PROGRAM OF STUDIES

2024-2025

Program of Study for Grades 7-12

San Joaquin High School
San Joaquin Middle School
3387 Barranca Parkway
Irvine, California 92606
(949) 936-7400
ivasecondary.iusd.org

IRVINE UNIFIED SCHOOL DISTRICT

Board of Education

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David Kette	Coordinator, Alternative Ed/Assistant Principal
Kylene Carter	Coordinator, Online Learning
Robert Aristo	Psychologist
Sam Lane	HS Lead Counselor
Lauren Yadon	Counselor
Michelle Santana	Wellness Counselor
Ana Resendiz	Administrative Assistant

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EXPECTED SCHOOLWIDE LEARNING RESULTS

IUSD Virtual Academy students will become effective communicators and critical thinkers. They will develop the habits of healthy individuals and life-long learners who will be active community participants.

EFFECTIVE COMMUNICATORS

- Comprehend, evaluate, and synthesize complex written material across a diverse range of disciplines
- Communicate effectively through written, digital and visual material appropriate to the purpose and audience
- Actively listen for meaning and message in a variety of formats, critically and constructively
- Convey complex ideas while demonstrating global and intercultural fluency skills

CRITICAL THINKERS

- Synthesize knowledge, facts and data to solve problems
- Demonstrate ethical thinking, decision making strategies
- Apply sound reasoning and analytical thinking across disciplines
- Demonstrate integrity while practicing solution focused positive interpersonal skills and conflict resolution

SELF DIRECTED INDIVIDUALS

- Identify personal strengths and abilities to effectively utilize career and post secondary opportunities
- Apply a growth mindset to effectively adapt to an ever changing world
- Make positively informed choices that promote social engagement and self management

CONTRIBUTING COMMUNITY MEMBERS

- Demonstrate respect and inclusivity across cultures
- Demonstrate responsible civic engagement
- Access and use information and skills to enhance lifelong learning
- Embrace a growth mindset to positively impact the ever-changing world

MISSION STATEMENT

Our mission is to enable all students to achieve their individual potential through academic and personal growth.

VISION STATEMENT

Our vision is to empower students as lifelong learners, to acquire, demonstrate and value the knowledge and skills needed to participate in and contribute to the global world and embody the core values of commitment, honor and self direction.

ADVISEMENT

We believe students receive greater individual attention and security within smaller learning communities; therefore, our Advisement program ensures that each student remains with one advisor, and one group of students, for the duration of the year. Students meet in their advisement four times a week (High School)/three times a week (Middle School) during which students receive important information.

COLLABORATION

Also structured into our bell schedule is an hour of collaboration time once a week. Teachers meet Monday mornings to conduct department meetings, to develop and refine curriculum, to examine student work, and to continually revisit and refine instructional methodology.

SCHOOL POLICIES AND INFORMATION

Virtual learning is an optional educational alternative that students and families voluntarily select.
Success in virtual learning requires motivation and a strong commitment on the part of the student and, especially for a young student, his/her parents or guardian. State law provides that the education students receive in virtual learning be at least equal in quality and quantity to that offered in a traditional classroom setting.

Virtual learning is not an easier way to earn credits or a quick way to graduate. Virtual learning is an alternative to classroom instruction, not an alternative curriculum.

IUSD Virtual Academy process for course approval must be followed for all courses taken outside of San Joaquin High School.

Satisfactory Educational Progress

Whether a student is making satisfactory educational progress in an independent study program is determined through evaluation based on all the following indicators:

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable measures of pupil achievement and pupil engagement as those terms are defined in Education Code section 52060(d)(4) and (5)..
2. Completion of assignments, assessments, or other indicators that evidence the student is working on assignments.
3. Learning required concepts, as determined by the supervising teacher.
4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Re-engagement plan

We make every effort to fully support our students at IVA. Our students' success is as important to us as it is to our students and families. We closely monitor attendance and work completion - both of these are strong predictors of student success. In order to ensure we have the right support in place for students who benefit from additional attention, we have the following re-engagement plan in place. At times, in spite of our best efforts, a return to a traditional learning environment may be in a student's best interest and an evaluation of enrollment is initiated

1. Absence notification will happen through School Messenger for the first, and subsequent, absences.
2. Three absences/3 missing assignments in one or more classes – in addition to a digital absence notification through School Messenger, the teacher of record will reach out to help resolve any barriers to success
3. Six absences/6 missing assignments in one or more classes – SARB process is initiated and student is referred to their assigned counselor for further intervention, including a possible referral to the school intervention team
4. Eight or more absences and/or missing assignments – Evaluation of enrollment is initiated

PAPER Tutoring

IUSD is proud to offer PAPER tutoring as a free resource to all our families. PAPER is an online tutoring support service that offers help 24/7 through their chat function. To access, please click the following link for instructions: Paper: How to Access as a Student

ATTENDANCE

San Joaquin School Attendance Line: (949) 936-7400

Student Attendance Review Board (SARB)

Policy

The School Attendance Review Board was created by an act of the California Legislature due to Municipal Courts being overloaded with criminal cases. School Attendance Review Boards now operate under very specific rules outlined in the California Education Code. Prior to the formation of SARB, a school district would make a direct referral to the District Attorney's Office who would review the complaint and, if appropriate, take the case to court.

A serious attendance problem often begins with a few unexcused, or excessive excused absences. District counselors, teachers, nurses, school police officers and a school attendance review team are then brought in to help students at the school site level. When the school has exhausted all resources and a student's attendance has not improved, then the family may be referred to a SARB hearing.

Purpose of SARB

- Process to deal with attendance/behavior issues that site staff have been unable to correct
- Pre-court mediation
- First step in the legal process
- A process that may lead to alternative education placement

What SARB is

- A function of the school district
- A legal hearing
- A mediation process between district personnel, board members, offending student(s) and their parent(s), in an attempt to find avenues and options to help the child be successful
- To inform parents of the laws and their legal responsibilities
- The last step before the school site refers the students case to the District Attorney's Office to file a criminal complaint against the parent

What SARB is not

- A magic wand that will automatically cure the problem meant to be used as a punishment
- A criminal proceeding
- A scare tactic
- A function of the Probation Department

SARB Hearing

- The SARB panel is made up of representatives from the school district, along with members of public and community agencies that serve youth and families, such as police and probation officers, social workers, and others
- The panel examines the attendance situation and develops an individual contract with the student and family to end absences
- The contract is legally-binding, and the panel does have the authority to recommend a citation to court or referral to the Department of Probation for further attention

Referral to Orange County Probation

- If attendance does not improve, parent and student will be referred to Orange County Probation

COUNSELOR ASSIGNMENTS AND AVAILABILITY

Students can make an appointment with their counselor via email or phone. Parents may make an appointment to see their student's counselor by contacting the counselor via email or phone. We always prefer that the student is present at meetings with parents, however, we realize there may be instances in which a parent might want to meet with the counselor privately.

CELL PHONE/ELECTRONIC SIGNALING DEVICE POLICY

Assembly Bill No. 272 requires all school districts to adopt a policy to limit or prohibit the student use of cell/smart phones and electronic devices during instructional time. The Irvine Unified School District and IUSD Virtual Academy acknowledges the importance of electronic communication between students and parents, particularly in school-wide emergency situations. Further, the District recognizes that instructional time is precious and must be protected from unnecessary disruption.

During class time, all cell phones/electronic devices must be silenced and placed out of reach. Any cell phone/iPad/Smart Watch or other electronic devices used during an exam or quiz shall be considered a violation of the IUSD Academic Integrity Policy, as outlined below.

DRESS CODE

"IUSD School Board Policy 5132(a): All students of the Irvine Unified School District shall attend school and school activities dressed in a manner that is conducive to and promotes a positive learning environment. Appropriate school dress and personal appearance are clean, are not hazardous to student safety, and do not disrupt instruction."

Dress is a form of personal expression that may affect a student's behavior and self-image. A dress code policy is necessary in order to protect the health and safety of the school environment and to foster students' success in a positive manner. Please note that the policy also applies to virtual environments.

To create a safe and appropriate learning environment, students shall not wear any clothing, attire or accessory that by its manner of appearance, arrangement, trademark, fit or any other attribute, is unsafe, disruptive, unhealthful, obscene, profane, ethnically, racially or sexually degrading, libelous or slanderous. Clothing should not expose student undergarments, nor be provocative or revealing, contain sexual innuendos, or advocate unlawful behavior or illegal substances. Clothing which is extremely brief, excessively form fitting or low-cut (including plunging neck lines, bare midriffs, exposed undergarments, and very short skirts or shorts). Shorts must be at least fist length and skirts must be fingertip length. Students shall not wear clothing suggesting or promoting any affiliation with any street gang or other group that commits unlawful acts.

Students are reminded to wear clothes in a manner appropriate for an educational setting.

ACADEMIC HONESTY AND INTEGRITY POLICY

Honest behavior is an expectation for all students in the Irvine Unified School District. The purpose of this regulation is to create and maintain an ethical academic environment. Within the Irvine Unified School District it is agreed that there is a shared responsibility to ensure that grades assigned reflect the knowledge and skill level of each student. Acts of academic dishonesty make it difficult to fulfill this responsibility. When academic honesty infractions do occur, consequences shall be based on an evaluation of the specific situation, shall be commensurate with the seriousness of the act, and the previous record of the student. Where appropriate, both at the school and the classroom level, specific consequences for specific dishonest acts shall be determined, commensurate with the grade level and developmental needs of the student.

All academic honesty violations, whether handled by a teacher or another school official, shall be documented in the student's discipline file for future reference. Parents/guardians shall be made aware of each academic honesty violation and consequence (please see below).

Definitions of Academic Honesty Behaviors

Specific types of academic honesty infractions are defined below. These definitions do not represent a complete list of possible infractions; rather, they provide examples of the range of conduct which violates academic honesty expectations.

1. Cheating on Tests - Any use of external assistance relating to an examination, test, or quiz without expressed permission of the teacher. This includes looking at another student's paper, sharing answers, possession of materials, or copying another student's paper. <u>For virtual classes, students are required to have their cameras on and oriented on themselves for the duration of any quiz/ exam. Teachers will announce when the cameras may be turned off.</u>

2. Fabrication - Any intentional falsification or invention of data, citation, or other authority in an academic exercise.
3. Unauthorized Collaboration - Collaboration on an assignment between a student and another person, if such collaboration is not expressly directed or permitted by the teacher. This includes copying another student's work, allowing work to be copied or completing assignments for others, giving or "passing" any assessments to other students for the following year, or receiving any assessments from other students.
4. Plagiarism - Any representation of another's ideas, words, or work as one's own. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her paper for another to copy, without the permission of the teacher, has also engaged in plagiarism.
5. Alteration of Materials - Any intentional and unauthorized alteration of student, teacher, or library instructional or assessment materials. This may include changing answers after the fact.
6. Theft - Any unauthorized taking, concealment, or alteration of student or teacher instructional or assessment materials or equipment, including, but not limited to, the district data network, internet, and other on-line resources.
7. Transfer or Use of Unauthorized Materials - includes the use of unapproved translation devices, or any giving or selling of unauthorized materials.
8. Digital Citizenship Violations - Per Board Policy 6163.4 (Acceptable Use Policy) Students should refrain from using technological resources for infractions that involve academic dishonesty. These include using technology to copy, plagiarize, collaborating inappropriately, sending or receiving test questions, accessing another's account, or hacking into computer systems.

Restorative Practices

Restorative practices are intended to achieve two goals: genuine learning that leads to a change in behavior, and restoration for the wrongs done to the individuals and communities affected by the student's actions. All parties involved (teacher, student, administrator) agree to a specific plan for the restoration for the harm done, including dates for their completion. If all parties do not agree, consequences per the guidelines will be enforced.

Restorative practices may include:

- The student participating in a moderated discussion with the teacher or teachers impacted by the infraction
- The student responding to statements made by those harmed by the infraction
- The student providing potential solutions to repair the harm presented by the infraction
- Self-Reflection (Academic Honesty Reflection statements)
- Read, Reflect, Respond (Vignette/Response)
- Blended Learning Module for Academic Honesty
- Conference with teacher (apologize)
- Student Ownership and understanding of the impact on others

Infraction categories and possible consequences

Category A includes but is not limited to:

- Copying any minor assignment from any other source or a portion thereof, such as a one-night homework assignment (not including tests or quizzes) assigned to be done independently.
- Collaborating on a minor assignment in a manner inconsistent with the explicit and implicit expectations of the assignment for individual work.

- Sharing work on a minor assignment with another student with the reasonable expectation and intention that the other student(s) might plagiarize that work.

Category B includes but is not limited to:

- Any violation on a major assignment (such as Tests, Quizzes, Labs, Projects, Essays, assignments requiring multiple days to complete, etc.) that is consistent with the descriptions set forth in the Category A violations above.
- Submitting plagiarized work, (other than on a minor assignment as defined in Category A).
- Sharing work inconsistent with class/course expectations and instructions.
- Looking at another student's work or paper during an exam, test, or quiz.
- Talking to or communicating with another student during an exam, test, or quiz.
- Using any unauthorized material or device during an exam, test, or quiz (including translators, calculators, cell phone, etc.).
- Giving or receiving test information, in any form, to or from students in other periods of the same teacher or the same course or from previous school years.
- Repetitive deception about completion or submission of work.
- Altering a returned quiz, test or assignment with the purpose of deceiving the teacher about the student's performance on that assignment.
- Accessing exam content, projects, or assignments without expressed consent from the instructor.
- Multiple Category A infractions

Category C includes but is not limited to:

- Distributing exams, projects, or assignments.
- Stealing (may include photographing) exams, projects or assignments.
- Altering grades on a computer database or in a grade book.
- Multiple Category B infractions

Category A consequences	Category B consequences	Category C consequences
Teacher conference with student Teacher notifies administrator and student has the opportunity to participate in the Academic Honesty Action Plan Teacher notifies Parent/Guardian Administrator logs infraction into Aeries Assertive Discipline Screen Meeting held with student, teacher and admin to create AH action plan. Parent/Guardian communication included	Teacher conference with student Teacher notifies administrator and student has the opportunity to participate in the Academic Honesty Action Plan Teacher notifies Parent/Guardian Administrator logs infraction into Aeries Assertive Discipline Screen Meeting held with student, teacher and admin to create AH action plan. Parent/Guardian communication included	Teacher conference with student Teacher notifies administrator and student has the opportunity to participate in the Academic Honesty Action Plan Teacher notifies Parent/Guardian Administrator logs infraction into Aeries Assertive Discipline Screen and meets with student and parent/guardian

Student will receive credit on a make-up assignment or assessment pending fulfillment of the AH action plan. If the plan is not fulfilled, the student forfeits the opportunity to make-up the assignment/assessment. Full or partial credit will be determined by the teacher Parameters to be determined by the teacher may include: student redoing the assignment, replacing with another assignment, or revisiting in an alternative manner at the end of the semester Student may be assigned lunch detention where the student may be required to complete an additional assignment that addresses the same skill or content objective being assessed by the initial assignment	Student will receive credit on a make-up assignment or assessment pending fulfillment of the AH action plan. If the plan is not fulfilled, the student forfeits the opportunity to make-up the assignment/assessment. Partial credit will be assigned Parameters to be determined by the teacher may include: student redoing the assignment, replacing with another assignment, or revisiting in an alternative manner at the end of the semester Student will be assigned lunch detention(s) where the student may be required to complete an additional assignment that addresses the same skill or content objective being assessed by the initial assignment Student athletes or VAPA participants may have additional consequences per code agreements Participation in CLA/extra-curricular activities may be revoked	Student does not receive credit on assignment or assessment. Additional consequences may include being dropped from the class with a WF, or being transferred to another class or program Student may receive consequences such as in-school or at-home suspension if student has prior AH violations and has failed to respond to other means of correction Student's teachers are notified of the violation Counselors will report concerns about academic integrity to colleges and universities when required Student athletes or VAPA participants may have additional consequences per code agreements Participation in CLA/extra-curricular activities will be revoked

For the full IUSD Academic Honesty and Integrity Policy, please visit iusd.org, AR 5131.9

EXPECTED STUDENT BEHAVIOR

IUSD Virtual Academy students are expected to respect themselves, others, and their property. The rules and regulations expressed in this code are established to maintain a climate conducive to learning. Students who fail to comply with these rules and regulations shall be subject to disciplinary action.

All school personnel and parents have a shared responsibility to enforce school rules and regulations and take the necessary action to correct school behavior that is inappropriate or interferes with the functioning of the school and infringes on the learning environment of others.

- The governing board at any school district shall prescribe rules not inconsistent with the rules prescribed by the state board of education for the government and discipline of the school under jurisdiction (EC 32291.51)
- All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school. (EC 48921)

Avoiding Conflicts

In order to promote a safe and healthy learning environment, it is important to understand how to avoid and resolve conflict.

What students can do to avoid/resolve conflict with staff:

- Follow directions and respond politely to adult requests. When you have a concern, ask for a meeting with the staff member in question to discuss the concern.
- If you need assistance to help resolve a conflict, ask your counselor to be present with you during the meeting.
- If a resolution cannot be reached, please contact the assistant principal for next steps. The goal is to find a mutually agreeable resolution.

What to do to avoid a conflict/fight with fellow students:

- Let an administrator, counselor, teacher, CCA, SRO, or other campus personnel know if you are feeling unsafe, threatened, or harassed.
- Avoid listening to and spreading gossip.
- Adopt the attitude "If I didn't hear the information myself, directly from the source, it did not happen or was not said, and therefore does not deserve a response".
- Do not confront anyone in front of others or when you are angry; the other person may react defensively, unsure of what you might do. If you are unable to "let it go", ask for help from a teacher, counselor, or administrator.
- Remember, your counselor is a wonderful resource to help you talk through any conflicts, or arrange for conflict mediation.

HARASSMENT/BULLYING/CYBERBULLYING

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

1. All forms of bullying and cyberbullying by school district students are hereby prohibited. Anyone who engages in bullying and cyberbullying in violation of this policy shall be subject to appropriate discipline.
2. Students who have been bullied or cyberbullied shall promptly report such incidents to any staff member.
3. Complaints of bullying and cyber bullying shall be investigated promptly, and corrective action shall be taken when a complaint is verified. Neither reprisals nor retaliation shall occur as a result of the submission of a complaint.

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that have or can be reasonably predicted to have, the effect of one or more of the following:

(a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property
(b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health
(c) Causing a reasonable pupil to experience substantial interference with his or her academic performance
(d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school

"Cyberbullying" includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

"Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer or pager.

"Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

A violation of this policy shall subject the offending student to appropriate disciplinary action, consistent with the student discipline code, which may include suspension, a recommendation for expulsion and/or notification to the appropriate authorities.

INTERNET “TECHNOLOGY ACCEPTABLE USE” POLICY

We are pleased to announce that electronic information services are available to students and teachers in our District. The District strongly believes in the educational value of such electronic services and recognizes their potential to support our curriculum and student learning in our district. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication.

The district will make every effort to protect students and teachers from any misuses or abuses as a result of their experiences with an information service. All users must be continuously on guard to avoid inappropriate and illegal interaction with the information service. Using the network is a privilege, not a right, and the privilege may be revoked at any time for unacceptable conduct. Disciplinary and/or legal action may also be taken.

The "Rules and Regulations for Acceptable Use of Electronic Resources" is provided to every student as part of the registration process. This form must be read and accepted by both parent and student. By completing the form, the student will be approved for electronic information access. Students who do not receive this

document during registration or would like another copy can pick up a "Rules and Regulations for Acceptable Use of Electronic Resources" in the front office before school, after school, or during break.

MENTAL HEALTH SERVICES AND RESOURCES

The District provides school-based mental health/ wellness services and resources (www.iusd.org/WeCare or https://iusd.org/department/mental-health-wellness) to students and families. These services include short-term individual or group counseling for students at the school site; short-term, solution-focused therapy for students and families through the Irvine Family Resource Center; and resource linkages to community-based mental health or social services for students and families. Services are provided by counselors or licensed mental health professionals.

National Suicide Prevention Lifeline: 1-800-273-8255

WORK PERMITS

Students who wish to be employed while they attend school may do so under the conditions established by the State of California Department of Labor and Administration. All students under the age of 18 ***must*** have a work permit in order to be employed. Work permits are available upon request. Employment should never interfere with quality time to complete required studies. Conditions of issuing work permits include:

- ✔ All students must maintain a minimum 2.0 grade point average
- ✔ All students must maintain 90% or higher attendance rate
- ✔ All Students must not have significant discipline issues, as determined by Administration

Applications for work permits are available in the front office during normal business hours. Complete the "Request for Work Permit and Statement of Intent to Employ Minor" form.

- ✔ Have prospective employer complete and sign the bottom half of the form
- ✔ Have parent or guardian sign in the proper location
- ✔ Be sure to include your social security number

Administration will call an employer and revoke a work permit if any of the following conditions occur:

- ✔ The student drops from San Joaquin High School
- ✔ The student has excessive truancies, tardies, and/or absences.
- ✔ The student misses classes/appointments and/or does not turn in satisfactory work in a given period of time
- ✔ The Assistant Principal/ students' teacher's through the SST process determine that schoolwork is suffering because of employment

DISCIPLINE MATRIX AND POLICIES

IUSD Virtual Academy recognizes that self-discipline is both a learned behavior and a prerequisite for learning. We strive to maintain a challenging, positive educational environment, which is conducive to students achieving success and developing self-discipline. Maintaining this environment requires the maintenance of a positive, stimulating, and safe school environment where mutual respect is the underlying principle and rules are publicized, explained and enforced. Standards of student conduct are derived from the goals of respect for self, for property, and for others. The enforcement of School/District rules and State laws will promote the development of student maturity and self-discipline essential for academic achievement, personal integrity, and responsible citizenship. These rules and regulations will be enforced fairly, uniformly and consistently without regard to race, creed, color or sex.

IVA staff believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Discipline/Corrective Action

IVA teachers use positive discipline strategies and conflict resolution techniques to avoid unnecessary confrontations. When misconduct occurs, staff shall make every effort to identify and correct the cause(s) of the student's behavior.

Students who are continually disruptive to the instructional process or cause a danger to persons or property may be removed from school. Students and parents have a right to appeal any disciplinary action taken against a student. A meeting with the principal must be requested before proceeding to an appeal with a district level administrator.

Student Responsibilities

Students are encouraged to freely express their individuality as long as this expression does not infringe upon the rights of others or interfere with the instructional program. Behavior is considered appropriate when students are diligent in study, careful with school property, respectful towards their teachers, and courteous to other students, staff and volunteers. Students are required to come to class on time, prepared to work, and to stay on task for the class period. Students must comply with classroom rules as described by each teacher. They are further expected to refrain from profane, vulgar or abusive language, including racially insensitive slurs.

Students who violate these rules and regulations may be subject to discipline, suspension, exclusion, expulsion or transfer to other alternative programs.

Students, Staff, and Parents: Please understand that information reported to school authorities will be handled in confidential and sensitive ways as much as possible. Information is not acted on in ways that make victims or witnesses uncomfortable. The following items are considered when dealing with reported incidents of bullying and/or harassing behavior:

- Specific information / evidence reported
- Comfort level of victim / witnesses
- Legal, district, and school policy
- Options / suggestions for resolutions

Parent/Guardian Responsibilities

Parents/guardians are expected to comply with laws governing the conduct and education of their children and to cooperate with school authorities regarding their children's behavior. California law holds parents/guardians liable for any willful student misconduct, which results in the death or injury of any student or persons employed by or volunteering for the district.

Parents/guardians are also liable for any defacement, injury or loss of property belonging to the district or to a school employee (Education Code 48904). Debts owed for loss or damage to school property: Any student in grades 7-12 will be ineligible to participate in extra-curricular activities until payment is made in full or the student completes a program of voluntary work as provided in Education Code 48904 in lieu of payment.

Staff Responsibilities

The **school principal and administrative leadership team** shall establish and enforce school rules that conform to district procedures as well as foster safety and good citizenship. These individuals shall ensure that students are informed of these rules when they enroll and at the beginning of each school year.

The **classroom teacher** has primary responsibility for dealing with inappropriate student behavior. Prior to referral to a site administrator, the teacher should conference with the student, contact a parent, and utilize any other appropriate strategy designed to correct the behavior. Teachers shall establish and enforce classroom rules that facilitate safety and effective learning. They shall cooperate with other staff in enforcing general school rules and helping students to understand the benefits of choosing behaviors that show respect for other people and property.

When a student is involved in some form of misbehavior, the school staff will be responsible for a careful review of the incident. When considering discipline as a consequence of an incident of inappropriate behavior, school authorities will review the student's record. There may be offenses which are so severe, however, that a penalty is assigned, the student's record notwithstanding. A school may have additional rules unique to its site as long as they align with district board policies and Education Code.

Student Rights

Students have rights as do all citizens, under the Constitution, as well as State law and district policy. Their rights include:

- Students are encouraged to voice constructive criticism through student leadership, student advisory committees, school newspapers, teachers, counselors, administrators and any other channels of communication as long as that process does not substantially disrupt the orderly operation of the school.
- The right to an education in a safe, orderly, and clean environment.
- The right to full use of class time for receiving instruction and for learning.
- The right to fair, consistent, and respectful treatment by staff members and other students.
- The right to explain before a penalty is imposed. When a student has been referred for some wrong-doing, that student will be afforded the opportunity to offer his/her version of the incident to school authorities.

Corrective Action may include, but are not limited to:

1. Informal conference between teacher and student.
2. Formal conference or phone contact with parent by teacher.
3. Referral to counseling as appropriate (see resources below)
4. Formal referral to administration – may be referred to Irvine Police Department/law enforcement
5. Home Suspension
6. Shortened school day
7. Behavior Contract
8. Recommendation for expulsion
9. Involuntary transfer to appropriate alternative programs

Referral Resources

School officials shall seek solutions to the underlying problem through various resources, including, but not limited to the following:

- Counseling
- Parent conference

- Testing for appropriate placement
- Behavior agreement among student, parent and school stipulating conditions for continued status as a regular student and consequences for violation of the agreement
- Behavior Support Plan
- Transfer to an alternative program
- Referral to district counseling program
- Referral to county agencies and community service programs
- Referral to law enforcement
- Referral to School Attendance Review Board (SARB)

Community Service

Except when suspension or expulsion is required by law, the Superintendent, principal or principal's designee, at his/her discretion, may require a student to perform community service on school grounds during non-school hours instead of imposing other disciplinary action. Such service may include, but is not limited to, outdoor beautification, campus betterment and teacher or peer assistance programs. (Ed. Code 48900.6)

Suspensions and Expulsions

Definitions:

Suspension- Suspension means removal of a pupil from ongoing instruction for adjustment purposes. Suspension also means the student is not to be on or about any school campus nor attend or participate in any school-sponsored activities for the duration of the suspension.

Expulsion-The maximum penalty for any disciplinary violation may be expulsion. A student who is expelled shall not attend any regular school or alternative instructional program within the Irvine Unified School District for the duration of the expulsion.

When a student behaves inappropriately, the principal will follow the guidelines related to consequences as outlined on the Discipline Procedure Matrix. This applies to all elements of inappropriate behavior, except the five *mandatory* expulsion offenses outlined in Education Code 48915 (c) (1-5):

1. Possessing, selling or furnishing a firearm
2. Brandishing a knife at another person
3. Unlawfully selling a specified controlled substance
4. Committed or attempted to commit sexual assault or committed sexual battery
5. Possession of an explosive

A conduct violation involving any of these five offenses requires a **mandatory expulsion** without exception. In extreme cases or when ongoing interventions by school officials have failed to correct inappropriate behavior, additional days of suspension or expulsion may occur.

Students **may be subject** to suspension and/or expulsion for committing any of the acts below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person. (Ed Code 48900(a1))
2. Willfully used force or violence upon the person of another, except in self-defense. (Ed Code 48900 (a2))
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to

possess the item from a certificated school employee, which is concurred in by the principal or designee. (Ed Code 48900(b))

4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance as defined in the Health and Safety Code, alcoholic beverage, or intoxicant of any kind. (Ed Code 48900(c))
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code, an alcoholic beverage or intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Ed Code 48900(d))
6. Committed or attempted to commit robbery or extortion. (Ed. Code 48900(e))
7. Caused or attempted to cause damage to school property or private property. (Ed Code 48900(f))
8. Stole or attempted to steal school property or private property. (Ed Code 48900(g))
9. Possessed or used tobacco or any product containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her prescription products. (Ed Code 48900(h))
10. Committed an obscene act or engaged in habitual profanity or vulgarity. (Ed Code 48900(i))
11. Had unlawful possession of or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Ed Code 48900(j))
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Ed Code 48900(k))
13. Knowingly received stolen school property or private property. (Ed Code 48900(l))
14. Possessed an imitation firearm. (Ed Code 48900(m))

Students are also subject to suspension or recommendation for expulsion for any of the acts listed below:

15. Committed or attempted to commit sexual assault as defined in Section 261, 266a, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code (Ed Code 48900(n))
16. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed Code 48900(o))
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug SOMA. (Ed Code 48900(p))
18. Engaged in, or attempted to engage in, hazing as defined in subdivision (b) of Section 246.6 of the Penal Code. (Ed Code 48900(q))
19. Bullying, including but not limited to cyber bullying. (Ed. Code 48900 (r))
20. Aid or abet the infliction or attempted infliction of physical injury. (Ed Code 48900(s))
21. Sexual Harassment (Ed Code 48900.2)
22. Students in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 33032.5 (Ed Code 48900.3)
23. In addition to the grounds specified in Section 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from the school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidates, directed against a pupil or group of pupils, that is

sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment. (Ed Code 48900.4)

24. A Pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or the school property or both. (Ed Code 48900.7)
25. Hazing as defined by Ed Code 32050.
26. Students accumulating twenty (20) days of in-school and/or home suspension are subject to involuntary transfer to an alternative program or may be recommended for expulsion.

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, including but not limited to the following circumstances (Ed. Code 48900):

1. **While on school grounds**
2. **While going to or coming from school (In loco parentis)**
3. **During the lunch period, whether on or off the school campus**
4. **During, going to, or coming from a school-sponsored activity**
5. **At a point where outside activities, including while not at school sponsored events, affect campus morale negatively. (Nexus)**

Offense	1st Offense	2nd Offense	3rd Offense	4th Offense
Academic Integrity	See IUSD Academic Integrity Policy			
Defiance	Parent contact by teacher	Class suspension(s) + Parent conference with teacher and counselor or admin	Suspension – (1-3 days)	Suspension (3-5 days)
Disruption of School Activities	Class suspension(s) + Parent contact by teacher	Class suspension(s) + Parent conference with teacher and counselor or admin	Suspension - (1-3 days)	Suspension (3-5 days) + Possible Expulsion/Placement recommendation
Dress Code Violation	Change Clothes + Warning	Change Clothes +Parent Contact	Change Clothes +Parent/student conference	Parent Conference with Counselor + Admin & possible Behavior Contract + Possible Suspension (1-3 days)
Electronic Device	See IUSD/CEC Cell phone and Electronic Device policy			
Hazing / Harassment / Threatening a Student	Suspension (3-5 days) + Possible Police Contact	Suspension – 5 days + Police contact	Expulsion/Placement recommendation + Police contact	

Using Tobacco/ Vape Products	**Parent Notification + Referral to cessation program**	**Parent Notification + Referral to Alt to Suspension**	**Class Suspension (1-3 days)**	**Suspension (3-5 days)**
Profanity / Obscenity Towards Staff	**Class suspension(s) + Parent contact by teacher Obscenity Towards Staff is Automatic Suspension (1-3 days)**	**Class suspension(s) + Parent conference with teacher and counselor or admin**	**Suspension (1-3 days)**	**Suspension (3-5 days)**
Under the Influence	**Suspended – (3 days) + Alt to Suspension referral**	**Suspended (3-5 days) + Expulsion/Alternative placement recommendation**		

ACADEMIC POLICIES

COURSE ENROLLMENT EXPECTATIONS

Because most colleges and universities are increasing their admissions requirements and leaders of business and industry are concerned about the academic preparation of those entering the workforce, the faculty and administration at San Joaquin High School expect all students in grades 9-11 to enroll in six courses during each year of high school. Seniors whose plans allow them to meet graduation requirements with room to spare are encouraged to consider a modified program.

GRADES 9-11

- All freshmen, sophomores, and juniors must be enrolled in a minimum of six classes. ROP classes offered within the bell schedule are considered on-campus classes. However, courses at IVC or other community colleges will not be considered for the six-class minimum. Courses taken at a student's assigned high school are considered part of the 6 classes.

GRADE 12

- All seniors must be enrolled in a minimum of 6 courses in the fall and 5 in the spring, depending on their overall credit-completion towards graduation. A community college or ROP class may count as a student's 5th course. Courses taken at a student's assigned high school are considered part of the 5 classes.

ENROLLMENT PARAMETERS AND RECOMMENDATIONS

- Students may enroll in a maximum of six classes per semester. Courses that may be added over the six course maximum include athletics, performing arts, service to the school, intervention classes, ROP courses outside of the bell schedule, community college courses outside of the bell schedule and credit plus / open enrollment courses blended to their home-site high school.

- An overall course load for high school students of 30 credits each semester (60 credits each year) is recommended. Exceptions may be made based on the parameters above. Students are encouraged to consider balance and the time demands required by additional courses.

IUSD VIRTUAL ACADEMY AGREEMENTS

- Student participation in virtual learning is an optional educational alternative and is mutually voluntary.
- Parent and student agree to work with an IVA school counselor to develop a plan that follows IUSD pathways as part of the course of study and utilizes grade-level specific curriculum.
- Students will be provided with teacher support services, and related instructional materials, depending on course needs.
- All tests must be proctored per board policy.
- Coursework will be of equivalent time and rigor as the in-person equivalent coursework. Students should expect to spend as much time on coursework as they would at the resident school site. Students must be on pace with each course weekly, as determined by the course calendar.
- Grade Level Annual Minutes for coursework equivalence:

Grades 7 – 8	54,000	= 300 daily
Grades 9 – 12	64,800	= 360 daily

- Students must make satisfactory progress in the independent study program, as determined by progress towards mastery on essential standards, performance on applicable assessments, work completion, attendance, and progress towards graduation.
- Students experiencing challenges with attendance and/or engagement, or students in need of content support will participate in a tiered re-engagement plan, as outlined in the parent/student handbook and this document (page 5).
- Students experiencing challenges with wellness or mental health will be referred to the school counselor, wellness coordinator, and/or outside resources.
- Students will receive close supervision of their independent study requirements (daily live interaction and weekly synchronous instruction for grades 7-12). If the student is experiencing challenges or is not participating in the tiered re-engagement plan, the students may receive a transition plan to an educational program that better meets the student's needs.
- Daily participation and attendance from each student is expected, including participation in live sessions, completion of assignments, assessments, and contact between the student, peers, and teachers. Students who do not participate/attend in scheduled classes will be marked absent according to the current educational code.
- Academic progress will be communicated through the learning management system, AERIES, by email and/or phone call.
- Students are required to have access to the Internet and a reliable device for the duration of their independent study program. Students may check out a device and/or hotspot by contacting helpdesk@iusd.org. Students experiencing technical difficulties need to reach out to teachers or staff members immediately via email, Canvas or by calling (949)936-7400.
- Parents agree to ensure all contact information is up to date at all times through www.myiusd.org

- Parents agree to meet with teacher(s) and administration as requested (i.e. parent/student/teacher conference)
- Parents agree that students will receive official grades for each course by the assigned teacher.
- All materials issued are the property of the Irvine Unified School District and must be returned to IUSD Virtual Academy @ San Joaquin School upon completion or termination of this agreement. Parents agree to pay for any lost or damaged materials.
- The student must follow all regulations governing student conduct in Irvine Unified, including the Acceptable Use Policy and Academic Integrity Policy (Board Policy & Administrative Regulations #5131.9 and Education Code).
- Authorized student visitations during the school day (7:30 am to 4 PM) to any other Irvine Unified School District campus require administrative permission from the school to be visited.

STUDENT EXPECTATIONS IN A VIRTUAL ENVIRONMENT

Similar to a traditional learning environment, there are expectations for student conduct in a virtual environment. Please review these carefully.

- Be sure you have reliable technology, including a working camera. Please contact administration if you need to check out a district device.
- Log into your classes on time and be ready to listen and contribute when class begins.
- Engage daily in the lessons and complete all your assigned work.
- Complete your own work except when collaboration is encouraged or expected by your teacher.
- Follow the class norms for asking and answering questions, contributing to discussions or participating in group work, as outlined by your teacher.
- Ensure that you are following the IUSD Dress Code policy found in this handbook while you are in class or in a web conference.
- Ensure your behavior while in class or web conferences is school-appropriate at all times. This included using appropriate language, demonstrating respect for your classmates and your teacher, and ensuring you are not violating ed code, as outlined in this handbook.

UNITS OF CREDIT

San Joaquin High School awards credit for the successful completion of semester courses at the rate of 5 credits per class per semester. Some classes are quarter classes (Driver's Ed, College Readiness) which are awarded 2.5 credits per class per semester.

When a student repeats a course to improve his/her grade, credit for that course is only awarded once. If the repeated course originally earned a D or an F grade, and earns a repeated grade of C or better, the repeated grade is used in calculating the GPA. If a student repeats a course in which he/she received a C or better, the original and repeated grades are averaged for GPA calculation. In both cases the original grade remains on the transcript.

A student will earn 5 credits per course for each course that is completed with a D- or higher, per semester, through San Joaquin. Students are required to attend virtual classes, as determined by their course schedule. Additional supervised time may be required, as determined by student need and progress. To be successful, a student must exhibit maturity, personal discipline, and independence.

Virtual learning is an optional educational alternative that students and families voluntarily select. Success in virtual learning requires motivation and a strong commitment on the part of the student and, especially for a

young student, his/her parents or guardian. State law provides that the education students receive in virtual learning be at least equal in quality and quantity to that offered in a traditional classroom setting.

Virtual learning is not an easier way to earn credits or a quick way to graduate. Virtual learning is an alternative to in-person instruction, not an alternative curriculum.

IUSD process for course approval must be followed for all courses taken outside of San Joaquin High School.

CONTRACT COURSES/CREDIT LIMITATIONS

Work Experience - 20 credits maximum* may be counted towards the 215 credits required to meet graduation requirements**.**
San Joaquin High School will award one elective credit for every 20 hours of work, provided the following conditions are met:

1. Any student under the age of 18 MUST have a work permit on file. Please see your counselor or front-office staff for assistance.
2. Students must be legally employed.
3. Students must maintain positive attendance of 90% of above.
4. Students must maintain a minimum GPA of 2.0.
5. Students must submit pay stubs from their employer to their counselor.

PHYSICAL EDUCATION (PE) CREDIT FOR PRIVATE INSTRUCTION

Private Instruction is designed for students who are preparing for national and international competition, who are ranked in their sport on an approved National Registry, and who have at least 5 hours per week of private instruction and a demanding practice schedule which precludes them from attempting six subjects at Irvine Virtual Academy School. Maximum number of units available is 10 per year and 20 units maximum toward graduation.

Procedure:

1. Students must complete the “Application for Private Instruction” form.
2. Students must gain the approval of the administrator in charge of Private Instruction.
3. The completed form must be placed on file with the administrator by the second week of each semester for credit to be awarded.
4. Pass/Fail marks will be issued for Private Instruction.

CONCURRENT INSTRUCTION

Prior approval for courses taken outside of SJHS must be obtained from your administrator before the start of the course. Course credit earned outside of IUSD will not appear on the SJHS transcript, nor will it serve to meet SJHS prerequisites or graduation requirements without prior approval from the Principal.

Procedure to take courses outside of IUSD

Obtain approval of the principal’s designee within two weeks of the start date of the course. Please see the required form here: Request for Alternative Course Credit

Community Colleges

- Students must attend a minimum day at the high school. This means 6 classes for 9-11th graders and 6 classes in the fall, 5 in the spring for grade 12, depending on their overall credit-completion towards graduation.

- Students will be limited to 11 units per semester/summer session at a community college.
- Students must exhaust all opportunities to enroll in equivalent courses at their high school.
- Students must demonstrate adequate preparation for any course.
- Juniors and seniors at IVA will have priority for community college enrollment over freshman or sophomore students.
- All special Admissions Request forms must be approved by the Administration.

Religious Credit

No credit for religious training, independent study or otherwise, will be awarded for students during the period of their enrollment in IUSD.

Private Foreign Language

Units of elective credit shall be awarded based on the time spent in class. Pass/Fail grades will be awarded. Approval from administration must be secured prior to beginning the course. Appropriate transcript entries shall be made. However, the course title used shall not appear on the University of California approved course list. Please see the following link for more information:
https://iusd.org/about/departments/education-services/academics/world-languages

GRADING PROCEDURES

Grading Options

All courses are graded on an A to D- scale for the earning of credits. The grade of F receives no credit. The only exceptions are: Private Instruction PE, Driver's Education, and Work Experience which are Pass/Fail courses.

Reporting Periods

- **Progress Reports** are issued for those students earning a D or lower in one or more classes at the end of the fourth week of each nine-week period. They are designed to communicate with the parents regarding student progress.
- **Quarter Grade Reports** Mid-term grades are issued at the end of the ninth and twenty-seventh weeks of school. These grade reports carry unit credit only in case of quarter classes.
- **Progress Grades** show student status in the class at that time.
- **Semester Grade Reports** Final grades are issued twice a year, at the end of the eighteenth and thirty-sixth weeks of school. These grades are recorded on the official transcript/permanent record.

Grade Correction Policy

When grades are given for any course, the grade given to each student shall be the grade determined by the teacher of the course. The determination of the student's grade by the teacher, in the absence of error, shall be final. Teacher errors or data entry errors shall be corrected on the proper form, obtainable from the records office, and only by the teacher of the course in question.

Grade Point Average

Grade Point Average (GPA) is a term that is used to indicate the average of a student's grades.

- **Total GPA** - All grades including P.E./Athletics from grades 9 through 12.

Grade point average at Irvine Virtual Academy School is calculated as follows:

A = 4 points
B = 3 points
C = 2 points

D = 1 points
F = 0 points

California State University (CSU) Campuses: All grades except P.E. or ''P" grades from grades 10 through 12 are used. Grades in up to 8 semesters (4 courses) of AP or designated honors classes taken in the last two years of high school (two semesters can be from 10th grade) are given extra weight: A = 5 points, B = 4 points, C = 3 points.

University of California (UC) Campuses: The only grades used by UC are those grades in classes used to make up the pattern required for admission from grades 10 through 12. Grades in up to 8 semesters (4 courses) of AP or designated honors classes taken in the last three years of high school are given extra weight: A = 5 points, B = 4 points, C = 3 points.

WEIGHTED GRADES
Advanced Placement (AP) courses and select Honors/Enhanced courses, completed with a grade of C or better, shall receive a weighted grade point.
Advanced Placement courses, completed with a grade of C or better, taken at any accredited high school, shall receive a weighted grade point.
Honors courses with a designated (+) symbol next to them in the course of study, completed with a grade of C or better, shall receive a weighted grade.

Weighted grade points shall be issued as follows:
A= 5 grade points
B= 4 grade points
C= 3 grade points
D= 1 grade point

INCOMPLETE GRADE (I)

A grade of incomplete is given by a teacher only when a student misses a final examination or does not turn in compulsory work due to illness or a reason beyond the student's control. The student must complete the course work to remove the incomplete within a period of time that equals the duration of the absence. When the absence is due to an extended illness, the student has nine weeks following the absence to complete the required work. If the course work is not completed in the allotted time during the nine weeks after which it is assigned, the incomplete is converted to a Failure (F).

Procedure: Student/parent should contact the teacher who assigned the incomplete for assignments necessary to complete the work. The awarding of an incomplete (I) grade must be approved by the Principal or designee. For extremely long periods of illness, a separate plan will be developed between the student/parent and the school with final approval by the Principal.

SCHEDULING INFORMATION

PREREQUISITES/PERMISSION

Students should check carefully to see that they have taken the proper prerequisites for courses and have earned the necessary grades. Students should check the prerequisites at their assigned high school to ensure proper alignment.

PROGRAM CHANGES

Prior to schedule distribution, sufficient time is allotted for students to make changes and adjustments to their schedules. Once the school year begins, students must follow administrative procedures and timelines for any further changes. These procedures apply to the following scenarios:

- Entry into/exit out of athletics/activities
- Inappropriate class placement not meeting prerequisites, meeting graduation or college entrance requirements
- Accommodating ROP classes

Changes will NOT be made for teacher preference. If a student alleges a conflict with a teacher, consideration for change may be given only if the student's parents followed the IUSD Complaint Procedure. Specific guidelines for these procedures are available in the administrative offices.

ADD/DROP POLICY

ADDS

Students will be allowed to add a class through the end of the first full week of quarter 1 and through the end of the first full week of quarter 3, provided space is available.

*Blended course additions to the home-site are subject to the timelines established by the high school of instruction.

Exceptions:

- A student may change levels of a course, i.e. from Honors to College Prep, upon request and teacher approval.

DROPS

A student may withdraw from a course with parent permission any time through the end of quarter one or three. Understand that there is no guarantee that a replacement class will be available. Students will not be able to drop a class if the drop brings the student below the minimum number of credits. There will be no withdrawals permitted during quarters two or four.

Transcript notations for dropped courses:

- A student who withdraws by the end of the third full week of quarter one or quarter three will have no notations of the course on their official transcript.
- A student who withdraws from a course between the start of week 4 and the end of the quarter one or quarter three will receive a "W (withdrawal)" next to the course posting on their official transcript.
- A grade of "WF (withdraw/fail)" will be added to the student's transcript if the course is dropped after the first day of the second or fourth quarter.
- Quarter classes: Withdrawals between the start of week 2 and the end of week 4 will receive a "W" on the official transcript. "WF" will be added after the end of week 4 to the end of the quarter.

*Students enrolled in AP courses must remain in the class for three weeks before considering a drop and must discuss with their counselor.
*Blended course drops are subject to the timelines established by the high school of instruction.

ATHLETIC AND EXTRACURRICULAR ELIGIBILITY

California Interscholastic Federation (CIF) stipulates that to be eligible for athletics, a student must have earned the equivalent of 20 semester credits of new work the previous reporting period. No more than 5 credits may be counted from Physical Education and athletics combined.

California Interscholastic Eligibility policies will govern the participation of all students in athletic programs in the Irvine Unified School District. Students participating in any school-sponsored activity which requires

extensive time outside of the regular school day shall also comply with eligibility requirements of the Irvine Unified School District.

Eligibility Requirements for Activities

- Previous Quarter GPA 2.0 or higher
- Pass 4 classes in the previous quarter (no more than 5 credits can be from PE/Athletics)
- Enrollment in at least 5 classes

Participants who do not maintain the required GPA and pass 4 classes are placed on academic probation for the subsequent quarter. Students on academic probation will work with school staff to monitor progress and provide guidance and support. Two consecutive quarters of failure to meet the GPA requirement for participation will result in ineligibility for the subsequent quarter. Ineligible status will continue until eligibility requirements are met.

During the four high school years, no student will be placed on academic probation more than once. Students that do not pass 4 classes are not eligible for probation and are ineligible.

COASTLINE REGIONAL OCCUPATIONAL PROGRAM (ROP)

ROP is designed to provide students with the opportunity to explore, discover, or confirm their career interests. Choosing the right job, the right college or the right career path can be a long and difficult endeavor. Education, experience, and exposure can make this process easier. Early exposure, preparation and experimentation by taking classes specific to a career pathway are solid steps toward future success. ROP classes are offered in the different industry sectors listed below:

Regional Classes
Agriculture and Natural Resources: Animal Health Care
Building Trades and Construction: Construction Technology
Education child Development and Family Services: Careers with Children Internship
Health Science and Medical Technology: CNA (Pre-Certification Internship); Dental Assistant Back Office; Dental Assistant Front Office Internship; Medical Careers & Health Systems; Medical Nursing Careers Internship; Pharmacy Technician Internship; Sports Medicine Internship;
Hospitality, Tourism, and Recreation: Baking and Pastry Fundamentals; Culinary Arts; Culinary Arts (Advanced); Culinary Arts internship;
Marketing, Sales and Service: Retail Sales & Merchandising Internship
Public Service: Administration of Justice; Crime Scene Investigation; Emergency medical Responder (EMR); Emergency Medical Technician (EMT); Fire Science 101
Transportation: Automotive Technology; Automotive Technology Internship

Classes are held at various high school and business sites throughout Orange County. Students are responsible for their own transportation, including to and from internship sites. Most classes are held outside of the IVA bell schedule. Classes with an (unpaid) internship or cooperative arrangement earn 5-10 credits per semester, and classes without an internship or cooperative arrangement earn 5 credits per semester. ROP semesters run concurrently to the IVA calendar. Credits are shown on the transcript as elective units. Some ROP Classes are accepted for UC/CSU approval. For additional information and a complete list of courses that are currently available, contact the ROP Career Specialist in the College and Career Center.

ROP Website: https://www.coastlinerop.net/
Course Offerings: https://coastlinerop.coursestorm.com/browse

Individual ROP Courses may also be offered exclusively at your neighborhood high school. Please check your neighborhood high school Course of Study to see if they have additional options within their bell schedule or after school.

HIGH SCHOOL GRADUATION REQUIREMENTS

- **Completion of 215 Total Credits: Students must complete a total of 215 credits**. Each course taken for a semester earns 5 credits. Students must be enrolled in 6 courses each semester in grades 9-11. Note: A course taken for a semester normally earns five semester units of credit. A course counts in only one category
- **Specific Course Requirements:** There are specific course requirements that must be met by all students to obtain a high school diploma. These course requirements are listed in the table below.

Graduation will be authorized by the Board of Education and a diploma will be granted to all students who have earned a minimum of 215 semester units of credit during grades 9-12, and meet Irvine Unified School District diploma requirements.

CONTENT AREA	HS DIPLOMA REQUIREMENTS	CO 2027 AND BEYOND
English *May include 10 units of ELD 2*	**40**	**40**
Mathematics	**20** *Must include Math 1*	**30** *Must include Math 2*
Science	**20**	**30**
Social Science	**30**	**30**
World History	*(10)*	*(10)*
American History	*(10)*	*(10)*
Economics	*(5)*	*(5)*
Government	*(5)*	*(5)*
Foreign Language / Fine Arts / CTE	**10**	**10**
Physical Education	**20**	**20**
Health	**5**	**5**
Electives	**70**	**60**

COMMUNITY SERVICE

The benefits of a community service experience for high school students are well known and include not only significant contributions to the community, but personal growth rewards. During the last several years, there has been an increased interest in high school community service. Many high school students make special note of volunteer experiences on their college applications. This background is well received by college admissions officers in the case of students who have made substantial contributions of time and talent to charitable organizations.

Irvine Unified high schools recognize graduates who voluntarily engage in at least 25 hours of community service in any given year prior to graduation. Services will be noted on student transcripts each year that a student completes 25 hours. Forms are available in the Student Services Office and are due on or before the last day of school each year. **Community service hours are not a requirement for graduation from Irvine Virtual Academy.**

COLLEGE ENTRANCE REQUIREMENTS

Listed below are minimum entrance requirements for the public-supported, post-high school institutions in the state of California. Private schools and programs or conditions within the institutions listed may require more specific requirements. Admission to some colleges and universities is partly dependent on entrance examinations taken late in the junior year or during the senior year.

COMMUNITY COLLEGE

All graduates of Irvine Virtual Academy School are eligible for admission to a public community college. Students 18 years of age may enroll without a diploma.

Transfer Program

A high school student who meets the university eligibility requirements will simply take courses which parallel those which would have been completed at the university. Community colleges and the universities work closely together to ensure the transition from the sophomore year at the community college to the junior year at the university. Students must discuss their plans with the community college counselor to match their courses with the college or university to which they will transfer. Students who have not met university requirements at high school graduation will have an opportunity to make them up at the community college in addition to pursuing a transfer program.

Vocational Program

The community colleges provide a variety of vocational programs lasting from six months to two years. Students earn certificates upon completion of programs.

Matriculation

California's community colleges have instituted a required procedure which will help assure students of receiving any assistance they may need. Matriculation includes self guided placement for mathematics and writing and a submission of your high school transcript. . Orientation helps students read the catalog and class schedule, understand the transfer process, and select appropriate classes. The advisement portion of matriculation allows students to work directly with counselors to plan their programs for the current semester.

There are five steps to enrolling at the Community College:

1. Apply: apply online via the California Community Colleges website at cccapply.org..
2. Self Guided Placement and Transcript Submission: after applying complete the self guided placement questions.
3. Orientation/advisement: after self guided placement is completed, make an appointment for orientation/advisement.
4. Registration: you will be given an appointment card for registration. You may register on that date or any time afterward.
5. Counseling: Make an appointment for counseling to discuss career goals, transfer programs, or to update your program.
6. FAFSA: Create your student and parent FSA ID and apply for Financial Aid at https://studentaid.gov/

Financial Aid / FAFSA

All students who are planning to go to college should be applying for financial aid by filling out their FAFSA application. The application opens in October and is due by the beginning March for most schools. There will be opportunities throughout the school year for students to get support in making an FSA ID and starting the financial aid process. The link below will lead to more information and the application itself.
https://studentaid.gov/h/apply-for-aid/fafsa

CALIFORNIA STATE UNIVERSITY (CSU) ENTRANCE REQUIREMENTS

1. **High School Diploma**
2. **Completion of Subject Requirements (see table below)**
3. **College Entrance Examinations (ACT or SAT) - Test Optional**
4. **Fulfillment of Eligibility Requirements:** Eligibility for admission to California State Universities is determined by a weighted combination of GPA and a score on either the ACT or SAT (please check the schools you are applying to for specific testing information). A GPA above 3.00 in grades 10-12 (all classes except P.E.) meets eligibility requirements regardless of test scores. Eligibility for students with grade point averages between 2.00 and 3.00 depends upon satisfactory SAT or ACT scores. Please note that eligibility and admissibility will both impact a student's application.

UNIVERSITY OF CALIFORNIA (UC) ENTRANCE REQUIREMENTS

1. **High School Diploma**
2. **Completion of Subject Requirements (see table below)**
3. **College Entrance Examinations (ACT or SAT) - Test Blind** (please check the schools you are applying to for specific testing information)
4. **Fulfillment of Eligibility and Admissibility Requirements:** To be eligible for admission, applicants must meet the University's undergraduate admission requirements. The following guidelines provide the framework within which the campuses establish procedures for selecting applicants when the number of eligible applicants exceeds the places available. Each campus, in consultation with the Office of the President, develops enrollment targets that specify the number of new freshman and advanced standing students expected to enroll. Campuses that receive more applications than the number required to meet their enrollment target admit students using the criteria described on the University of California admissions website. Please refer to the University of California Office of the President website for specifics regarding eligibility and admissibility.

"a-g" Course Requirements for UC/CSU Admission Eligibility

To satisfy the Subject Requirement, students must complete the high school courses listed below with a grade of "C" or higher. This sequence of courses is also known as the "a-g" subjects or requirements. Students must take 15 units of high school courses to fulfill the Subject Requirement, seven units of which must be taken in the last two years of high school. A unit is equal to an academic year, or two semesters of study. To be acceptable to the University, the courses must appear on a list certified by the high school principal as meeting the University's minimum admissions requirements.

Subject Requirements	California State University (CSU)	University of California (UC)
15 year long college preparatory courses are required with a grade of C or better. In addition to these requirements, each campus has their own admissions standards which they follow.		
"a" – History/Social Science	2 years of history/social science, including 1 year of U.S. history or one semester of U.S. History and one semester of American government, AND	
	1 year of history/social science from either the "a" or "g" subject areas	1 year of world history, cultures, and geography 1 from the "a" subject area
"b" – English	4 years of college-preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD)	
"c" – Mathematics	3 years of mathematics, including successful completion	3 years of mathematics, including successful

	of Math III, Algebra II or the equivalent; 4 years are recommended	completion of Math III, Algebra II or the equivalent; 4 years are recommended (must include a geometry course)
"d" – Laboratory Science	At least 1 year of physical science and 1 year of biological science	2 years including at least 2 from biology, chemistry, and physics; 3 years are recommended
"e" – Language Other Than English	2 years, or the equivalent to the 2nd level high school course of the same language (American Sign language is accepted)	2 years, or the equivalent to the 2nd level high school course of the same language (American Sign language is accepted); 3 years are recommended
"f" – Visual and Performing Arts	1 yearlong course in visual and performing arts, or 2 one semester courses in the same discipline (Dance, Music, Theater/Drama, or Visual Arts)	1 yearlong course in visual and performing arts, or 2 one semester courses in the same discipline (Dance, Music, Theater/Drama, or Visual Arts)
"g" – College Preparatory Elective	1 year of an elective chosen from any area on approved "a-g" course list	1 year of an elective chosen from any area on approved "a-g" course list
	Minimum GPA in "a-g" courses: 2.0	Minimum GPA in "a-g" courses: 3.0

INDEPENDENT COLLEGES AND UNIVERSITIES

In addition to the many fine public colleges, there are hundreds of independent or private colleges to choose from around the country. These colleges do not have direct financial support or control from the state. This means they have greater independence when designing programs, defining admission criteria, and determining the culture of the school. Private colleges and universities are quite diverse in nature, including major research institutions, comprehensive universities, small liberal arts colleges, and faith-based colleges and specialized colleges. Since these universities do not receive state funding, the cost is higher than public colleges and universities. However, these institutions offer a variety of scholarship and financial aid programs.

Some private schools are highly selective where others are less selective. Visit the college's admission websites, review college catalogs, view Naviance data, and talk with your counselor for specific information. Private institutions consider a variety of factors to determine admission. These factors vary for each institution, but they generally include:

- Your high school record
    - A sound college preparatory program
    - Challenging course selection that requires critical thinking
- Your high school profile - context
- College Admissions Tests: SAT and/or ACT (Varies)
- Extra-Curricular Involvement
- Essay(s)
- Recommendations (teacher and/or counselor)

- Special Talents or Achievements
- Personal Background
- Interview

COLLEGE AND CAREER RESOURCES

Our Mission is to provide a comprehensive, coordinated counseling program addressing the academic, college/career, personal and social development of all students. We advocate for all students and believe that every student can achieve his or her maximum potential. In partnership with the Irvine Unified School District, parents, or guardians, and the community, the school counselors at Creekside Education Center ensure that all students have access to the skills and knowledge required to become productive and successful members of society. Our school counselors are dedicated professionals who are well-versed in assisting students explore post-secondary options. Counselors meet regularly with students and parents to research options and offer workshops to support college and career planning.
For additional information concerning Naviance, college entrance requirements and applications, please make an appointment with your student's counselor.

COLLEGE ENTRANCE EXAMINATIONS

To help students prepare for college admissions testing and to offer students the opportunity to participate in the national merit Scholarship Program, San Joaquin High School offers opportunities for students to take the Practice SAT, the Practice ACT, and the PSAT/NMSQT each year. Please visit the counseling page of our website for more information about the differences between the tests and for the dates that they are being offered.

For more information about the SAT and ACT examinations, including registration information, please visit their websites:
CollegeBoard / SAT: https://collegereadiness.collegeboard.org/sat/register
ACT: http://www.act.org/

NAVIANCE

Naviance is a web-based service designed especially for students, counselors and parents. It is a comprehensive website that can be used to help make decisions about courses, colleges, and careers. The student's individual Naviance portal also provides up-to-date information that is specific to our school. It also lets us share information about upcoming meetings, news, events, and web resources for college and career information. Click the Naviance button on the home page of San Joaquin High School website to log in to Naviance.

MIDDLE SCHOOL COURSE SEQUENCING

For Middle School Course Sequencing,please refer to the document found here:

IVA Middle School Course Sequencing

7TH GRADE REQUIRED CLASSES

MS MATH 7: Instructional time in this course focuses on:

- analyzing proportional relationships and using them to solve real-world and mathematical problems.
- applying and extending previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- using properties of operations to generate equivalent expressions.
- solving real-life and mathematical problems using numerical and algebraic expressions and equations.
- drawing, constructing and describing geometrical figures and describing the relationships between them.
- solving real-life and mathematical problems involving angle measure, area, surface area, and volume.
- using random sampling to draw inferences about a population.
- drawing informal comparative inferences about two populations.
- investigating chance processes and developing, using, and evaluating probability models.

ENHANCED MATH 7/8: This course contains content from both the Math 7 and Math 8 courses. This course is intended for the student who is able to move through the mathematics quickly and still master the full range of mathematical practices, content and skills. Instructional time in the Math 7/8 course focuses on the following grade 7 critical areas: (1) developing understanding of and applying proportional relationships, including percentages; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) properties of numbers and number sense. In addition, the following critical areas from Grade 8 will be included: (1) formulating and reasoning about expressions and equations; (2)

WORLD HISTORY 7: Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, America, and Asia from 500-1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during the medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. In aligning our studies with the Common Core Standards, students will work collaboratively on research projects and presentations. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today. This course is a blended course with some coursework completed using an online program. IVA will have **Embedded Honors** opportunities in our History courses for all students. Our Embedded Honors offers interested and highly motivated students enhanced learning experiences and

enrichment opportunities within their existing class. Upon successful completion of Embedded Honors criteria, students will receive an "Honors" designation on their academic records on a trimester basis.

SCIENCE: In 7th Grade Life Science, students will learn many new skills and scientific concepts. The curriculum is aligned with the California State Science Standards. Areas of study include Plants and Animals, Health, Cell Biology, Genetics, Evolution and Earth's History, and Living Systems. Science process skills are stressed with an emphasis on metric measurement labs and quantitative analysis of data. Teaching strategies used to deliver the curriculum include textbook information acquisition and note taking techniques, scientific illustrating, critical thinking and problem solving activities, cooperative group projects, and hands-on laboratory experiences.

ENGLISH LANGUAGE ARTS 7: The emphasis in the 7th grade Language Arts classes is to teach students to become strategic learners and critical thinkers—eventually ensuring that they are college and career ready. Further, Common Core State Standards encourage collaborative learning environments with the use of more technology to foster learning. Students will read a variety of literary texts (e.g. novels, literary nonfiction, informational text, short stories, poetry, etc.). Reading skills, literary analysis, and higher-level comprehension work are incorporated within each unit. Students also participate in extensive free-choice reading in addition to the required assigned reading. Writing will encompass the following formats: arguments, informative/explanatory texts, and narratives. Vocabulary development is extensive. To establish the necessary foundation for developing critical thinking skills, students will continue to strengthen their basic skills in the areas of spelling, vocabulary, and grammar usage. IVA will have **Embedded Honors** opportunities in our ELA courses for all students. Our Embedded Honors offers interested and highly motivated students enhanced learning experiences and enrichment opportunities within their existing class. Upon successful completion of Embedded Honors criteria, students will receive an "Honors" designation on their academic records on a trimester basis.

English Learners: English Language Learners receive the appropriate level of support in all core academic courses.

8TH GRADE REQUIRED CLASSES

MS MATH 8:

Instructional time in this course focuses on:

- · knowing that there are numbers that are not rational, and approximating them using rational numbers.
- · working with radicals and integer exponents.
- · understanding the connections between proportional relationships, lines, and linear equations.
- · analyzing and solving linear equations and pairs of simultaneous linear equations.
- · defining, evaluating, and comparing functions.
- · using functions to model relationships between quantities.
- · understanding congruence and similarity using physical models, transparencies, or geometry software.
- · understanding and applying the Pythagorean theorem.
- · solving real-world and mathematical problems involving volume of cylinders, cones and spheres.
- · investigating patterns of association in bivariate data

MS ENHANCED MATH 1: In Enhanced Math I, students master functions, systems of equations, Pythagorean Theorem, and statistics. They build on their understanding of proportional and linear relationships to develop a robust understanding of functions and slope, use function notation, and move beyond the idea of input and output and begin to view functions as objects that can be combined with operations. Students revisit

proportional relationships as a part of linear functions and compare them with exponential functions as they can analyze increasing and decreasing rates of change as well as arithmetic and geometric sequences. Students isolate variables and solve algebraic equations before exploring the solutions to systems of linear equations and inequalities. Students explore the best ways to represent given data sets and compare the shape, center and spread of univariate data sets. They also study regression as a means to determine a line of best fit with bivariate data. Using tools and technology, students explore constructions and transformations as a way to understand congruence of figures, and particularly, triangles. Students use the Pythagorean Theorem and apply it to solve problems involving right triangles. They build on transformations and apply them to coordinate geometry and show congruence of figures through rigid motions.

US HISTORY 8: Eighth grade students study U.S. History and Geography as they learn about the growth and conflicts the colonists had to face in building our nation. The goal of the course is for students to learn about democracy, civic values, content knowledge, and diverse cultures. Units include: our Colonial Heritage, American Revolution, Constitution, Civil War, and Rise of Industrial America. In aligning our studies with the Common Core Standards, students will work collaboratively on research projects and presentations. Students will learn to appreciate and understand the development of America, its history and its culture. This course is a blended course with some coursework completed using an online program. IVA will have Embedded Honors opportunities in our History courses for all students. Our **Embedded Honors** offers interested and highly motivated students enhanced learning experiences and enrichment opportunities within their existing class. Upon successful completion of Embedded Honors criteria, students will receive an "Honors" designation on their academic records on a trimester basis.

SCIENCE: The curriculum is closely aligned with the California Common Core Standards. The content delivery is spiraled and becomes increasingly challenging as students' progress through the year. Eighth grade students will study Physical Science including: Astronomy, Chemistry, Motion, Force and Energy. Teaching strategies used to deliver the curriculum include: textbook information acquisition and note taking techniques, scientific illustrating, critical thinking and problem solving activities, cooperative group projects, hands-on laboratory experiences, science research projects, self-directed learning/inquiry, and authentic assessment. Students are encouraged to be inquisitive and analytical. Lifelong enthusiasm for science is fostered with real world scientific applications.

ENGLISH/LANGUAGE ARTS 8: The emphasis in the 8th grade Language Arts classes is to teach students to become strategic learners and critical thinkers—eventually ensuring that they are college and career ready. Further, Common Core State Standards encourage collaborative learning environments with the use of more technology to foster learning. Students will read a variety of literary texts (e.g. novels, literary nonfiction, informational text, short stories, poetry, etc.). Reading skills, literary analysis, and higher-level comprehension work are incorporated within each unit. Students also participate in extensive free-choice reading in addition to the required assigned reading. Writing will encompass the following formats: arguments, informative/explanatory texts, and narratives. Vocabulary development is extensive. To establish the necessary foundation for developing critical thinking skills, students will continue to strengthen their basic skills in the areas of spelling, vocabulary, and grammar usage. IVA will have **Embedded Honors** opportunities in our ELA courses for all students. Our Embedded Honors offers interested and highly motivated students enhanced learning experiences and enrichment opportunities within their existing class. Upon successful completion of Embedded Honors criteria, students will receive an "Honors" designation on their academic records on a trimester basis.

MIDDLE SCHOOL PHYSICAL EDUCATION: Middle School Physical Education provides students the continuing opportunity to learn through a developmentally appropriate, comprehensive, sequentially planned physical education program aligned with the Physical Education Model Content Standards for California Public Schools. In 6th grade, the content standards emphasize a focus on the application of movement and motor skills in lead

up or modified games, along with dance, stunts, and tumbling. In 7th grade, the content standards emphasize individualized skill development and improving their personal fitness level. During 8th grade, the content standards emphasize working as a team to solve problems. Students are required to complete 400 minutes every 10 school days of moderate to vigorous physical activity.

English Learners: English Language Learners receive the appropriate level of support in all core academic courses and will be provided with appropriate supports for English Language development and acquisition.

MIDDLE SCHOOL ELECTIVES

ART
The purpose of this course is to enable students to communicate ideas and concepts through two-dimensional media using fundamental knowledge of drawing, painting, and printmaking techniques. Composition should be emphasized. Students will use a variety of tools and materials; observe and create varied 2D media, technology, and processes; practice perception and observation; explore imagery and visual language; and consider composition. Students will also practice critical thinking and analysis, look at historical and cultural perspectives, learn about the connections between visual arts and other subject areas, see the personal benefits of understanding art, and learn cooperative skills.

LEADERSHIP
The purpose of leadership class is to educate students, through theory and practice, in the various aspects of leadership. Students involved in ASB will have a unique opportunity to influence the culture of their school, better their community, and improve their individual leadership skills. ASB/Leadership class is a year-long course with an emphasis on developing a greater understanding of the skills it takes to be a successful and effective leader. ASB/Leadership class provides a unique educational opportunity for personal growth, community involvement and school improvement. The class meets in the Student Activities Center. ASB students will also spend time before, during and after school promoting, planning and executing school related projects and events.

SPANISH I - *Available to 8th grade students only*
This course is an introduction to the Spanish language and its cultures. Students acquire a basic understanding of the language system and the various Spanish-speaking cultures, along with the skills necessary to communicate in a variety of modes at a basic level. Students have opportunities to experience situations they might actually encounter in a Spanish-speaking environment and to use the language to convey and interpret meaning at a basic level. Students with C- or higher in Trimester 2 will automatically be eligible for Year 2. Eligibility will be lost if the student receives a grade of D+ or lower in Trimester 3.

KOREAN I - *Available to 8th grade students only*
This course is an introduction to the Korean language and its cultures. Students will acquire a basic understanding of the language system and the Korean culture, along with the skills necessary to communicate at a basic level. These skills are speaking, listening, reading, and writing, as well as cultural understanding.

CHINESE I - *Available to 8th grade students only*
This course is designed to assist students to develop low-beginning level skills in the Chinese language. These skills are speaking, listening, reading, and writing, as well as cultural understanding. This course will begin by introducing the writing and sound system of the Chinese language. A Romanized phonetic pronunciation system called “Pinyin” will be introduced. The remainder of the course will focus on grammatical patterns such as basic sentence structures, some grammatical points, and expressions.

FRENCH I - *Available to 8th grade students only*
This course is an introduction to the French language and its cultures. Students acquire a basic understanding of the language system and the various French-speaking cultures, along with the skills necessary to communicate in a variety of modes at a basic level. Students have opportunities to experience situations they might actually encounter in a French-speaking environment and to use the language to convey and interpret meaning at a basic level.

COURSE SEQUENCING

Please refer to our HS course sequencing document found here:
San Joaquin High School Course Sequencing

ENGLISH DEPARTMENT

ENGLISH 1 & HONORS ENGLISH 1

Ninth Grade English Language Arts focuses on comprehension and composition of informational, literary and persuasive texts. This course exposes students to a variety of texts from American and world cultures. Students read novels, short stories, plays, essays, poems and nonfiction. Students write in a variety of styles with a focus on structure, vocabulary and writing mechanics.
Honors Considerations: Students should consider the placement recommendations from middle school.

Understanding and Knowledge:
Reading Literature:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details
- Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme
- Analyze how an author's choices concerning how to structure a text order, order events within it and manipulate time create such effects as mystery, tension or surprise
- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature

Writing:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Write informative/explanatory texts to examine and convey complex ideas, concepts and information

clearly and accurately through the effective selection, organization and analysis of content
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences
- Produce clear and coherent writing I which the development, organization and style are appropriate to task, purpose and audience
- Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

Skills: Students will be able to …

- Students will use technical skills to read/write/present: instructions, tables, charts, reports (progress, research), proposals, letters(complaint,requests,application,response,and recommendation), manual, form, checklist, resume, brochure/pamphlet, bid, summary
- Students will possess skills involving word processing, spreadsheet, database, desktop publishing, Internet method of research, MLA formatting for essays
- Develop ability to think critically and solve problems by completing challenging projects and assignments.

Assessments and SLO's: Students will …

- Assessment tools include the following but are not limited to:
- Research Projects and Student Grades
- Oral Communication and Written Examinations
- Teacher Observation and Periodic review of work by Teacher

GRADES: 9 ☒ 10 ☐ 11 ☐ 12 ☐ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

ENGLISH 2 & HONORS ENGLISH 2

Tenth grade English Language Arts focuses on comprehension and composition of informational, literary, and persuasive texts. This course exposes students to a variety of texts from American and world authors. Students read novels, short stories, plays, essays, poems and non-fiction. Students write in a variety of styles with a focus on structure, vocabulary, and writing mechanics.
Honors Considerations: Students should consider the placement recommendations from previous grade level teacher.

Understanding and Knowledge:

Objectives

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details
- Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme
- Analyze how an author's choices concerning how to structure a text order, order events within it and manipulate time create such effects as mystery, tension or surprise
- Analyze a particular point of view or cultural experience reflected in a work of American literature

Writing:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content
- Write narratives to develop real or imagined experiences or events using effective technique,

well-chosen details, and well structured event sequences
- Produce clear and coherent writing I which the development, organization and style are appropriate to task, purpose and audience
- Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

Skills: Students will be able to …

- Students will use technical skills to read/write/present: instructions, tables, charts, reports (progress, research), proposals, letters (complaint, requests, application, response, and recommendation), manual, form, checklist, resume, brochure/pamphlet, bid, summary
- Students will possess skills involving word processing, spreadsheet, database, desktop publishing, Internet method of research, MLA formatting for essays
- Develop ability to think critically and solve problems by completing challenging projects and assignments.

Assessments and SLO's: Students will …

- Assessment tools include the following but are not limited to:
- Research Projects and Student Grades
- Oral Communication and Written Examinations
- Teacher Observation and Periodic review of work by Teacher

GRADES: 9 ☐ 10 ☒ 11 ☐ 12 ☐ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

ENGLISH 3 & HONORS ENGLISH 3+

This course is designed to stretch the student intellectually and philosophically. Students will read various pieces of literature that teach us about our nation's history, both in fiction and in non-fiction. Students will discuss the dilemma of power struggles, the dichotomy of ethical choices, the elements of survival and what they tell us about human nature. Each quarter will generally focus on one novel of study. Additionally, students will read a variety of news articles, speeches, poems, and short stories. Finally, students will further develop their written and oral communication through essays and speeches.

Honors Considerations: Students should consider the placement recommendations from previous grade level teacher.

Understanding and Knowledge:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details
- Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme
- Analyze how an author's choices concerning how to structure a text order, order events within it and manipulate time create such effects as mystery, tension or surprise
- Analyze a particular point of view or cultural experience reflected in a work of American literature
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences
- Produce clear and coherent writing I which the development, organization and style are appropriate to task, purpose and audience

- Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

Skills: Students will be able to…

- Students will use technical skills to read/write/present: instructions, tables, charts, reports (progress, research), proposals, letters (complaint, requests, application, response, and recommendation), manual, form, checklist, resume, brochure/pamphlet, bid, summary
- Students will possess skills involving word processing, spreadsheet, database, desktop publishing, Internet method of research, MLA formatting for essays
- Develop ability to think critically and solve problems by completing challenging projects and assignments.

Assessment & SLO's: Students will…

- Demonstrate proficiency in classroom assignments, writing prompts, projects, and essays
- Assume a high level of responsibility for their own learning including effective time management, organization of materials, and conscientious fulfillment of assignments.
- Effectively collaborate with others through group activities, projects, and editing sessions.
- Demonstrate the ability to use expressive language through speaking and writing.
- Engage in problem solving and critical thinking within and across subject areas.
- Apply prior knowledge to help understand the concepts presented in class.

GRADES: 9 ☐ 10 ☐ 11 ☒ 12 ☐ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

ENGLISH 4

This course offers an overview of concepts, styles, and philosophies with major writers of the world, ranging from Classical Greek drama to modern European writing. In addition, more practice will be given in narrative, expository, and persuasive writing.

Understanding and Knowledge:

Objectives

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details
- Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme
- Analyze how an author's choices concerning how to structure a text order, order events within it and manipulate time create such effects as mystery, tension or surprise
- Analyze a particular point of view or cultural experience reflected in a work of American literature

Writing:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences
- Produce clear and coherent writing I which the development, organization and style are appropriate to task, purpose and audience
- Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

Skills: Students will be able to …

- Wse technical skills to read/write/present: instructions, tables, charts, reports (progress, research), proposals, letters (complaint, requests, application, response, and recommendation), manual, form, checklist, resume, brochure/pamphlet, bid, summary
- Possess skills involving word processing, spreadsheet, database, desktop publishing, Internet method of research, MLA formatting for essays
- Develop ability to think critically and solve problems by completing challenging projects and assignments.

Assessment & SLO's: Students will…

- Assessment tools include the following but are not limited to:
- Research Projects and Student Grades
- Oral Communication and Written Examinations
- Teacher Observation and Periodic review of work by Teacher

GRADES: 9 ☐ 10 ☐ 11 ☐ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

ENGLISH COURSES BEYOND THE CORE

AP ENGLISH LANGUAGE

Prerequisite: Junior or senior grade level and students should consider overall course load and prior year experience.

The AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.
The goals of the AP English Language & Composition course are diverse because the college composition course is one of the most varied in the curriculum. The course does, however,

1. Provide students with opportunities to write about a variety of subjects and to demonstrate an awareness of audience and purpose
2. Enable students to write effectively and confidently in college courses across the curriculum and in their professional communication as well as in personal and reflective writing
3. Foster the development of writing in any context
4. teach students that the expository, analytical and argumentative writing they must do in college is based on reading, not solely on personal experience and observation
5. Teach students to read primary and secondary sources carefully
6. Synthesize material from texts for use in their composition and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA)
7. Enable students to read complex texts with understanding and to write prose of richness and complexity to communicate effectively with mature readers
8. Help students move beyond such programmatic responses as the five-paragraph essay
9. Encourage students to place emphasis on content, purpose, and audience and allow this focus to guide the organization of their writing.

GRADES: 9 ☐ 10 ☐ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

AP ENGLISH LITERATURE

Prerequisite: Senior grade level and should consider overall course load and prior year experience

In this college-level course, students will study complex works of recognized literary merit. Through close reading of the texts, students will deepen their understanding of the ways writers use language to create meaning. Students will consider genre, structure, style, theme, literary devices, and historical context in their written analyses and class discussions. Genres of focus will include the novel, poetry, drama, essay, satire, and short story. Though most of the analyses will be based on original thinking, students will also learn to use literary theory as a focus for their perspectives. Literary selections and class discussions may reflect mature themes. Analytical writing will require original, college-level scholarship. Students will assume a high level of responsibility for their own learning and for that of their learning community.

Understanding and Knowledge

Students will**:**

- Understand how historical context and genre shape content and expressions of ideas.
- Appreciate how rhetorical style affects the meaning and impact of literature.
- Recognize how critical theories influence the interpretation of literature.

Skills

Students will be able to**:**

- Demonstrate clear, creative thinking and stylistic maturity in writing analytical, interpretive, and evaluative compositions.
- Analyze textual detail and consider historical context to interpret literary works.
- Analyze literary works cogently and concisely on timed, in-class writings similar to those on the AP English exams.

Assessment & ESLRs

Students will:

- Analyze complex literary works and synthesize ideas into compelling written interpretations.
- Take the initiative to ask essential questions about literature and consider its application to life-long learning.

GRADES: 9 ☐ 10 ☐ 11 ☐ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

HISTORY / SOCIAL SCIENCE

WORLD HISTORY & WORLD HISTORY HONORS

This College Prep World History course is designed to reinforce and broaden the student's depth of knowledge of World History from the birth of democratic ideas in Greece and Rome up through the Cold War era. Course content extends from the rise of democracy and how the effects of the Middle Ages, Renaissance and Reformation change the democratic ideals through time. Revolutionary ideas will be explored through the era of the Enlightenment period where students will analyze how the impact of this era shaped the English Revolution, Glorious Revolution, American Revolution, French Revolution, and Industrial Revolution. Further, students will explore the rise of nations, post-revolutions, and examine their impacts on the world through the rise of imperialism which leads to worldwide tensions causing World War I, World War II, and finally the Cold War.

Honors Considerations: Students should consider the placement recommendations from middle school.

Understanding and Knowledge:

- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence.

- Being able to analyze the Political, Economic, Religious, Social, Intellectual, and Artistic ramifications of historical events and being able to make connections to their importance in history.
- Develop and strengthen writing as needed by planning, revising, editing, and rewriting.

Skills: Students will be able to …

- Develop ability to think critically and solve problems by completing challenging projects and assignments.
- Further develop technological and research skills by completing Prezi, PowerPoint, and essay assignments.
- Deliver effective oral presentations in class, integrating multi-media elements to enhance communication.
- Effectively work in collaborative groups to complete group assignments efficiently.

Assessment and SLO's: Students will …

- Demonstrate knowledge obtained through formative and summative assignments such as quizzes, written examinations, Socratic seminars, worksheets, projects, and presentations.
- Assume a high level of responsibility for their own learning including effective time management, organization of materials, and conscientious fulfillment of assignments.
- Be able to use historical events and align them with current events to see the change in the historiography of Modern World History.
- Complete quarterly in-class assessments and complete two research essays a year.

GRADES: 9 ☒ 10 ☒ 11 ☐ 12 ☐ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

UNITED STATES HISTORY & UNITED STATES HISTORY HONORS

U.S. History is a survey course of the major themes in early American history beginning with a review of the establishment of the United States of America & the Civil War periods continuing through the Roaring Twenties. The second semester focuses on the periods of the Great Depression, World War II, and the Cold War to the 21st Century. The course will place an emphasis on developing critical thinking and writing skills and students will be taught how to write a claim and support it with historical evidence. Students will be exposed to the material in a variety of ways, including direct instruction, in order to teach the major events and concepts throughout American history that are essential for every American citizen.
Honors Considerations: Students should consider the placement recommendations from previous grade level teacher.

Understanding and Knowledge:

- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence.
- Being able to analyze the Political, Economic, Religious, Social, Intellectual, and Artistic ramifications of historical events and being able to make connections to their importance in history.
- Develop and strengthen writing as needed by planning, revising, editing, and rewriting.

Skills: Students will be able to…

- Develop ability to think critically and solve problems by completing challenging projects and assignments.
- Further develop technological and research skills by completing Prezi, PowerPoint, and essay assignments.
- Deliver effective oral presentations in class, integrating multi-media elements to enhance communication.
- Effectively work in collaborative groups to complete group assignments efficiently.

Assessment & SLO's: Students will…

- Demonstrate knowledge obtained through formative and summative assignments such as quizzes, written examinations, Socratic seminars, worksheets, projects, and presentations.
- Assume a high level of responsibility for their own learning including effective time management, organization of materials, and conscientious fulfillment of assignments.
- Be able to use historical events and align them with current events to see the change in the historiography of United States History.
- Complete quarterly in-class assessments and complete two research essays a year.

GRADES: 9 ☐ 10 ☒ 11 ☒ 12 ☐ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

AMERICAN GOVERNMENT

One Semester, College Prep
Prerequisite: Seniors

American Government is a semester course, which examines the purpose, structure and operations of various levels of official decision making in the United States. The emphasis is placed on developing an understanding of how the American Constitutional system works. The course includes study of significant elements in U.S. politics.

Understanding and Knowledge

Students will be able to:

- Better understand "who gets what, when and how." How is control over national life exercised? Who rules and why do they rule? What kinds of power do participants possess to solve the problems they face?
- Demonstrate understanding of the following: The Constitutional underpinnings of U.S. Government and the institutions of National Government.
- Demonstrate an understanding of the political beliefs and behaviors of various individuals and groups including such groups as Political Parties; Interest Groups and members of the Mass Media.

Skills

Students will be able to:

- Identify the responsibilities of the different branches of government.
- Explain various methods by which one might affect decisions.
- Identify the values inherent in political and economic questions.

Assessment & ESLRs

Students will:

- Demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation and evaluation.
- Expand their abilities to communicate effectively both verbally and in writing.
- Be self-directed and assume responsibility to manage their after school time effectively in order to keep up with their school work.
- Be expected to produce a level of work that exceeds normal high school standards.
- Apply their increased understanding of government and politics to help become more knowledgeable and sympathetic global citizens.

GRADES: 9 ☐ 10 ☐ 11 ☐12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

ECONOMICS

One Semester, College Prep
Prerequisite: Juniors and Seniors

This course is designed to introduce students to basic economic concepts. It focuses on economic issues that are domestic, regional and global. Units of study will include: Introduction to Economics; Money and Banking; Business; Government and Taxes; Macroeconomics. Issues will be studied through multiple perspectives in order to provide students with the tools necessary to understand their role in the economy and compare various economic points of view.

Understanding and Knowledge
Students will be able to:

- Learn to identify assumptions which underlie economic theories.
- Obtain the ability to analyze and discuss significant economic and political themes.
- Understand various factors that influence such things as income and wealth.
- Develop the ability to discuss the interrelationships among government regulations, taxes, government spending, democracy and economic freedom.

Skills
Students will be able to:

- Develop the ability to read about economics and politics effectively.
- Understand tools of analysis, such as charts, graphs and statistics.
- Apply their knowledge of political economy to class discussions and class assignments.
- Apply the writing process to the task of understanding economic problems.
- Demonstrate such by producing analytical, interpretive and evaluative projects or essays.
- Demonstrate an awareness of how historical change has altered economic questions.

Assessment & ESLRs
Students will:

- Be self-directed and assume responsibility for completing assignments beyond the school day.
- Regularly reflect on what is learned.
- Demonstrate complex thought by learning to access, analyze.
- Demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation and evaluation.
- Expand their sense of being part of a global community by developing an increased understanding of the factors that contribute to the expanding global marketplace.

GRADES: 9 ☐ 10 ☐ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

PSYCHOLOGY

Year long, College Prep
Prerequisite: Sophomores, Juniors & Seniors

This course focuses on introducing students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. This course is intended to provide an academic introduction to the field. Students will study each of the major subfields within psychology and will also learn about the methods that psychologists use. The course format is lecture and discussion. It will also require reading, observation and writing. Students will also conduct and present their own research projects at the end of the course.

Understanding and Knowledge
Students will be able to:

- Understand the following topics of study: Methods, Approaches, and History of Psychology, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Psychological Disorders, and Social Psychology.

Skills

Students will be able to:

- Apply knowledge of psychology to the process of psychological research and the presentation of findings through a student-conducted research project and APA style research paper.
- Identify various methods and approaches in the field of psychology.
- Identify, understand, and compare major theories that attempt to explain human and animal thought and behavior.

Assessment & ESLRS

Students will:

- Demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation, and evaluation.
- Consider unconventional ideas and solutions while respecting, accepting, and appreciating individual differences.
- Work individually and in groups on projects utilizing various types of psychological methods.
- Utilize multiple forms of communication effectively.
- Apply increased understanding of psychology to become knowledgeable and sympathetic global citizens.
- Become self-aware and able to understand emotions and behaviors for effective interpersonal interactions.
- Self-directed learners that will become responsible for producing quality work.

GRADES: 9 ☐ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

AP UNITED STATES HISTORY

One year course
Prerequisite: Completion of social science core courses Considerations: Please consider student overall course load and prior academic experience

This course focuses upon the political, economic, social, and cultural history of the United States from the Colonial Period to present. It is taught at the level of an introductory college course and requires a considerable amount of reading and writing. The course format is lecture, discussion, examinations and in-class essays. AP US History is designed to provide the tools necessary to do well on the very rigorous AP exam by developing a student's historical knowledge base while improving his or her thinking and writing skills.

Understanding and Knowledge

Students will be able to:

- Demonstrate knowledge of the chronology of United States History from the beginning of the Colonial Period to present.
- Understand the importance of each of the following major units of United States History: the Colonial Period, Revolutionary America, Jeffersonian Era, Nationalism/ Sectionalism, Age of Jackson, Manifest Destiny, Civil War and Reconstruction, Age of Big Business, Age of Imperialism, World War I & the 1920's, the Great Depression, World War II, the Cold War, Civil Rights, American Foreign Policy to present.

Skills

Students will be able to:

- Expand their abilities to use and understand maps, graphs, charts and statistics.
- Develop their reading abilities to be able to comprehend a college level history text, as well as primary source documents from various periods of history.
- Demonstrate their abilities to identify and analyze different historical interpretations.
- Recognize the complexities of history and view them from multiple perspectives.

- Demonstrate their abilities to write college level essays on historical topics and try to incorporate primary source materials into their writing.
- Develop the methodology needed to be successful on the AP United States History exam.

Assessment & ESLRs

Students will:

- Demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation and evaluation.
- Expand their abilities to communicate effectively both verbally and in writing.
- Be self-directed and assume responsibility to manage their after school time effectively in order to keep up with their school work.
- Be expected to produce a level of work that exceeds normal high school standards.
- Apply their increased understanding of historical developments and cultural diversity to help them be knowledgeable and sympathetic global citizens.

GRADES: 9 ☐ 10 ☐ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

AP AMERICAN GOVERNMENT AND POLITICS

Semester course
Prerequisite: Completion of social science core courses (seniors only) Considerations: Please consider student overall course load and prior academic experience

AP American Government is a college level introductory course in Political Science. It examines the philosophical basis of the United States Government as well as the structure and operations of various levels of policy formation. It is designed to give students an analytical perspective on political power in this country and requires familiarity with the various institutions, groups and ideas that constitute significant elements in U.S. politics. AP American Government and Politics is also designed to provide a student with the knowledge and skills necessary to succeed on the AP Government test.

Understanding and Knowledge

Students will be able to:

- Who gets what, when and how? How is control over national life exercised? Who rules and why do they rule? What kinds of power do participants possess to solve the problems they face?
- Demonstrate understanding of the following: The Constitutional underpinnings of U.S. Government and the institutions of National Government.
- Demonstrate understanding of the political beliefs and behaviors of various individuals and groups: Political Parties; Interest Groups and members of the Mass Media.

Understanding and Knowledge in the second half of the course:

Students will be able to:

- Demonstrate understanding of the ideological assumptions which underlie various interpretations of contemporary economic developments
- Demonstrate understanding of international economic and political events.

Skills

Students will be able to:

- Identify what part of the government is responsible for what.
- Explain various methods by which one might affect decisions
- Identify the values inherent in political and economic questions.
- Develop the tools necessary to be successful on the AP Government and Politics Exam and to continue the study of International Economics at the college level.

Assessment & ESLRs

Students will:

- Demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation and evaluation.
- Expand their abilities to communicate effectively both verbally and in writing.
- Be self-directed and assume responsibility to manage their after school time effectively in order to keep up with their school work.
- Be expected to produce a level of work that exceeds normal high school standards.
- Apply their increased understanding of politics, government and economics to help them become more knowledgeable and sympathetic global citizens
- Be self-directed and assume responsibility to manage their after-school time effectively in order to keep up with their schoolwork.
- Be expected to produce a level of work that exceeds normal high school standards.
- Apply their increased understanding of religions to help them become more sympathetic global citizens**.**

GRADES: 9 ☐ **10** ☐ **11** ☐ **12** ☒ **Credits: 5.0 each semester** **UC/CSU:** ☒ **NCAA:** ☒

AP MACROECONOMICS

Prerequisite: Completion of social science core courses
Considerations: Please consider student overall course load and prior academic experience

AP Macroeconomics is a rigorous course designed to engage students in the most important concepts of Macroeconomics, similar to what a university freshman would experience in the Economics discipline. The purpose of this AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

GRADES: 9 ☐ **10** ☐ **11** ☒ **12** ☒ **Credits: 5.0 each semester** **UC/CSU:** ☒ **NCAA:** ☒

AP PSYCHOLOGY

One year course
Considerations: Please consider student overall course load and prior academic experience

The AP Psychology Course is a year-long, college level course that will introduce students to the systematic study of the behavior and mental processes of human means and other animals. Students are exposed to the psychological facts, principles and phenomena associated with the major fields within psychology. Students will also learn about the methods psychologists use in their science and practice. The major aim of this course is to provide each student with a learning experience equivalent to that obtained in most introductory college psychology courses. In addition, this course has been designed to help students successfully achieve a passing score on the AP Exam.

Understanding and Knowledge:

- Students will interpret charts, maps, and graphs which show key information, such as population, resources, movement, battles, and change over time.
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Evaluate authors' differing points of view on the same social event or issue by assessing the authors' claims, reasoning and evidence
- Develop and strengthen writing as needed by planning, revising, editing, rewriting
- Construct a well-organized argument using precise language and evidence from supported text

- Write informative/explanatory text of social events and developments

Skills: Students will be able to …

- Comprehension of psychology as a broad field of study and the ability to identify the major subdivisions in the field as they facilitate our understanding of human behavior, cooperation, and conflict in human relationships.
- Understanding of the main theories and concepts of psychology such as the biological perspective, the psychosocial theories and the scientific method.
- An increased understanding of the self and others and how the self- functions in an Interdependent world.
- An analysis of the nature of being human and examining relationships, both individually and collectively, from a psychological point of view

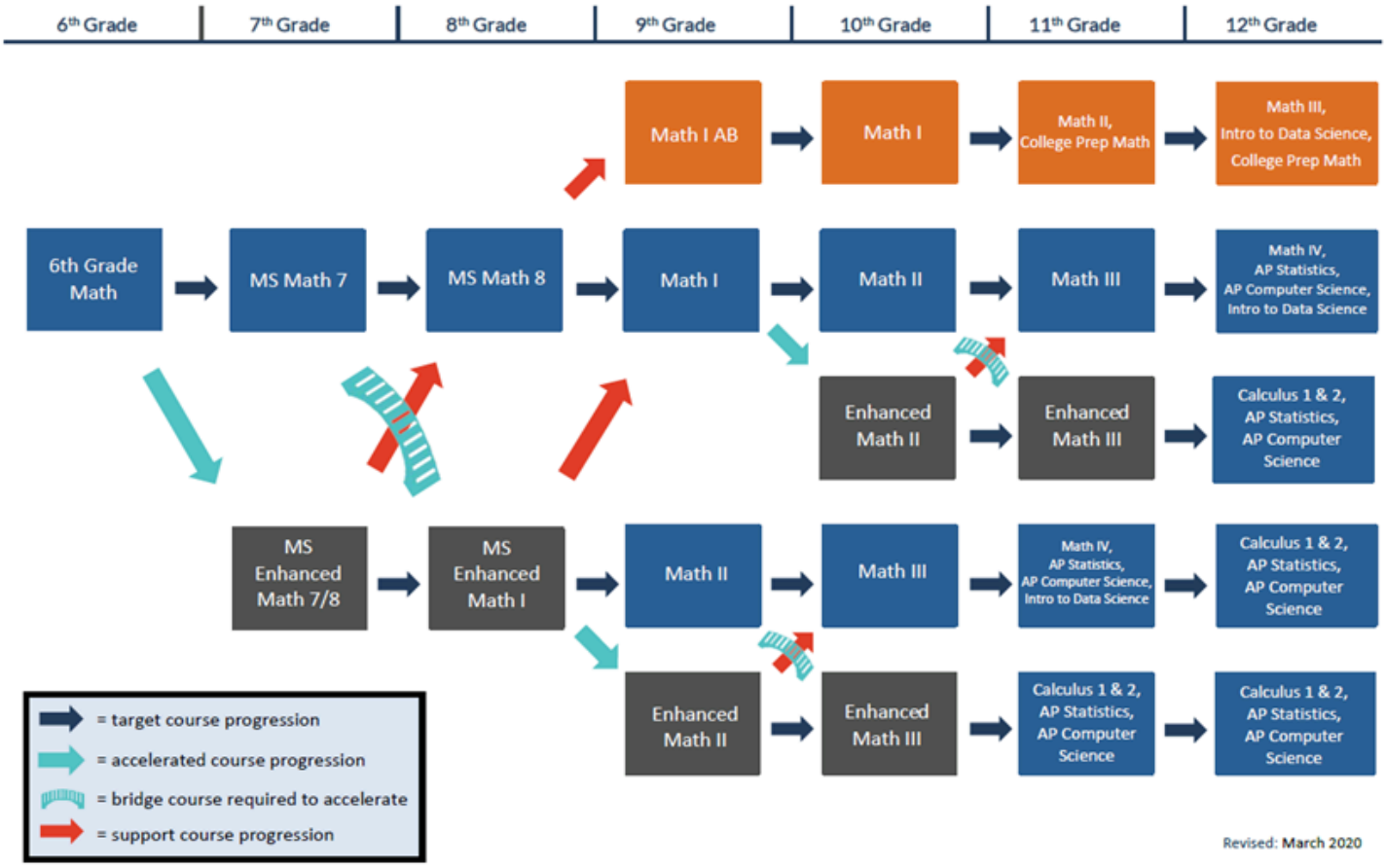
Assessment and SLO's: Students will …

- Assessment tools include the following but are not limited to:
- Demonstrate knowledge obtained through formative and summative assignments such as quizzes, written examination, Socratic seminars, worksheets, projects and presentations
- Assume a high level of responsibility for their own learning including effective time management, organization of materials and conscientious fulfillment of assignments
- Research Projects and Student Grades
- Oral Communication and Written Examinations
- Teacher Observation and Periodic review of work by Teacher

GRADES: 9 ☐ 10 ☐ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

MATHEMATICS

The mathematics curriculum is balanced and rich in both concept and skill development. It is designed to lead all students to genuine understanding of mathematical relationships and how these relationships apply to their daily lives as we enter the 21st century. It provides access to powerful mathematics embedded in problems from all disciplines. Proficiency in computation, reasoning, seeing connections, and communicating



mathematical understanding is the intended outcome for all students in all courses. Students will be placed in the curriculum at their appropriate mathematical level. The graphic below is the IUSD pathway. **Please refer to the IVA course sequence for our specific offerings**.

MATH I

Length: 2 semesters

Math 1 is the first course in the college preparatory math sequence. It is a study of real numbers and their properties, linear and exponential functions; equations and expressions; statistics; transformations and congruence. This course is aligned with the Common Core state standards. Passing this course is a requirement for graduation.

Understanding and Knowledge:

- Students will develop an understanding of the symbolic language of mathematics
- Students will investigate and explore problems that develop algebraic skills, concepts
- Students will explore math 1 content with a focus on conceptual understanding and symbolic reasoning as well as procedural knowledge and symbolic manipulation.
- Students will understand, model and apply this content to solve significant quantitative problems

- Students will demonstrate initiative, motivation, and ability to address and complete a task
- Students will investigate and explore problems that develop algebraic, geometric, and statistics and probability skills, concepts, and relationships

Skills: Students will be able to …

- Reason quantitatively and use units to solve problems
- Interpret the structure of expressions
- Create equations that describe numbers or relationships
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically
- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations
- Build a function that models a relationship between two quantities
- Build new functions from existing functions
- Construct and compare linear, quadratic, and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model

Assessment and SLO's: Students will …

- Progress as Complex Thinkers by acquiring skills for solving problems and making predictions
- Progress as Effective Communicators both orally and in written form by regularly communicating mathematical ideas clearly
- Progress as Self-Directed, Life-Long Learners by actively participating in the learning process to acquire a body of knowledge that is fundamental to all subsequent math courses

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

MATH II

Length: 2 semesters
Prerequisite: successful completion of Math 1

Math II is the second course in the college preparatory integrated math sequence. Successful completion is required for admission to all four-year colleges and universities. This course is aligned with the Common Core State Standards.

Understanding and Knowledge

Students will be able to:

- Build on topics from Math I to enhance understanding and application of mathematical concepts and procedures learned previously.
- Reason quantitatively and with precision when solving problems.
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols
- Investigate and explore problems that extend and develop mathematical skills, concepts, and relationships.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Connect concepts to the real world using mathematical modeling.
- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes, tests.

Skills

Instructional time will focus on five critical areas:

- Extending the laws of exponents to rational exponents;
- Comparing key features of quadratic functions with those of linear and exponential functions;
- Creating and solving equations and inequalities involving linear, exponential, and quadratic expressions, including those with complex solutions;
- Extending work with probability;
- Establishing criteria for similarity.
- Understand geometric shapes and proofs.
- Appropriate technology will be used throughout Math II to enhance learning and understanding.

Assessments and ESLRs

Students will:

- Progress as Critical Thinkers by asking essential and relevant questions to arrive at logical and justifiable conclusions.
- Progress as Effective Communicators by reading, writing, listening, and speaking reflectively and critically.
- Progress as Self-Directed, Life-Long Learners by actively participating in the learning process to acquire a body of knowledge as a basis for learning.

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

MATH III

Length: 2 semesters
Prerequisite: successful completion of Math II

Math III is the third course in the college preparatory integrated math sequence. Instructional time will focus on four critical areas: applying methods from probability and statistics to draw inferences and conclusions from data; expanding understanding of functions to include polynomial, rational, and radical functions; expanding right triangle trigonometry to include general triangles and trigonometric functions; and consolidate functions and geometry to create models and solve contextual problems. This course is aligned with the California Common Core State Standards. **Understanding and Knowledge**

Students will:

- Build on topics from Math II to enhance understanding and application of mathematical concepts and procedures learned previously.
- Reason quantitatively and with precision when solving problems.
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Investigate and explore problems that extend and develop mathematical skills, concepts, and relationships.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Connect concepts to the real world using mathematical modeling.
- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes, tests, and performance tasks.**Skills and Assessment**

Students will be able to:

- Connect concepts to the real world using mathematical modeling.
- Reason quantitatively and use units to solve problems.
- Explain and justify the processes they use in solving problems.
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.

- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes, tests, and performance tasks.
- Use appropriate technology to enhance learning and understanding.

Assessments and ESLRs

Students will:

- Progress as Complex Thinkers by asking essential and relevant questions to arrive at logical and justifiable conclusions.
- Progress as Effective Communicators by reading, writing, listening, and speaking reflectively and critically.
- Progress as Self-Directed, Life-Long Learners by actively participating in the learning process to acquire a body of knowledge as a basis for learning.

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

ENHANCED MATH II

Prerequisite: District math pathway multiple measure criteria met

Enhanced Math II is the first course in the rigorous accelerated sequence of high school integrated math courses. The course content is similar to Math II, however the depth and breadth of the explorations and development of these topics will have increased in order to prepare students for advanced mathematics at an accelerated pace. This course is aligned with the Common Core State Standards

Understanding and Knowledge

Students will be able to:

- Build on topics from Math I to enhance understanding and application of mathematical concepts and procedures learned previously.
- Reason quantitatively and with precision when solving problems.
- Communicate mathematical understanding and problem solving using multiple representations such as diagrams, models, tables, graphs and symbols.
- Investigate and explore problems that extend and develop mathematical skills, concepts, and relationships.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Connect concepts to the real world using mathematical modeling.
- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes, tests, and performance tasks.

Instructional time will focus on following critical areas:

- Comparing key features of quadratic functions with those of linear and exponential functions;
- Creating and solving equations and inequalities involving linear, exponential, and quadratic expressions, including those with complex solutions;
- Constructing proofs for properties of quadrilaterals
- Extending work with probability such as conditional probability, expected values, permutations vs. combinations;
- Students will be introduced to normal data and standard deviation in statistics.

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

PRE-CALCULUS

Prerequisite: Successful completion of Math III

This course is a college-preparatory mathematics elective. It is designed to introduce mathematical concepts and to extend critical thinking skills and rigor to prepare a student for success in Calculus. Successful completion is encouraged for admission to the most competitive four-year colleges and universities.

Understanding and Knowledge:

- Students will build on and expand mathematical content and concepts from prior college-preparatory math coursework to enhance understanding and application of advanced algebraic concepts and procedures.
- Students will extend knowledge of prior function families and become familiar with new ones to provide models in applied settings.
- Students will build upon fundamental trigonometric ideas learned earlier to complete the broad range of right triangle and circular trigonometry concepts and applications.
- Students will investigate connections and relationships among the mathematical concepts.
- Students will explore mathematical proof and higher-level critical thinking and problem solving.
- Students will develop mastery of the California Math Standards in Pre-Calculus and in Trigonometry.

Skills: Students will be able to…

- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Apply verbal, analytical, graphical, and numerical approaches to problem solving in authentic settings.
- Develop strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Use appropriate technology to enhance learning, understanding, and applying course content.
- Develop proficiency by .analyzing characteristics of models, graphs, and properties of a variety of function families—linear, polynomial, rational, exponential, logarithmic, and trigonometric.
- Exploring applications involving these function families from a variety of academic disciplines.
- Acquiring familiarity with strategies for mathematical proof.
- Investigating the concept of limit and its implications for Calculus.
- Extending understanding of topics such as systems of equations and inequalities, matrices, conic sections, sequences and series, probability and statistics.
- Investigating the graphs of Complex numbers with polar graphing.
- Working with concepts from three-dimensional analytic geometry involving vectors.

Assessment & SLO's: Students will…

- Progress as Complex Thinkers by acquiring skills for solving problems and making predictions
- Progress as Effective Communicators both orally and in written form by regularly communicating mathematical ideas clearly
- Progress as Self-Directed, Life-Long Learners by actively participating in the learning process to acquire a body of knowledge that is fundamental to all subsequent math courses

GRADES: 9 ☐ 10 ☐ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

AP PRE-CALCULUS

Prerequisite: Successful completion of Math III or Enhanced Math II

This course is an advanced placement college-preparatory mathematics elective. This course is designed to foster the development of a deep conceptual understanding of functions. The formal study of a function type through multiple representations (e.g., graphical, numerical, verbal, analytical), coupled with the application of the function type to a variety of contexts, provides students with a rich study of Precalculus. Building upon previous work, students will learn about polynomial, rational, radical, exponential, logarithmic, trigonometric,

and polar functions. Additional topics (not included on AP Exam) such as parametric functions, conic sections, vectors, and matrices are included in AP Precalculus curriculum. The topics covered in this course will prepare students for Calculus.

GRADES: 9 ☐ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

ADVANCED PLACEMENT STATISTICS

Prerequisite: Completion of Math I, II and III
Considerations: Please consider student overall course load and prior academic experience

This course is a college-preparatory mathematics elective. It is equivalent to a one-semester, introductory college Statistics course that does not require Calculus as a prerequisite. Students who successfully complete the course and pass the College Board's Advanced Placement Statistics Examination may receive credit and/or advanced placement for a one-semester introductory college Statistics course. Successful completion is encouraged for admission to the most competitive four-year colleges and universities.

Understanding and Knowledge

Students will be able to:

- Students will build on and expand content and concepts pertaining to Discrete Mathematics from prior college-preparatory math coursework.
- Students will develop strategies to collect, analyze, interpret, and conjecture about data.
- Students will produce and confirm mathematical models using probability theory and simulations.
- Students will demonstrate use of higher-level critical thinking and problem solving.
- Students will develop mastery of the California Math Standards in Advanced Statistics.

Skills

Students will be able to:

- Analyze data by observing patterns and departures from patterns in data.
- Create a strategic plan for a study.
- Anticipate & predict the distribution of data under a given model using probability.
- Determine the selection of appropriate models through statistical inferences.
- Use appropriate technology to enhance learning, understanding, and applying course content.

Develop proficiency by:

- Interpreting graphical displays of distributions of univariate data and exploring bivariate data.
- Summarizing and comparing univariate distributions by measuring central tendencies, spread, and position
- Exploring bivariate data with the Least Squares Regression Line
- Planning and conducting surveys and experiments
- Investigating a variety of distributions—probability distributions, normal distributions, and sampling distributions
- Utilizing confidence intervals and tests of significance appropriately

Assessments and ESLRs

Students will:

- Progress as Complex Thinkers by asking essential and relevant questions and deciding upon a method of data collection and analysis.
- Progress as Effective Communicators by making recommendations based on justifiable rationale.
- Progress as Self-Directed, Life-Long Learners by setting and striving toward realistic goals, as demonstrated by successful participation in the national Advanced Placement Examination conducted by the College Board

GRADES: 9 ☐ 10 ☐ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

AP CALCULUS AB/BC

Prerequisite: District math pathways-successful completion of Pre-Calculus / Enhanced Math III or equivalent

Considerations: Please consider student overall course load and prior academic experience

This course is a college-preparatory mathematics elective. It is designed to foster both conceptual understanding and the critical thinking skills needed in developing both differential and integral calculus.

Understanding and Knowledge

Students will be able to:

- Build on and expand mathematics content and concepts from Enhanced Math III/Math IV
- Extend knowledge of prior function families to provide models in applied settings
- Investigate the concept of change and differentiation and interpret/apply it to physical phenomena and science
- Explore the central concept of a limit and continuity
- Investigate connections and relationships among the mathematical concepts
- Explore mathematical proof and higher-level critical thinking and problem solving
- Develop master of the California Math Practices through Calculus

Skills

Students will be able to:

- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs, symbols and proofs
- Apply verbal, analytical, graphical and numerical approaches to problem solving in authentic settings
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts
- Use appropriate technology to enhance learning, understanding, and applying course content

GRADES: 9 ☐ 10 ☐ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

AP COMPUTER SCIENCE

Prerequisite: Successful completion of Math III and please consider student overall course load and prior academic experience.

AP Computer Science is a college-level course that covers the design, development, testing, and debugging of computer programs using the Java programming language. This introductory course is designed to serve as a first course in computer science for students with no prior computing experience. Emphasis will be placed on the study of Java syntax, object-oriented programming, problem solving, and algorithmic development. This course will also aim to prepare students for the College Board's Advanced Placement Computer Science A examination.

Understanding and Knowledge

Students will be able to:

- Students will obtain a broad foundational knowledge of the principle elements of computer science.
- Students will build on mathematical content and concepts from prior mathematics coursework.
- Students will investigate and explore logical approaches to problem solving.
- Students will study, create, and interpret functional relationships.
- Students will use methods to model and solve real-life problems.
- Students will engage in high-level critical thinking and problem solving.

Skills

Students will be able to:

- Design and implement computer-based solutions to problems in a variety of application areas by writing, running, and debugging computer programs.
- Discuss the use of computers and computer languages in other fields of study.
- Demonstrate knowledge of programming terminology and concepts.
- Differentiate among different levels of programming languages.
- Use and implement commonly-used algorithms and data structures.

- Develop and select appropriate algorithms and data structures to solve problems.
- Code fluently in an object-oriented paradigm using the programming language Java.
- Demonstrate the ability to read and modify large programs.
- Recognize the ethical and social implications of computer use.
- Collaborate with others to solve problems.

Assessment & ESLRs

Students will:

- Progress as effective communicators by writing and documenting clear and readable programs by collaborating with peers, and presenting their work.
- Progress as complex thinkers by accessing, analyzing, and synthesizing information to solve problems.
- Progress as producers of quality work by designing, creating, and refining their own original work.
- Progress as self-directed, life-long learners by acquiring a foundation in computer science that encourages the continued study of additional programming languages and paradigms.

GRADES: 9 ☐ 10 ☐ 11 ☒ 12 ☒ **Credits: 5.0 each semester** **UC/CSU: ☒ NCAA: ☒**

MATH LAB (Support Class)

Semester long non-college prep course that receives Elective Credits

Prerequisite: Recommended placement by math department and/or counselor

This is a support course designed to scaffold students through Math I and Math II. The course is intended to be concurrently enrolled with Math I or Math II by reviewing and supplementing critical Math I and Math II standards.

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ **Credits: 5.0 each semester** **UC/CSU: ☐NCAA: ☐**

PHYSICAL EDUCATION DEPARTMENT

COED PHYSICAL EDUCATION-Course 1 and 2

Required of all freshmen with the exception of those involved in athletics year round.

This is a yearlong comprehensive physical education course consisting of all eight components outlined on the California State Framework. Instruction will be presented in the following areas: Team sports, fitness, tumbling/gymnastics, aquatic safety, dance, self-defense, dual/individual sports and biomechanics. Students are expected to participate in each unit to the fullest extent of their capabilities. Students may expect to be given written quizzes, physical skill tests, fitness tests and research assignments for selected units. Homework is minimal, except in the case of repeated absences/medical excuses where physical work will be assigned for completion at home under parental supervision.

Understanding and Knowledge

Students will be able to:

- The fundamentals of movement.
- The aesthetics of creative movement.
- Historical perspectives, terminology, rules and strategies for various sports and games.

Skills

Students will be able to:

- Move in a variety of ways.
- Develop a practice plan for learning a new skill.

- Select appropriate activities to develop and maintain a high level of health-related physical fitness.
- Develop a positive self-image and strive to become the best they can be through planned physical activities.
- Develop appropriate social behaviors by working independently and with others during planned physical activity.
- Use available technology to research topics related to sport and physical activity.

Assessments & ESLRs
Students will:

- Become effective communicators through situations where teamwork is vital to success.
- Ask essential and relevant questions pertaining to movement skills and strategies.
- Practice behaviors that promote physical fitness.
- Respect and accept individual differences in levels of skill and ability to perform physical tasks.
- Seek help from instructors and peers when necessary.
- Lend help and/or constructive criticism to those who seek it.
- Develop self-discipline and accept responsibility as a member of a group or a team.
- Assess their strengths and weaknesses in performing physical tasks and apply strategies for improving their skills.
- Set and strive toward realistic goals for their own health-related physical fitness.

Physical Fitness Tests: All ninth grade and new students will take a physical fitness test in the spring. Ed code requires students continue to take physical education classes if they do not meet the passing criteria of 5 out of 6 Healthy Fitness Zones (HFZs) on the physical fitness test. While this requirement will continue for each subsequent year of high school, passing the physical performance test will not be a graduation requirement. Taking and passing a minimum of 20 units of physical education in high school still remains a requirement for a diploma. Any student who passes the physical performance test in ninth grade may continue the current practice of taking the remaining required units of physical education in grades 10, 11 or 12 for the district's high school diploma. Students who do not pass the physical fitness test in ninth grade will be automatically enrolled in a physical education class with a personal fitness emphasis the following year and will be tested again in the spring.

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ **Credits: 5.0 each semester** **UC/CSU: ☐NCAA: ☐**

SCIENCE

LIVING EARTH & HONORS LIVING EARTH

The Living Earth is a biology-based college prep course that satisfies the "d" lab science requirement for admission to a UC/CSU school. This course is designed to help learners understand the connections between Earth's changing environment and the organisms that live on it. The course is based on the performance expectations set forth by the NGSS for Life Science as well as a portion of the Earth and Space Science performance expectations. Focus will be on developing a deeper understanding of the nature of science and strengthening science and engineering skills through real-world experiences.
Honors Considerations: Students should consider the placement recommendations from middle school.

Understanding and Knowledge:

- Acquire science literacy and process skills (observation, measurement, analysis, drawing conclusions, and communicating).
- Acquire analytical application skills through laboratory experiments, experimental design, debates,

- projects, and dissections.
- Understand the internal structure and function of the cell.
- Understand the inheritance of traits.
- Understand populations change over time.
- Understand the interactions between the biotic and abiotic factors of an ecosystem.
- Understand the organ systems.

Skills: Students will be able to …

- Demonstrate the use of the scientific method.
- Identify the structures and functions of a cell.
- Recognize that cells are the basis of biological organization.
- Describe cellular activities such as metabolic processes and cell division.
- Identify the chemical nature of carbohydrates, fats, proteins, DNA and RNA molecules.
- Understand how heredity and environment determine individual makeup.
- Apply the principles of Mendel's Law.
- Examine representative animals with their basic phyla.
- Recognize the importance of a taxonomic scheme for organization.
- Identify bacterial shapes and distinguish them from viruses.
- Recognize the significance and economic importance of plants for humans.
- Identify structures and functions of flowers, stems, leaves and roots.
- Explain the fundamentals in the processes of photosynthesis and the carbon, nitrogen and water cycles.
- Examine the structure and function of various systems of organisms between lower and higher forms of animal and plant life.
- Demonstrate knowledge of organ systems

Assessment and SLO's: Students will …

- Demonstrate complex thinking by making hypotheses, drawing conclusions, and making predictions that are consistent with evidence, all the while, continually re-evaluating those hypotheses, conclusions, and predictions as new evidence is discovered or presented.
- Demonstrate effective communication skills by using multiple forms of communication to express understanding of course content and by involvement in class or group discussions and activities.
- Demonstrate that they are producers of quality by working toward standards expressed in various grading rubrics.
- Demonstrate proficiency in the use of laboratory equipment.
- Demonstrate complex thinking through a variety of expressive forms, including but not limited to tests, quizzes, lab practices, lab write-ups, oral presentations, individual and group projects, model building, and debates.
- Produce quality work.
- Become healthy individuals.
- Become self-directed, life-long learners.
- Become community participants.

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

CHEMISTRY IN EARTH AND HONORS CHEMISTRY IN EARTH

Prerequisite: Completion of Living Earth or equivalent

Chemistry AB is a full-year college preparatory class that meets the University of California and the California State University requirement for laboratory science. Chemistry is the study of the structure and properties of matter. This course emphasizes critical thinking, problem solving, laboratory investigations and independent measurement techniques. The course will cover scientific notation, dimensional analysis, atomic structure and theory, the periodic table, the mole concept, electron configurations and periodicity, chemical bonding, the

properties of gases, liquids and solids, phase changes, chemical kinetics, and equilibrium. Students are required to pass the first semester in order to enroll in the second semester.
Honors Considerations: Students should consider the placement recommendations from previous grade level teacher
.

Understanding and Knowledge:

- Measurements and Calculations including dimensional analysis, significant figures, accuracy and precision, percent error, and density.
- Classification of matter, changes in properties, energy and thermodynamics.
- Early and modern atomic structures, parts of the atom, nuclear chemistry including nuclear structure and stability, reactions, nuclear applications, types of decay, radiation, half-life.
- Quantum mechanics and electron configuration.
- Periodic table and periodicity.
- Chemical nomenclature of ionic compounds, molecules, acids, hydrates and simple organic molecules.
- Chemical bonding, characteristics of metals, nonmetals, electron transfer, ionic charges, polyatomic ions, nature of ionic bonds, nature of diatomic molecules, covalent bonds, Lewis electron dot formulas, coordinate covalent bonds, electronegativity and polarity, recognizing ionic versus molecular compounds.
- The mole concept, derivation of empirical and molecular formulas from experimental data, gram-mole-particle conversion, chemical reactions, balancing equations, predicting products, stoichiometry.
- Properties of liquids and solids, molecular structure and polarity, intermolecular forces, condensation of gases, classes of crystalline solids, heat changes and phase changes.
- Gases, kinetic theory, pressure, gas laws and gas stoichiometry.
- Solutions, solution formation, factors influencing solubility, concentrations, dilutions, electrolytes, particles in solution, ionic equations, using the solubility rules, colligative properties of solutions, osmotic pressure of solutions, solution stoichiometry.
- Chemical equilibrium, reversible reactions, rates of reactions, writing and interpreting equilibrium constants, Le Chatelier's principle, predicting occurrence of reactions.
- Acids and Bases, Arrhenious, Bronsted-Lowry definitions, strength of acids and bases, ionization of water, pH, measurements of pH, reactions of acids and bases, titration, buffers.
- Oxidation and Reduction, electron transfer reactions, half reactions, oxidation numbers, balancing redox reactions, use and applications of redox.
- Chemical reactions.
- Understand the concept of the mole and perform stoichiometric problems and computations.
- Understand states of matter and physical changes.
- Discuss scientific and technological advances and their relationship to the modern world.

Skills: Students will be able to …

- Use the scientific process and Use the scientific method to solve problems.
- Use the metric system.
- Design and conduct research through scientific and laboratory investigations using qualitative and quantitative measurements.
- Exhibit, organize and present the results and conclusions of experiments and research.
- Use problem-solving skills to conduct laboratory investigations, and incorporate research of current scientific literature and other sources of information into these projects.
- Apply critical thinking and problem-solving skills in order to analyze mathematical, statistical and scientific data.
- Identify objective scientific evidence and evaluate the advantages and disadvantages of different solutions to a problem.

- Demonstrate, analyze and reflect upon personal and social responsibility to the world as an informed and conscientious citizen.
- Identify and explain science as a human endeavor wherein teams of scientists work • Work together on personal and social perspectives in an effort to understand the world around them.
- Communicate effectively and appropriately in oral and written form.

Assessment and SLO's: Students will …

- Form hypotheses and conclusions based on observations, explanations, models and predictions consistent with evidence while continually re-evaluating those hypotheses as new evidence is discovered.
- Design and use tables, graphs, charts and written analyses to communicate findings and conclusions obtained from collected data while comparing and contrasting other conclusions based on the same data.
- Investigate scientific phenomena through laboratory investigations and research done independently and as a group by identifying variables which could affect experimental results.
- Appropriately demonstrate and use scientific instruments and technology to collect, organize and analyze data.

GRADES: 9 ☐ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

PHYSICS IN UNIVERSE

Prerequisite: Completion of Chemistry in Earth or equivalent

In this course, students will study major topics in physics outlined by the California Science Framework/ NGSS which includes: motion, forces, conservation of energy, conservation of momentum, electrostatics, circuits, electromagnetism and waves. This course satisfies the "d" requirement for laboratory science for admission to UC schools. This course has a strong emphasis on having students demonstrate mathematical and conceptual understanding through problem solving, laboratory investigations and projects.
Honors Considerations: Students should consider the placement recommendations from previous grade level teacher.

Understanding and Knowledge:

- Thermodynamics • Electricity
- Magnetism • Electromagnetism
- Light and Optics • Motion and Forces
- Vectors and Projectiles • Momentum
- Energy • Fluid Dynamics
- Thermodynamics • Waves and Sound
- Light and Optics • Electricity and Magnetism

Skills Students will be able to:

- Use the scientific process.
- Use the scientific method to solve problems.
- Use the metric system. Design and conduct research through scientific and laboratory investigations using qualitative and quantitative measurements.
- Exhibit, organize and present the results and conclusions of experiments and research.
- Use problem-solving skills to conduct laboratory investigations, and incorporate research of current scientific literature and other sources of information into these projects.
- Use scientific equipment.
- Demonstrate proficiency in the usage of laboratory equipment.
- Demonstrate the usage of technological equipment.
- Analyze and understand scientific concepts.

- Apply critical thinking and problem-solving skills in order to analyze mathematical, statistical and scientific data.
- Identify objective scientific evidence and evaluate the advantages and disadvantages of different solutions to a problem.
- Demonstrate, analyze and reflect upon personal and social responsibility to the world as an informed and conscientious citizen.
- Identify and explain science as a human endeavor wherein teams of scientists work
- Work together on personal and social perspectives in an effort to understand the world around them.
- Communicate effectively and appropriately in oral and written form.

Assessment & SLOs Students will:

- Students will form hypotheses and conclusions based on observations, explanations, models and predictions consistent with evidence while continually re-evaluating those hypotheses as new evidence is discovered.
- Design and use tables, graphs, charts and written analyses to communicate findings and conclusions obtained from collected data while comparing and contrasting other conclusions based on the same data.
- Investigate scientific phenomena through laboratory investigations and research done independently and as a group by identifying variables which could affect experimental results.
- Appropriately demonstrate and use scientific instruments and technology to collect, organize, and analyze data.
- Study and evaluate various solutions.

GRADES: 9 ☐ 10 ☐ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

ANATOMY AND PHYSIOLOGY

Prerequisite: Completion of science core courses

Anatomy and Physiology is a full-year college preparatory class that meets the University of California and the California State University requirement for laboratory science. Anatomy and Physiology emphasizes the integrative nature of the systems of the human body, pathologies related to these systems, maintenance of healthy systems, analytical thinking, laboratory skills (particularly dissection skills), research of current topics, and effective and creative presentation of information. Main topics include Levels of Organization, Tissues, Transport and Exchange, Immunity, Absorption and Excretion, and Communication and Integration. Students are required to pass the first semester in order to enroll in the second semester. Dissections are required; no alternative assignments will be given.

Understanding and Knowledge

- Levels of Organization
  - Anatomical Directions and Terms
  - Tissues
- Transport
  - Blood
  - Cardiovascular System
  - Respiratory System
- Immunity
  - Immune System
- Absorption and Excretion
  - Digestive System and Nutrition
  - Urinary System
- Integration and coordination
  - Nervous System

Skills:

Students will be able to:

- Apply the scientific process (observe, research, hypothesize, collect and organize data, draw conclusions, and communicate).
- Conduct laboratory investigations according to protocol.
- Write qualitative descriptions and take and record quantitative metric measurements.
- Develop proportional representations of dissected organs and organisms (scale).
- Use technology to effectively communicate results and conclusions of experiments and research.
- Demonstrate proficiency in the use of laboratory equipment, particularly dissecting utensils.
- Analyze case studies of human pathologies.

Assessment and ESLRs

Students will:

- Demonstrate complex thinking by making hypotheses, drawing conclusions, and making predictions that are consistent with evidence, all the while, continually re-evaluating those hypotheses, conclusions, and predictions as new evidence is discovered or presented.
- Demonstrate effective communication skills by using multiple forms of communication to express understanding of course content and by involvement in class or group discussions and activities.
- Demonstrate that they are producers of quality by working toward standards expressed in various grading rubrics.

GRADES: 9 ☐ 10 ☐ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

AP BIOLOGY

Prerequisite: Completion of science core courses
Considerations: Please consider student overall course load and prior academic experience

Advanced Placement Biology is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. It will include those topics regularly contained in a high-quality college program in introductory biology. The aim of the course is to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

Time commitment: Optional laboratories may be offered throughout the year outside of the regular classroom time, during weekday evenings.

Understanding and Knowledge

- Molecules and Cells (25%)
- Chemistry of Life
- Water and organic molecules
- Free energy changes
- Enzymes
- Cells
- Prokaryotic and Eukaryotic cells
- Membranes
- Subcellular organization
- Cell cycle and its regulation
- Cellular Energetics
- Coupled reactions
- Fermentation and cellular respiration
- Photosynthesis
- Heredity and Evolution (25%)
- Gene regulation
- Viral structure and replication
- Nucleic acid technology and applications
- Evolutionary Biology
- Early evolution of life
- Evidence for evolution
- Organisms and Populations (50%)
- Diversity of Organisms
- Evolutionary patterns
- Survey of the diversity of life
- Phylogenetic classification
- Evolutionary relationships
- Structure and Function of Plants and Animals
- Reproduction, growth, and development
- Structural, physiological, and behavioral adaptations
- Response to the environment
- Ecology

- Heredity
- Meiosis and gametogenesis
- Eukaryotic chromosomes
- Inheritance patterns
- Molecular Genetics
- RNA and DNA structure and function
- Population dynamics
- Communities and ecosystems
- Global issues

Skills

Students will be able to:

- Use scientific equipment.
- Demonstrate proficiency in the usage of laboratory equipment.
- Demonstrate the usage of technological equipment.
- Analyze and understand scientific concepts.
- Apply critical thinking and problem-solving skills in order to analyze mathematical, statistical and scientific data.
- Identify objective scientific evidence and evaluate the advantages and disadvantages of different solutions to a problem.
- Demonstrate, analyze and reflect upon personal and social responsibility to the world as an informed and conscientious citizen.
- Identify and explain science as a human endeavor wherein teams of scientists work together on personal and social perspectives in an effort to understand the world around them.
- Communicate effectively and appropriately in oral and written form.

Assessment & ESLRs

Students will:

- Form hypotheses and conclusions based on observations, explanations, models and predictions consistent with evidence while continually re-evaluating those hypotheses as new evidence is discovered.
- Design and use tables, graphs, charts and written analyses to communicate findings and conclusions obtained from collected data while comparing and contrasting other conclusions based on the same data.
- Investigate scientific phenomena through experiments, field studies and research done independently and as a group by identifying variables which could affect experimental results.
- Demonstrate and use scientific instruments and technology to collect, organize, and analyze data taken from observations of natural objects, organisms, and occurrences.
- Study and evaluate various solutions to challenges facing communities, using concepts of science and distinguish between opinions and appropriate scientific data.

GRADES: 9 ☐ 10 ☐ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

AP CHEMISTRY

Prerequisite: Completion of science core courses
Considerations: Please consider student overall course load and prior academic experience

This course is designed to be the equivalent of the general chemistry course taken during the first college year. AP Chemistry is a yearlong rigorous course that will provide students an in depth understanding of the theoretical aspects of chemistry. For some students, this course enables them to undertake, as freshmen, second-year work in the chemistry sequence at their institution or to register for courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses.

Time commitment: Optional laboratories may be offered throughout the year outside of the regular classroom time after school. A four-chapter summer reading assignment is required and it includes answering approximately 75 chapter questions and memorizing names of some ions, elements, and compounds and knowing the solubility rules and common reactions. A quiz on the names of ions, elements, and compounds will be given on the first day of class and a test on the summer assignment will be given on the third day that the class meets in the fall.

Understanding and Knowledge

The content required by the College Board includes:

- The chemical elements are fundamental building materials of matter, and all matter can be understood in terms of arrangements of atoms. These atoms retain their identity in chemical reactions.
- Chemical and physical properties of materials can be explained by the structure and the arrangement of atoms, ions, or molecules and the forces between them.
- Changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of electrons.
- Rates of chemical reactions are determined by details of the molecular collisions.
- The laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter.
- Any bond or intermolecular attraction that can be formed can be broken. These two processes are in dynamic competition, sensitive to initial conditions and external perturbations.

Skills

The skill practices required by the College Board include:

- The student can use representations and models to communicate scientific phenomena and solve scientific problems.
- The student can use mathematics appropriately.
- The student can engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course.
- The student can plan and implement data collection strategies in relation to a particular scientific question. [Note: Data can be collected from many different sources, e.g., investigations, scientific observations, the findings of others, historic reconstruction, and/or archived data.
- The student can perform data analysis and evaluation of evidence.
- The student can work with scientific explanations and theories.

Assessment & ESLRs

Students will:

- Form hypotheses and conclusions based on observations, explanations, models and predictions consistent with evidence while continually re-evaluating those hypotheses as new evidence is discovered.
- Design and use tables, graphs, charts and written analyses to communicate findings and conclusions obtained from collected data while comparing and contrasting other conclusions based on the same data.
- Investigate scientific phenomena through experiments, field studies and research done independently and as a group by identifying variables which could affect experimental results.
- Appropriately demonstrate and use scientific instruments and technology to collect, organize, and analyze data taken from observations of natural objects, organisms, and occurrences.
- Study and evaluate various solutions to challenges facing communities, using concepts of science and distinguish between opinions and appropriate scientific data.

GRADES: 9 ☐ 10 ☐ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

AP PHYSICS I

Prerequisite: Completion of science core courses. Completion of Math 3 or higher
Considerations: Please consider student overall course load and prior academic experience

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

Twenty-five percent of instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. Investigations will require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

Semester A
Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.

Semester B
Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Focusing on these disciplinary practices enables teachers to use the principles of scientific inquiry to promote a more engaging and rigorous experience for AP Physics students.

Skills
Students will be able to:

- Use the scientific method to solve problems.
- Use the metric system.
- Design and conduct research through scientific and laboratory investigations using qualitative and quantitative measurements.
- Exhibit, organize and present the results and conclusions of experiments and research.
- Use problem-solving skills to conduct and evaluate fieldwork projects, and incorporate research of current scientific literature and other sources of information into these projects.
- Demonstrate proficiency in the usage of laboratory equipment.
- Demonstrate the usage of technological equipment.
- Apply critical thinking and problem-solving skills in order to analyze mathematical, statistical and scientific data.
- Identify objective scientific evidence and evaluate the advantages and disadvantages of different solutions to a problem.
- Demonstrate, analyze and reflect upon personal and social responsibility to the world as an informed and conscientious citizen.
- Identify and explain science as a human endeavor wherein teams of scientists work together on personal and social perspectives in an effort to understand the world around them.
- Communicate effectively and appropriately in oral and written form.

Assessment & ESLRs
Students will:

- Form hypotheses and conclusions based on observations, explanations, models and predictions consistent with evidence while continually re-evaluating those hypotheses as new evidence is discovered.
- Design and use tables, graphs, charts and written analyses to communicate findings and conclusions obtained from collected data while comparing and contrasting other conclusions based on the same data.
- Investigate scientific phenomena through experiments, field studies and research done independently and as a group by identifying variables which could affect experimental results.

GRADES: 9 ☐ 10 ☐ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

AP PHYSICS C

Prerequisite: Concurrent enrollment in Calculus. Completion of AP Physics 1 with a "C" or better

The AP Physics C course will cover enough content for two AP tests over the course of a year. AP Physics C is designed to be equivalent to first year college courses in mechanics and in electricity and magnetism that would typically be taken by students majoring in the physical sciences or engineering. This course is an in-depth study of the fundamental theories and laws of classical physics with emphasis on problem-solving skills. Calculus is an integral part of the course. The specific content is determined by the College Board AP Program and due to limited time the topics that appear on the AP test will be emphasized.

Note: This class will prepare you for both the AP Physics C: Mechanics and AP Physics C: Electricity and Magnetism exams.

GRADES: 9 ☐ 10 ☐ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

AP COMPUTER SCIENCE PRINCIPLES

Considerations: Please consider student overall course load and prior academic experience

The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems and will discuss and write about the impacts these solutions could have on their community, society, and the world.

Understanding and Knowledge

Skills and Assessments:

Students will be able to:

- Use computing tools and techniques to create artifacts.
- Develop multiple levels of abstraction for computation.
- Develop, express, and evaluate algorithms
- Analyze computing in the context of impact and problem solving
- Communicate, collaborate, and connect computing within economic, social, and cultural contexts.

Assessments and ESLRs:

Students will:

- Progress as effective communicators by writing and documenting clear and readable programs by collaborating with peers, and presenting their work.
- Progress as complex thinkers by accessing, analyzing, and synthesizing information to solve problems.

- Progress as producers of quality work by designing, creating, and refining their own original work.
- Progress as self-directed, life-long learners by acquiring a foundation in computer science that encourages the continued study of additional programming languages and paradigms.

GRADES: 9 ☐ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

ARTS

ADVANCED PLACEMENT ART HISTORY

Considerations: Please consider student overall course load and prior academic experience

This course focuses on the major forms of artistic expression of the past as well as the present. It is taught at the level of an introductory college course and requires a considerable amount of reading and writing. The course format is lecture, slide presentations, discussion, examinations and in-class essays. AP Art History is designed to provide the tools necessary to do well on the very rigorous AP exam by developing a student's artistic knowledge base while improving his or her thinking and writing skills.

Understanding and Knowledge

- Architecture, sculpture, painting and other art forms

Skills

Students will be able to:

- Demonstrate an understanding of architecture, sculpture, painting and other art forms within a historical and cultural context.
- Demonstrate their abilities to write college level essays analyzing different art forms.
- Recognize the complexities of art and view it from multiple perspectives.
- Articulate their reactions to a work of art.
- Examine works of art critically, with intelligence and sensitivity.
- Develop the methodology needed to be successful on the AP Art History exam.

Assessment & ESLRS

Students will:

- Demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation, and evaluation
- Expand their abilities to communicate effectively both verbally and in writing.
- Be self-directed and assume responsibility to manage their after-school time effectively in order to keep up with their schoolwork.
- Be expected to produce a level of work that exceeds normal high school standards.
- Apply their increased understanding of diverse art forms to help them be knowledgeable global citizens

GRADES: 9 ☐ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

GRAPHIC DESIGN

Prerequisite: None

Graphic Design introduces the student to the aesthetic principles that govern artistic works in the graphic design industry. Students will develop and use academic vocabulary of the visual arts industry standards, recognize and respond to the elements and principles of art using meaningful constructive criticism and put into practice artistic concepts in original graphic design works. Students will use industry-standard software to create digital graphics. They will explore the skills and professional methods used by graphic designers. Using vector graphic illustration software students will solve visual arts problems by implementing the expressive aspects of line, shape, value and form as well as learn the art of typography and color theory. Using raster graphic image editing software, students will manipulate and apply artistic effects to digital photographs and

art. Students will gain the artistic principles, concepts, vocabulary and technical skills, which the creative industry often requires of entry-level candidates.

Understanding and Knowledge:

- The importance and influence graphic software design programs have in today's society
- The Elements of Art and how they interrelate to layout, design, and composition
- Basic knowledge of Adobe Photoshop and illustrator
- Overview knowledge of Adobe Creative Suite and how each of the programs interrelate
- College and Career pathways

Skills: Students will be able to …

- Demonstrate awareness of industry standards and career opportunities.
- Organize and manage artist tools and materials on the computer; maintain files.
- Discuss examples of successful graphic design pieces in terms of specific elements of art.
- Solve art problems in terms of line, shape, value, form, texture, color, and space.
- Demonstrate understanding of layout/composition, balance, contrast, and other elements.
- Write a clear artist statement of one's original work.
- Discuss the creative solution of concept development from thumbnails to final design.
- Use modes and channels, bit depth, hue, saturation and brightness.
- Manipulate image size and resolution; adjust color and tone; manage curves.
- Research and utilize a variety of resources; discuss and comply with copyright laws.
- Solve visual art problems using vector graphic illustration software.
- Manipulate and apply artistic effects to digital photographs and art.
- Research employment opportunities; prepare portfolio of work samples, a completed application for employment, and a resume.

Assessment and SLO's: Students will …

- Effectively collaborate with others on group projects and peer reviews.
- Develop, create, support, and evaluate artistic projects, both professional work as well as student work.
- Student will demonstrate complex thinking on written assignments, quizzes covering industry standard vocabulary, terminology, and software tools and techniques.

GRADES: 9 ☒10 ☒ 11 ☒ 12 ☒ **Credits: 5.0 each semester** **UC/CSU: ☒ NCAA: ☒**

CAREER TECHNICAL EDUCATION (CTE)

The Career Education program provides opportunities for students to explore careers throughout high school. Under the umbrella of Career Technical Education (CTE), career education courses provide hands-on learning experiences that build teamwork, leadership, creativity and problem solving skills in a variety of high demand industry sectors. While gaining industry specific skills students also build the professional skills that transfer to successful careers in any industry sector and that help them succeed in college or university programs.

MEDICAL TERMINOLOGY

Medical Terminology 1A: Introduction Learning the language is essential for careers in health science. Join word parts to form medical terms, associations within body systems, and better communicate with colleagues and patients. Build your proficiency and confidence with this course and prepare yourself for a career in health sciences.

Medical Terminology 1B Discovering Word Foundations Adding on the prior prerequisite course, discover the medical terminology associated with even more body systems to increase your ability to master prefixes, suffixes, and roots. Connect this language to real world patients and clinical settings through practical applications and specific scenarios

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☐

LAW AND ORDER

Imagine if there were no laws and people could do anything they wanted. It's safe to say the world would be a pretty chaotic place! Every society needs some form of regulation to ensure peace in our daily lives and in the broader areas of business, family disputes, traffic violations, and the protection of children. Laws are essential to preserving our way of life and must be established and upheld in everyone's best interest. In Law and Order: Introduction to Legal Studies, you'll delve deeper into the importance of laws and consider how their application affects us as individuals and communities. Through understanding the court system and how laws are actually enacted, you will learn to appreciate the larger legal process and how it safeguards us all.

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☐

CRIMINOLOGY

Why do certain people commit horrible acts? Can we ever begin to understand their reasoning and motivation? Perhaps. The mental state of a criminal can be affected by many different aspects of life: psychological, biological, sociological, all of which have different perspectives and influences. Investigate not only how these variables affect the criminal mind but also how crimes are investigated and handled in the criminal justice system.

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☐

Cybersecurity A and B

Cybersecurity 1A: Foundations

This course introduces you to the tools, technologies, and methods needed to protect online information and addresses how these issues are impacting safety and rights on a global and personal level. Learn what exciting career possibilities await you in the new and high-demand field of cybersecurity.

Cybersecurity 1B: Defense Against Threats
Unmask the cybersecurity threats around you by understanding hackers and identifying weaknesses in your online behavior. Learn to avoid the various types of cyber attacks, including those to your social media accounts, and to predict the potential legal consequences of sharing or accessing information that you do not have rights to. Dig into these crimes in depth by taking a look at cyber forensics and other cybersecurity careers. In a world where such threats have no boundaries, cybersecurity will undoubtedly play an increasingly larger role in our personal and professional lives in the years to come.

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☐

WORLD LANGUAGES

SPANISH 1

Year-long, academic college prep elective
Prerequisite: None

This course is an introduction to the Spanish language and its cultures. Students acquire a basic understanding of the language system and the various Spanish-speaking cultures, along with the skills necessary to communicate in a variety of modes at a basic level. Students have opportunities to experience situations they might actually encounter in a Spanish-speaking environment and to use the language to convey and interpret meaning at a basic level.

Understanding and Knowledge

- The cultures that use Spanish and how language and cultures interact in societies.
- The connections between Spanish and the content from other disciplines.
- The nature, structure, and culture of one's own language by contrasting it to and making comparisons with Spanish.
- The communities at home and around the world, preparing the students to become part of the global community
- The Spanish language system in order to enhance communication and convey meaning between the students and other users of the language.

Skills

Students will be able to:

- Communicate in Spanish in a variety of modes including listening, speaking, reading and writing in order to convey and receive meaningful messages at a basic level.
- Access and interpret information in Spanish from a variety of sources, styles and cultural contexts appropriate to the level of the class.

Assessment & ESLRs
Students will:

- Communicate effectively in Spanish through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context at a basic level.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in Spanish in order to effectively draw conclusions and apply them.
- Expand their sense of community to include a global perspective and appreciation for diversity and understanding of a variety of Spanish-speaking cultures.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

SPANISH 2

Prerequisite: Successful completion of Spanish 1
Native speakers may enter Level 2 without having taken Spanish 1 if they pass a competency exam

This course is an enhancement of the basic study of the Spanish language and its cultures. Students expand their understanding of the language system and the various Spanish-speaking cultures, along with the skills needed to communicate in a variety of modes with increased complexity and proficiency. Students have opportunities to experience situations they might actually encounter in a Spanish-speaking environment and to use language to convey and interpret meaning appropriate to their level.

Understanding and Knowledge

- The cultures that use Spanish and how language and cultures interact in societies
- The connections between Spanish and the content from other disciplines
- The nature, structure, and culture of one's own language by contrasting it to and making comparisons with Spanish
- The communities at home and around the world, preparing the students to become part of the global community
- The Spanish language system in order to enhance communication and convey meaning between the students and other users of the language

Skills
Students will be able to:

- Increase communication in Spanish from the present to the past in a variety of modes including listening, speaking, reading and writing in order to convey and receive meaningful messages.
- Access and interpret information in Spanish from a variety of sources, styles, and cultural contexts appropriate to the level of the class.

Assessment & ESLRs
Students will:

- Communicate effectively in Spanish through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context with a set of predetermined criteria that reflect the skills acquired.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in Spanish in order to effectively draw conclusions and apply them to more complex structures and situations.
- Become community participants with a global perspective and an expanded appreciation for diversity and understanding of a variety of Spanish-speaking cultures.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

SPANISH 3

Prerequisite: Successful completion of Spanish 2

Native speakers may enter Level 3 without having taken Spanish 1 or 2 if they pass a competency exam

This course is a continuation, reinforcement and strengthening of the knowledge and skills acquired in Spanish 1 and Spanish 2. Students expand their understanding of the language system and communicate expressively by effectively synthesizing language skills. Students have opportunities to experience situations they might actually encounter in a Spanish-speaking environment and to use the language to express opinions, wishes, doubts, and hypothetical scenarios at a relatively complex level.

Understanding and Knowledge

- The cultures that use Spanish and how language and cultures interact in societies.
- The connections between Spanish and the content from other disciplines.
- The nature, structure, and culture of one's own language by contrasting it to and making comparisons with Spanish.
- The communities at home and around the world, preparing the students to become part of the global community.
- The Spanish language system in order to expand communication and convey meaning between the students and other users of the language.

Skills

Students will be able to:

- Expand communication in Spanish from the present, past, and future to hypothetical situations and expression of wishes, doubts, and opinions, in a variety of modes including listening, speaking, reading and writing in order to convey and receive meaningful messages.
- Access and interpret information in Spanish from a variety of sources, styles, and cultural contexts (including unabridged literature) appropriate to the level of the class.

Assessment & ESLRs

Students will:

- Communicate effectively in Spanish through oral conversations, simulations, discussions, written assignments, projects, and presentations within an appropriate cultural context with a set of predetermined criteria that reflect intermediate skills.
- Demonstrate critical and creative thinking by identification, recall, and analysis, and synthesis of information in Spanish in order to effectively draw conclusions and apply them to complex structures and situations.
- Become community participants with a global perspective and a thorough appreciation for diversity and understanding of a variety of Spanish-speaking cultures.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior in accessing, interpreting and reporting information.

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE

Prerequisite: Successful completion of Spanish 3 or equivalent

This course is designed primarily to prepare students for the Advanced Placement Spanish language exam. The class will help students to speak and write naturally with a level of fluency acceptable to today's Spanish-speaking world. Listening, speaking, reading, and writing communication skills will be honed while increasing the students' awareness of contemporary and historical issues and aspects of the Spanish -speaking world.

Understanding and Knowledge

- The cultures that use Spanish and how language and cultures interact in societies.
- The connections between Spanish and the content from other disciplines.
- The nature, structure, and culture of one's own language and literature by contrasting it to and making comparisons with Spanish.
- The communities at home and around the world, preparing the students to become part of the global community.
- The Spanish language system in order to expand communication and convey meaning between the students and other users in multiple forms of the language.

Skills

Students will be able to:

- Communicate in Spanish in a wide range of situations, in a variety of modes including listening, speaking, reading and writing in order to convey and receive meaningful messages with ease and fluency within authentic cultural contexts.
- Perform the communicative tasks by accessing authentic sources and integrating the skills of listening, reading, speaking and writing.
- Access, analyze, and interpret information in Spanish from a variety of sources, styles, and cultural contexts including authentic literature, journalism and film appropriate to the advanced level of the class.

Assessment & ESLRs

Students will:

- Communicate effectively and fluently in Spanish through oral conversations, simulations, discussions, extensive written assignments, projects, and presentations within appropriate cultural contexts with a set of criteria aligned with the AP grading standards.
- Demonstrate complex critical and creative thinking by identification, recall, and analysis and synthesis of information in Spanish in order to effectively draw conclusions and apply them to a variety of situations.
- Participate as community members with a global perspective and extensive appreciation for diversity and understanding of a variety of Spanish-speaking cultures locally and at large.
- Assume responsibility for learning outside the class by using effective learning strategies and ethical behavior in accessing, analyzing, interpreting, and reporting information.

GRADES: 9 ☐ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

FRENCH 1

Academic college prep elective
Prerequisite: None

This course is an introduction to the French language and its cultures. Students acquire a basic understanding of the language system and the various French-speaking cultures, along with the skills necessary to communicate in a variety of modes at a basic level. Students have opportunities to experience situations they might actually encounter in a French-speaking environment and to use the language to convey and interpret meaning at a basic level.

Understanding and Knowledge

- The cultures that use French and how language and cultures interact in societies.
- The connections between French and the content from other disciplines.
- The nature, structure, and culture of one's own language by contrasting it to and making comparisons with French.
- The communities at home and around the world, preparing the students to become part of the global community.

- The French language system in order to enhance communication and convey meaning between the students and other users of the language.

Skills

Students will be able to:

- Communicate in French in a variety of modes including listening, speaking, reading and writing in order to convey and receive meaningful messages at a basic level.
- Access and interpret information in French from a variety of sources, styles, and cultural contexts appropriate to the level of the class.

Assessment & ESLRs

Students will:

- Communicate effectively in French through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context at a basic level.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in French in order to effectively draw conclusions and apply them.
- Expand their sense of community to include a global perspective and appreciation for diversity and understanding of a variety of French-speaking cultures.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

FRENCH 2

Prerequisite: Successful completion of French 1 or equivalent

This course is an enhancement of the basic study of the French language and its cultures. Students expand their understanding of the language system and the various French-speaking cultures, along with the skills necessary to communicate in a variety of modes with increased complexity and proficiency. Students have opportunities to experience situations they might actually encounter in a French-speaking environment and to use the language to convey and interpret meaning appropriate to their level.

Understanding and Knowledge

- The cultures that use French and how language and cultures interact in societies.
- The connections between French and the content from other disciplines.
- The nature, structure, and culture of one's own language by contrasting it to and making comparisons with French.
- The communities at home and around the world, preparing the students to become part of the global community.
- The French language system in order to enhance communication and convey meaning between the students and other users of the language.

Skills

Students will be able to:

- Increase communication in French from the present to the past and future in a variety of modes including listening, speaking, reading and writing in order to convey and receive meaningful messages.
- Access and interpret information in French from a variety of sources, styles, and cultural contexts appropriate to the level of the class.

Assessment & ESLRs

Students will:

- Communicate effectively in French through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context with a set of predetermined criteria that reflect the skills acquired.

- Demonstrate critical and creative thinking by identification, recall, and analysis of information in French in order to effectively draw conclusions and apply them to more complex structures and situations.
- Become community participants with a global perspective and an expanded appreciation for diversity and understanding of a variety of French-speaking cultures.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

FRENCH 3

Prerequisites: Successful completion of French 2 or equivalent

This course is a continuation, reinforcement and strengthening of the knowledge and skills acquired in French 2. Students expand their understanding of the language system and the various French-speaking cultures, along with the skills necessary to adequately react to most everyday situations in French. Students have opportunities to experience situations they might actually encounter in a French-speaking environment and to use the language to express opinions, wishes, doubts, and hypothetical scenarios at a relatively complex level.

Understanding and Knowledge

- The cultures that use French and how language and cultures interact in societies.
- The connections between French and the content from other disciplines.
- The nature, structure, and culture of one's own language by contrasting it to and making comparisons with French.
- The communities at home and around the world, preparing the students to become part of the global community.
- The French language system in order to expand communication and convey meaning between the students and other users of the language.

Skills

Students will be able to:

- Expand communication in French from the present, past, and future to hypothetical situations and expression of wishes, doubts, and opinions, in a variety of modes including listening, speaking, reading and writing in order to convey and receive meaningful messages.
- Access and interpret information in French from a variety of sources, styles, and cultural contexts (including unabridged literature) appropriate to the level of the class.

Assessment & ESLRs

Students will:

- Communicate effectively in French through oral conversations, simulations, discussions, written assignments, projects, and presentations within an appropriate cultural context with a set of predetermined criteria that reflect intermediate skills.
- Demonstrate critical and creative thinking by identification, recall, and analysis, and synthesis of information in French in order to effectively draw conclusions and apply them to complex structures and situations.
- Become community participants with a global perspective and a thorough appreciation for diversity and understanding of a variety of French-speaking cultures.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior in accessing, interpreting, and reporting information.

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

AP FRENCH

Prerequisites: Successful completion of French 3 or equivalent

The first semester emphasizes the review of advanced grammatical concepts, silent reading, and daily discussions. Conversational French is required in class. In the second semester students will focus on activities to prepare for the AP French Language exam; word fill-ins, verb fill-ins, reading comprehension activities, listening activities, and speaking practice of direct response questions and picture sequences. Students will use a variety of resources to improve their fluency of the language such as newspapers, magazines, novels, plays, movies, television shows, and websites.

Understanding and Knowledge:

- The cultures that use French and how language and cultures interact in societies.
- The connections between French and the content from other disciplines.
- The nature, structure and culture of one's own language by contrasting it to and making comparisons with French.
- The communities at home and around the world, preparing the students to become part of the global community.
- The French language system in order to enhance communication and convey meaning between the students and other users of the language.

Skills: Students will be able to …

- Use advanced structure and conversational French
- Read and analyze a variety of genres in French
- Write full length compositions in French
- Demonstrate advanced listening, reading, writing and speaking skills
- Sit for the AP French Language exam in May

Assessment and SLO's: Students will be able to …

- Communicate effectively in French through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context with a set of predetermined criteria that reflect the skills acquired.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in French in order to effectively draw conclusions and apply them to more complex structures and situations.
- Become community participants with a global perspective and an expanded appreciation for diversity and understanding of a variety of French-speaking cultures.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

GRADES: 9 ☐ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 UC/CSU: ☒ NCAA: ☐

KOREAN 1

Year-long, academic college prep elective
Prerequisite: None

This course is an introduction to the Korean language and its cultures. Students will acquire a basic understanding of the language system and the Korean culture, along with the skills necessary to communicate at a basic level. These skills are speaking, listening, reading, and writing, as well as cultural understanding.

Understanding and Knowledge

Students will understand:

- The Korean culture and how language and cultures interact in societies.
- The connections between Korean and the content from other disciplines.
- The nature, structure, and culture of the Korean language by contrasting it to and making comparisons with their own language.
- The Korean communities at home and around the world, preparing the students to become part of the global community.

- How to communicate with other Korean speakers.

Skills

Students will be able to:

- Utilize the present tense to engage in simple conversations in Korean.
- Utilize the present tense to write short dialogues and paragraphs in Korean.
- Understand familiar Korean words in limited social contexts by listening or reading.
- Access and interpret information in Korean from a variety of sources, styles, and cultural contexts.

Assessments & ESLRs

Students will:

- Communicate effectively in Korean through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context at a basic level.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in Korean in order to effectively draw conclusions and apply them.
- Expand their sense of community to include a global perspective and appreciation for diversity and understanding of Korean culture.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

KOREAN 2

Prerequisites: Successful completion of Korean 1 or equivalent

Students will:

- Communicate effectively in Korean through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context with a set of predetermined criteria that reflect the skills acquired.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in Korean in order to effectively draw conclusions. This course is an enhancement of the basic study of the Korean language and its cultures (Korean 1). Students will expand their understanding of the language system and the Korean culture, along with the skills necessary to communicate with increased complexity and proficiency.

Understanding and Knowledge

Students will understand:

- The Korean culture and how language and cultures interact in societies.
- The connections between Korean and the content from other disciplines.
- The nature, structure, and culture of the Korean language by contrasting it to and making comparisons with their own language.
- The Korean communities at home and around the world, preparing the students to become part of the global community.
- How to communicate with other Korean speakers.

Skills

Students will be able to:

- Utilize the present and past tense to engage in more complex conversations in Korean.
- Utilize the present and past tense to write dialogues and paragraphs in Korean.
- Understand familiar Korean words in more varied social contexts by listening or reading.
- Access and interpret information in Korean from a variety of sources, styles, and cultural contexts.

Assessments & ESLRs

Students will:

- Communicate effectively in Korean through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context with a set of predetermined criteria that reflect the skills acquired.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in Korean in order to effectively draw conclusions and apply them to more complex structures and situations.
- Become community participants with a global perspective and an expanded appreciation for diversity and understanding of Korean culture.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

KOREAN 3

Prerequisites: Successful completion of Korean 2 or equivalent

This course builds upon the knowledge students gained in Korean 1 and Korean 2. This course will also reinforce the skills learned in Korean 1 and Korean 2: listening, speaking, reading and writing. Emphasis is on perfecting pronunciation, and increasing communicative proficiency. The course requires students to use prior knowledge acquired in Korean 1 and Korean 2, as well as an introduction to new vocabulary, structures, and expressions. Students will be expected to expand their vocabulary range to include more sophisticated terms, advanced language expressions, verb tenses, and grammatical concepts. Students will have projects with a task for students tie in grammar and vocabulary in context. They will be expected to apply them in their writing and speaking.

Understanding and Knowledge

Students will understand:

- The Korean culture and how language and cultures interact in societies.
- The connections between Korean and the content from other disciplines.
- The nature, structure, and culture of the Korean language by contrasting it to and making comparisons with their own language.
- The Korean communities at home and around the world, preparing the students to become part of the global community.
- How to communicate with other Korean speakers.

Skills

Students will be able to:

- Utilize the present, past, and future tense to engage in more complex conversations in Korean.
- Utilize the present, past, and future tense to write dialogues and paragraphs in Korean.
- Understand familiar Korean words in more varied social contexts by listening or reading.
- Access and interpret information in Korean from a variety of sources, styles, and cultural contexts.

Assessments & ESLRs

Students will:

- Communicate effectively in Korean through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context with a set of predetermined criteria that reflect the skills acquired.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in Korean in order to effectively draw conclusions and apply them to more complex structures and situations.
- Become community participants with a global perspective and an expanded appreciation for diversity and understanding of Korean culture.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☒

KOREAN 4 HONORS +

Prerequisites: Successful completion of Korean 3 or equivalent

Students in this Intermediate course are assumed to have previous knowledge of Korean, which was taught in Korean 1, 2 and 3. Students in this course will learn intermediate level skills in the areas of listening, speaking, reading, and writing in Korean, as well as expand their cultural understanding. Upon completion of this course, students are expected to acquire and use more vocabulary, expressions and sentence structures and to have a good command of Korean in various conversational situations. Students are expected to write short essays using the vocabulary, expressions, and sentence structures introduced.

Skills: Students will be able to …

- Use advanced structure and conversational Korean
- Understand short learned utterances in familiar contexts although misunderstandings and pauses for assimilation are frequent
- Read advanced stories and excerpts
- Write 2-4 paragraph compositions and detailed dialogues at an advanced level
- Demonstrate advanced knowledge of Korean culture

Assessment and SLO's: Students will be able to …

- Communicate effectively in Korean through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context at the appropriate level.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in Korean in order to effectively draw conclusions and apply them.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

GRADES: 9 ☐ 10 ☐ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☐

CHINESE 1

Year-long, academic college prep elective

Prerequisite: None

This course is designed to assist students to develop low-beginning level skills in the Chinese language. These skills are speaking, listening, reading, and writing, as well as cultural understanding. This course will begin by introducing the writing and sound system of the Chinese language. A Romanized phonetic pronunciation system called "Pinyin" will be introduced. The remainder of the course will focus on grammatical patterns such as basic sentence structures, some grammatical points, and expressions.

Understanding and Knowledge:

- Master the Pinyin system
- Build primary vocabulary
- Comprehend basic conversational Chinese
- Construct both orally and in writing simple sentences about self, family, school and activities
- Identify different aspects of daily life and customs in Chinese culture.

Skills: Students will be able to …

- Speak, listen, read and write in Chinese at a low-beginning level
- Understand Chinese culture at a basic level
- Understand the writing and sound systems of the Chinese language at a basic level

Assessment and SLO's: Students will be able to …

- Communicate effectively in Chinese through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context at a basic level.

- Demonstrate critical and creative thinking by identification, recall, and analysis of information in Chinese in order to effectively draw conclusions and apply them.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☐

CHINESE 2

Prerequisites: Successful completion of Chinese 1 or equivalent

Students in Chinese 2 continue the second year of study with about 350 more vocabulary items. Students build communicative skills as they discuss topics and learn sentence structures on elements close to their life such as weather, dining, birthday party, and travel. With more sentence structures introduced, students will construct compound and complex sentences both orally and in writing. This course also helps the students to develop empathy and appreciation for cultures around us. Chinese 2 is a college prep course that satisfies the "e" requirement for admission to a UC/CSU school.

Skills: Students will be able to …

- Continue building their Chinese word processing computer skills
- Integrate interpersonal, presentational, and interpretive language skills through interactive activities
- Develop the ability to comprehend and produce created language (sentences and strings of sentences)
- Deal with topics related to self and the immediate environment in some informal settings
- Increase proficiency through task-based, communicative language applications in all areas of language learning - listening, speaking, reading and writing

Assessment and SLO's: Students will be able to …

- Communicate effectively in Chinese through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context at a basic level.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in Chinese in order to effectively draw conclusions and apply them.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☐

CHINESE 3

Prerequisites: Successful completion of Chinese 2 or equivalent

This advanced class covers topics ranging from elements close to everyday life, to cultural studies such as college life, travel, Chinese regional cuisines, shopping habits, etc. Besides reviewing fundamental sentence structures mastered in Level 1 to 2, students will further develop their skills in reading contemporary Chinese literature and writing essays at an intermediate level. This course places a particular emphasis on effectively listening and speaking, and also will be confident presenting information to the class in Chinese. An increased amount of authentic materials in the target language, such as newscasts, movies, newspapers, and magazines, will be used to help students practice listening, reading, and speaking skills. The objectives are to continue strengthening the students' language skills, and to encourage students to express their own opinions through group discussions, presentations and writing. This advanced class is in support of the Common Core State Standards for literacy, and reinforce college and career readiness. Students are expected to show abilities of perseverance in order to attain a higher level of language proficiency throughout the course. Honors Chinese 3 is a college prep course that satisfies the "e" requirement for admission to a UC/CSU school.

Skills and Assessment: Upon completion of the course, students in Chinese 3 will…

- Master Chinese word processing computer skills
- Integrate interpersonal, presentational, and interpretive language skills through interactive activities
- Understand a variety of oral presentations at normal speaking speed

- Read authentic materials such as letters, newspaper articles, advertisements and books intended for young adult readers
- Understand essential Chinese heritage culture

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☐

AP CHINESE

Prerequisites: Successful completion of Chinese 3 or equivalent

Advanced Placement (AP) Chinese course is equivalent to a two-semester, introductory college course. This course represents a blend of traditional live language learning pedagogy and interactive online learning technologies and is designed to continue the development of the Chinese language and culture, building on skills acquired in Chinese 1, 2, and 3. To provide context and content for students to develop their skills in the modes of communication, the course takes a thematic approach. There are six course themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges.
As students work with course themes while engaging in the three modes of communication—interpretive, interpersonal, and presentational. The development of skills in each of these modes forms the core of the units, as students build skills in listening, reading, speaking, and writing tasks of increasing levels of complexity as they work through the course. Students are expected to build skills in the following areas:

- Spoken Interpersonal Communication
- Written Interpersonal Communication
- Audio, Visual, and Audiovisual Interpretive Communication & Written and Print Interpretive Communication
- Spoken Presentational Communication
- Written Presentational Communication

GRADES: 9 ☐ 10 ☐ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☐

GENERAL ELECTIVES

AVID 9, 10, 11, 12

Prerequisites: Students must complete the application process, demonstrate characteristics of an AVID student and agree to the AVID expectations

AVID is a proven national program designed to support and assist all students to succeed in a college preparatory path for admission to universities and colleges. AVID provides all students support to be successful in rigorous courses while emphasizing the significance of higher education. Students are taught skills and strategies that will help them find success in rigorous high school courses as well as prepare them for success during college. Students will practice WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies through teacher lessons and tutor-led group activities. Lessons will focus on academic vocabulary, critical thinking skills, self-awareness, engaging in collaborative tutorials, planning for the future and goal setting.

Students also engage in college/career readiness curriculum, guest speakers and college field trips that will help them explore and research their college options, navigate the application and financial aid process and give them insight into the college experience. As an academic support elective, AVID seeks to prepare students for college eligibility and empowers them to strive for academic excellence.

Characteristics of an AVID Student:

- College Prep Level Elective (a-g Approved)
- Typical GPA range of 2.0-3.5 when entering AVID
- Little to no attendance or discipline problems
- Are willing to devote themselves to a minimum of one hour of homework each night
- Are willing to commit to enrollment in rigorous college preparatory sequence of courses
- Desire to attend a four year college or university
- Possibly a first generation college student (first member of the family to attend college)
- Voluntarily decision by the student, NOT the parent
- Complete an application and be accepted to this program

AVID Expectations:

- Recommendation of a 2 year commitment in AVID
- Participation in tutorials, collaborative groups*, field trips*, Socratic seminars, philosophical chairs, and motivational activities
- Maintain satisfactory attendance and citizenship in all classes
- Display positive, respectful behavior in all classes
- Maintain the digital AVID binder with Cornell notes in all classes
- Maintain a GPA of 2.0 or higher
- Signed AVID Contract
- Enroll in rigorous classes

GRADES: 9 ☒ 10 ☒ 11 ☐ 12 ☐ Credits: 5.0 each semester UC/CSU: ☒ NCAA: ☐

ASB: Leadership

Prerequisites: Appointment or elected to ASB and students must have and maintain a 2.0 GPA

The purpose of leadership class is to educate students, through theory and practice, in the various aspects of leadership. Students involved in ASB will have a unique opportunity to influence the culture of their school, better their community, and improve their individual leadership skills. ASB/Leadership class is a year-long course with an emphasis on developing a greater understanding of the skills it takes to be a successful and effective leader. ASB/Leadership class provides a unique educational opportunity for personal growth, community involvement and school improvement. The class meets in the Student Activities Center. ASB students will also spend time before, during and after school promoting, planning and executing school related projects and events.

Course Objectives

- Develop successful leadership skills.
- Develop organizational skills.
- Develop personal and group goals.
- Develop teamwork and team building skills.
- Learn to collaborate and work effectively in small and large groups.
- Understand leadership principles and theory.
- Develop communication skills.
- Develop public speaking skills.
- Develop and implement time management skills.
- Develop and implement problem solving skills.
- Understand and apply successful meeting procedures.
- Promote a positive school climate.
- Support all academics, athletics, arts and activities

- Plan and execute school wide activities that promote school spirit and unity

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 UC/CSU: ☐ NCAA: ☐

DRIVERS EDUCATION

Quarter class - Asynchronous

Prerequisites: Students must be 15 years old before the start of the course. Students must be 15 1/2 years old or older to take the permit test and apply for the learner's permit through the DMV. It is recommended that students take the course as close as possible to the intended permit test date to facilitate retention of the material

The Driver's Education course is designed to teach students the concepts and laws related to driving a vehicle. Emphasis will be placed on the responsibilities of driving, the rules of the road, traffic procedures, safe driving concepts and practices, legal obligations, and the physical and mental factors (including alcohol, drugs, and distracted driving) affecting a driver's capability. This course is one academic quarter in length (2.5 elective credits), and meets the DMV minimum requirement of 30 hours of classroom instruction for driver's education. This course is the classroom portion only, and does not include the behind-the-wheel course. Students who successfully receive a grade of passing (70% or higher) and complete the required hours will receive an official certificate of completion issued through the California Department of Motor Vehicles. This certificate is required to obtain a learner's permit for all drivers between the ages of 15 1/2 and 18 years old.

Prerequisites: Counselor approval. Students must be 15 years old before the start of the course. Students must be 15 1/2 years old or older to take the permit test and apply for the learner's permit through the DMV. It is recommended that students take the course as close as possible to the intended permit test date to facilitate retention of the material.

GRADES: 9 ☐ 10 ☒ 11 ☒ 12 ☒ Credits: 2.5 UC/CSU: ☐ NCAA: ☐

COLLEGE READINESS 1

Quarter class

College Readiness 1 provides an opportunity for students to better understand themselves and their post-secondary options, in order to make informed decisions about their future educational and career choices. Students will examine and analyze the personal/social, academic, and college and career skills needed to navigate their career path. Topics include identifying career and college interests, types of post-secondary options for students, entrance requirements, the college applications process, financial aid options for students, goal setting, and personalizing the college application process.

GRADES: 9 ☐ 10 ☒ 11 ☒ 12 ☒ Credits: 2.5 UC/CSU: ☐ NCAA: ☐

DIRECTED STUDIES

One year non-college prep course

Prerequisite: IEP (Enrollment is limited to students who qualify for Special Education Support Services)

Directed Studies is a special education class, consisting of specialized academic instruction, offered to support general education curriculum. In this class, students review daily assignments, organize and prioritize assignments, clarify directions, study for tests, retake or finish tests, learn study skills and receive assistance with long term projects. This class is designed to support IEP goals in the areas of organization, study skills, homework completion, classwork completion or overall executive functioning deficits. Enrollment in this class is based on a student's IEP team decision that this class is appropriate.

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☐ NCAA: ☐

HEALTH

Health is a one semester course required for graduation from high school. Students will receive Information on current health problems such as alcoholism, drug use, fitness, mental illness and a unit on family life education including values clarification, decision making skills, teenage pregnancy, parenting, birth control and sexually transmitted disease. The first-aid portion of this course emphasizes CPR and basic first aid techniques.

Understanding and Knowledge

Students will be able to:

- Discuss the meaning of substance dependence and the qualities of drug addiction.
- Understand the effects of substance abuse on the individual and society.
- Understand the symptoms, causes, and prevention of sexually transmitted diseases.
- Recognize his own values as they relate to family and human sexuality, while developing respect for the values of others.
  Understand the decision-making process as it relates to substance and rarely life education.
- Understand the principles of nutrition as they apply to a healthful diet.

Skills

Students will be able to:

- Identify available health services in the community.
- Perform life saving techniques, including mouth to mouth resuscitation, the Heimlich Maneuver, and other standard emergency techniques for burns, bleeding, broken bones, poisoning, and traumatic shock.
- Describe the responsibilities involved in parenting and the impact of children on one's lifestyle.
- Recognize the value of exercise in promoting cardiovascular fitness and weight control.
- Define and learn how to deal with stress.
- Understand the factors which contribute to the secrecy/stigma surrounding suicide. National and international awareness.

Assessment and ESLRs:

- Personal and social development.
  Critical thinking-problem solving.
- Communication and interpretation

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☐ NCAA: ☐

WORK EXPERIENCE

Credit: 1 credit per 40 hours. Maximum 5 credits per semester. P/F grade only.
Prerequisite: Junior and Senior Standing and currently employed.

Work Experience is a program that develops skills, habits and attitudes conducive to job success, personal growth, and to help students prepare realistically and wisely for a career. Students enrolled in Work Experience who are under the age of 18 MUST APPLY FOR A WORK PERMIT. Work permit applications are available through the main office at Creekside Education Center.. Students with a Work Permit will have the following employment restrictions:

- The maximum allowable work hours are 28 hours per week and no more than 4 hours/day on school nights.
- Students cannot work after 10:00 p.m. on school nights or after 12:30 p.m. on other nights.
- Students may not work 7 consecutive days.
- Students may not work more than 8 hours /day.

Students in Work Experience must maintain their job and notify the coordinator if there is a change in status. All required forms, time cards, and related instruction must be completed on time. **Attendance at scheduled meetings is mandatory**. Students must maintain a 2.0 GPA in order to remain in the Work Experience Program.

A limit of 30 credits combined of Work Experience and Student/Teaching Assistant will count toward graduation.

Assessments & ESLRs

Students will:

- Set and strive for realistic goals.
- Prioritize and use time effectively.
- Learn from mistakes.
- Strive for balance.
- Engage in continual self-reflection and assessment.

GRADES: 9 ☐ 10 ☐ 11 ☒ 12 ☒ Credits: 5.0 each semester UC/CSU: ☐ NCAA: ☐

COURSE DESCRIPTIONS
IVC Dual Enrollment

The IVC/IUSD Summer Program course offerings are listed below.
Information on the enrolment process can be found here:
IVC/IUSD Dual Enrollment Program | Irvine Valley College

**All key dates regarding enrollment, drop and withdrawal can be found in the schedule of classes: Class Schedule | Irvine Valley College (ivc.edu)

CS 38-Java Programming (Fall)

- ➢Units: 3
- ➢Lectures: 3 hours; Labs: 1 hour
- ➢**Transfer to both UC and CSU**
- ➢**Section #TBD**
- ➢**Dates: M/W 6-750pm online with exams at IVC BSTIC209 on Wednesdays**
- ➢**Format: Online and in person exams**

Recommended Preparation: CS 10 or CS 36. This course focuses on application development using both stand-alone Java programs and Java applets. The course covers Java syntax and operating procedures, as well as design and programming techniques for object-oriented programs. Additional topics include arrays, text files, graphical user interface (GUI) components, exception handling, and multithreading. C-ID: COMP 122

MGT 1-Introduction to Business (Fall)

- ➢Units: 3
- ➢Lectures: 3 hours
- ➢**Transfer to both UC and CSU**
- ➢**Section #TBD**
- ➢**Dates: TBD**
- ➢**Format: Online**

A survey in business providing a multidisciplinary examination of how culture, society, economic systems, legal, international, political, financial institutions, and human behavior interact to affect a business organization's policy and practices within the U.S. and a global society. Demonstrates how these influences impact the primary areas of business including: organizational structure and design; leadership, human resource management, organized labor practices; marketing; organizational communication; technology; entrepreneurship; legal, accounting, financial practices; the stock and securities market; and therefore affect the ability of a business to achieve its organizational goals. C-ID: BUS 110

PSYC 30 - Social Psychology (Fall)

- ➢Units: 3
- ➢Lectures: 3 hours
- ➢**Transfer to both UC and CSU**
- ➢**Section #TBD**
- ➢**Dates: TBD**
- ➢**Format: Online**

This course is a survey of the major theories, concepts, and empirical research findings in social psychology. The course examines the relationship between the individual and group, and engages such topics as social beliefs and judgments, social influence, conformity, persuasion, prejudice, aggression, and altruism. Psychology 30 is also listed as Sociology 30; credit will be given in either area, not both. C-ID: PSY 170

CIM 117 - Social Media Marketing (Spring)

- ➢Units: 3
- ➢Lectures: 3 hours
- ➢**Transfer to both UC and CSU**
- ➢**Section #TBD**
- ➢**Dates: TBD**
- ➢**Format: Online**

This course introduces social media tools used for marketing in business. Topics include uses, ethics, and guidelines for social networking, and online marketing channels. Students create a social media marketing campaign through the use of Web applications, such as Facebook, LinkedIn, and Twitter. CIM 117 is also listed as ENTR 117; credit will be given in either area, not both.

MGT 68 - Introduction to International Business (Spring)

- ➢Units: 3
- ➢Lectures: 3 hours
- ➢**Transfer to both UC and CSU**
- ➢**Section #TBD**
- ➢**Dates: TBD**
- ➢**Format: Online**

This course is a college-level overview of how traditional business functions are influenced by global cultures, geography, economics, and technology and how globalization generally impacts world markets. Emphasis is on preparing students to do business in the international marketplace. Integrated into the course is an evaluation of domestic and foreign economic and business issues; international trade; foreign currency exchange; global finance markets; and global, cultural and economic diversities.

PSYC 10 - Statistical Methods in the Behavioral Sciences (Spring)

➢Units: 3
➢Lectures: 3 hours
➢**Transfer to both UC and CSU**
➢**Section #TBD**
➢**Dates: TBD**
➢**Format: Online**

This course presents the statistical concepts and methods most widely used in behavioral and social science research. Students study the principles of descriptive and inferential statistics, concentrating on the correct analysis of data relating to practical behavioral problems, and the assumptions underlying statistical inferences. The course is recommended as the second course in the psychology major sequence following completion of the introductory course (Psychology 1) and is intended to build an adequate foundation for the study of research methods (Psychology 2). Credit may be earned in either PSYC 10 or 10H, but not both. C-ID: SOCI 1

Math 4A - Analytic Geometry and Calculus III (Fall)

➢Units: 5
➢Lectures: 5 hours
➢**Transfer to both UC and CSU**
➢**Section #TBD**
➢**Dates: TBD**
➢**Format: MW 7-915PM at IVC**

This course studies vectors and parametric equations, partial differentiation, functions of two or more variables, gradients, higher-order derivatives, multiple integrals, cylindrical and spherical coordinates, vector functions and their derivatives, vector fields, surface and line integrals, the theorems of Green and Stokes, and the Divergence Theorem. Math 4A may be taken concurrently with Math 24 and/or Math 26. C-ID: Math 230

IUSD BOARD POLICIES

Nondiscrimination/Harassment – Students
Board Policy 5145.5

The Irvine Unified School District is committed to equal opportunity for all individuals in education. District programs and activities including membership in student clubs shall be free from discrimination based on race, color, ancestry, nationality, ethnic group identification, age, religion, actual or potential parental, family, or marital status, or the exclusion of any person because of pregnancy or related conditions, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one of more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The District does not discriminate in enrollment in or access to any of the activities and programs available. Admission to these programs is based on age appropriateness, class space, interest, aptitude, and prerequisite coursework where applicable. The lack of English skills shall not be a barrier to admission to or participation in the District's activities and programs. The Irvine Unified School District also does not discriminate in its hiring or employment practices.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, and the California Code of Regulations Title 5, Chapter 5.3 Nondiscrimination. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the District's designated compliance coordinators.

Equity/Title IX Compliance Officer:
Keith Tuominen
5050 Barranca Pkwy.
Irvine, CA 92604
Phone: 949-936-5047

IUSD does not discriminate against pregnancy, family or marital status as stated in the IUSD Nondiscrimination Statement and Board Policy 5145.5 posted on the district website and in the above paragraphs, and posted in the school reception and high school counseling reception areas. All students have access to all programs.

The District does not exclude or deny any student from any educational program or activity solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom.

Pregnant students and parenting male or female students are not excluded from participation in their regular school programs or required to participate in pregnant-student programs or alternative educational programs.

Pregnant/parenting students who voluntarily participate in alternative programs are given educational programs, activities, and courses equal to the regular program.

The LEA treats pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom in the same manner and under the same policies as any other temporary disability.

Sexual Harassment – Students
Board Policy 5145.7

The Board of Education is committed to maintaining a learning environment free from harassment, intimidation or insult, student-to-student or adult-to-student, on the basis of an individual's actual or perceived sex, sexual orientation, gender, gender identity or expression. Positive action will be taken when necessary to eliminate such practices or remedy their effects. Sexual harassment, as defined and otherwise prohibited by state and federal statutes, constitutes an unlawful form of sex discrimination in violation of Title IX of the Educational Amendments Act of 1972 and Title VII of the Civil Rights State Board of Education, and District Policy. As such, sexual harassment may constitute just cause for discipline pursuant to applicable Education Code Sections.

Definition:
Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. It includes, but is not limited to, circumstances in which:

1. submission to such conduct is made either explicitly or implicitly a part of the academic environment;
2. submission to or rejection of such conduct by a student is used as the basis for grading, evaluation, or supervision decisions affecting a student; or
3. such conduct has the purpose or effect of unreasonable interference with a student's academic performance or creates an intimidating, hostile or offensive learning environment.

Forms of Sexual Harassment
Forms of sexual harassment include, but are not limited to, the following:

1. verbal harassment: derogatory comments, jokes, or slurs;
2. physical harassment: unnecessary or offensive touching or impeding or blocking movement;
3. visual harassment: derogatory or offensive posters, cards, cartoons, graffiti, drawings or gestures; and
4. sexual favors: unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Activities such as:

1. comments repeatedly emphasizing the sexual identity of an individual;
2. persistent requests for social-sexual encounters and favors;
3. physical contact of a lewd type;
4. indecent exposure;
5. realized sexual encounters constitute sexual harassment when they are accompanied by one or more of the following terms or conditions:
    a. explicit or implicit promises of rewards for cooperation via misuse of institutional authority – e.g., to affect a student's academic advancement, grades, graduation, etc.
    b. explicit or implicit threats of punishment for non-cooperation via misuse of institutional authority – e.g. to effect a student's academic advancement, grades, graduation, etc.
    c. intimidation which creates a hostile or offensive academic environment; interferes with a student's scholastic performance; prevents a student's full enjoyment of education opportunities; or induces conformance, stress, anxiety, fear, or sickness on the part of the harassed student.

Implicit in the legal definition of sexual harassment is the assumption that sexual harassment prevents the realization of the victim's full potential as a student. A person sexually harassing a student is thus robbing the victim of the freedom to learn. Sexual harassment, then, is considered unethical and unsatisfactory, as well as illegal behavior.

Resolution Process
<u>Informal Process:</u>
To accommodate the unique nature of sexual harassment complaints, an informal process is provided for the primary purpose of resolution of a complaint at the earliest possible date. Elements of this process are:

1. The principal, an assistant principal, or a counselor may receive sexual harassment complaints from students and/or parents/guardians. The individual receiving the complaint will:
    a. counsel the student, outline the options available and, when parents/guardians have not been involved, inform them of the complaint and the procedures to be followed;
    b. obtain a factual written statement of the complaint and forward such to the Superintendent;
    c. assist in the follow-up investigation, as appropriate;
    d. make recommendations regarding the disposition of the complaint to the Superintendent or designee.
2. The Superintendent or designee will review the factual information collected to determine whether the alleged conduct constitutes sexual harassment, giving consideration to the record as a whole and the totality of procedures or due process requirements.
3. An effort will be made to protect the privacy of the parties involved in a complaint. Files which pertain to complaints handled under the informal process shall be kept confidential and will not be made available to the public.

<u>Formal Process:</u>
If the complaint is not resolved to the satisfaction of the student or his/her parents in the informal process, the following formal procedure is available:

1. The complaint shall be reduced to writing by the complainant and sent to the Superintendent within 10 working days of the completion of the informal process.
2. The Superintendent shall investigate the complaint and respond within 10 working days after receipt of the complaint.

Legal References:
Education Code Sections 200, 212.5, 230
Title VII of the Civil Rights Act of 1964
Title IX of the Education Amendments Acts of 1972
Meritor Savings Bank v. Vinson, 477 U.S. 57, (1966)
Franklin v. Gwinett County Schools, 112 S. Ct 1028 (1992)
Board Policy Adopted: August 25, 1992
Revised: January 12, 2016

The following persons have been designated to handle inquiries regarding the nondiscrimination policies:

Site Coordinators
San Joaquin Program Compliance Coordinator
Rebecca Roberts, Ed.D., Principal
3387 Barranca Parkway
Irvine, CA 92606
Phone: 949-936-7400

San Joaquin High School, Coordinators, Section 504
David Kette, Coordinator, Alternative Education
3387 Barranca Parkway
Irvine, CA 92606
Phone: 949-936-7400

District Coordinators
Coordinator, Section 504
Sunny Shen
Director, Prevention & Intervention
3387 Barranca Parkway
Irvine, CA 92606
Phone: 949-936-7523

Coordinator, CTE
Ulyses Garcia
5050 Barranca Parkway
Irvine, CA 92604
Phone: 949-936-5000

Coordinator, Title IX, Title V
Keith Tuominen
Director, Secondary Education
5050 Barranca Parkway
Irvine, CA 92604
Phone: 949-936-5047

Coordinator, Title II, Title VI
Tim Tatum
Coordinator Student Services
5050 Barranca
Irvine, CA 92604
949-936-5176

Coordinator, Title VII
Age Discrimination Act & Age
Discrimination in Employment Act
Susan Kemp
Director, Human Resources
5050 Barranca Parkway
Irvine, CA 92604
949-936-5136

Coordinator, CCR Title V
Keith Tuominen
Director, Secondary Education
5050 Barranca Parkway
Irvine, CA 92604
949-936-5047

Any Person may also contact the following:

San Francisco Office for Civil Rights,
US Department of Education, regarding the
District's Compliance with Section 504,
Title II, Title VI, Title IX, and the Age Discrimination Act
Office for Civil Rights
U.S. Department of Education
50 Beale Street, Suite 7200
San Francisco, CA 94105
Phone: 415-486-5555

Equal Employment Opportunity Commission for Concerns
Relating to the Age Discrimination in Employment Act, or Title VII
Roybal Federal Building
255 East Temple St., 4th Floor
Los Angeles, CA 90012
Phone: 1-800-669-4000

Other agencies dealing with nondiscrimination issues:

California Human Rights Commission
U.S. Department of Justice

25 Van Ness Avenue, Room 800
San Francisco, CA 94102-6033
Phone: 415-252-2500

900 Pennsylvania Avenue, NW
San Francisco, CA 94012-0001
Phone: 202-353-1555

For assistance in translating this document, please contact Language Minority Programs at 949-936-8500 or Lang-Minority@iusd.org.