**AHS ICAP Implementation Plan 2013- 2014**

**Part I: Our Mission and Core Values**

Animas High School prepares students for post-secondary success by creating critical thinkers and engaged, service-orientated citizens able to meet the challenges of the 21st century. This is accomplished through:

* Rigorous academics, where all students are prepared for college success
* Culture of excellence, where students are held to high expectations
* Strong faculty-student relationships, where students are well known
* Engaging learning, where students see the relevance of their education

AHS fosters the fundamental attributes of compassion, respect, integrity and resilience. Students are held to high standards of personal responsibility, as demonstrated by their attitudes, behaviors, and scholarship. Ultimately, students will become effective citizens, contributing competently and energetically to the world around them. At AHS we believe that every student should have the opportunity to attend college. The primary goal of the AHS College Advising Department is to ensure that all students graduate AHS prepared for success at the college or university of their choice. We are pleased to announce that our first graduating class has been accepted to the following institutions:

*American Musical and Dramatic Academy, American University, Amherst College, Arizona State University, Ashworth College, Augustana College, Baylor University, Beloit College, Brown University, Carnegie-Mellon University, Chapman University, Claremont-McKenna College, Colorado College, Colorado School of Mines, Colorado State University, Cornell College, Cottery College, Embry-Riddle University, Emerson College, Evergreen College, Finlandia University, Fort Lewis College, Franklin College, Gonzaga University, Gustavus College, Harvey Mudd College, Humboldt State University, Ithaca College, Kenyon College, Lehigh University,  Lewis and Clark College, Marian College, Metropolitan State, Middlebury College, Montana State University, Mt. Holyoke College, Northern Arizona University, Occidental College, Prescott College, San Bernardino Valley College, San Juan College, Sierra Nevada College, Skidmore College, St. Michael’s College, Stanford University, Tulane University, Univ. of Calif.-Berkley, Univ. of Calif.-Santa Barbara, Univ. of Calif.-San Diego*

*Univ. of Colorado-Boulder, Univ. of Colorado-Colorado Springs, Univ. of Denver, University of Montana, University of Oregon, University of Portland, University of Puget Sound, University of Richmond, University of Tulsa, Western Washington University, Whitman College*

**Part II: ICAP Overview**

At Animas High School, we continue to refine a meaningful and integrated college preparatory and ICAP curriculum. To ensure that AHS students are both prepared for college success and for meeting the challenges of the 21st century, we have implemented the following components of our ICAP plan including for the 2012- 2013 school year:

* The creation of a college advising website to enhance communication with students and families and to keep them informed about valuable resources to assist with college and career exploration at www.ahscollegecareerdepartment.webs.com.
* Free SAT and ACT preparation classes offered to our students.
* Every 9th-11th grader has created a College in Colorado account and continues to document their ICAP activities on this website including:
	+ Creating a postsecondary and/or workforce goal
	+ Exploring Careers
		- Career Key
		- Career Cluster Survey
		- Interest Profiler
		- Resume
	+ Academic Planning and Progress
		- Academic goals
		- Career goals
		- Plan of study
		- Documentation of extracurricular activities, community service, and enrichment courses
	+ College Planning
		- Postsecondary transition plan
		- College search
		- Exploration of programs and majors
	+ Financial Aid Planning
* Every 11th and 12th grader has an active Naviance account to manage college applications and to assist with college and career exploration. Using Naviance, students are able to:
* Request letters of recommendation
* Manage teacher recommendations and college application data
* Fill out college applications online
* Find the right college or university
* Choose potential career paths
* Explore careers and majors
* Explore and apply for financial aid and scholarships

Students and families are provided with access to Family Connection, a web-portal designed to guide the path toward career and college readiness. Using the tools provided, students can map their own path starting with assessments to learn more about themselves, progressing to goal setting and career exploration and then setting a plan to achieve their goals.

* Power Lunch presentations twice a month in which community members and professionals are invited to share their career paths and professional journeys with our students. To learn more about Power Lunch speakers and presentations, please visit [www.ahslinkinternship.blogspot.com](http://www.ahslinkinternship.blogspot.com).
* Each junior completes a LINK (Leading Internships for New Knowledge) internship.  LINK is an opportunity for students to gain real world work experience in a field of interest to them, connect with the community, and to refine college and career goals. Students attend their unpaid internship for three weeks, 30 hours each week and create a project that is of benefit to the organization. Our LINK program culminates in a LINK Exhibition where students have the opportunity to showcase their projects and internship experiences.  In its second year, LINK continues to receive overwhelming support from the Durango community and we have created exciting collaborations and partnerships with a wide range of organizations, community leaders, and local businesses including Spine Colorado, LPL Financial, Durango Fire and Rescue, Durango Discovery Museum, the District Attorney's Office, the City of Durango, Trautner Geotech Engineering, and StoneAge Tools to name just a few. The internship is supported by a year-long curriculum to both prepare and support students for success at their internship. Highlights of the LINK curriculum include:
	+ College in Colorado interest and career profilers
	+ Naviance: Do What You Are Survey
	+ ICAP activities related to career research, internship exploration, and college research
	+ Resume creation
	+ Interview preparation and tips for a successful interview
	+ Crafting cover letters, letters of inquiry, and thank you letters
	+ Preparing for the Workplace: Ethics and Expectations
	+ Traits of a successful worker: What employers expect from employees
	+ LINK Digital Portfolio Refinement and cultivating a professional social media presence

The following evidence supports LINK internships as a meaningful avenue for gaining professional work skills, for applying learning to the real world, and for career and college exploration.

* 100% of the students reported that the internship refined their college and career goals
	+ 100% of the students reported that the internship was the highlight of their junior year
	+ 100% of the students felt more connected to their community because they were actively contributing to society
	+ 100% of the students acquired real world skills and an appreciation for the skills necessary to thrive in a professional work environment
	+ Many students were offered jobs or further internship opportunities.

Please visit the AHS LINK webpage at <http://www.ahslinkinternship.blogspot.com> to learn more about its successes for career and college exploration and to read individual student LINK Digital Portfolios.

* An organized Colorado college visit trip, “The Road to Higher Learning,” scheduled for interested students during May 13th- 17th.
* Mandatory college information nights held at AHS in both the Fall and the Spring.
* Financial aid and FAFSA workshops.

**Part III: AHS College Curriculum & ICAP Implementation 2013-2014**

**9th GRADE “Gearing Up”**

**Freshmen will understand:**

* How to be successful in high school
* The importance of their academic record and their transcript
* AHS graduation requirements
* College entrance requirements
* LINK internship requirements

**Freshmen will develop:**

* An active College in Colorado account for college and career exploration.
* Successful study habits and organizational skills
* An ICAP (Individual Career and Academic Plan) using College in Colorado to assist in college and career exploration and post-secondary goal setting. The 9th grade ICAP will consist of the following elements:
	+ Creating a postsecondary and/or workforce goal
	+ Exploring Careers
		- Career Key
		- Career Cluster Survey
		- Interest Profiler
		- Resume
	+ Academic Planning and Progress
		- Academic goals
		- Career goals
		- Plan of study
		- Documentation of extracurricular activities, community service, and enrichment courses
	+ College Planning
		- Postsecondary transition plan
		- College search
		- Exploration of programs and majors
	+ Financial Aid Planning

**Freshmen will explore:**

* Summer enrichment activities
* Opportunities for school and community service
* Career interests
* An individual standardized test plan

**Implementation:**

* Four sessions of college advising in humanities classes including College in Colorado account creation, ICAP creation, plan of study, college survey, and transcript review.
* One individual meeting with the college advisor in the Fall. Parents are invited to attend.
* Mandatory attendance of AHS Underclassman College Night in the Fall

**9th Grade College Planning Timeline**

* Take rigorous courses
* Study hard
* Explore extracurricular activities both inside and outside of school
* Plan enriching summer activities
* Create a resume
* Attend an individual meeting with the AHS college advisor to understand the college admissions process and explore post-secondary goals
* Begin a dialogue with your family about college
* Attend college fairs
* Attend mandatory AHS Underclassman College Night
* Create your AHS Digital Portfolio
* Read, read, read

**10th GRADE “Basecamp”**

**Sophomores will understand:**

* Standardized test preparation strategies
* PLAN (Pre-ACT) results
* Taking notes, prioritizing tasks, and study skills
* College entrance requirements
* The importance of their academic record and transcript
* AHS Graduation Requirements
* LINK internship requirements and opportunities

**Sophomores will develop:**

* College readiness skills of time management, study skills, and project refinement
* A refined and professional AHS digital portfolio and resume
* Revised Individual Career and Academic Plan on the College in Colorado website. The 10th Grade ICAP consists of the following elements:
	+ Creating a postsecondary and/or workforce goal
	+ Exploring Careers
		- Career Key
		- Career Cluster Survey
		- Interest Profiler
		- Resume
	+ Academic Planning and Progress
		- Academic goals
		- Career goals
		- Plan of study
		- Documentation of extracurricular activities, community service, and enrichment courses
	+ College Planning
		- Postsecondary transition plan
		- College search
		- Exploration of programs and majors
	+ Financial Aid Planning

**Sophomores will explore:**

* Summer enrichment activities
* Opportunities for school and community service
* Personality and career interest inventories through the College in Colorado website
* A college admissions testing plan
* LINK internship opportunities and requirements
* College options

**Implementation:**

* Four sessions of college advising in humanities classes including ICAP update, career and interest surveys, plan of study, and transcript review.
* Attend an individual meeting with the college advisor. Parents are welcome.

**10th Grade College Planning Timeline**

**FALL**

* Take rigorous classes
* If you are struggling in a class, attend extra help sessions or find a tutor.
* Attend college fairs
* Register to take the PLAN in October
* Attend mandatory AHS Underclassman College Night
* Register to take the PSAT (optional)
* Research colleges
* Stay involved with extracurricular activities both inside and outside of school

**SPRING**

* Refine AHS Digital Portfolio
* Update resume
* Visit colleges
* Continue the college dialogue with your family
* Stay involved! Look into summer jobs, enrichment and volunteer activities
* Meet with AHS college advisor
* Attend college fairs
* Meet with LINK Director to discuss internship opportunities
* Read, read, read!

**11th GRADE “Into the Wild”**

**Juniors will understand:**

* Standardized test preparation strategies
* PSAT/ACT/SAT results
* College programs and majors
* AHS Graduation Requirements
* College entrance requirements
* How to succeed in the workplace and thrive in a professional setting through their LINK internship
* Options after high school graduation including college, two year schools, certificate programs, gap year, work, and military

**Juniors will develop:**

* An active Naviance account for college exploration
* A college list of 8- 12 schools divided into safety, target, and reach schools
* A strong academic plan
* A revised and professional resume
* A revised and professional AHS Digital Portfolio
* Updated Individual Career and Academic Plan documented on Naviance. Family Connection is linked with Naviance, a service to track and analyze data about college and career plans. Family Connection is a comprehensive website that allows students to make plans about colleges and careers. The junior ICAP consists of the following elements:
	+ Creation of career and academic goals
	+ Career Exploration
		- Career interest profiler
		- Career cluster finder
		- Do What You Are Survey
	+ Academic Planning and Progress
		- Academic goals
		- Plan of study
	+ College Planning
		- College search and research
		- Exploration of programs and majors
		- College search
		- College comparison
		- Enrichment programs
* Financial Aid Planning
* Scholarship exploration
* LINK Internship
* A standardized testing plan (SAT II Subject Tests and AP Tests optional)

**Juniors will explore:**

* Concurrent enrollment options
* College application process
* College and career options
* College entrance requirements
* Summer enrichment activities
* Opportunities for school leadership and community service
* Personality and career interest inventories through College in Colorado and Naviance
* LINK internship
* Financial aid and scholarship opportunities

**Implementation:**

* Four sessions of college and career advising in humanities classes including an overview of the college application process, ICAP update, career and interest surveys, plan of study, and transcript review.
* Attend two meetings with the AHS college advisor, one in the Fall and one in the Spring. Parents are invited to attend.
* A college prep class during SIG or X-Block
* Mandatory AHS Upperclassman College Night

**11th Grade College Planning Timeline:**

**FALL/WINTER**

* Attend mandatory AHS Upperclassman College Night
* Attend Financial Aid 101 at AHS
* Study hard in a rigorous curriculum
* Meet with your college counselor
* Attend college fairs
* Take PSAT in October
* Enroll in test preparation for the ACT and SAT
* Meet with the LINK Director about internship planning and opportunities

**SPRING**

* Create Naviance account and complete college search and personality, interest, and career surveys
* Create College Board account and conduct college search
* Take the SAT in March
* Take ACT in April
* Visit college campuses
* Attend college representative visits
* Attend college fairs
* Continue to develop a college list
* Continue to research and request information from colleges
* Meet with AHS college advisor to narrow your list of potential colleges and plan your senior course work
* Attend mandatory grade-level AHS College Night
* Refine AHS Digital Portfolio
* Update resume
* Take SAT Subject Tests and AP exams, if you registered for them
* Continue the college dialogue with your family
* Look into summer jobs, enrichment, leadership, and volunteer activities
* LINK internship
* Update your resume
* Ask two teachers and one school administrator, counselor, or advisor to write recommendation letters
* Research scholarship and financial aid opportunities
* If you are considering military academies or ROTC scholarships, you need to begin the application process the summer before your senior year.
* If you are considering performing arts or art schools, create a portfolio.

 **SUMMER**

* Visit college campuses
* Get involved with an enriching summer experience including a job, internship, travel, study, or community service
* Read, read, read!
* Continue to research colleges
* Brainstorm college and scholarship essays
* If you are an athlete planning to play Division I or II sports in college, register with the National Collegiate Athletic Association (NCAA) Eligibility Center
* Refine college list to 8-12 schools

**12th GRADE “Reaching the Summit”**

**Seniors will understand:**

* How to transition from high school to college
* The college application process
* Options after high school graduation including college, two year schools, certificate programs, gap year, work, and military
* The financial aid process for college
* How to complete the FAFSA
* College entrance requirements
* AHS graduation requirements
* The scholarship application process and opportunities

**Seniors will develop:**

* Refined college resume
* Updated Individual Career and Academic Plan (ICAP) documented on Naviance and implemented through individual meetings with the college advisor. The 12th grade ICAP will include the following elements:
	+ Create a college resume
	+ Request letters of recommendation
	+ Complete college search
	+ Complete college applications
	+ Career and major exploration
	+ FAFSA and Financial Aid
	+ Explore and apply for scholarships
* Refined AHS Digital Portfolio

**Seniors will complete:**

* College applications
* AHS Graduation Requirements
* FAFSA

**12th Grade College Planning Timeline**

**FALL/WINTER**

* Meet with AHS college advisor to finalize your list of 8- 10 colleges, review graduation requirements, brainstorm college essay topics, and review college entrance requirements
* Stay organized and keep track of test and application deadlines
* Take the ACT or SAT again if needed
* Gather your letters of recommendation (two teacher and one administrator, college counselor, or advisor)
* Keep your grades up and continue to take rigorous coursework
* Decide if you will be applying to any schools Early Action or Early Decision. Check these deadlines.
* Attend Financial Aid and FAFSA workshop
* Attend mandatory AHS Upperclassman College Night
* Attend college representative visits
* Attend college fairs
* Visit college campuses
* Research scholarships
* Complete FAFSA
* Schedule college interviews
* Submit college applications. Print out and save a hard copy of each application.
* Attend College Goal Sunday for free help and information on completing the FAFSA
* Get essay guidance and feedback from the AHS college advisor
* Stay involved and continue your extracurricular activities and volunteer work
* Seek out leadership opportunities

**SPRING**

* Visit colleges
* Work hard and keep your grades up
* Thank teachers who wrote you letters of recommendation
* Evaluate financial aid packages from schools that have admitted you
* May 1st is National Candidate Reply Date. You must let most colleges know if you are attending by this date or your spot will be given away.
* Send your deposit to one college only
* Take AP Exams and have your scores sent to the college you are attending
* Have AHS send your final transcripts to the college you are attending

**SUMMER**

* Follow-up on any remaining financial aid details
* Complete summer reading assigned by the college
* Look out for summer mailings from your college
* Make your first college payment on time
* Attend freshman college orientation
* Pack for college

**Part IV: College Prep Class & Test Prep 2013- 2014**

Summary: This class would be offered quarterly, so that juniors can choose to take it either as a SIG or X-Block, Sections 1 & 3 or Sections 2 & 4 as follows. Four sections ensures small class size with a maximum of 15 students per class.

**College Prep Curriculum**

Semester I

Section 1: College Prep 101

Section 2: College Prep 101

Semester II

Section 3: College Prep 102

Section 4: College Prep 102

**Semester I Topics Semester II Topics**

|  |  |
| --- | --- |
| Junior College Timeline | The Letter of Recommendation |
| ICAP Career Inventory | Concurrent Enrollment |
| Preparing for College Fairs | Preparing for the College Visit |
| College Rep Visits | College Rep Visits |
| LINK Resume | College Resume |
| LINK Prep | LINK Reflection |
| Update ICAP on College in Colorado | Transition from College in Colorado ICAP to Naviance/Intro to Naviance  |
| College Search | College Search |
| Importance of the Transcript /Transcript Review | Creating College List 8-12 schools |
| Review AHS Graduation Requirement & College Entrance Requirements | Explore Summer programs |
| Alumni Panel (before Christmas Break) | Researching Colleges & Virtual College Visits |
| Testing Overview: ACT Basics | Mock College Application |
| Testing Overview: Sat Basics | The College Interview |
| Create a testing plan | Brainstorming the College Essay: The Good, The Bad & The Ugly |
| Overview of the college application process | Financial Aid & Scholarships |
| Guest Speakers | Guest Speakers |

**Test Prep Class**

Summary:An in-depth ACT/SAT test prep class that would dovetail with the above College Prep 101/102 class. The course sequence is as follows:

**Semester I**

Section 1: PSAT

Section 2: ACT

**Semester II**

Section 3:ACT

Section 4: SAT/SAT II

**Part V: Documentation of ICAP Training for AHS Faculty**

School Year 2012-2013

|  |  |  |  |
| --- | --- | --- | --- |
| **Date/Time** | **ICAP Training** | **Purpose/Goals** | **Outcomes** |
| May 18, 201210am-12:00 pm | Training led by Maria Evans Riveria, College in Colorado, for Rachael Sands, ICAP Coordinator | Phone training on ICAP overview and how to use College In Colorado | Learned how to use CIC as a means of creating individual AHS ICAP’s for each student. |
| May 15, 20121-3 pm | Training led by Maria Evans Riveria, CIC, for Rachael Sands, ICAP Coordinator | Phone training on using CIC for ICAP documentation and implementation | Introduction to ICAP and how to use CIC as a platform for creating ICAPs |
|  June 15, 20121pm- 3 pm | Training led by Maria Evans Riveria of CIC for Rachael Sands, ICAP Coordinator | Phone training about ICAP and how to best use CIC platform | Explored different ways to set-up ICAP on CIC |
| August 6, 20121pm- 3pm | Training led by Maria Evans Riveria of CIC for Rachael Sands, ICAP Coordinator | To ask questions about ICAP | Created AHS ICAP template on CIC and learned how to create student accounts |
| September 4, 20123:30 pm-4:00 pm | Rachael Sands led a training of AHS advisors of Juniors  | To introduce advisors on ICAP plan through CIC by creating individual accounts. | Discussed ICAP activities to complete in advisory and hot to create student accounts |
| September 11, 20123:30 pm-4:00 pm | Rachael Sands led a training of AHS advisors of Juniors  | To train advisors on purpose and use of CIC and ICAP | AHS advisors assisted students create accounts and complete ICAP activities |
| September 12, 201210am-12:00 pm | Maria Evans Riveria and Mindy Mickelson of College in Colorado led a training for Rachael Sands, ICAP Coordinator | Personal meeting at AHS on ICAP Implementation and CIC training. | Reviewed AHS ICAP on College in Colorado and processes for successful implementation |
| October 1, 20124:30 pm- 5:30 pm | AHS Staff Training on ICAP implementation | Rachael Sands trained teachers on purpose and implementation of ICAP | Teachers created ICAP accounts and we discussed how to implement ICAP through advisory |
| October 15, 20124:30 pm- 5:00pm | AHS Staff Training on ICAP implementation | Rachael Sands trained teachers on purpose and implementation of ICAP. | Reviewed teacher questions about ICAP implementation through CIC |
| October 22, 2012 4:30pm- 5:00 pm | AHS Staff Training on ICAP implementation | To introduce AHS faculty to the goals of the AHS ICAP | Answered questions about ICAP |
| October 24, 2012 12:00-1:00 pm | Rachael Sands attended Webinar on new CIC ICAPs | To continue professional development on latest policies and changes to the ICAP on the CIC website | Learned new CIC ICAP page |
| February 2, 20139am- 11 am | Rachael Sands attended an individual training with Mindy Mickelson & Alfredo Reyes of CIC | Reviewed AHS ICAP, discussed new ICAP rules, assisted with ICAP pages on College in Colorado | Created a new 9th and 10th grade ICAP page and received positive confirmation that AHS ICAP plan on track. |
| February 27, 20132pm - 3 pm | College in Colorado Webinar on ICAP by Julia Pirnack | Overview of CIC website  | Gained an overview of the entire CIC website and how it can be used to document student ICAPs |
| April 18, 20138am- 9:30 am | Alfredo Reyes, CIC,trained Rachael Sands, Carlin Mallman, and Cara Kropp | Overview of CIC and ICAP as it relates to ESS Department | Gained overview of how CIC and ICAP can be used as transitional plans for ESS students.  |
| **School Year 2013- 2014** |  |  |  |
| August 2013 | Rachael Sands will present to AHS faculty on ICAP fundamentals and implementation | Overview of ICAP and how it fits into our model and mission. College in Colorado demonstration and how students will document their ICAP | To give faculty an understanding of the importance of the ICAP and how it prepares students for post-secondary success. |

**Part VI: AHS Program of Studies**

**AHS ACADEMIC REQUIREMENTS**

|  |  |  |  |
| --- | --- | --- | --- |
| Subject Area | Requirement | Credits in CarnegieUnits | Academic Units |
| Language Arts | 4 years | 6.0 | 4 |
| Social Studies | 4 years | 6.0 | 4 |
| Mathematics | 4 years | 6.0 | 4 |
| Science | 3 years of Lab Science | 4.5 | 3 |
| Foreign Language | 2 years of the same language | 3.0 | 2 |
| Digital Arts | 1 year | 1.5 | 1 |
| Academic Electives | 2 years | 3.0 | 2 |
| LINK Internship | 1 year | 1 | 1 |
| SIGs/X-Blocks | 3 years | 3.0 | 3 |
|  | **Total Units** | 34 | 24 |
| **Carnegie Units:** standard unit- 1.0 CU= 120 hours of classroom instruction; .75 CU= 1 hour of classroom instruction for 1 semester; .75 CU = 90 hours of classroom instruction; 1.5 CU= 1 hour of instruction for 2 semesters; 1.5 CU= 180 hours of classroom instruction**Academic Units:** 1 Academic Unit= 1 full year of instruction |

**AHS COURSE OF STUDY 9TH GRADE**

|  |  |  |  |
| --- | --- | --- | --- |
| Semester 1 | Semester 2 | Credits Earned | Academic Units |
| Language Arts | Language Arts | 1.5 | 1 |
| Social Studies | Social Studies | 1.5 | 1 |
| Mathematics | Mathematics | 1.5 | 1 |
| Science | Science | 1.5 | 1 |
| Digital Arts | Digital Arts | 1.5 | 1 |
| SIG and X-Block | SIG and X-Block | 1.0 | 1 |
|  | **Total Earned** | 8.5 | 6 |

**AHS COURSE OF STUDY 10th GRADE**

|  |  |  |  |
| --- | --- | --- | --- |
| Semester 1 | Semester 2 | Credits Earned | Academic Units |
| Language Arts | Language Arts | 1.5 | 1 |
| Social Studies | Social Studies | 1.5 | 1 |
| Mathematics | Mathematics | 1.5 | 1 |
| Science | Science | 1.5 | 1 |
| Foreign Language | Foreign Language | 1.5 | 1 |
| SIG and X-Block | SIG and X-Block | 1.0 | 1 |
|  | **Total Earned** | 8.5 | 6 |

**AHS COURSE OF STUDY 11th GRADE**

|  |  |  |  |
| --- | --- | --- | --- |
| Semester 1 | Semester 2 | Credits Earned | Academic Units |
| Language Arts | Language Arts | 1.5 | 1 |
| Social Studies | Social Studies | 1.5 | 1 |
| Mathematics | Mathematics | 1.5 | 1 |
| Science | Science | 1.5 | 1 |
| Foreign Language | Foreign Language | 1.5 | 1 |
| LINK Internship | LINK Internship | 1.0 | 1 |
| SIG and X-Block | SIG and X-Block | 1.0 | 1 |
|  | **Total Earned** | 9.5 | 7.0 |

**AHS COURSE OF STUDY 12th GRADE**

|  |  |  |  |
| --- | --- | --- | --- |
| Semester 1 | Semester 2 | Credits Earned | Academic Units |
| College Writing & Research | Senior Research Project | 1.5 | 1 |
| Social Studies | Social Studies | 1.5 | 1 |
| Mathematics | Mathematics | 1.5 | 1 |
| Elective 1 | Elective 1 | 1.5 | 1 |
| Elective 2 | Elective 2 | 1.5 | 1 |
|  | **Total Earned** | 7.5 | 5 |