



# CYBER HIGH

ONLINE LEARNING SOLUTIONS



Course Catalog

2025-26

Since 1998, Cyber High has been creating pathways to success through standards-based, digital curriculum that fosters critical thinking, provides active and collaborative learning opportunities, and engages students in rigorous coursework. Courses are designed to enhance analytical and problem-solving and critical thinking skills, to increase graduation rates, to prepare students for online testing, and to promote college and career readiness. Our curriculum is being used effectively in hundreds of schools to support students needing an alternative to the traditional classroom setting and is widely used for original credit, credit recovery and remediation, acceleration, targeted intervention, incarcerated student populations, and as part of blended learning environments.

As a non-profit entity owned and operated by the Office of the Fresno County Superintendent of Schools, Cyber High enables those we serve to economically provide online learning solutions that empower schools, programs, and/or districts to meet academic goals by driving individual student achievement.

## Course Information

Cyber High offers both core and elective courses in a variety of subject areas. Our courses consist of 5 Units per semester, each designed for 15 hours of coursework for a total of 75 hours per course. Each course listed in the catalog is a semester long with the “A” designation being the first semester and “B” being the second semester. Courses without either designation are one semester courses.

**\*\* Important Note:** *As of February 2020, credit-bearing institutions are responsible for determining whether online courses meet their own UC a-g requirements and for adding them to their own course lists. We have indicated those that were officially approved by the UC under the previous process, or those that we believe are of sufficient rigor to be considered college-prep. Please do not use any course without this indication for a-g purposes unless the material is supplemented upon implementation.*

For more information, please visit [Cyberhigh.org](http://Cyberhigh.org).

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### **Art History A - College Prep (a-g appropriate)**

Defined as a basic human need for creative expression, people from every culture throughout history have produced art. With rigor, depth, and breadth of content and through directed assignments, this course defines formal elements of works of art in the genres of painting, architecture, and sculpture and describes art's role in societies. Students will examine, identify, and analyze works from various artists, time periods, and religions, including pre-history, Greek, Roman, Egyptian, Chinese, Byzantine, Medieval European, Renaissance, and Baroque. In this introduction to the study of art history, which is aligned with the California State Content Standards for Art and Visual and Performing Arts for California Public Schools (11th-12th grades), appropriate grade-level coursework is provided.

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### **Art History B - College Prep (a-g appropriate)**

In conjunction with *Art History A*, this course transitions from the traditional elements that evolved during the political and moral chaos of the pre-World War II time period into the more modern and contemporary expressions of societies' reflective values in the 21st century. With rigor, depth, and breadth of content and through directed assignments relating to the study of cultures of Neoclassical French, American Pop, Asian (including Hindu, Buddhist, Japanese), African, and Islamic Modernistic Realism, students will continue to examine, identify, and analyze works from various artists and may better comprehend the more recent societal periods, including Romantic, Enlightenment, Revivalist, Post- Impressionist, Symbolic, and Avant-Garde. Additionally, this course will provide students with an awareness of art-related career fields that they may pursue.

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### **Music Appreciation A - College Prep (a-g appropriate)**

Music Appreciation A is the first semester of a Visual and Performing Arts Standards-based music course that will introduce students to a broad overview of sound, recording technology, music reading, music history, and music careers. In each Unit, students will demonstrate their understanding through reading, writing, reflecting, and applying knowledge and skills. Guiding questions and writing prompts will encourage students to relate the course content to their daily lives. Providing rich media in multiple formats for ease of use and to address diverse student needs, this course reflects a bias-free and multiculturally sensitive environment. In this first semester, students will study concepts related to music and culture, the science of sound, rhythm, melody, harmony, the historical evolution of music, and music careers.

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### **Music Appreciation B - College Prep (a-g appropriate)**

The second semester of Music Appreciation will introduce students to music from Africa, Asia, Europe, the Middle East, South America, and North America. In each Unit, students will

demonstrate their understanding through reading, writing, reflecting, and applying knowledge and skills. Guiding questions and writing prompts will encourage students to relate the course content to their daily lives. Providing rich media in multiple formats for ease of use and to address diverse student needs, this course reflects a bias-free and multiculturally sensitive environment. Students will study musical styles, instruments, and origins of music from various continents; indigenous music; the effects of colonialism, the slave trade, imperialism, revolution, politics, and globalism on music and culture, and how music can be a catalyst for social change.

## World Languages

### **American Sign Language A - College Prep (a-g appropriate)**

As an exciting and vibrant means of communication with unique culture and heritage, ASL is recognized as its own language with its own syntax and presentation that may be taken beyond the classroom and applied to many areas of a student's life, including the work world and personal activities. Designed to present American Sign Language (ASL) essential tools for clear communication and to encourage students to foster relationships with people who use ASL as their first language, this standards-based course is not meant to be an interpretation of word-for-word English, but rather its own language that is expressed through the hands, face, and body and that is then perceived through the eyes. A visual and gestural language, ASL carries as much information as an oral and aural language, just in a different manner. Each Unit explores a different aspect of American Sign Language, including fingerspelling, basic signs, syntax, and other related elements. The information presented in each Unit is meant to not only increase the language, reading, and content area skills of students but also to encourage students to develop and use their signing skills for communication within their own communities.

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### **American Sign Language B - College Prep (a-g appropriate)**

As students learn in the first semester of this course, learning a language other than English can open doors to business and personal interactions that might otherwise remain closed. Designed to present essential tools for clear communication and to encourage students to foster relationships with people who use ASL as their first language, this standards-based course is not meant to be an interpretation of word-for-word English, but rather its own language that is expressed through the hands, face, and body and that is then perceived through the eyes. A visual and gestural language, ASL carries as much information as an oral and aural aspect of American Sign Language, including fingerspelling, basic signs, syntax, and other related elements. The information presented in each Unit is meant to not only increase the language, reading, and content area skills of students but also to encourage students to develop and use their signing skills for communication within their own communities.

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### **American Sign Language 2A - College Prep (a-g appropriate)**

This is Cyber High's second year American Sign Language course for those students who have already completed *American Sign Language A* and *B*, or who have already had ASL instruction

elsewhere. As explained in Year 1 of the course, ASL is a language expressed through the hands, face, and body. *American Sign Language 2A* is the standards-based first semester of Year 2, and students will review foundational skills from Year 1, including the manual alphabet, fingerspelling, basic signs, ASL syntax, etc. In each Unit, students learn about Deaf culture and community, build their ASL vocabularies about a variety of topics, and work toward improving their signing and interpreting fluency. Concepts presented reinforce information from Year 1 of *American Sign Language*, as well as to provide a strong foundation for moving into the second semester of this course where interpreting and their own basic proficiency in signing ASL will become a focus.

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### **American Sign Language 2 - College Prep (a-g appropriate)**

This is the second semester of Year 2 of American Sign Language for those students who have already completed *American Sign Language A* and *B*, or who have already had ASL instruction elsewhere. As explained in Year 1 of the course, ASL is a language expressed through the hands, face, and body. *American Sign Language 2B* is the standards-based second semester of Year 2, and students continue to review and practice foundational skills, including the manual alphabet, fingerspelling, basic signs, ASL syntax, etc. In each Unit, students continue to learn about Deaf culture and community, to build their ASL vocabularies about a variety of topics, and work toward improving their signing and interpreting fluency. Concepts presented reinforce information from Year 1 and the first semester of Year 2, as well as provide multiple opportunities for students to not only interpret signed conversation, but also to produce signs of their own. Students continue to practice understanding and interpreting signed conversation, as well as demonstrate their own basic proficiency in signing at an appropriate Year 2 level.

A graphic consisting of a blue rectangle with the text "Language Arts" in white, positioned above a dark blue rectangle.

## Language Arts

### **American Literature A - College Prep (a-g appropriate)**

*American Literature A* introduces students to various concepts of the study of language and presents strategies that will help students learn how to become successful readers, writers, and thinkers. Students develop their reading, language, analysis, and critical thinking skills through the study of a variety of perspectives and genres, read selected letters, American literature, poetry, historical literature from a variety of different cultures, drama, speeches, novels, nonfiction, technical and informational texts, as well as material that addresses the research process, rhetoric and oral communication, and the Writing Process. Students also read full-length works like *Breaking Through*, by Francisco Jiménez. Through directed reading and writing, students focus on the mechanics of language, vocabulary development, and evaluate recurring patterns and connections within the literature presented. Students engage in several writing assignments and oral presentations that include narrative, expository, and persuasive essays which demonstrate proficiency in drafting, editing, revising, and research skills.

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## **American Literature B - College Prep (a-g appropriate)**

*American Literature B* continues to help students learn how to become successful readers, writers, and thinkers. Students develop their reading, language, analysis, and critical thinking skills through the study of a variety of perspectives and genres. Students read selected letters, American literature, poetry, historical literature from a variety of different cultures, drama, speeches, novels, nonfiction, technical and informational texts, as well as material that addresses the research process, rhetoric and oral communication, and the Writing Process. Students will also read full-length works like *Hunger for Memory*, by Richard Rodriguez. Through directed reading and writing, students focus on the mechanics of language, vocabulary development, and evaluate recurring patterns and connections within the literature presented. Students engage in several writing assignments and oral presentations that include narrative, expository, and persuasive essays which demonstrate proficiency in drafting, editing, revising, and research skills.

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## **English 1A - College Prep (a-g appropriate)**

*English 1A* introduces students to various concepts of the study of language and presents strategies that will help students learn how to become successful readers, writers, and thinkers. Students will gain experience with fiction, nonfiction, short stories, drama, historical literature, technical and informational texts, oral communication, the Writing Process, grammar and mechanics, and critical thinking and analysis. Students are asked to read and analyze major literary works such as *Dance Hall of the Dead*, by Tony Hillerman, and *Sunrise Over Fallujah*, by Walter Dean Myers. Through directed reading and writing, students focus on the mechanics of language, vocabulary development, and evaluate recurring patterns and connections within the literature presented. Students engage in several writing assignments and oral presentations that include narrative, expository, persuasive, and descriptive essays which demonstrate proficiency in drafting, editing, revising, and research skills. Questions and activities are designed to engage higher order thinking processes and provide opportunities for practical applications of the concepts developed within the course.

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## **English 1B - College Prep (a-g appropriate)**

In conjunction with *English 1A*, *English 1B* continues to introduce students to various concepts of the study of language and presents strategies that will help students learn how to become successful readers, writers, and thinkers. Students will gain experience with fiction, nonfiction, short stories, drama, historical literature, technical and informational texts, oral communication the Writing Process, grammar and mechanics, and critical thinking and analysis. Students are asked to read and analyze major literary works such as *Farewell to Manzanar*, by Jeanne Wakatsuki Houston, *Romeo and Juliet*, by William Shakespeare, and *West Side Story*, by Arthur Laurents and Jerome Robbins. Through directed reading and writing, students focus on the mechanics of language, vocabulary development, and evaluate recurring patterns and connections within the literature presented. Students engage in several writing assignments and

oral presentations that include narrative, expository, persuasive, and descriptive essays which demonstrate proficiency in drafting, editing, revising, and research skills.

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### **English 2A - College Prep (a-g appropriate)**

*English 2A* introduces students to various concepts of the study of language and presents strategies that will help students learn how to become successful readers, writers, and thinkers. Students develop their reading, language, analysis, and critical thinking skills through the study of a variety of perspectives and genres. Students read selected short stories, mythology, poetry, historical literature, speeches, folklore/legends, novels, and nonfiction, as well as material that addresses the research process, oral communication, and the Writing Process. Students will also read full-length texts like *Of Mice and Men*, by John Steinbeck. Through directed reading and writing, students focus on the mechanics of language, vocabulary development, and evaluate recurring patterns and connections within the literature presented. Students engage in several writing assignments and oral presentations that include narrative, expository, persuasive, and descriptive essays which demonstrate proficiency in drafting, editing, revising, and research skills.

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### **English 2B - College Prep (a-g appropriate)**

In conjunction with *English 2A*, *English 2B* introduces students to various concepts of the study of language and presents strategies that will help students learn how to become successful readers, writers, and thinkers. Students develop their reading, language, analysis, and critical thinking skills through the study of a variety of perspectives and genres. Students read selected short stories, mythology, poetry, historical literature, speeches, folklore/legends, novels, nonfiction, memoir, as well as material that addresses the research process, oral communication, and the Writing Process. Students will also read full-length texts like *To Kill a Mockingbird*, by Harper Lee, and *Night*, by Elie Wiesel. Through directed reading and writing, students focus on the mechanics of language, vocabulary development, and evaluate recurring patterns and connections within the literature presented. Students engage in several writing assignments and oral presentations that include narrative, expository, persuasive, and descriptive essays which demonstrate proficiency in drafting, editing, revising, and research skills.

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### **English 3A - College Prep (a-g appropriate)**

*English 3A* introduces students to various concepts of the study of language and presents strategies that will help students learn how to become successful readers, writers, and thinkers. Students develop their reading, language, analysis, and critical thinking skills through the study of a variety of perspectives and genres. Students read selected short stories, American literature, poetry, historical literature from a variety of different cultures, drama, speeches, novels, memoir, and nonfiction, as well as material that addresses the research process, oral communication, and the Writing Process. Students will also read full-length texts like *The Crucible*, by Arthur Miller, and *Parrot in the Oven: mi vida*, by Victor Martinez. Through directed



reading and writing, students focus on the mechanics of language, vocabulary development, and evaluate recurring patterns within the literature presented. Students engage in several writing assignments and oral presentations that include narrative, expository, and persuasive essays which demonstrate proficiency in drafting, editing, revising, and research skills.

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### **English 3B - College Prep (a-g appropriate)**

In conjunction with *English 3A*, *English 3B* introduces students to various concepts of the study of language and presents strategies that will help students learn how to become successful readers, writers, and thinkers. Students develop their reading, language, analysis, and critical thinking skills through the study of a variety of perspectives and genres. Students read selected short stories, American literature, poetry, historical literature from a variety of different cultures, drama, speeches, novels, memoir, and nonfiction, as well as material that addresses the research process, oral communication, and the Writing Process. Students will also read full-length texts like *Frankenstein*, by Mary Shelley, and *I Know Why the Caged Bird Sings*, by Maya Angelou. Through directed reading and writing, students focus on the mechanics of language, vocabulary development, and evaluate recurring patterns and connections within the literature presented. Students engage in several writing assignments and oral presentations that include narrative, expository, and persuasive essays which demonstrate proficiency in drafting, editing, revising, and research skills.

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### **English 4A - College Prep (a-g appropriate)**

*English 4A* introduces students to various concepts of the study of language and presents strategies that will help students learn how to become successful readers, writers, and thinkers. Students develop their reading, language, analysis, and critical thinking skills through the study of a variety of perspectives and genres. Students read selected letters, American literature, historical literature from a variety of different cultures, nonfiction and informational texts, as well as material that addresses the research process, rhetoric and oral communication, and the Writing Process. Students will also read full-length works like *Bless Me, Ultima*, by Rudolfo Anaya. Through directed reading and writing, students focus on the mechanics of language, vocabulary development, and evaluate recurring patterns and connections within the literature presented. Students engage in several writing assignments and oral presentations that include narrative, expository, and persuasive essays which demonstrate proficiency in drafting, editing, revising, and research skills

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### **English 4B - College Prep (a-g appropriate)**

In conjunction with *English 4A*, this course continues to present students various concepts related to the study of language and offers strategies that will help students learn how to become successful readers, writers, and thinkers. Students develop their reading, language, analysis, and critical thinking skills through the study of a variety of perspectives and genres. Students read historical documents from various cultures, American literature, poetry, drama, speeches, nonfiction and informational texts, and material that addresses the research process,

rhetoric and oral communication, and the Writing Process. Students will also read full-length works like *Hamlet*, *The Light in the Forest*, and *A Bintel Brief*. Through directed reading and writing, students focus on the mechanics of language, vocabulary development, and evaluate recurring patterns and connections within the literature presented. Students engage in several writing assignments and oral presentations that include narrative, expository, and persuasive essays which demonstrate proficiency in drafting, editing, revising, and research skills.

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### **Writing Composition - College Prep (a-g appropriate)**

This course is designed to introduce students to various concepts related to the study of critical reading, writing, and analysis. Students focus on the rhetorical, grammatical, and syntactical patterns of language and the Writing Process, with emphasis placed on how to write with intent and command over purpose, audience, ethos, and message. Each Unit includes concepts that build upon one another; early Units focus on grammar and mechanics, sentence and paragraph construction, etc., and later Units focus on the rhetorical framework (purpose, audience, ethos, message) and how to utilize it when critically analyzing texts or writing their own. Throughout the course, students practice a variety of different types of structured essay writing and by the end of the course, students demonstrate proficiency in drafting, editing, revising, critical analysis, rhetorical structure, and research skills.

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### **Grammar Through Literature A**

This course helps students learn how to build skills in writing. Punctuation, capitalization, and spelling rules are presented through applications to demonstrate effective writing that can be easily understood. A variety of literature is used to introduce and practice the grammar topics and is used to assist in the understanding and application of grammar principles. All units are accompanied by audio that provides assistance with the correct pronunciation of the words contained within each literature selection. All levels of the English Language Development Standards (ELD) for California Public Schools are addressed in the content of this course. Substrands of the English Language Arts Content Standards are also addressed in each Unit.

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### **Grammar Through Literature B**

In this course, grammar rules from *Grammar Through Literature A* are reviewed. The course uses a variety of literature to review grammar topics and increase comprehension for practical application of the principles. Major concepts of the course include writing complete sentences and paragraphs, punctuation, spelling, capitalization, correct use of modifiers, preparing and delivering a speech, writing a résumé, and completing a job application. Students will complete a research project, compose persuasive, analytical, and reflective essays and responses to literature, and write business letters and thank-you notes. All units are accompanied by audio that provides assistance with the correct pronunciation of the words contained within each literature selection.

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## Reading and Writing Skills

This course helps students develop the language arts skills and strategies necessary to be successful on standardized tests, and was initially designed to prepare students for exams such as California Standards Test (CST) and the California High School Exit Exam (CAHSEE). While that was its initial purpose, it is still quite beneficial for students working on fundamental reading skills and preparing to take tests like the SBAC. This course is aligned with the California State English/Language Arts Standards, and divided into five units: Unit 1: Reading Standard 1.0—Word Analysis, Fluency, and Systematic Vocabulary Development; Written and Oral English Language Conventions 1.0; Unit 2: Reading Comprehension 2.0—Focus on Informational Materials Unit 3: Literary Response and Analysis 3.0; Unit 4: Writing 1.0—Writing Strategies; and Unit 5: Writing Applications: 2.0 Genres and Their Characteristics. While this course does not relate to the current testing systems, the California State Standards are very similar to CCSS, and we are continuing to offer it as it can still be helpful in preparing students for standardized testing in general.

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## Dimensions of Culture

*Dimensions of Culture* is a semester-long elective course designed to empower student success. Through high interest, relevant, and thought-provoking literature for students reading at a 5th-8th grade reading level, this course connects foundational Common Core Standards to various social and cultural themes with a focus on improving literacy. Students focus on reading fluency and strategies; understanding idioms and inferences; acquiring word meanings and root bases; and strengthening vocabulary skills, language syntax, and grammatical sentence structure and patterns. Unit themes include cultural diversity, role models, the American Dream, social influences on culture, and conflict resolution. The supplemental textbook *Dimensions of Culture: An Approach to Literacy* is required and available only through Cyber High.



## Mathematics

### Pre-Algebra

This course serves as a precursor to *Algebra A* or *Integrated Math 1A* and introduces fundamental algebraic math concepts, including whole numbers and number theory, properties and rules of operations, factoring, operations with fractions and decimals, ratio, proportion, percentage, measurement, statistics and probability, square roots, graphing, and solving algebraic expressions and equations, etc. Problems are designed to engage higher order thinking processes in a collaborative environment and provide opportunities for practical applications of the concepts developed within the course. Students have the opportunity to develop and utilize analytical skills, think critically, develop logical thought processes, and make valid inferences.

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### **Algebra A - College Prep (a-g appropriate)**

In this course, students review Pre-Algebra skills (including variables, expressions, order of operations, and equations) and the fundamentals of the language of mathematics. As students progress through the course, they will study concepts like sequences and their graphs, independent and dependent relationships, how to simplify and solve equations and functions, monomials and polynomials, factorization, exponential graphs and functions, etc. Much of the course covers abstract relationships and their manipulations, but it also involves algebraic thinking and the application of these skills to word problems and real life situations. Problems are designed to engage higher order thinking processes in a collaborative environment and provide opportunities for practical applications of the concepts developed within the course. Students have the opportunity to develop and utilize analytical skills, think critically, develop logical thought processes, and make valid inferences.

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### **Algebra B - College Prep (a-g appropriate)**

In conjunction with *Algebra A*, this course shows how algebraic skills are applied in a wide variety of problem-solving situations and, in seeing the larger picture and in understanding the underlying concepts, students will be in a better position to apply their knowledge to new situations and problems. As students progress through the course, they build on skills from *Algebra A* and study linear functions, slope, solving and graphing systems, square roots, quadratic equations and functions, inequalities, absolute value, statistics, etc. Problems are designed to engage higher order thinking processes in a collaborative environment and provide opportunities for practical applications of the concepts developed within the course. Students have the opportunity to develop and utilize analytical skills, think critically, develop logical thought processes, and make valid inferences.

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### **Geometry A - College Prep (a-g appropriate)**

In *Geometry A*, students begin by studying the basic essentials of geometry including points, lines, planes, angles, segments, geometric figures, patterns, logic, and reasoning. As students progress through the course, they will study concepts like parallel and perpendicular lines, coordinate geometry, translations and constructions, triangles, congruency and similarity, reflections and symmetry, ratios and proportions, etc. Students also cover a variety of statistical concepts and applications. Problems are designed to engage higher order thinking processes in a collaborative environment and provide opportunities for practical applications of the concepts developed within the course. Students have the opportunity to develop and utilize analytical skills, think critically, develop logical thought processes, and make valid inferences.

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### **Geometry B - College Prep (a-g appropriate)**

In *Geometry B*, geometric skills are applied to a wide variety of problem-solving situations and, in seeing the larger picture and in understanding the underlying concepts, students will be in a better position to apply their knowledge to new situations and problems. As students progress

through the course, they build on concepts covered in *Geometry A* and study trigonometry, sine and cosine, polygons, proofs, circles, perimeter, surface area, volume, etc. Students also cover a variety of statistical concepts and applications. Problems are designed to engage higher order thinking processes in a collaborative environment and provide opportunities for practical applications of the concepts developed within the course. Students have the opportunity to develop and utilize analytical skills, think critically, develop logical thought processes, and make valid inferences.

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### **Algebra 2A - College Prep (a-g appropriate)**

In *Algebra 2A*, students build on mathematical concepts learned in Algebra and Geometry by extending their knowledge through the study of functions and their graphs (polynomial, rational, radical, quadratic, exponential, and logarithmic), performing operations on and factoring polynomials, solving rational functions, solving radical functions with imaginary and complex numbers, etc. Problems are designed to engage higher order thinking processes in a collaborative environment and provide opportunities for practical applications of the concepts developed within the course. Students develop and utilize analytical skills, think critically, develop logical thought processes, and make valid inferences.

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### **Algebra 2B - College Prep (a-g appropriate)**

In *Algebra 2B*, students build on mathematical concepts learned in *Algebra 2A* and study solving quadratic equations with real and complex roots, solving and graphing exponential and logarithmic functions, modeling (linear, quadratic, and exponential), solving and graphing trigonometric functions, and probability and statistics. Problems are designed to engage higher order thinking processes in a collaborative environment and provide opportunities for practical applications of the concepts developed within the course. Students develop and utilize analytical skills, think critically, develop logical thought processes, and make valid inferences.

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### **Integrated Math 1A - College Prep (a-g appropriate)**

*Integrated Math 1A* is designed to assist high school students with the development of skills related to the structure and logic of mathematics, and introduces concepts related to: algebraic expressions and equations; properties, equations, and graphs of function families; linear equations and inequalities, identifying, evaluating, using, and graphing both linear and nonlinear functions, sequences, linear functions, slope, and systems of linear equations and inequalities. This course also covers a variety of statistical concepts and applications (independent and dependent variables, standard deviation, data distribution, frequency tables, data analysis, etc.). Problems are designed to engage higher order thinking processes in a collaborative environment and provide opportunities for practical applications of the concepts developed within the course. Students have the opportunity to develop and utilize analytical skills, think critically, develop logical thought processes, and make valid inferences.

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### **Integrated Math 1B - College Prep (a-g appropriate)**

In *Integrated Math 1B*, students continue to build on skills covered in *Integrated Math 1A* and study exponential functions, inverse functions, the basics of geometry, proving parallel and perpendicular lines, translations and constructions, triangle theorems, congruency, etc. This course also covers a variety of statistical concepts and applications (correlations and linear analysis, probability, the complement rule, the special rule of multiplication, etc.). Problems are designed to engage higher order thinking processes in a collaborative environment and provide opportunities for practical applications of the concepts developed within the course. Students have the opportunity to develop and utilize analytical skills, think critically, develop logical thought processes, and make valid inferences.

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### **Integrated Math 2A - College Prep (a-g appropriate)**

In *Integrated Math 2A*, students build on mathematical concepts learned in *Integrated Math 1*. The course is designed to assist high school students with the development of skills related to the structure and logic of mathematics, and introduces concepts related to properties of and operations involving polygons, area and perimeter, similarity, trigonometry, circles, proofs, etc. This course also covers a variety of statistical concepts and applications (conditional probability, the special and general rules of multiplication, etc.). Problems are designed to engage higher order thinking processes in a collaborative environment and provide opportunities for practical applications of the concepts developed within the course. Students have the opportunity to develop and utilize analytical skills, think critically, develop logical thought processes, and make valid inferences.

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### **Integrated Math 2B - College Prep (a-g appropriate)**

In *Integrated Math 2B*, students continue to build on skills covered in *Integrated Math 2A* and study surface area and volumes of solids, operations with and factoring polynomials, solving and graphing quadratic functions, radical expressions and functions, square roots, complex and imaginary numbers, etc. This course also covers a variety of statistical concepts and applications (probability sampling, data distribution, frequency, normal distribution, linear regression, etc.). Problems are designed to engage higher order thinking processes in a collaborative environment and provide opportunities for practical applications of the concepts developed within the course. Students have the opportunity to develop and utilize analytical skills, think critically, develop logical thought processes, and make valid inferences.

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### **Integrated Math 3A - College Prep (a-g appropriate)**

*Integrated Math 3A* is designed to assist high school students with the development of skills related to the structure and logic of mathematics, and introduces operations with and graphing functions, relations, the composition of functions, inverse functions, solving systems of equations and inequalities, manipulating matrices, performing operations with and factoring polynomials, solving rational functions and expressions, solving radical functions with imaginary



and complex numbers, etc. This course also covers a variety of statistical concepts and applications. Problems are designed to engage higher order thinking processes and provide opportunities for practical applications of the concepts developed within the course. Students have the opportunity to develop and utilize analytical skills, think critically, develop logical thought processes, and make valid inferences.

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### **Integrated Math 3B - College Prep (a-g appropriate)**

This course introduces solving quadratic equations with real and complex roots, using coordinate geometry to connect equations and graphs, solving exponential and logarithmic functions, geometric sequences, descriptive and analytic modeling (linear, quadratic, exponential), transformations, trigonometric functions, probability, and statistics. Problems are designed to engage higher order thinking processes and provide opportunities for practical applications of the concepts developed within the course. Students have the opportunity to develop and utilize analytical skills, think critically, develop logical thought processes, and make valid inferences.

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### **Application Math A**

*Application Math A* is a California State and Common Core standards-based course that helps students develop mathematical computational and procedural skills that can be applied to real-world situations. Concepts covered in the course include: number relationships; scientific notation; operations with whole numbers, fractions, and decimals; rounding and estimating; probability; statistics; using proportion, ratio, and percent; functions; patterns; measurements in both U.S. and metric systems; and using mathematical reasoning to solve problems.

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### **Application Math B**

*Application Math B* covers statistical data collection, utilization, and analysis; probability; solving algebraic equations; solving and graphing linear and nonlinear equations; basic geometry, including angles, perimeter, area, and volume; sequences and patterns; problem solving (rate, motion, work, money, mixture, percent, spatial, etc.); simple and compound interest; systems of linear equations; and using mathematical reasoning to solve various types of problems.

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### **Basic Math A**

*Basic Math A* is designed for students who need additional instruction in foundational mathematics before moving on to the rigor of high school math courses. Concepts covered include whole numbers, place value, expanded notation, estimating, rounding, operations with whole numbers, multi- step word problems (money, averages, etc.). Students are given multiple opportunities to practice their developing skills and practically apply information to various real-world scenarios.

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## Basic Math B

In conjunction with *Basic Math A*, *Basic Math B* is designed for students who need additional instruction in foundational mathematics before moving on to the rigor of high school math. Students build on skills from *Basic Math A* by studying operations and applications of fractions, mixed numbers, decimals, ratio, proportion, percent, measurement, and word problem applications of various types. Students are given multiple opportunities to practice their developing skills and practically apply information to various real-world scenarios.

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## Consumer Education

The course is designed to build upon basic mathematical concepts that are applicable to real-world consumer situations such as banking, finance, interest, investments, housing, insurance, budgeting, employment, compensation, taxes, and starting and operating a small business. Upon completion, students will be familiar with consumerism, their role as consumers in today's economy, and fundamental principles of economics related to personal and household finances.

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## Math Skills Review

This course was initially designed to prepare students for exams such as California Standards Test (CST) and the California High School Exit Exam (CAHSEE). While state testing has changed, the course can still be a valuable tool in assisting students who need instruction in foundational math concepts and test-taking practice for exams like the SBAC. Concepts covered include real and rational numbers, rules of operations, exponents, ratio and proportion, algebraic expressions, linear equations, systems, inequalities, functions, measurement, basic geometry, statistics, and practical word problem applications. Proficiency in the concepts will help students acquire foundational math skills and sharpen critical thinking skills.



## Science

### Laboratory Biology A - College Prep (a-g appropriate)

*Laboratory Biology A* (along with *Laboratory Biology B*) is a blended course that requires students to work in both online and wet lab settings where a teacher is present. The course includes videos for every lab that instruct teachers and students on lab procedures, methods, and expected results. During the course, students study cellular structures and functions; cellular energy, respiration, and circulation; genetic heredity, variation, and DNA technology, the human body (digestive, urinary, and immune systems) and biomolecules; homeostasis, etc. Students are presented with a wide variety of information, activities, and wet lab assignments related to these concepts to help them practically apply what they learn.

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## **Laboratory Biology B - College Prep (a-g appropriate)**

*Laboratory Biology B* (in conjunction with *Laboratory Biology A*) is a blended course that requires students to work in both an online and a wet lab setting where a teacher is present. The course includes videos for every lab that instruct teachers and students on lab procedures, methods, and expected results. During the course, students continue the study of the human body (the nervous and endocrine systems, reproduction, the diversity and classification of life, evolution, and ecology). Students are presented with a wide variety of information, activities, and wet lab assignments related to these concepts to help them practically apply what they learn.

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## **Biology A**

*Biology A* presents students with a wide variety of information, activities, and experiences related to major areas of study in the field of Biology. The standards-based topics include the study of ecology and ecosystems; cell biology and the fundamental life processes of plants and animals; human physiology including structures, the immune system, and organ systems; and genetics, including mutation, reproduction, DNA, genetic changes, and forensics. In addition, students conduct research, investigations, and experiments, and as well as video demonstrations of wet lab activities.

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## **Biology B**

In conjunction with *Biology A*, *Biology B* focuses on major areas of study in the field of Biology. Standards-based topics include the study of ecology and ecosystems; human physiology including structures, the central and peripheral nervous systems, and sensory structures and functions; asexual and sexual reproduction in plants and animals; genetic diversity, biotechnology, cloning; Earth Science (fossils, atmosphere, extinction and survival, etc.) and global climate change and ecology. In addition, students conduct research, investigations, and experiments and complete video wet lab activities.

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## **Physical Science A**

This course is designed to introduce students to the qualities and processes of the physical world, including information related to light, energy, electricity, sound, and pressure. They demonstrate their understanding through various activities that encourage critical thinking and analysis, journal entries, and writing assignments. The course includes both small experiments and longer investigations requiring formal lab reports, as well as cross-curricular information from various other subjects like mathematics, history, ethics, and literature.

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## **Physical Science B**

This course builds on *Physical Science A*. Students study matter, elements, mixtures, chemical reactions, motion, and technology, and demonstrate their understanding through activities encouraging critical thinking and analysis, journal entries, and writing assignments. It includes

both small experiments and longer investigations requiring formal lab reports, as well as cross-curricular information from various other subjects like mathematics, history, ethics, and literature.

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### **Environmental Science A - College Prep (a-g appropriate)**

*Environmental Science A* is the first semester of an NGSS-based, course that focuses on Earth's environment, the oceans, climates, weather patterns, and the effect humans have had on the planet and its atmosphere, particularly post-Industrial Revolution, including exploring biodiversity, population, evolution, natural resources, geological history, renewable energy, and sustainability. Students will use scientific texts and articles, graphs, tables, and critical thinking to examine patterns of climate change.

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### **Environmental Science B - College Prep (a-g appropriate)**

In conjunction with *Environmental Science A*, this NGSS-based course focuses on Earth's environment, including the interconnections of the oceans, climate zones, weather patterns, and human modifications to landscapes. Of specific interest is the effect humans have had on the planet and its atmosphere, particularly post-Industrial Revolution, including exploring biodiversity, population, evolution, natural resources, geological history, renewable energy, and sustainability.

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### **Earth Science - College Prep (a-g appropriate)**

This one semester NGSS based course will result in the student having a proficient knowledge and understanding of astronomy, meteorology, oceanography, and geology. Students begin with a survey of the Universe, then study the rock cycle, plate tectonics, earthquakes, weathering and erosion, weather and climate, tides, currents, waves, etc. They will also study the geologic history of the Earth.

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### **Integrated Science 1A**

The purpose of this course is to introduce students to the basic concepts, principles, and methods of science by using an integrated approach. Students study concepts like cells, systems of organisms, Newton's Laws of Motion, weather, climate, the Earth's atmosphere, biomes, etc. This course exposes students to concepts in chemistry, physics, Earth science, and biology.

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### **Integrated Science 1B**

In conjunction with *Integrated Science 1A*, students study concepts like cell function, the Earth's crust, plate tectonics, geologic time, atoms, the periodic table of elements, the bonding of atoms to form molecules, electricity, and the electromagnetic spectrum. Students also study the natural

history of California and are exposed to concepts relating to chemistry, physics, Earth science, and biology.

## Social Science

### **US History A - College Prep (a-g appropriate)**

*US History A* and *B* is a comprehensive study of the United States, beginning with the first semester that covers the founding of the country, the vanishing frontier and movement westward during the late 1800s, the Civil War, the rise of industry in the twentieth century, World War I, the turbulent twenties, and the Great Depression. Content is designed to allow students to critically analyze concepts, ideas, texts, etc. and problem-solve; identify evidence to support assertions, concepts, ideas, themes, etc. in a written work; and the opportunity to practice and apply their knowledge and build upon their ability to read, understand, analyze, and write about historical texts and documents.

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### **US History B - College Prep (a-g appropriate)**

In the second semester of *US History*, students study World War II, post-war America, the Cold War, equality and justice, and searching for new values in changing times and in a changing world. Students trace the change in the ethnic composition of American society, the movement towards equal rights for racial minorities and women, and the role of the United States as a major world power. Students also study industrialization and the emergence and impact of new technology on the corporate economy, including the social and cultural effects, and build upon their ability to read, understand, analyze, and write about historical texts and documents.

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### **American Government - College Prep (a-g appropriate)**

This course introduces students to the study of American government and democracy. Students will analyze the history and changing interpretations of the Constitution and the Bill of Rights, examine the current state of the legislative, executive, and judiciary branches of government, and analyze the relationships among federal, state, and local governments. Students will trace the emergence of the United States as a world power and examine the major social problems and tensions: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; and the challenges facing the government today. Students also build upon their ability to read, understand, analyze, and write about historical texts and documents.

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### **Economics - College Prep (a-g appropriate)**

This course provides students with an understanding of fundamental economic concepts and principles. Students will be able to recognize, analyze, and understand economic terms and concepts as well as interpret data and draw conclusions about possible solutions. Major topics

within the course include production, supply and demand, economic systems, market types and market equilibrium, economic and business cycles, business structures and organization, monetary and fiscal policy, income and taxes, price index, personal economics, the role of government in the economy, and international trade. Students are required not only to master the essential components of Economics, but also to understand and articulate (in writing, verbally, and visually) about economics in general, the dynamics that drive the marketplace, the outside forces that can stimulate or depress the economy, and the global economic system in which they live.

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### **World History A - College Prep (a-g appropriate)**

This course provides a comprehensive study of the history of the world, beginning with *World History A* and the foundations of civilization and Western democracy and including concepts related to the Middle and Medieval Ages, the Renaissance, the Enlightenment, the English Civil War, the American Revolution, the French, Latin American, and Russian Revolutions, the reign of different key monarchs, etc. Students also build upon their ability to read, understand, analyze, and write about historical texts and documents.

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### **World History B - College Prep (a-g appropriate)**

In *World History B*, students continue where *World History A* concluded and study imperialism, the industrial revolution, and various nationalist movements that spread throughout Europe, exploring both cause and effect of major historical events within each time period. The course provides detailed accounts of World War I, World War II, the Cold War, etc. and explores the effects of these major events on various countries in the world, the spread of democracy vs. communism, nuclear arms, the struggle for peace, globalization, the technological revolution, and the social, political, and economic advantages and challenges of an increasingly interconnected modern world. Students also build upon their ability to read, understand, analyze, and write about historical texts and documents.

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### **World Geography and Cultures A-College Prep (a-g appropriate)**

*World Geography and Cultures A* uses a regional approach for studying the world and the human-environment interaction. Students are introduced to topics like geography, including geology, changes to the earth over time, and human-environment interaction; the meaning of culture, including political and economic systems, religion, family, language, education, social structures, customs and traditions, etc.; the continent of Africa and explore Africa's unique place in human history; geographical and cultural areas in the Middle East; the origins of Western Civilization from the ancient cultures of the Mediterranean; the rise of Europe as a Renaissance and Modern superpower, as well as the modern history of Europe and its role in the world, including its imperialist activities, its world wars, and rebuilding in the 20th century.

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## **World Geography and Cultures B-College Prep (a-g appropriate)**

Students continue their study of the world and its various cultures by exploring topics such as geography and over-arching historical themes of Eastern Europe, how history and culture can create cultural identities, even in the absence of clear geographical boundaries, and how Communism and Totalitarianism impacted Eastern European culture; the geography and over-arching historical themes of South and Southeast Asia, including the impact of climate patterns, the central importance of trade, the interactions between religion and societal structure, and the responses to European Imperialism; East Asia, including the cultural impact of China on other nations in the region, the tensions between trade and isolationism, the effects of involvement in the world wars, and the different ways in which East Asian nations modernized and balanced traditional customs with new technology; Latin America, including early settlement patterns, geographic isolation and cultural diversity, the impact of European colonization, the introduction the African slave trade; and the interconnected world and the effects of globalization, including ways in which culture has become both homogenized and remains diverse.

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## **Ethnic Studies**

Ethnic Studies is a course designed to give students tools to achieve an understanding of, and an appreciation for, the various cultures of the United States of America. Knowledge about other people and their cultures can lead to a lifelong appreciation for history, art, and literature from around the world. Sensitivity to others' cultural backgrounds can also aid an individual in a variety of situations, from school to the workplace.

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## **African American History-College Prep (a-g appropriate)**

This course aims to examine and affirm students' backgrounds and identities by examining the historical, sociological, geographical, economic, cultural, and political issues related to the experience of African Americans in the U.S. and diaspora. Through guided reading, writing, and critical analysis of primary source texts, students explore topics including, but not limited to: the origin of humanity and human migration; ancient African civilizations; the geography and political history of West Africa; African colonization and enslavement, including the Trans-Atlantic Slave Trade; slavery in the United States; the American Civil Rights Movement; the birth of Black Consciousness and the development of Black Studies; and the power dynamic behind who decides what is written about and what is excluded, and the historical marginalization of the significant contributions of figures from various minority groups like African Americans. The course, written in the spirit of inclusion, has a goal of representation missing from previous mainstream historical discourse, and to aid students in understanding that African Americans are descendants of a long line of Kings and Queens from the first modern civilization on Earth.

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## **Sociology - College Prep (a-g appropriate)**

This course provides students with an introduction to Sociology as a scientific approach to understanding culture and society. Students will explore the tools, research and methods used

to observe and understand human behavior and various perspectives. Students will discover how sociologists conduct research, their major findings on substantive topics, and will be able to define and apply fundamental concepts in sociology such as norms, sanctions, culture, society, status, role, class, gender, ethnic group, stereotype, discrimination, prejudice, and inequality.

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## **Early California History**

*Early California History* focuses on California from the Native American period through 1850. Old drawings, maps, posters, songs, photographs, diaries, journals, legends, myths, novels, and nonfiction accounts help to synthesize the concepts. The course covers generally covers the Native American period; European exploration from the early 1500s-1769; Spanish colonization, 1769-1821; The Mexican period, 1821-1848; The Gold Rush (beginning in 1848); and finally, statehood in 1850.

## **Health Education and Life Skills**

### **Health Education - College Prep (a-g appropriate)**

This standards-based course addresses the required covers wellness; nutrition and healthy eating; individual physical and emotional growth and development; gender identity; family and relationship dynamics; domestic abuse; infectious and non-infectious diseases; drug, alcohol, and tobacco use and abuse; consumer and community health; safety and first aid; and environmental health. Note: Parental consent to take this course might be required by the school site.

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### **Choices for Life**

Relationships with family, friends, and the world continue to change as children move through adolescence to adulthood. This course will better prepare students to make healthy decisions as they cope with life's changes and to acquire meaningful skills that will help them navigate the sometimes difficult situations they might encounter and to improve the quality of life in general.

**Note:** *Parental consent to take this course can be required by the school site.*

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### **Economic Decision Making**

This course is designed around the California State Standards for Economics and Career and Technical Education. Upon completion, students will be familiar with consumerism, their role as consumers in today's economy, and fundamental principles of economics related to personal and household finances including budgeting, credit, shopping, and banking.

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## **Career Exploration**

This course provides students with opportunities to explore career pathways and prepare for successful jobs in a global economy.

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## **Learning in the Information Age A**

This course is designed to give students tools to help them learn information faster, understand information better and retain information longer. The tools in this course can be used in any subject in high school and beyond. Each Unit of this course uses a variety of study skills and techniques to help prepare students for reading textbooks, studying for quizzes and tests, and improving reading and memory skills.

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## **Learning in the Information Age B**

In this course the focus moves from academic situations covered in *Learning in the Information Age A* to real-world situations. Students are given basic information about various topics including banking and postal services, government resources such as social security and taxes, the U.S. political system and voting, technology like the Internet and email, and the employment process. The information is presented in a variety of ways with ample opportunity for practicing applications and essay writing.

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## **You and the News**

Standards from different subject areas are applied in practical and “real world” situations in this course. In addition, many of the tools and basic skills in this course—such as reading, writing, critical thinking, and analyzing data—will help students outside of school by teaching them how to read directions and documents, compose legible and well-written documents, and critically analyze the world around them.

For more information, please contact:



Phone: 800-987-7277

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