015 minutes
  - a. Pensak moves. Blumenthal seconds.
- III. Call to the audience
  - a. None Present.
- IV. Discussion and Action Items (**40 minutes total, maximum for IV**)
  - a. Policy update AP Micro/Macro Economics
    - 1) Packard: The content standards required by the state include 1 semester of government, but the requirements are not met in 1 semester of the AP Government curriculum. In order to meet the requirement, students must take the full year course. This is also true with our AP Micro/Macro Economics course. Students are able to take 2 tests related to the economics course but the modification in the policy tells students they can take the honors economic course for 1 semester, while the AP course is a full year course.
      1. Karlowicz: motions. Elliott seconds.
    - 2) Motion passes unanimously.
  - b. Tax Credit Request Process
    - 1) Packard: Last meeting we had many fund requests and it was apparent that the body wanted more information before giving out funds. From past experience, a tax request committee would help solidify this process. The committee would have a packet for the applicants to fill out and would facilitate communication between the applicant and the Site Council body. The committee could make a recommendation for the body and help to further inform its members.
      1. Blumenthal: Would this eliminate the conversation here since the questions would already be answered.
        - i. Packard: Yes. In addition, the requests would not be submitted last minute.
      2. Klahr: Historically, up until 2 years ago, we did not receive requests because we were unsure of the amount of money in our account. Now that we get requests we want to insist that the requests are in the Thursday before the meeting, not the night before.
        - i. Packard: Once it gets out that there are tax dollars, sometimes floods of requests come in. The committee could help recommend

aspects of the requests that should be discussed, and also further advise the members.

ii. Elliott: This is used at the PA meetings and it's quite effective.

3. Hull: What does the balance refer to?

i. Packard: The balance tells us how much money they already have for their expedition and also will tell us from whom they've already requested funds.

4. Youngerman: Would the committee meet once a month?

i. Klahr: There would not be a meeting set unless a request did come in.

5. Adkins: This process was highlighted at last meeting and it seems as though this policy is effective and should be implemented.

6. Bailey: Does this fit under another committee?

i. Packard: It could fit under Budget

c. Stipend Report Request

1) Packard: Tax credit eligible clubs will submit a brief report summarizing activities and competitions for the previous year.

1. Packard motions. Cislak seconds.

2) Packard: Does the council feel that the individuals who receive the stipends should give us a report?

1. Yell: Would these be written or oral?

i. Klahr: They would be written reports regarding competitions or activities they participated in and what they did with the money.

2. Adkins: It should be simple, not a burden, but it does need to indicate how many kids it's affecting. It should also reflect the amount of effort the faculty member is putting in.

i. Yell: It's hard for faculty members to say that a given activity deserves stipends over another.

3. Packard: Some are required, including band and department chairs. We are looking at those that are available to receive tax credits. There have been some clubs who have competed and did not receive stipends and some that have not competed and still receive stipends.

4. Pensak: Would the teacher write the reports and where would the reports go?

i. Packard: The teachers would write the reports and they would go to me or any other avenue the body requests.

3) Motion passes unanimously.

V. Committee & Misc. Reports (**45 minutes total, maximum for V**)

a. Principal's report

1) Packard: APs are coming up and they will be hosted at Santa Rita but administered by the U of A. The parents met with Dr. Sanchez and their request for funds to cover a large portion of district-funded tests is being considered. We completed the survey in the strategic planning committee and have begun looking at the data. Through an appreciative inquiry model we look at the best of the past and the best of the present to work towards a positive future. We completed course selection and have put in a tentative master schedule. The AZ Merit test is April 13-17 for freshmen, sophomores, junior English courses, Algebra 1, Algebra 2 and Geometry. The test will be given on paper since no districts in the state qualified for the technological test. So far we have 309 students who have accepted admissions to UHS, 35 outstanding and 13 who have not yet responded. Our estimate is 322. We have a few outliers, including those who took the essay portion late. We will be doing 7<sup>th</sup> grade admissions testing this year again for TUSD students, like we did last year. The

rationale is that the first three years of this process is done next year. The Special Master will go to the court next year to see if we still would have the desegregation order. We have met our requirements but we are a hot button for the plaintiff. We will run the regular process for non-TUSD students. The testing will be the first week of May and given at each of the middle schools in a proper testing atmosphere. Due to lack of resources we will give the tests to the middle schools on different times. With ATI, the AZ Merit and the admissions test, there is not enough time to work on changing the admissions test as of now. Graduation is soon, so students are looking at the requirements for the colleges they want to go to. We will be issuing 2 diplomas, the first claiming that the student has met the UHS requirements and the second for TUSD requirements. The PE credit has been made a governing board process. Credit can be received for sports and possibly band. Dance is still on the outs of that, but our dance teacher is now PE certified so students can have their dance course count towards PE or fine arts. We have a new PE teacher looking at more options for the students.

- 2) Herring: Can students still receive credit for online PE?
    1. Packard: The district is moving away from accepting outside credits. TUSD is working on free online courses.
    2. Klahr: Even though the credits can go towards dance or fine arts is the class still the same?
      - i. Packard: Yes the class is the same.
  - 3) Packard: The PSAT results are in and the data has been analyzed. This year was our highest average score of 187. We have staff looking at the professional development of these results. The HOBY CLeW conference happened this Saturday and went very well. Tonight, again, we will receive the attendance flag. We will be starting a wall including all the schools that our students have been accepted to.
    1. Herring: Is there a special schedule for the AZ Merit testing week?
      - i. Packard: It has yet to be decided but were looking at something along the lines of the AIMS testing schedule.
    2. Youngerman: Is there a plan for what the kids do during that intensive week, like a break?
      - i. Cislak: This is brand new so we've never had anything like this.
    3. Yell: Is the testing all day?
      - i. Packard: The test is only 3-4 hours. The district has opened up a jazz history program for the students to get involved with.
    4. Hull: Is there a follow-up to the culturally relevant courses?
      - i. Packard: We have partnered up with Rincon and we had one student sign up for the class. We are looking at creating a dual-credit system for this course with the U of A. We have many courses that are already layered with multi-cultural lessons.
    5. Zarin: Can you talk about the new tardy policy?
      - i. Packard: This program has been enacted since 1999 but Mr. Ranjel has been working with Rincon and staff to continue enforcing it.
  - 4) Packard: Last week I was in Virginia at a conference for principals of high achieving schools. It was interesting to see that other schools, like UHS, across the nation are facing similar issues.
- b. Tax Credit & Budget report
- 1) Klahr: We have a new tax credit request form that is being worked on. Our current total is \$50,954.41. We have received \$1,200 and gave \$1,945 to the HOBY CLeW workshop.
- c. Recruitment & Retention Committee report
- 1) Klahr: The multicultural breakfast is on March 25<sup>th</sup>. We will hear from Ms. Grimes about the BOOST program and new note taking styles the students can learn. We are working on a timeline for admissions and the strategic planning committee. The meetings are every 4<sup>th</sup> Tuesday and the next one is February 24<sup>th</sup>.

Motions to be considered at February 11, 2014 UHS School Council meeting

**1. Motion to revise letters of recommendation compensation policy**

*Rationale:* The current policy on compensating teachers for writing letters of recommendation is outdated. There is no stipulation in the current consensus agreement between TUSD and TEA regarding this compensation. However, we would still like to offer this compensation if/when it is feasible to do so. Please see Appendix A for specific recommended changes. Text that is crossed out is to be removed, and capitalized text is to be added.

**2. Motion to revise the Modern Languages description in UHS School Policy**

*Rationale:* The current Modern Languages policy needs to be more specific when addressing transfer credits from classes outside of UHS. Please see Appendix B for specific recommended changes. Text that is crossed out is to be removed, and capitalized text is to be added.

**3. Motion to remove “Deadline for all items to be published in UHS Documents” from this month’s legislative agenda**

*Rationale:* No one seems to know what this means...

## Appendix A - Proposed Changes to Compensation for Letters of Recommendation Policy

### **Section V.A. - Compensation for Letters of Recommendation.**

~~V.A.1. Teachers will be provided with "Loss of Planning" compensation as determined in the TUSD/TEA Consensus Agreement for Letters of Recommendation written for students during the academic year. WHEN ADEQUATE FUNDS ARE AVAILABLE, TEACHERS WILL BE PROVIDED WITH "LOSS OF PLANNING" COMPENSATION FOR LETTERS OF RECOMMENDATION WRITTEN FOR STUDENTS DURING THE ACADEMIC YEAR. Teachers must provide the names of all students for whom they have written at least one letter of recommendation on the form adopted by the School Council. The forms must be turned into the Principal's Secretary. (Res 2-27, 3/5/91)~~

V.A.2. Reimbursement will be on a per student basis starting with the 9<sup>th</sup> student FIRST LETTER through the 30th student LETTER. A teacher may be compensated for no more than 22 30 total students. IF ONLY LIMITED FUNDS ARE AVAILABLE, ADMINISTRATION MAY DECIDE TO SET A MINIMUM NUMBER OF LETTERS BEFORE COMPENSATION BEGINS. (Res 10-13, 5/21/98) (Res 20-12, 2-10-09)

## Appendix B - Proposed Changes to Modern Languages in UHS Policy

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 1 CREDIT FOR 6 UNIVERSITY CREDIT HOURS, AND 2 CREDITS FOR 12 UNIVERSITY CREDIT HOURS.



1. Bailey: We had some guests at our last meeting. We had a Native American representative who is considering aiding recruitment and retention. Hopefully, more representatives from various groups will continue to join the committee.
- d. Instructional Council report
  - 1) Cislak: We've been working on the master schedule.
- e. UHS Foundation & Alumni Association report
  - 1) Klahr: The appeal from January brought in \$30,000. All classrooms that requested projectors or document cameras have received their new technology and extras were purchased. As the process of the appeal is more streamlined, the funds are moving more efficiently.
    1. Packard: We were having our facilities looked at, but our technologies were only near to adequate due to external funds. The representatives really empathized with our difficulties.
- f. Parents Association report
  - 1) Youngerman: There were 157 people signed up for Grad Night. There were 3 grants.
    1. Broome: They included an AP study guide for the Chinese classes, funds for the Reading Buddies club and panneling.
- g. SAB report
  - 1) Tully: The Inaugural Ball and the Apache trip for the student council went well.

VI. Request for Agenda Items for next meeting (please submit action & discussion items in electronic format).

VII. Reminders:

- a. School Council Meeting time and place will be posted 24 hours in advance (on the UHS Admin. Bulletin Board and in public). Attendance and minutes will be submitted to a School Council officer prior to the next meeting.
- b. Please observe proper decorum and schedule your time to be able to attend the entire School Council meeting. Each meeting should last 90 minutes and will be adjourned by 4:45 PM. A quorum, your time, and your participation are valued assets of the UHS School Council.

VIII. Adjournment

- a. Yell motions. Pensak seconds.

**Next Scheduled Meeting:**                      **Tuesday, March 10, 2015**  
**3:30 pm**  
**UHS Library**

*[uhssitecouncil.weebly.com](http://uhssitecouncil.weebly.com)*

University School Site Based Decision Making Council  
Tax Credit Subcommittee

The UHS site council is responsible for dispersing undesignated tax credit monies. The site council has designated a subcommittee to accept applications, consider requests, and dispense monies. If your organization is interested in applying for funds, please review the procedures and guidelines below.

**STEP 1:** Determine Eligibility. The state of Arizona has clear guidelines for what tax credit money can be used for. Please review these parameters to see if your request meets eligibility requirements. **Requests shall be considered on a case-by-case basis.**

**ELIGIBLE for Tax Credit Funds**

Trips for competitive events (i.e. AIA, Sci Oly)	Musical Instruments
Educational Field Trips	Art Museums
Fine Art Performances	Sports Equipment
Athletic/Band Uniforms	

Optional Materials that support extracurricular activities and ***are not required to successfully complete the basic requirements of a course or required curriculum.***

**INELIGIBLE for Tax Credit Funds**

Gifts or Incentive Rewards	Tourist/Recreational Field Trips
Graduation/Promotion Expenses	Professional Development
District expenses	Advertising
Raising Activities	Movie Tickets
Classroom Supplies	Library Books
Funds for INDIVIDUAL students	

For Questions on eligibility contact the finance manager.

**STEP 2:** Determine the amount you would like to request.

**STEP 3:** Complete application (back of this page) and submit according to timeline schedule below:

- All requests must be submitted NO LATER THAN THE LAST THURSDAY OF THE MONTH, 3:30pm
  - Any request submitted after the last Thursday will be forwarded to the next month's considerations.
  - All requests must be submitted to
- The UHS tax credit subcommittee meets on the first Monday of each month. All credit requests will be considered at that time. If there are no requests received by the last Thursday, the subcommittee reserves the right to cancel meetings if no other business is pending.

**STEP 4:** Await notification. The UHS tax credit subcommittee will notify organizations regarding funding requests no later than one week after the subcommittee has met.

# UHS Undesignated Tax Credit Funding Request

\*NOTE: This application is due no later than 3:30pm on the last Thursday of the month for consideration at the following subcommittee meeting (first Monday of each month).

Requester Name: \_\_\_\_\_

Organization: \_\_\_\_\_

Total Amount Requesting: \_\_\_\_\_

Please check which applies:

Activity

Supplies & Materials

Please provide details about your request. If requesting funds for supplies and/or materials please include an itemized breakdown of costs and a quote if available. If requesting funds for an activity please provide a description of activity for which the funds will be used. Please attach any appropriate literature about the activity if possible. Feel free to include supplementary documentation if more room is needed.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If applicable, please list any other funding sources you are utilizing and efforts made to secure funding for your request, and explain the need for supplementary funding.

\_\_\_\_\_

Current Amounts:

Account #1: \_\_\_\_\_

Account #3: \_\_\_\_\_

Account #2: \_\_\_\_\_

Account #4: \_\_\_\_\_

What efforts has your organization made to promote tax credit donations or raise funds? \_\_\_\_\_

\_\_\_\_\_

Requestor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

-----Do not write below this line-----

UHS Finance Manager Signature: \_\_\_\_\_ Date of Receipt: \_\_\_\_\_

Subcommittee notes:

Subcommittee decision:

UHS Tax Credit Subcommittee Facilitator Signature: \_\_\_\_\_

## 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 from Honors Algebra, Honors Geometry, Honors Intermediate Algebra, Regular Intermediate Algebra, Honors Pre-calculus I (semester), Honors Trigonometry (semester), Honors Pre-calculus II (semester), Honors Calculus (semester), AP Calculus AB, AP Calculus BC, AP Statistics.

**VI.AA.3.1** Students who complete AP Calculus BC before the 12<sup>th</sup> grade will be encouraged to enroll in AP Statistics at UHS or more advanced courses elsewhere. **STUDENTS WHO COMPLETE ALL AVAILABLE MATHEMATICS AT UHS WILL HAVE THE OPTION TO TAKE A COURSE AT A COLLEGE OR UNIVERSITY, OR WILL COMPLETE AN APPROVED CAPSTONE RESEARCH COURSE IN MATHEMATICS AT UHS. ENTRY INTO THE CAPSTONE RESEARCH COURSE IS WITH DEPARTMENT CHAIR AND ADMINISTRATIVE APPROVAL.**

**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 are Honors Biology, AP Biology, AP Chemistry, ~~AP Physics B~~, AP Physics 1 & 2, AP Environmental Science, and AP PHYSICS C ~~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, 1/2 Year.** (Res 26-23, 1-14-14)

#### **Section I.X. - Eighth Grade High School Credit Policy.**

**I.X.1.** Because of its special function and college preparatory status, University High School does not recognize any courses taken in eighth grade or before for high school credit toward graduation from UHS. (Res 23-15, 2-14-2012)

**I.X.2. IF A STUDENT TAKES AN ADVANCED PLACEMENT COURSE AT ANOTHER SCHOOL PRIOR TO ENROLLING AS A FRESHMAN AT UHS, AND IF THAT STUDENT PASSES THE ADVANCED PLACEMENT EXAM FOR THAT COURSE WITH A SCORE OF 4 OR 5, THEN UHS WILL OFFER THAT STUDENT THE FOLLOWING OPTIONS:**

**A. ALTERNATIVE PLACEMENT IN ANOTHER ADVANCED PLACEMENT COURSE OFFERED BY THE DEPARTMENT IN WHICH THE COURSE RESIDES SO THE STUDENT CAN COMPLETE THE GRADUATION CREDIT REQUIREMENTS OF THAT DEPARTMENT;**

**B. IF THAT DEPARTMENT HAS NO OTHER ADVANCED PLACEMENT OPTIONS, THEN THE STUDENT MAY ENROLL IN A CAPSTONE COURSE IN THAT DEPARTMENT;**

**C. IF NO CAPSTONE OPTIONS ARE AVAILABLE IN THAT DEPARTMENT, THEN THE STUDENT SHALL ENROLL IN ANOTHER ADVANCED PLACEMENT COURSE IN ANOTHER DEPARTMENT.**

**I.X.3. STUDENTS MUST PETITION AND GAIN APPROVAL OF UHS ADMINISTRATION AND THE INSTRUCTIONAL COUNCIL TO GAIN ALTERNATIVE PLACEMENT DUE TO PASSAGE OF**

## **ADVANCED PLACEMENT EXAMS PRIOR TO THE FRESHMAN YEAR AT UHS.**

### **Section I.BB. - Summer School, On-Line, and Correspondence Courses.**

Because of its special function and college preparatory status, University High School does not recognize high school courses taken in summer school, on-line, or by correspondence. Except for Health and P.E., UHS will not allow summer school, on-line, and correspondence classes to substitute for any course required for graduation. Also, students may not use summer school or correspondence courses and grades to remove themselves from an academic probation list or to prevent them from being exited. The only coursework to be considered for the probation or exiting policy will be coursework done at University High School during the fall or spring semesters. Students may take summer school courses for credit for other reasons. An exception can be made for students who wish to receive or replace a grade for (non honors) Algebra II taken through TUSD summer school. (Res 26-23, 1-14-2014; Res 27-28, 1-13-2015)

### **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. AND 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 semester 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) **STUDENTS TAKING PHYSICS C SHOULD BE TAKING OR HAVE TAKEN CALCULUS; AND STUDENTS CAN RECEIVE CREDIT FOR PHYSICS I, PHYSICS II, AND PHYSICS C AS SEPARATE UNITS.**

**VII.A.3. GENERAL POLICIES.**

**VII.A.3.1. ALL UHS STUDENTS SHALL TAKE 6 CLASSES IN EACH OF THEIR FOUR YEARS AT UHS. SENIORS MAY PETITION UHS ADMINISTRATION AND THE INSTRUCTIONAL COUNCIL FOR A REDUCED COURSE LOAD BASED ON HEALTH OR TAKING CLASSES CONCURRENTLY AT A COLLEGE OR UNIVERSITY.**

**VII.A.3.2. STUDENTS MUST FULFILL ALL UHS, TUSD, AND ARIZONA STATE GRADUATION REQUIREMENTS TO GRADUATE FROM UHS.**

**VII.A.3.3. STUDENTS MAY NOT TAKE MORE THAN A TOTAL OF ONE YEAR OF TEACHER AIDE OR STUDENT INSTRUCTOR IN THEIR FOUR-YEAR PLAN.**

**VII.A.3.4. STUDENTS MAY NOT TAKE MORE THAN A TOTAL OF ONE YEAR OF P.E. OR YOGA IN THEIR FOUR-YEAR PLAN.**

**VII.A.3.5. STUDENTS MAY NOT TAKE MORE THAN A TOTAL OF TWO YEARS OF MATH CENTER, WRITING CENTER, OR SCIENCE CENTER.**

**~~Section VI.W. — Science Curriculum.~~**

~~Three years of Science 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. 10<sup>th</sup> Grade.** All students must take either one of the following full year courses: AP European History or AP World History.

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

**VI.V.4. 12<sup>th</sup> 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~~ requirements 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 Council approves 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 slip 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 course 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 course is part two of the two-part Advanced Placement curriculum in Economics. This course will be offered second semester. Both AP Microeconomics and AP Macroeconomics are required to fulfill the state economics requirement. (Res 22-18; 3-8-2011; Res 27-30; 2-10-2015)

**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. This 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 oligopolies
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 (Res 27-30; 2-10-2015)

**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)

**Section 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 Council approves 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. 11<sup>th</sup> and 12<sup>th</sup> 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 SI student 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)~~



**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 Units):** Physical Education (1 year), Modern Language (2 years of same language), Health (1 semester), Fine Arts or Vocational (1 year), Economics (1 semester or 1 year).

**VII.A.2.6 Courses To Be Taken Junior or Senior Year (1 Unit):** AP Physics I or II. Students taking Physics C must be taking, or have completed Calculus. Students can receive credit for AP Physics I, AP Physics II, and AP Physics C as separate units.

### **VII.A.3 General Policies.**

UHS students take 6 classes in each of their 4 years. Seniors may petition Administration and Instructional Council for reduced course load on the basis of adverse health or concurrent college enrollment.

Students must fulfill all UHS, TUSD, and Arizona State requirements to graduate from UHS.

Students may not take more than a total of one year of Teacher Aide or Student Instructor.

Students may not take more than a total of one year of Physical Education or Yoga. Students may petition Administration or Instructional Council for special dispensation.

Students may not take more than a total of two years of Math Center, Writing Center, or Science Center. Students may petition Administration or Instructional Council for special dispensation.

**Section VI.W - Social Studies Course Sequence:** Freshman- AP Human Geography; Sophomores- AP European History or AP World History; Juniors- AP United States History; Seniors- AP United States Government and Politics.

To fulfill Arizona State Economics requirement, students may take a semester of Honors Economics or a full year of AP Microeconomics/AP Macroeconomics.

**Section VI.A AP European History.** This is offered to Sophomores, Juniors, and Seniors. The course is an option for Sophomores to fulfill the Arizona State World History requirement, and is an elective for Juniors and Seniors.

**Section VI.B AP History of Art.** This is an option to fulfill the Fine Arts requirement.

**Section VI.C. AP Psychology.** This is offered as an elective.

**Section VI.E. AP Studio Art.** This is an option to fulfill the Fine Arts requirement.

**VI.V.5. Creative Writing.** This is offered as an elective.

**Section VI.F. Yoga.** This is open to all students as a year-long class and qualifies for Physical Education credit. Yoga may be taken as a semester course with Instructor or Administrative approval.

**Section VI.G AP Human Geography.** This is the required Freshman Social Studies course and fulfills the District Multicultural Studies requirement.

**Section VI.H- AP World History.** This is an option for Sophomores to fulfill the Arizona State World History requirement, and is an elective offered to Juniors and Seniors.

**Section VI.I AP Capstone Courses: Seminar and Research.** This is offered with prior Teacher and Administrative approval.

**Section VI.J College Algebra.** This replaces the prior Algebra II course.

**Section VI.K Computer Science Course Sequence:** Freshmen- Business Technology 1 and 2; Sophomores- Technology Cluster 1 and 2; Juniors- Electronics Technology 1 and 2, or Cisco 1 and 2; Seniors- AP Computer Science 1 and 2, or Cisco 3 and 4.

**Section VI.L Art Program Sequence:** Beginning Art, Intermediate Art, Advanced Art, AP Studio Art. All courses meet Fine Arts requirements. The sequence starts with Beginning Art except by Art Teacher and Administrative approval through portfolio evaluation.

**Section VI.M AP Economics.** This full year course is offered to Juniors and Seniors (Freshman and Sophomores by Teacher and Administrative approval.) Arizona State Economics requirements may be met with either the full year AP Economics course or one semester of Honors Economics. AP Microeconomics is part one of the two part AP Economics curriculum. It should be taken in the first semester as a prelude to the second semester AP Macroeconomics course.

**Section VI.N Honors Economics.** This one semester course is offered to all grade levels, and meets the Arizona State Economics requirement.

**Section VI.O Advanced Research Methods 1 and 2.** This course is offered to Juniors and Seniors with Teacher and Administrative approval.

**Section VI.P UHS Student Instructor Program.** Students must meet these criteria:

- A. Juniors and Seniors with Teacher and Administrative approval;
- B. Minimum unweighted 3.0 cumulative GPA; no "D" or "F" on high school transcript;
- C. Minimum 95% attendance rate;
- D. History of academic integrity;
- E. On track for graduation with completed Health and Physical Education requirements.

A student may only be a Student Instructor (SI) or Teacher Aide once at UHS unless assigned by Administration with the express intent of helping the student to meet graduation requirements. SI responsibilities will be stipulated in a written syllabus approved by Administration. SI assignments are for one year unless the student's performance deems re-evaluation at semester's end. If a SI receives a "D" or "F" in any class at the semester grading period, they will be removed from the SI position for academic support services. SI receive credit as a two semester elective.

**Section VI.- UHS Movies and Media Policy.** Movies and media must meet these criteria:

## Article VI – Curriculum

### Section VI.AA - UHS Graduation Requirements.

UHS is a special function college preparatory school, and its graduation requirements may differ from other high schools. The UHS curriculum is designed to provide students with a challenging experience in a nurturing and supportive environment. UHS curricular requirements meet and exceed state and district mandates. Through a highly successful Advanced Placement program, students select from among 24 college level courses and earn credit on a 5.0 weighted-grading scale. Courses taken from outside institutions cannot replace required UHS classes with the following exceptions: Health and Physical Education; summer school courses specifically designed and taught at UHS; courses that would transfer to a 4 year University, with prior UHS Department Chair and Administrative approval. Students must complete the requirements stated below.

**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.

**VI.AA.3 Mathematics, 4 years:** UHS Mathematics classes are selected from Honors Algebra, Honors Algebra 2, College Algebra, Honors Geometry, Honors Pre-Calculus I (semester), Honors Trigonometry (semester), Honors Pre-Calculus II (semester), Honors Calculus (semester), AP Calculus AB, AP Calculus BC, AP Statistics. Placement will be determined upon exam.

Students who complete AP Calculus BC before 12<sup>th</sup> grade are encouraged to take AP Statistics at UHS or more advanced mathematics courses elsewhere. Students who complete all available mathematics at UHS have the option of additional mathematics through a college or university, or the Capstone Research course with Department Chair and Administrative approval.

District policy prohibits more than one mathematics credit for completion of both Algebra I and Honors Algebra I. If a student retakes Algebra, UHS will award one elective credit for the Algebra course taken in eighth grade. Similarly only one mathematics credit will be granted for completion of both Algebra 2 and Honors Algebra 2, though this scenario would also qualify for an additional elective 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.

While students are required to take these classes at UHS, exception may be granted to study a language at an approved college or university through Administrative approval if that language is not available at UHS. UHS will award one credit for three approved university credit hours, and two credits for six approved university credit hours.

**VI.AA.5 Science, 3 years:** One year each of Biology, Chemistry, and Physics. UHS courses include Honors Biology, AP Biology, AP Chemistry, AP Physics I and II, AP Physics C, and AP Environmental Science.

**VI.AA.6 Physical Education, 1 year.** PE, Yoga, or Dance (students must notify the registrars' office prior to the school year if they want dance to count for a PE credit).

**VI.AA.7 Fine Arts or Vocational, 1 year:** AP History of Art, any art, dance, or music course offered at UHS, Career and Technical Education courses. Additional Fine Arts and Vocational courses are available through Rincon.

**VI.AA.8 Health, ½ year.**

**VI.AA.9 Economics, ½ year.**

### **Section I.X - Eighth Grade High School Credit Policy.**

UHS does not recognize courses taken in eighth grade or before for credit toward UHS graduation.

If a student takes an Advanced Placement course at another school prior to enrolling as a freshman at UHS, and if the student scores a 4 or 5 on the corresponding Advanced Placement exam, the following sequential options will be offered with Administrative approval:

- A. Another AP course offered by the Department in which the completed course resides;
- B. A Capstone course within that Department;
- C. Another AP course in a different Department.

### **Section I.BB - Summer School, On-Line, and Correspondence Courses.**

UHS does not recognize high school courses taken from summer school, on-line, or by correspondence with the following exceptions: Health, Physical Education, and summer school courses specifically designed and taught at UHS.

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

**VII.A.1 Description.** UHS is accredited as a College Preparatory School by the AdvancED North Central Association. The Administration, Faculty, and School Council have developed a four year program that will prepare students for college entrance, and that every UHS student is expected to complete.

**VII.A.2 Core Classes.** Students at UHS must take courses to meet state, district, and UHS graduation requirements. Courses from outside institutions cannot replace required classes with the exceptions of Health, Physical Education, College Algebra at TUSD summer school, and college courses at, or transferrable to, a 4 year institution with prior Administrative approval.

**VII.A.2.1 Freshman Year (4 Units):** Freshman Honors English, AP Human Geography, Mathematics according to placement, 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, AP Chemistry.

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

- A. Curricular rationale is established and appropriate assessment made;
- B. Any movie rated R requires signed parental permission; NC-17 and X ratings are prohibited;
- C. The permission slip must include the curricular rationale, a brief description of the movie, and an explanation for R ratings;
- D. An alternative assignment that conveys the same curriculum is available for students who do not have parental permission;
- E. Decisions regarding non-movie visual media should follow similar criteria.

# UHS CLUBS 2014-2015

CLUB	SPONSOR/CHAIR	MTG DAY(S)	TIME	CLUB ACTIVITY DESCRIPTION	# OF COMPETITIVE OUTCOMES/ADDITIONAL INFORMATION
Art Club Packet	Huggins	Mon/Tue	8:00		
Art History	Sheets	Monday	8:00	Discuss a variety of topics in art based upon student interest; used as a supplement to the Art History course	Does not compete
Astronomy Club	Tautz	Thursday	3:10		
Band	Marchant	as needed	TBA		
Barnyard	Allen	Monday	3:45	A student service club aimed at increasing student spirit/moral thru participating in student club activities and to provide student led community services to the RUHS community.	The club this year is redoing/redecorating the football locker room.
Black Scholars	Allen	Wednesday	2:15	Under represented students meet during the lunch periods to gain information on academics by participating in various work shops aimed to increase academic achievement, self improvement and post secondary options.	Does not compete
Brony Club	Bielas	Thursday	3:20	Social/community service	Does not compete
Chinese	Zhang	Tuesday	8:00	The purpose of this club is to promote Chinese and Asian culture through exposure to history, food, holidays, and language. The club provides a safe environment for different ethnicities to come together and appreciate the long history of China.	Does not compete
Class of 2015	Hernandez	Thursday	3:15	Senior Class Club is for the senior students selected as class representatives and in charge of several senior events.	Some of the events are: Sr. Car Wash, Green Elephant, Senior Cookie Sale, Sr T-Shirt Sales and Prom

## UHS CLUBS 2014-2015

CLUB	SPONSOR/CHAIR	MTG DAY(S)	TIME	CLUB ACTIVITY DESCRIPTION	# OF COMPETITIVE OUTCOMES/ADDITIONAL INFORMATION
Class of 2016	Tully	Tuesday	3:15	SEE SAB	Does not compete
Class of 2017	Tully	Tuesday	3:30	SEE SAB	Does not compete
Class of 2018	Tully	Tuesday	3:15	SEE SAB	Does not compete
				Dance Club is an opportunity for dancers on the advanced level to choreograph and have their work produced in formal dance concerts on the UHS campus. Students also have opportunities to participate in community events such as Ivesia Elementary and Middle School Tours, TUSD Dance Celebration, UA Festival of Books, Southern Arizona Dance Festival, to name a few. Students also have the opportunity to participate in trips to perform in halftime shows of major college football games such as the Holiday Bowl in San Diego, CA and the Orange Bowl in Miami, FL. Dance Club is a dance community on our UHS campus where students gain leadership skills while practicing respect and collaboration and share their passion for dance.	
Dance Club	Braun Miscione	Tuesday	2:15		Does not compete
DARC/Stage Crew	Ranjel	Monday	3:15		
Enviro Club	Hamilton	Monday	8:00		
Feminism Gender Equality	Sheets	Wednesday	lunch	Discuss issues related to contemporary events, feminism, gender equality, and more broadly social justice dialogues.	Does not compete

# UHS CLUBS 2014-2015

CLUB	SPONSOR/CHAIR	MTG DAY(S)	TIME	CLUB ACTIVITY DESCRIPTION	# OF COMPETITIVE OUTCOMES/ADDITIONAL INFORMATION
<b>French Club</b>	Cyr	Tuesday	3:10	<p>The French club meets first and third Tuesdays of each month for cultural enrichment relating to French-speaking countries. The student-driven club has engaged in activities such as watching French movies, listening to French music, writing letters/e-mails to French-speaking pen-pals in Quebec, preparing crepes, sharing French pastries, etc.</p>	<p>It's a student-driven club that meets to share their interest in learning more about the culture of French-speaking regions of the world. It is not a fund-raising or a competitive club and students who do not take French currently but who would like to learn more about French language and culture are welcome to be part of the club. <b>Does not compete.</b></p>



## UHS CLUBS 2014-2015

CLUB	SPONSOR/CHAIR	MTG DAY(S)	TIME	CLUB ACTIVITY DESCRIPTION	# OF COMPETITIVE OUTCOMES/ADDITIONAL INFORMATION
				<p>HOBYS is a club form to support UHS Goal for retention of all underrepresented students. All freshmen have the opportunity to participate in a mini conference filled with educational, fun-filled activities linking them to other students and members of our professional community. Students attending this conference then become involved in other community events, such as volunteering opportunities and social events, promoting stronger relationships with their peers. Also, as sophomores, they will get the opportunity to be nominated to attend the state HOBY Conference held in Phoenix during the summer of their junior year. The past HOBY State representatives then meet on a regular basis to maintain the club goals and put together the mini conference, which usually is planned for the month of February.</p>	
<b>Hoby Clew Club</b>	Hernandez	Monday	12:20		<b>Does not compete</b>
<b>International Club</b>	Montano	Tuesday	8:00	Students work with area refugees to help them practice English.	<b>Does not compete</b>
<b>John Smith</b>	Hamilton	Tuesday	8:15		

# UHS CLUBS 2014-2015

CLUB	SPONSOR/CHAIR	MTG DAY(S)	TIME	CLUB ACTIVITY DESCRIPTION	# OF COMPETITIVE OUTCOMES/ADDITIONAL INFORMATION
Knitting Club	Traquair	Thursday	3:15	Knitting club is an opportunity to learn a new skill and build community with other UHS students. Once a week, students have a chance to relax, chat, and work on personal projects. Newcomers are welcome! We meet Thursday after school in LL9.	Does not compete
Library Club	Grimes	Thursday	3:15	The purpose of the Library Club is to rejuvenate and revitalize a library that has been basically shuttered for years. The focus was to create a "Learning Commons" where students would be able to pursue academic endeavors, reading for pleasure, be in a social climate for collaborative learning, and where the classes would be taught information literacy skills by the teacher-librarian. The East Library was cleaned up and a gallery was created. The West Library conference room was redesigned as well. A stage is in the process of being built. Approximately 20 students participate from both schools and volunteer before school, during lunch, and at club meetings on Thursdays. Other completed projects include a "New Books" area, a teacher recommended books area, inventory of the collection, signage around the library, and continued work on quotes to paint on the walls.	Does not compete

## UHS CLUBS 2014-2015

CLUB	SPONSOR/CHAIR	MTG DAY(S)	TIME	CLUB ACTIVITY DESCRIPTION	# OF COMPETITIVE OUTCOMES/ADDITIONAL INFORMATION
Logo's	Tully, M	Thursday	3:30	This club is a discussion group that focuses on topics such as philosophy, ethics, religion, politics, and understanding. The discussions are always facilitated by students and establish a safe place for students to express their views.	Does not compete

# UHS CLUB 2014-2015

CLUB	SPONSOR/CHAIR	MTG DAY(S)	TIME	CLUB ACTIVITY DESCRIPTION	# OF COMPETITIVE OUTCOMES/ADDITIONAL INFORMATION
Math Club	Callesen	Monday	8:00	Designed for students who are interested in various math competition opportunities and further developing their skill set in math.	<p>The Math Club has competed several times this year. We tied for third in the nation on the Rocket City Team Test. We have 6 kids who have qualified for the AIME by doing well on the AMC 10/12. We have taken the State Math Test, but the results are not in yet. After 5 of 6 rounds on the ASMA test, we are 20th in the world. On the Interstellar Competition, we finished in the Elite Eight. We should place in the top 5 in the region on the LOG1 competition, but those results are pending. We had two teams take part on a mathematical modeling competition last weekend, but do not know the results yet. We place 32nd out of 96 teams at an A-Star competition in California (we were missing one student). This Friday, we are hosting the Southern Arizona High School Math Championships and have about 200 students coming. We also hosted an elementary competition in November with over 300 students and will have the middle school version at the end of this month. If all goes well, we will be going to the national tournament for <a href="http://mathleague.org">mathleague.org</a> and the ARML competition. We will also be doing the Purple Comet competition this semester.</p>

## UHS CLUBS 2014-2015

CLUB	SPONSOR/CHAIR	MTG DAY(S)	TIME	CLUB ACTIVITY DESCRIPTION	# OF COMPETITIVE OUTCOMES/ADDITIONAL INFORMATION
<b>Mock Trial</b>	Montano	Tuesday	8:00	<p>The Arizona High School Mock Trial program, cosponsored by the Arizona Foundation for Legal Services &amp; Education and the State Bar of Arizona's Young Lawyers Division, teaches students in grades 9-12 about the law and the legal system by participating in a simulated trial. The program is an opportunity for students to learn about the law and the legal system from practicing attorneys and for attorneys to share their expertise about the law and their legal</p>	<p>UHS usually fields 4 teams for the Regional Tournament (8 people per team). The Regional Tournament takes place at the Federal Courthouse in Tucson on a Saturday in early March. Last year, we had teams place 1st and 3rd at Regionals and this year 1st and 2nd. Two teams went on to the State Tournament in Phoenix. The State Tournament is an overnight trip and takes place at the Federal courthouse in Phoenix. Last year we had a team place 1st in State. Because our team placed 1st in State, we represented Arizona at the National Mock Trial Tournament in Madison, WI. The National Tournament required a trip out of state for 5 days in May. The team placed 5th in the nation with several team members receiving individual recognition for their performances. In addition, 10 members of the team travelled to NYC in October 2013 to participate in the Empire Invitational. Although we did not place (it was our first time competing in this tournament) the coaches believe that participation in this tournament contributed to the team's high placement at the national tournament. This trip required 5 days out of state.</p>

# UHS CLUBS 2014-2015

CLUB	SPONSOR/CHAIR	MTG DAY(S)	TIME	CLUB ACTIVITY DESCRIPTION	# OF COMPETITIVE OUTCOMES/ADDITIONAL INFORMATION
<p><b>Model UN</b> <b>Perspective</b></p>	<p>Karlowicz Herring</p>	<p>Friday Tuesday</p>	<p>3:15 8:30</p>	<p>Model UN is a serious academic club that simulates the activities and procedures of the United Nations. Students learn parliamentary procedure as well as gain knowledge of the countries they represent in the Model UN conferences. The club meets once per week at school and has additional meetings on the weekends in preparation for the two conferences members attend during the course of each school year</p>	<p>The UHS Model UN club sends delegates to Bruin MUN at UCLA in November of each year and to AZMUN at the University of Arizona in March of each year. The club won Outstanding Small Delegation at the 2014 Bruin MUN. AZMUN will take place March 20-21. 19 delegates attended Bruin MUN; 34 delegates are registered to attend AZMUN</p>
<p><b>Photography/Film</b> <b>Pre-Health Professions Club</b> <b>Reading Buddies Club</b> <b>Redeemed</b> <b>Revolution</b> <b>Rotary Ineract</b></p>	<p>Woon Yell Balzer Bielas Dickinson Dukes</p>	<p>Mon/Tue Monday Wednesday Monday Wednesday Tuesday</p>	<p>8:00 3:30 lunch 12:45 3:20 lunch</p>	<p>Students create short film projects and discuss and critique each others creative efforts. The film students rent the Loft theatre and have a evening showing of the films submitted for review. Explore health career options Community service</p>	<p>Does not compete Does not compete Does not compete</p>
<p><b>SAB</b></p>	<p>M. Tully</p>	<p>Tuesday</p>	<p>3:20</p>	<p>This club serves as the student council for UHS. They are responsible for planning school wide events such as Homecoming, assemblies, and school dances. Throughout the year the club also encourages school spirit, fundraisers, and community service.</p>	<p>Does not compete</p>

## UHS CLUBS 2014-2015

CLUB	SPONSOR/CHAIR	MTG DAY(S)	TIME	CLUB ACTIVITY DESCRIPTION	# OF COMPETITIVE OUTCOMES/ADDITIONAL INFORMATION
<b>Science Club</b>	Woon	Monday	8:00	The science club travels annually to experience science activities and events not found in our regular curriculum and not found in our local community.	Does not compete
<b>Science Olympiad</b>	Tobin	Tuesday	8:00	Each year UHS has two teams (30 students) compete in the AZ Science Olympiad (usually the 1st Saturday in March). There are 25 different events ranging from Math & Physics, Biology, Forensics and Environmental Science to Engineering.	This year UHS teams finished in 4th and 8th place, and our students brought back 16 medals.
<b>SHPE</b>	Hernandez	Wednesday	2:15	Society of Hispanic Professional Engineering. Designed for students interested in STEM fields and preparation for college and to receive mentoring from UoA students.	Does not compete
<b>Society Club</b>	Ulrich	Tuesday	12:45		
<b>Spanish Club</b>	Sesteaga	Monday	8:15	Our club's main purpose is to help members with their Spanish and explore Spanish-speaking countries through music, discussions, videos, and food.	We are always looking for new members to expand the club. We could really benefit from recruiting some native speakers. Our club really enjoys bringing food from Spanish-speaking countries that some of the students haven't tasted before. <b>Does not compete.</b>
<b>STEM Research</b>	Tautz	Monday	3:20		
<b>Tabletop RPG</b>	Ulrich	Monday	3:30		

# UHS CLUBS 2014-2015

CLUB	SPONSOR/CHAIR	MTG DAY(S)	TIME	CLUB ACTIVITY DESCRIPTION	# OF COMPETITIVE OUTCOMES/ADDITIONAL INFORMATION
Travel Club 2015	M. Tully	Monday	8:00	This club coordinates the annual UHS Europe trip. Students fundraise for their trips by raising tax credits and donations. In addition, the club prepares students for their trip by learning about their destinations and teaching them about international travel.	Does not compete
U High Productions	Dickinson	Thursday	12:20	The purpose of the club is to produce films of all genres, tailored to the interests of the club members. The club has about 10 members at this point.	We have just started the club and have no competitive outcomes at this time
UHS Yearbook	Bielas	Tuesday	8:30	Alternate members of yearbook staff	Does not compete
Veteran's Heritage Project	Dickinson	Thursday	12:20	The purpose of the club is to preserve the stories of American Veterans as part of the Veterans History Project conducted by the Library of Congress.4. The club has over 20 members and just began this year. Taylor Carlross and Riley Goldsmith introduced their veterans in front of an audience of over 700 in a veterans day assembly held in Oro Valley November 6, 2015.	We have produced nine stories this year that will be published in the book "Since You Asked." The book is at the publisher now and will be available in early May, 2015. Video tapes of the interviews will be sent to the Library of Congress this July, 2015, where they remain in perpetuity for future generations.
Yoga	Alley-Sarnack	Thursday	3:20	Yoga club offers students an afterschool opportunity to move, breathe, and connect with themselves and others. The club is jointly led by the teacher and student officers.	Does not compete
Young Democrats	Tully, K	Tuesday	3:15	Student Discussion of Current Events	Does not compete
Young Life	Balzer	Monday	7:00		Does not compete



1. A brief description of the club activity and purpose

We are the school "newspaper" for UHS. We share news that specifically affects the UHS student body and the broader UHS community. Articles range from coverage of current events to alumni interviews.

2. The number of competitive outcomes of your club (if applicable)

We do not compete, but we do meet every two weeks and post new articles at the same time. We also complete annual activities such as the Candy-gram sale, which raised over \$200 for charity this year; the Come and Get Your Love Valentine's Day event; and full coverage of the mock elections.

3. Any additional information you feel would be helpful in gaining more insight about your club.

The content we produce is also shared through the UHS and Perspective Facebook pages. Our membership ranges between 20-30 students each year, who contribute in various ways.

**Astronomy Club:** learn about astronomy; learn about telescopes and how to use them through hands-on experience at star parties  
no competitive outcomes

### **Rotary Interact**

1. A brief description of the club activity and purpose

*Interact gives students ages 12-18 the chance to make a real difference while having fun. Every Interact club carries out two service projects a year: one that helps their school or community and one that promotes international understanding.*

*Clubs meet at least twice a month and are sponsored by their local Rotary club. When you sponsor an Interact club, you're helping young people:*

- connect with community leaders
- develop leadership skills
- make international connections
- discover more opportunities to connect with Rotary, including Rotaract, RYLA, and Youth Exchange

### **Key Club**

1. A brief description of the club activity and purpose

Key Club International is the high school organization sponsored by Kiwanis International. Key Club assists Kiwanis in carrying out its mission to serve the children of the world. High school student members of Key Club perform acts of service in their communities, such as cleaning up parks, collecting clothing and organizing food drives. They also learn leadership skills by running meetings, planning projects and holding elected leadership positions at the club, district and international levels.