

The Alternate Activity program is designed to accommodate students who wish to pursue physical activities and interests outside the school's core program. Each year the list of accepted activities is long and varied. Typical examples might include aerobics, archery, ballet, cycling, figure skating, gymnastics, horseback riding, ice hockey, martial arts, pilates, or sailing. Single sport athletes playing on outside club teams receive P.E. credit through this program as well. Any student interested in participating in off campus activities must submit a completed contract

to the Director of Physical Education at the beginning of the trimester. The student must also take responsibility for submitting completed logs to the P.E. Department at designated deadline dates.

Through this three-pronged approach to physical education, we hope that all UHS students will find their own passion for athletic activities, will learn how to develop and maintain a desired level of physical conditioning, and will leave UHS more likely to have an ongoing interest in physical fitness and sports for years to come.

Outside of the P.E. program, the Athletic Department also offers an extensive intramural program during lunch time. Activities have included: badminton, volleyball, indoor soccer, dodgeball, and basketball. Intramurals provide a fun way for students and the faculty to interact in friendly competition.

BOYS' SPORTS	CO-ED SPORTS	GIRLS' SPORTS
	<b>FALL</b>	
Cross Country (JV/V) Soccer (JV/V)		Cross Country (JV/V) Field Hockey (JV/V) Tennis (JV/V) Volleyball (JV/V)
	<b>WINTER</b>	
Basketball (Frosh/JV/V)		Basketball (JV/V)
	<b>SPRING</b>	
Baseball (V) Fencing (V) Golf (V) Lacrosse (JV/V) Swimming (V) Tennis (JV/V) Track (V)	Badminton (V)	Fencing (V) Lacrosse (JV/V) Soccer (JV/V) Softball (V) Swimming (V) Track (V)

## COMMUNITY SERVICE LEARNING

The University High School Community Service Learning Program connects student learning, the notion of social responsibility, and meaningful service. By understanding (1) the social, political, and economic contexts of issues such as poverty, health, education, urban life, or the environment, (2) the meaning of the role of active citizenship and engagement in one's society, and (3) the needs of the Bay Area community, students' service work will go beyond mere charity to be useful, authentic, and educational.

Freshmen engage in a group project in the fall. In the spring term they take weekly classes to expose them to core values of the CSL program such as empathy, community, identity, and privilege, as well as to introduce them to the range of social issues they can choose from the following year.

The heart of the CSL program begins in the Sophomore year when students choose a social issue that will become their area of expertise. Whether it be basic human needs, literacy, urban education, biodiversity, or AIDS and public health, students take a semester-long course taught by a UHS teacher with knowledge and passion about that issue. During that fall term, students learn about the social issue in depth, learn what is being done and what is not being done by public and private agencies, and learn the particular needs in Bay Area communities.

In the Junior year students are expected to go further and deeper in their commitment to addressing the issue. By taking their work into the realm of public policy, or assuming more leadership or responsibility in their agency, students

continue to develop the skills, expertise, and attitude to make a difference. Seniors propose a project that will further their development as active citizens. The project may continue with their area of expertise or take them on a new path they are now interested in pursuing. The ultimate goal is to graduate a group of seniors who feel connected to the world about them, see themselves as active citizens, and are equipped with the skills and attitude to effect change where they see it is needed.

### Sophomore Community Service Learning: Areas of Study And Action

#### AIDS

*This course is for students who are interested in learning about the effects of HIV and AIDS at the local, national, and global levels and who are aiming to apply this knowledge and to support People with AIDS by meeting the needs of one of several local non-profit agencies.*

Although there is progress in the medical treatment of HIV disease, there are many individuals who continue to live its reality. And the truth remains that on a daily basis, People with AIDS need to have nutritious, life-supporting meals (or grocery bags) prepared, their pets walked or cared for, or library materials selected and delivered to their homes. On the fundraising side of volunteer work, people are needed to organize events like the AIDS Walk and the AIDS Ride. These events are extremely important for the maintenance of a myriad of programs – from health service (free, anonymous HIV testing) to education and prevention programs. Your involvement is necessary to help keep the wheels turning that make daily life possible and less difficult for the affected.



## ARTS IN EDUCATION

*This course is for students who are interested in education and wish to create and develop a project that utilizes the arts to address the educational needs of children.*

Students in this course will learn about the challenges of urban education in San Francisco and develop a service project for the students at Megan Furth Academy, a parochial school with children from underserved communities, and at the Harvey Milk School. During the fall semester UHS Sophomores will visit the schools, tour the communities from which the students come, and volunteer in the classrooms to get a better understanding of the school's culture and goals. They will then study the California Department of Education's curricular expectations for learning and collaboratively develop a program that utilizes the arts to teach basic concepts of language arts to grades K-2. This arts program will focus on storytelling and incorporate puppet theatre, masks, props, costumes, and songs to help tell these stories. During the spring semester, the students will present their arts program to the Kindergarten, first and second grades at both schools. This course requires strong collaboration and creative work among the participating sophomores and prepares them to address the needs of the underserved through the arts.

## BASIC HUMAN NEEDS

*This course is designed to support students who want to serve people who are suffering from a lack of basic human needs.*

We all want to live in a world that works for everyone. But when you look around at the world, it is clear that many people have trouble in simply fulfilling their basic human needs: nutritious food, clean water, adequate medical care, and safe neighborhoods. Economists and policy makers of all stripes agree that the vastly skewed distribution of incomes around the world (and in this country) is a terrible problem; but what they disagree about is the kinds of policies and programs that should be put into place so that incomes will level out. In this class, we will spend some time looking at and discussing the pea-soup of various and sundry political and economic opinions. But in the meantime, there are people who are hungry, homeless, sick, or terrorized. They need to be fed, housed, nurtured, and comforted. There are people who feel rootless and alienated and need some help in being planted back into society.

Students typically come out of this course doing service in hospitals, hospices, clinics, health education programs, soup kitchens, homeless shelters, and other agencies where they come into direct contact with people who are suffering from a lack of basic human needs.

## BIODIVERSITY

*This course is for students who want to help restore and maintain natural habitats for future generations.*

Biodiversity is nature's insurance policy against natural disasters. What role do humans play in nature? Can human presence be considered a natural disaster? How have we played a role in decreasing the number of life forms (species) on our planet? In this class we will look at various kinds of biodiversity and identify the impact humans have had on species survival leading to our current biodiversity crisis. Through case studies we will "think globally," exploring examples and discussing if the problem could have been avoided and possible types of remediation. You will also be given the opportunity to "act locally" by investigating and selecting from one of the various environmental organizations throughout the Bay Area to work at in the spring term.

## COMMUNITY INVESTIGATION AND ACTIVISM

*This course is for students who want to learn about social issues from within the community affected by them.*

This course is based on the belief that the most effective way to learn and act upon a social issue is through the people affected by that issue. True development takes place when problems are defined by local people and possible solutions to those problems come not from outsiders but rather from community dialogue and action. The role of an outsider is to listen, learn, and then join that community in carrying out its own action plan. This class, then, will focus on process, i.e., how we enter, learn about, and then facilitate local efforts to solve a problem. After visiting various neighborhoods in the city and meeting with organizations and people already involved in a variety of social issues, students in this class will choose an issue to focus on. They will learn about their issue of choice partly through academic research, but primarily through site visits and interviews.

## URBAN YOUTH SPORTS

*This class is for those who have experienced the value of youth sports activities and want to learn how they might give back through their own volunteer efforts with youth sports organizations.*

Are sports a positive element in the youth experience? Do we care if our urban youth have access to the same programs taken for granted in well-to-do suburbs? Do we care how these youth sports programs are run? This class will explore the forces at work in the life of our urban youth and the role that recreation and athletic programs can play. We will learn about the problems common to urban youth, especially those in troubled neighborhoods. We will focus on how recreation and athletic programs can be a positive force mitigating some of these problems. We will be visited by local youth sports leaders who will share with us the impact their organizations seek to make and the challenges and rewarding moments they experience with their work. The primary class project (small groups) will involve researching and evaluating a local youth sports organization against a set of criteria the class will develop.

The class will bridge students to their spring CSL field work. Recent spring project work has included work with the Ingold Boys' and Girls' Club, SFLL including its Challenger Program (for disabled kids), working with Western Addition middle schools (Cobb, Kipp), the First Tee, YMCAs (Bayview, Hamilton, Presidio, Buchanan, Stonestown), Sports4Kids, and Lacrosse for Life. Class participants in the 09-10 school year will be expected to conceptualize 2-3 projects to undertake and work with a small group of their classmates to make one of those projects a reality. If successful, these projects will be repeated in future years and serve as the foundation of junior and senior year CSL work.

## EDUCATION NOW!/SUMMERBRIDGE

*This course is for students who are interested in taking a critical look at the education system in the U.S. and who want to make a difference in the educational lives of San Francisco students, that do not have equal access to quality education.*

Education Now! This class will take a critical look at the education system in the U.S. From funding to teaching styles and teacher expectations, this class will examine the role class and race play in our educational systems. The focus will be on the k-12 schools. We will examine the history of education to gain a better understanding of the current state of education. We will use California and San Francisco in particular as case studies in order to gain a better understanding of the many educational inequities students face. The second part of the class will focus on action plans and Summerbridge.



### MEDICAL CARE FOR THE UNDERSERVED

*This class is for those who are interested in the field of medicine or public health.*

This course will examine the health care and medical conditions of the underserved. Specifically we will ask:

- Why is there a disparity in health and health care?
- What kind of access does this population have to health care?
- How is poverty linked to poor health?
- How is medical care affected by social forces (such as media, politics, commercial interests, and racism)?
- What are the health conditions facing this population? We want to specifically understand more of the biology behind diabetes/nutrition, tuberculosis/infectious diseases, chronic heart disease, and asthma.
- What can medical care professionals/volunteers do to help at both a local and global level?

A variety of videos will be viewed/discussed including parts from the series “Unnatural Causes,” “Supersize Me,” and “King Corn.” Guest speakers from Doctors without Borders, and a doctor who has worked extensively in Native American health care, along with field trips will further expose you to people and agencies, both local and global, who work to improve the health of the underserved.

### LITERACY AND BILINGUAL EDUCATION

*This course is for students who would like to tutor younger children or English Language Learners*

What helps a student succeed in school? One of the most fundamental building blocks of education is the ability to read. Through this course, you will learn about the economic and social issues that contribute to low literacy rates in our public school system, and about the challenges bilingual students confront within English as a second language curricula. You will then be given the opportunity to work with elementary school children on improving their reading skills and to provide classroom assistance in a local public elementary school. Whether you have had experience working with children before, or you have the desire to start, this course will strengthen your skills as an effective tutor, teacher, and mentor.

## TEEN SKILLS

The mission of this class is to provide a supportive place for freshmen to develop life skills to help with their transition to high school. This class is team taught and organized by the Peer Advisors and the Director of Student Multicultural Affairs. Each week students engage in participatory classes where they explore issues relevant to their first semester of high school. These topics include time management, organization, stress, peer pressure, friendship, communication with parents and teachers, and learning to use and understand the resources available for student support.

## TEEN HEALTH

This class is provided to all the sophomores during their Spring Semester and hopes to engage students in a lively discussion about the health issues that are experienced by teens. It is organized and taught by the Peer Advisors with the support and supervision of the Director of Health and Wellness. The current focus is not only about teens at UHS, but within the city, state, and nation. The topics covered include drugs, alcohol, tobacco, contraception, STIs, stress, sleep, nutrition, body image, media literacy, teen rights, gender, GLTB issues, and relationships. We hope this class gives students the opportunity to become more familiar with the health resources around them, familiarizes them with the most prevalent health issues for their population, and provides another way for them to support and learn from each other.

## INDEPENDENT STUDY

To provide students opportunities beyond the published curriculum to pursue self-directed courses of study, the School offers a rich program of independent study. Following our belief that students learn best when they become architects of their own education, the program encourages students to pursue independent study by awarding transcript credit for a variety of self-initiated projects. The application and approval process is overseen by the Independent Study Committee.

Students who wish to apply for an Independent Study should first enlist the sponsorship of a UHS faculty member or, in some cases, the supervision of an adult off-campus. Students should indicate their interest in pursuing Independent Study on the Program Planning form and complete their application by the stated deadline. Applications are usually due on the Monday following the Grace Period of either semester. First semester students who wish to pursue their Independent Study during the second semester must re-apply.

Students may apply for full semester credit for projects that will require at least 90 semester hours of work and for half-semester credit for projects that require at least 45 hours. Students must designate on the application whether they wish to receive a letter grade or credit only. In all cases, the student is responsible for meeting regularly with the sponsor, while the sponsor is responsible for writing Progress Reports and for assigning grades or credit. Following is a description of the categories available for Independent Study:

