



I have received and reviewed the Options for Youth Student Handbook. As stated in the Master Agreement Form and as a condition of enrollment, my child and I agree to the terms for voluntary enrollment noted in the Student Handbook, which may include but are not limited to:

- **Attending additional classes or programs assigned by the student’s teacher, such as:**
  - ☐ Small Group Instruction (SGI): Math and Reading/Writing
  - ☐ Sessions with Student Advisors, Resource Specialists, and Student Progress Specialists
  
- **State Mandatory Assessments such as:**
  - ☐ CAASPP (CST/SBAC) March-June\*
  - ☐ State Mandated PE Testing February-May\*
  - ☐ CAHSEE October, February, March, May\*
  
- **Turning in all necessary paperwork/forms each semester a student wishes to remain enrolled, such as:**
  - ☐ Student Agreement Form
  - ☐ Student Emergency Release Cards

**Attending the orientation does not constitute enrollment at Options For Youth. To ensure that each student is enrolled as soon as possible, all forms listed below must be received by the Center Coordinator prior to student enrollment.**

	<i>Name of Document</i>		<i>Name of Document</i>
<input type="checkbox"/>	Master Agreement Form	<input type="checkbox"/>	Official Transcript(s)
<input type="checkbox"/>	Student Information Sheet	<input type="checkbox"/>	Unofficial Transcript(s)
<input type="checkbox"/>	Immunizations Records	<input type="checkbox"/>	Proof of Withdrawal
<input type="checkbox"/>	IEP Records (if applicable)	<input type="checkbox"/>	For Office Use Only: Other:

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Age

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian  
*Required for students under 18 years of age*

\_\_\_\_\_  
Date

A copy will placed in the student file.

\*Testing months are subject to change on a yearly basis. Please check with your student’s teacher for current testing dates.



The cover features a central graphic composed of three overlapping, tilted rectangular shapes in light green, light blue, and light orange. Scattered around these shapes are several stars: three light blue stars at the top and four white stars on the colored shapes. The text '2015-2016' is centered above the main title.

**2015-2016**

**Student Handbook  
VICTOR VALLEY**

## **2015-2016 School Year**

Dear Student:

Welcome to Options For Youth Public Charter Schools (OFY). The faculty, staff, and administration look forward to working with you and your family during the time you spend in our program. You will be given the responsibility for actively participating in your educational process. With the help of your teachers, you will be guided through what we hope will be a productive and rewarding educational experience.

We are here to help facilitate your goals, as long as they are positive. It will be your responsibility to complete your course assignments and keep all scheduled appointment times. If you are having difficulty, our teachers are happy to meet with you, one-on-one, or in small groups to help facilitate your learning process.

Options For Youth has also developed a school counseling and guidance program that focuses on career, academic, personal, and social development for the student. Students interested in obtaining counseling services can schedule an appointment through their teacher or Student Advisor.


Please share this information with your parent(s) or guardian(s) who will be involved in your overall learning experience.

Sincerely,

Kathleen Lento  
Principal  
Victor Valley Charter

Jesus Franco  
Director of Instruction

Laura Sloan  
Director of Educational Programs



# Table of Contents

---

<b>Section I - Introduction</b>	<b>1</b>
About the Student Handbook	1
History of the Program	1
Description of the Program	1
Mission Statement	2
Expected School-Wide Learning Results (ESLRs)	2
Student Education Goals	3
Methods of Measuring Student Progress	5
<b>Section II - General Information</b>	<b>6</b>
Age of Enrollment	6
Grading System	6
Credit Acceptance Policy	6
Credit	6
Grade Level Classification (9-12)	7
Grade Replacement Policy	7
Pupil Grade Level Promotion and Retention Policy	7
Withdrawal Credits	7
Repeating Courses	8
Attendance/Truancy/Assigned Activities	8
Student Activities	8
Disclosure of Information	8
Student Holidays	9
Internet Rules and Regulations	9
<b>Section III - Student Behavior</b>	<b>12</b>
Academic Honesty	12
Behavior Expectations	12
Dress Standard	13
Student Discipline Policy	13
Definitions	13
Suspension and Expulsion Policy and Procedure	13
Student Due Process	24
Student Personal Belongings	24
Students with Disabilities	24
<b>Section IV - Complaint Policy/Hotline</b>	<b>25</b>

<b>Section V - Study Requirements</b>	<b>26</b>
Planning a Course of Study	26
Regional Occupational Program (ROP)	26
Acceptance of External Credits	26
Standardized Testing	26
California State Mandated Physical Education Testing	27
California High School Exit Examination	27
Minimum Requirements for Participation in Graduation Ceremonies	27
<b>Section VI - Middle School Promotion Requirements</b>	<b>28</b>
<b>Section VII - Planning Guide</b>	<b>29</b>
<b>Section VIII - Graduation Requirements</b>	<b>30</b>
<b>Section IX - College Preparatory Plan</b>	<b>31</b>
Concurrent Enrollment	31
College Admissions Information	31
A-G Requirements	32
NCAA Eligibility	32
A-G Approved Course List	33
Launchpad Planning Guide	34
<b>Section X - High School Course of Study</b>	<b>35</b>
English and Language Arts	35
Mathematics	38
Social Science	41
Science	43
Visual and Performing Arts	45
Health and Physical Education	46
Electives	47
Technology	53
Family and Consumer Science	53
Career Education	54
Small Group Instruction	55
<b>Section XI - Middle School Course of Study</b>	<b>58</b>
Language Arts	58
Mathematics	59
Social Science	61
Science	61
Family and Consumer Science	62
Technology	62
Health and Physical Education	63
Visual and Performing Arts	64
Electives	65

<b>Section XII - Online School Course of Study</b>	<b>68</b>
English	68
Mathematics	72
Social Science	77
Science	80
Foreign Language	81
Electives	83
Middle School	88

***Options for Youth Honor Policy***

***Uniform Complaint Procedures: Policy and Form***



# Section I

---

## INTRODUCTION

### *About the Student Handbook*

This handbook is intended to provide students, teachers, aides, and parents with a guide to academic and program requirements. It is hoped that every student and parent will read all of the information carefully and discuss it before enrolling in OFY. Planning a school program is very important and careful thought should be given to future educational and vocational goals, aptitudes, past academic achievement and willingness to work. If you have any questions, please contact your local center or supervising teacher or log on to the Options For Youth website at [www.ofy.org](http://www.ofy.org). On the website you will find information about OFY programs and schedules, as well as links to a wide array of educational resources.

### *History of the Program*

OPTIONS FOR YOUTH CHARTER SCHOOLS (OFY) is a nonprofit, public benefit corporation specializing in developing and implementing programs that expand educational opportunities for public school children. OFY has provided such programs to school districts since 1987 and is one of the nation's oldest providers of outsourced educational programs to public schools. OFY has worked with numerous school districts, including the nation's largest, and has served more than 50,000 students. OFY's programs are patterned after the success of its Victor Valley charter school, the first start-up charter school in California to receive accreditation from the Western Association of Schools and Colleges (WASC). The Burbank, San Gabriel, San Juan, San Bernardino and Hermosa Beach charter schools have also received WASC accreditation.

### *Description of the Program*

OPTIONS FOR YOUTH PUBLIC CHARTER SCHOOLS (OFYPCS) offer a hybrid independent study/small group instruction/online format as an alternative to a classroom program. Students who have not been successful or satisfied with their experience in traditional schools can achieve in the program. OFYPCS combines individualized learning plans with self-esteem and leadership development, as well as a rigorous college-preparatory curriculum to ensure that all students, regardless of their school experiences in the past, can graduate high school with a solid post-secondary plan. Students are enrolled in courses leading toward a high school diploma, or re-entry at grade level in a comprehensive or alternative school program. Enrollment in the program is voluntary. OFYPCS provides students with the opportunity to: (a) learn at home and in the learning center in small groups and 1-on-1 with qualified tutors and instructors, (b) complete courses in core and elective subjects, and (c) receive career and academic counseling.

OFYPCS is dedicated to providing quality educational services to students and their families. The unique features of the program include:

- **Open Entry** – A student can enroll virtually any weekday of the year. No need to wait for a class or semester to start.
- **Continuous Learning** – OFY operates year round. No long vacations to interrupt the learning process.
- **Individualized Programs to Accommodate Student Needs** – Scheduled appointments afford students increased flexibility to meet work and family commitments while still satisfying program requirements.
- **Criterion Based Learning** – In core subjects, only material that has not been mastered is required. Learning is focused on the specific skills needed to achieve maximum advancement in minimum time.
- **Subject Matter Concentration** – Taking fewer classes at a time allows for greater focus on core subjects and better retention of content knowledge.
- **Launchpad Environment** – OFYPCS is committed to offering students a “Launchpad” rather than destination environment. Instead of focusing on high school graduation as the final destination for students, Student Advisors and teachers help students guide students to create individualized learning plans with a comprehensive post-secondary plan, whether 2- or 4-year college admission, vocational training, or career planning.



Options For Youth does not discriminate against any person on the basis of gender, race, color, religion, disability, and/or any other status protected by law, in any of its policies, procedures, or practices in compliance with, but not limited to, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, 34 CFR Section 104.4(b)(3), and the ADA Amendments Act of 2008.

## ***Mission Statement***

Options For Youth can be the best independent study public school empowering underserved students by unlocking their passions and dreams and moving them daily toward graduation.

## ***Expected School-Wide Learning Results (ESLRs)***

The primary purpose of Options for Youth Charter Schools (OFY) is to offer students who are not attending traditional schools an alternative to existing educational programs. It is the belief of the OFY stakeholders that students are unique individuals who:

- can learn
- are capable of self-improvement
- are capable of quality work
- are worthy of a positive dream for their future and can develop positive life plans
- will flourish in a positive school environment with instruction personalized to their specific needs

Upon graduation, OFY students are expected to be lifelong learners in the 21<sup>st</sup> century. To that end, the program seeks to teach students how to be:

### **RESPONSIBLE**

- work independently and with others when appropriate
- finish assigned work
- attend appointments regularly and on time
- manage time efficiently
- make and keep commitments

### **INDEPENDENT ACHIEVERS**

- earn a Diploma or Certificate of Completion
- get a good job or go on to college or trade school
- make good judgments under pressure
- discover and use many different resources in order to make good decisions
- continue learning outside the classroom
- set positive goals that will lead to the fulfillment of dreams

### **GOOD CITIZENS**

- contribute to the community in a positive way
- do good deeds and respect others
- obey the law
- contribute to the family; show by example the importance of staying in school

### **GOOD COMMUNICATORS**

- obtain the communication skills necessary to get and keep a job or go on to higher education
- use technology to communicate effectively

- ask for help when appropriate and not try to solve all problems alone
- learn to use english to express themselves clearly

## ***Student Education Goals***

Charter school students will outperform their counterparts in traditional California public schools. They will complete courses as outlined in the charter school course descriptions. The course objectives are consistent with the expected school-wide learning results and the state content standards.

Students will be intrinsically motivated. This will be accomplished through providing interesting, worthwhile learning opportunities that will stimulate the interests of each student. In addition, OFY is committed to providing an environment that is conducive to learning.

Students will demonstrate competency in six growth areas. The extent to which students achieve these growth areas is determined by achievement of the grade level standards:

### ***Growth Area Goal 1:***

Student communicates effectively. (See grade level content standards for Language Arts.) ESLRs addressed are Independent Achievers, Good Communicators.

- 1a. Student reads actively and derives meaning from written word.
- 1b. Student reads extensively for a variety of purposes.
- 1c. Student writes using grammatically acceptable English.
- 1d. Student adjusts tone and style of writing according to purpose and audience.
- 1e. Student supports statements using well-rounded facts, theory, and opinion.
- 1f. Student separates fact from opinion.
- 1g. Student logically reaches conclusions based on sufficient evidence.
- 1h. Student clearly and succinctly states key points.
- 1i. Student organizes ideas in a variety of ways.
- 1j. Student demonstrates creativity through style, organization, and development of content.

### ***Growth Area Goal 2:***

Student sufficiently understands and functions in the world around him/her. ESLRs addressed are Responsible, Independent Achievers, Good Citizens, Good Communicators.

- 2a. Student demonstrates involvement in his/her community.
- 2b. Student has knowledge of the reciprocal relationship between the individual and his/her environment.
- 2c. Student demonstrates various requirements in seeking employment and/or college admission.
- 2d. Student demonstrates the ability to be a selective consumer.
- 2e. Student understands his/her role as an employee or employer, consumer, and financial manager.
- 2f. Student identifies and documents the effects of technology on his/her environment.
- 2g. Student understands the importance of lifelong good physical health.
- 2h. Student participates in physical activities and develops strength, endurance, and personal fitness.

- 2i. Student has a program for personal physical fitness.
- 2j. Student identifies resources available to support physical fitness.
- 2k. Student understands, through participation, the importance of lifetime leisure recreation.

**Growth Area Goal 3:**

Student appreciates the history of mankind and its diversity and comprehends the political process. (See grade level content standards for Social Science.) ESLRs addressed are Independent Achievers, Good Citizens, Good Communicators.

- 3a. Student shows his/her appreciation for history by identifying a relationship between past and present events or situations involving cause and effect (people, events, or situations influencing an action or result).
- b. Student shows his/her appreciation for history by identifying a relationship between past and present events or situation involving comparison (similarities and differences).
- 3c. Student shows his/her appreciation for history by identifying a relationship between past and present events or situations involving classification (events and situation explained as political, economic, social, and/or intellectual).
- 3d. Student shows his/her appreciation for history by identifying a relationship between past and present events or situations involving anticipation of the future using evidence from the past and the present to draw conclusion about the future.
- 3e. Student shows his/her appreciation for history by identifying a relationship between past and present events or situations involving understanding of the extent of time.
- 3f. Student applies physical and cultural geography to his/her understanding of societies.
- 3g. Student analyzes the elements of the United States market economy in a global setting.
- 3h. Student understands the structures, operations, and relationships of the governments in the United States.

**Growth Area Goal 4:**

Student applies mathematical principles and operations to solve problems. (See grade level content standards for Mathematics.) ESLRs addressed are Responsible, Independent Achievers, Good Communicators.

- 4a. Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving in number and operations.
- 4b. Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving in geometry and measurement.
- 4c. Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving in function and algebra.
- 4d. Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving in statistics and probability.
- 4e. Student solves problems that make significant demands in one or more of these aspects of the solution process: problem formulation, problem implementation, and problem conclusion.
- 4f. Student communicates knowledge of basic skills, understanding of concepts, and his/her ability to solve problems and understand mathematical communication.

**Growth Area Goal 5:**

Student applies scientific concepts and skills to explain his world and find solutions to its problems. (See grade level content standards for Science.) ESLRs addressed are Responsible, Independent Achievers, Good Citizens, Good Communicators.

- 5a. Student observes, compares, orders, and categorizes characteristics and behaviors.
- 5b. Student communicates ideas.
- 5c. Student relates factors of differing objects and events, and infers about unknown or unseen processes.
- 5d. Student applies knowledge and thought processes to explain his/her world and solve problems.

- 5e. Student shows a perception of the interrelationships among the scientific themes (energy, interactions, patterns, change) and their application to the four spheres (lithosphere, hydrosphere, atmosphere, ecosphere).
- 5f. Student recognizes the effects of the science, technology, and societies on the environment and on one another.

***Growth Area Goal 6:***

Student realizes his own special interests, talents and abilities. ESLRs addressed are Responsible, Independent Achievers, Good Citizens.

***Methods of Measuring Student Progress***

While all students will achieve the required standards by graduation, not all will progress at the same rate. Evaluation of that progress is based on individual abilities, interests and talents. Methods by which student progress is assessed will be through a variety of the following:

- Monthly review of work
- Oral and written tests
- Portfolios of student work product
- Teacher observation
- State mandated assessment testing
- Student demonstrations
- Student grades



# Section II

---

## GENERAL INFORMATION

### ***Age of Enrollment***

OFY cannot enroll students who are 20 years of age or older. OFY will continue to serve students 20 years of age or older that are currently enrolled in the program, have been continuously enrolled since the age of 19, **and** are making satisfactory progress (4 credits per month). If on or after the 20<sup>th</sup> birthday, student fails to make satisfactory progress in any given month, discontinues enrollment for whatever reason, or turns 23 years of age, student's enrollment will be terminated with no option to return.

**\*These requirements are in effect unless changed or modified by the State of California.**

### ***Grading System***

The grade given in any course represents the credentialed teacher's considered judgment of the degree to which the student has achieved the goals and objectives of the course. It represents the teacher's professional judgment of the quality of the student's work and the student's degree of mastery. The teacher may consult with the primary caregiver in order to obtain additional insight into the quality and mastery of the work considered. No grade may be changed by an administrator unless a clerical or mechanical mistake, fraud, bad faith, or incompetence can be identified.

- A - *Superior achievement.* The student has excelled; work is of exceptional quality and stands apart.
- B - *Above average achievement.* The student has done more than is expected of a student who satisfactorily completed the objectives.
- C - *Average achievement.* The student has satisfactorily accomplished the objectives of the course.
- D - *Below average achievement.* The student has poorly met the minimum requirements.
- F - *Failure to meet the minimum requirements.* No credit and no grade points will be awarded.

### ***Credit Acceptance Policy***

OFY will only accept credits from outside schools and districts that are on the student's transcript. We are not authorized to honor credits that outside schools and districts have not awarded.

### ***Credit***

Students earn credit by completing the course work based on the material covered and learned in relation to the Carnegie Standard. Credits may be earned for grades "A" to "D" in all courses (grades 6-12). The charter school may accept transfer credits for grades "A" to "D" in applicable courses only from schools that have current Western Association of Schools and Colleges (WASC) or Association of Christian Schools International (ACSI) accreditations. (Credits from unaccredited schools will be evaluated on an individual basis.) However, actual mastery of skills represented by a "C" grade or higher, is required for advancement in all courses offered by the charter school. Standard credit is 5 units for each semester course passed. Physical Education and most elective courses are standard credit (5 unit maximum per semester). Since students have the flexibility to work at their own pace, they may require more or less time than the average 60 hours to complete 5 credits. Some courses are offered on a variable credit basis. In the courses that are variable credit, a student may earn more or fewer units than the standard. The amount of work completed and the content standards covered determine the course credit. Consult your instructor for prior approval.

## **Grade Level Classification (9-12)**

All students are expected to attend high school for eight semesters. However, if students work at an accelerated pace and complete the necessary course credit requirements, they may graduate early. Students are eligible to start earning credit for high school after meeting the core content requirements of the 8<sup>th</sup> grade. All eligible students must notify their instructor before they begin high school courses. Students are classified as follows:

Grade 9 (Freshman)	0 - 59	credits earned
Grade 10 (Sophomore)	60 - 119	credits earned
Grade 11 (Junior)	120 - 169	credits earned
Grade 12 (Senior)	170 - more	credits earned

Classification may be reviewed each semester.

## **Grade Replacement Policy**

Students who re-take courses for grade replacement at OFL/OFY will earn credits at our school. Please note, there are some outside schools and districts (example LAUSD) who do NOT award credits for grade replacement and might not accept the credits that were earned at OFL/OFY. We do not have any control whether or not they choose to accept the grade replacement credits from OFL/OFY.

## **Pupil Grade Level Promotion and Retention Policy**

Student grade level promotion or retention will be solely based on demonstrated growth in learning and meeting grade level standards of expected student achievement.

## **Grade Level Placement of Incoming Students**

Students who enroll in Options for Youth (“OFY”) will be measured and placed in the appropriate grade by using their most current grades, state standardized test scores, and placement test results from receiving schools. Students with no test scores or records of achievement will be placed at the appropriate grade level indicated by their previous report cards and/or transcript records, or based on a diagnostic test administered by OFY. The grade level placement of any incoming student shall be at the sole discretion of OFY leadership staff.

## **Prohibited Grade Level Promotions or Retentions**

OFY will never take non-academic factors including, but not limited to a student’s sports opportunities into consideration when determining the student’s grade level promotion or retention. In addition, the ability to repeat a grade level in order to achieve better grades is not a valid consideration for grade level retention. When retaining a student at a particular grade level, it is solely based on whether or not they have successfully mastered the courses and concepts OFY has prescribed for that grade level. The grade level promotion or retention of any OFY student shall be at the sole discretion of OFY leadership staff.

## **Withdrawal Credits**

Options for Youth is unable to award withdrawal credits for courses that are not offered at the charter school. However, the student may complete withdrawal credits from their previous school, in courses that are also offered at the charter school. Check-out grades for withdrawal courses must be provided to the charter school *upon enrollment*, in order to allow the student to complete them at OFY. The student has until the end of the semester FOLLOWING the semester of their enrollment with OFY to complete all withdrawal credits (e.g. if the student enrolls with OFY in the fall semester, they have until the end of the spring semester to complete the credits). ***Only withdrawal courses whose final remaining semester credit(s) are completed by the students will be recognized. No partial withdrawal credit will be awarded.***

## ***Repeating Courses***

Generally, a course cannot be repeated if the student has earned a D- grade or higher. If a student has failed a course or has not demonstrated sufficient competency, he/she may retake the course for credit. Consult with your instructor regarding individual situations.

## ***Attendance/Truancy/Assigned Activities***

Academic and social successes are significantly related to regular instruction. The State of California mandates that students attend school. The parent is responsible for seeing that their child attends. With this in mind, OFY wants to provide a successful alternative to traditional schools. The academic recovery program allows parents and students the flexibility to attend school and learn at home. Students must complete assigned activities each school day and a minimum amount of work that is equivalent to at least one Carnegie Unit per week. In addition, students are required to attend two or more appointments and/or classes depending on the student's course of study. If the student fails to meet these requirements, he/she may be considered to have voluntarily withdrawn from the OFYPCS program.

The instructor verifies attendance based on the attendance sheet and assigned activities completed. This is necessary to keep track of the student's progress and to verify that learning has taken place. If the student fails to submit an attendance sheet with the required assignments by the appropriate due date, the student will be counted as absent for that period.

An evaluation will be made to determine whether it is in the student's best interest to continue enrollment in Independent Study if student fails to complete 100% of the minimum work assignments required for one school month, verify 75% of attendance for one school month, *or* misses four instructor appointments without a valid reason. Truancy is determined by failure to report to regularly scheduled meetings and/or failure to make satisfactory progress in accordance with our signed agreement. Students failing to complete at least 100% of their assignments and/or failing to verify that they have at least 75% attendance during a designated school month shall also be considered truant. Any questions on why a student did not earn full attendance should be directed to the student's teacher.

## ***Student Activities***

Options For Youth strives to create a learning environment which is respectful of the rights and dignity of all members of our learning community. Students are expected to conduct themselves in a respectful and professional manner while participating in all activities associated with Options for Youth.

Options For Youth offers Extracurricular Activities such as but not limited to field trips, Prom, Senior Social and/or sports. It is expected that all students participating in these activities are in good standing, adhere to all student behavior expectations, and are meeting all academic requirements listed on the Student Agreement forms in order to participate in such activities.

## ***Disclosure of Information***

Options for Youth does not provide information to the general public regarding its students unless legally required to do so. Options for Youth is required to disclose names, addresses, and telephone numbers of Options for Youth students to military recruiters upon request, subject to a parent's request that Options for Youth not disclose such information. If you do not wish for your child's name, address and/or telephone number to be disclosed to military recruiters without your prior written consent, you may opt out of this automatic selective service reporting by filling out and providing Options for Youth with a Selective Service Disclosure Opt Out Form, which is available through a teacher or Student Advisor.

In addition, Options for Youth periodically provides information to parents regarding their children's school performance, including information pertaining to students who have attained 18 years of age. Students age 18 years of age or older may opt out of such disclosure by filling out and providing Options for Youth with a Parental Disclosure Opt Out Form, which is available through a teacher or Student Advisor.

## ***Student Holidays (2015-2016)***

In addition to weekends (Saturday & Sunday), student holidays are not counted as school days. Therefore, students are not required to complete assigned activities on these days.

<b><i>Independence Day</i></b>	July 3, 2015	<b><i>ML King Day</i></b>	January 18, 2016
<b><i>Labor Day</i></b>	September 7, 2015	<b><i>President's Day</i></b>	February 12-15, 2016
<b><i>Veteran's Day</i></b>	November 11, 2015	<b><i>Spring Recess</i></b>	April 1-4, 2016
<b><i>Thanksgiving</i></b>	November 26-27, 2015	<b><i>Memorial Day</i></b>	May 30, 2016
<b><i>Winter Recess</i></b>	Dec. 21, 2015-Jan. 1, 2016	<b><i>Summer Recess</i></b>	June 20-24, 2016

## ***Internet Rules and Regulations***

Options for Youth Charter Schools (OFY) actively attempt to offer students and staff advanced technology and increased access to learning opportunities. We are happy to announce that we now offer Internet services through the Options for Youth Computer Network (hereafter referred to as "OFY Computer Network"). We believe this computer technology will help propel our schools into the information age by allowing students and staff to access and use information sources from distant computers, communicate and share information with individuals or groups of other students and staff, and significantly expand their knowledge base. The Internet is a tool for life-long learning and only begins to open the door to many advanced research tools. Students and staff must understand and make proper and ethical use of this new learning opportunity.

## ***Conditions and Terms for Use***

### **ACCEPTABLE USE:**

The purpose of the Internet is to facilitate communications in support of research and education by providing access to unique resources and an opportunity for collaborative work. To remain eligible as a user, the use of your account must be in support of and consistent with the educational objectives of OFY. Access to the Internet is made possible through the OFY Computer Network at its sole discretion. The Options for Youth corporate office and all users of the OFY Computer Network must comply with the existing rules and acceptable use policies, which are incorporated into this document and are also available from the corporate office.

Transmission of any material in violation of any federal or state law or regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret.

Use for commercial activities is generally not acceptable. Use for product advertisement or political lobbying is also prohibited.

The OFY Computer Network contains copyrighted material and/or other proprietary information. The materials contained on or otherwise made available to you on the OFY Computer Network may be copyrighted by OFY and are thus protected by copyright laws and regulations worldwide. Except as may otherwise be expressly permitted by applicable law, any copying, automated browsing or downloading, redistribution, publication, or commercial exploitation of any material contained on or otherwise made available to you on the OFY Computer Network is strictly prohibited without the prior written permission of OFY.

### **CONTROVERSIAL MATERIAL**

OFY has gone to great lengths to provide the necessary hardware and software to filter the Internet content that is accessible through our network while still allowing our students the freedom to access the Internet's many resources. Despite these precautions, users may encounter material that is controversial or offensive and which users, parents, teachers or administrators may consider inappropriate or offensive. It is impossible to control all data that an industrious user may discover on a global network. It is the user's responsibility not to initiate access to controversial or offensive material. OFY reserves the right to regulate the content and material on the Internet through the OFY Computer Network. In no event shall OFY be liable for either intentional or inadvertent student access to controversial or offensive materials.

### **MONITORING**

OFY reserves the right to review any material on user accounts and to monitor filespace in order to make determinations on whether specific uses of the network are inappropriate. In reviewing and monitoring user accounts and filespace, OFY shall respect the privacy of user accounts.



**USER RESPONSIBILITIES**

Electronic mail (E-mail) must be used responsibly. Specific user responsibilities include checking E-mail regularly, remaining within your limited usage quota, if any, and not interfering with the network traffic by sending broadcasts of lists or individuals; furthermore, you are responsible for protecting your E-mail account and password. E-mail accounts are to be used only by the registered user. E-mail accounts will be awarded on an individual case-by-case basis and the OFY Computer Network administrators may remove E-mail services if a user abuses such privileges.

**NETWORK ETIQUETTE**

All users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be Polite. Do not become abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- Do not engage in activities that are prohibited under state or federal law.
- Do not reveal personal information such as addresses or phone numbers of students, colleagues, staff, or yourself.
- Do not use the network in any manner that disrupts the use of the network by other users.
- All communications and information accessible via the network should be assumed to be private property.

**NO WARRANTIES**

OFY makes no warranties of any kind, whether express or implied, for the service it is providing. OFY will not be responsible for any damages a user suffers. This includes loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by OFY's negligence or by the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. OFY specifically denies any responsibility for the accuracy or quality of information obtained through its services. All users need to consider the source of any information they obtain and determine how valid that information may be.

**SECURITY**

Security on any computer system is a high priority, especially when the system involves many users. Users must never allow others to use their password. Users should also protect their password to ensure system security and their own privilege and ability to continue to use the system. Users are responsible for reporting any potential security problems on the Internet to a system administrator. Do not demonstrate the problem to other users. Do not use another individual's account without the express written permission of the account holder. Attempts to log on to the network as a system administrator may result in cancellation of user privileges. Any user identified as a security risk due to a history of problems with this or any other computer systems may be denied access to the Internet by OFY.

## SYSTEM MISUSE

Vandalism and harassment will result in cancellation of user privileges. Vandalism is defined as any malicious attempt to harm, modify, or destroy data of another user, the Internet, the OFY Computer Network, or other networks that are connected to the Internet backbone. This includes, but is not limited to, the uploading or creating of computer viruses.

Harassment is defined as the persistent annoyance of another user or interference with another user's work. Harassment may include, but is not limited to, the sending of unwanted E-mail.

Examples of potential offenses are: removing another user's account, changing another user's password, using an unauthorized account, damaging files, altering the system, or using the system to make money illegally. Users must not cause damage to any school property, including the network system.

It is a violation of California Penal Code Section 502 to intentionally access any computer system or network for the purpose of: (1) devising or executing any scheme or artifice to defraud or extort; or (2) obtaining money, property, or services with false or fraudulent intent, representation or promises.

Further violations of the California Penal Code include maliciously accessing, altering, deleting, damaging or destroying any computer system, computer network, computer program, or data. Penalties may include fines and/or imprisonment. Anyone committing acts of this kind could face criminal charges and/or disciplinary action by the school. Any misuse of the OFY Computer Network will be punished to the full extent of the law.

## PRIVILEGE

The use of the OFY Computer Network is a privilege that may be revoked by the administrators of the network at any time and for any reason. Inappropriate use, including any violation of these rules and regulations or the Internet Access Consent and Waiver, may result in cancellation of network privileges. OFY, under this agreement, has delegated the authority to determine the appropriate use and may deny, revoke, suspend, or close any user account at any time based upon the determination of inappropriate use by the account holder or user.

## PENALTIES FOR IMPROPER USE

Any user violating these rules, applicable state and federal laws, or posted classroom and company rules are subject to loss of network privileges and/or any other company disciplinary options.

In addition, pursuant to state law, any unauthorized access, unauthorized attempt to access, or unauthorized use of any computing and/or network system is a violation of the California Penal Code and/or other applicable federal laws and is subject to criminal prosecution.



# Section III

---

## STUDENT BEHAVIOR

### ***Academic Honesty***

Options for Youth Charter Schools (OFY) is strongly committed to nurturing academic excellence, truth, responsibility, and integrity. Our independent study program expects all students to maintain a high standard of ethics in their academic pursuits. Academic dishonesty is considered a serious matter and will not be tolerated.

Academic dishonesty (in course work, on examinations, or in other academically related activities) includes but is not limited to the following:

- copying from another student or knowingly allowing another to copy
- using unauthorized materials and/or technologies
- plagiarizing work — the intentional or accidental appropriation of another's writings or ideas and the unacknowledged incorporation of that work, in full or in part, in one's own written work — including electronic media such as the internet
- counterfeit work, including turning in as one's own work that which was created, researched, or produced by another
- theft or the altering of grades, records (written or electronic), and/or teaching materials (written or electronic)

Any student found to have broken the academic honesty policy is subject to any or all of the following consequences:

- immediate removal from the course(s) where the infraction occurred (without replacement) and possible failure of the course
- a due process hearing
- suspension
- expulsion

### ***Behavior Expectations***

Students are expected to conform to the customary rules of conduct and the normal modes of operation of the facility in which the learning center is located. They will also act in accordance with the following behavior expectations:

1. Follow all written and verbal agreements.
2. Be courteous and respectful to others.
3. Respect the property of others.
4. Be prepared to learn at all times.

The teachers and staff of the learning center will be on hand at all times to monitor student behavior. If a problem arises, the teacher will contact the student's family and may request a parent-teacher conference to discuss the matter.

## ***Dress Standard***

Students are expected to dress in accordance with the “business-like” learning environment of the Charter School. The standards are not intended to take away individual styles, but to remove those clothing items that are taken to extremes or present ideals which the Charter School does not wish to promote. The Charter School considers the following items inappropriate for students to wear at school:

1. any clothing or jewelry item that depicts drugs, sex, alcohol, profanity, or racism
2. sheer or revealing garments that are sexually inappropriate
3. any clothing that has a disruptive influence on the learning environment

The teachers and staff of the learning center will monitor student dress. Discretion will be used by the administration and will prevail in all instances. If a problem arises, the teacher or administrator may ask the student to leave the center and return with appropriate dress, contact the student’s family, and/or request a parent-teacher conference to discuss the matter. Continued violations may result in suspension.

## ***Student Discipline Policy***

OFY has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

## ***Definitions***

**SUSPENSION** shall be defined as a temporary leave of absence from the Charter School that may occur at the recommendation of the individual Charter School teacher, supervisor, or school employee and must be approved by the Deputy Superintendent or designee(s).

**EXPULSION** shall be defined as a permanent dismissal from the Charter School without re-enrollment privileges and must be approved by the Deputy Superintendent or designee(s).

## ***Suspension and Expulsion Policy and Procedure***

A student may be subject to suspension and/or expulsion when it is determined that while on or within view of the learning center or This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the noncharter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to the review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at each resource center.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

### **A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property.
  - g) Stole or attempted to steal school property or private property.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - k) 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.
  - l) Knowingly received stolen school property or private property.
  - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
  - n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
  - o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
  - p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, 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 exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) 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.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or

committed a sexual battery as defined in Penal Code Section 243.4.

- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, 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 exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:



- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
  - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within

two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

## 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

## 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

### **D. Authority to Expel**

A student may be expelled either by the Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of an Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

### **E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing at least three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

**G. Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

**H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

**I. Written Notice to Expel**

The Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

**J. Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

**K. No Right to Appeal**

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

**L. Expelled Pupils/Alternative Education**

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

**M. Rehabilitation Plans**

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

## N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors or the Administrative Panel following a meeting with the Principal or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Administrative Panel or Board of Directors following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

## O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

### 1. Notification of District and/or SELPA

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

### 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## ***Mandatory Expulsion***

Unless the Deputy Superintendent or designee(s) finds that expulsion is inappropriate due to particular circumstances, the Deputy Superintendent or designee(s) shall expel a student for any of the actions identified as items #1, 2, 3, 4, or 5 under “Grounds for Suspension and Expulsion” or for assault or battery, as defined in Penal Code 240 and 242, upon any school employee.

## ***Student Due Process***

OFY shall provide for the fair treatment of students facing suspension and expulsion by affording them due process rights. Administrative regulations regarding suspension and expulsion shall be revised periodically as required by any changes in the Charter School policy or state and federal law.

In all cases the Charter School disciplinary policies shall afford students due process under the law. To this end, the Deputy Superintendent or designee(s) shall develop rules and regulations governing the procedures by which students may be suspended or expelled. The Charter School’s Deputy Superintendent or designee(s) shall notify staff, students and parents/guardians about the Charter School disciplinary policy, including policies governing student suspensions and expulsions. Students and their parents or guardians will be notified in writing at the time of enrollment.

In the event of a suspension, students recommended for suspension will be afforded due process in the following manner:

1. Student will be told of the charge against him or her and will be provided an opportunity to respond to that charge in an informal conference, before the suspension is imposed, unless the administrator in charge finds that there is clear and present danger to the life, safety or health of students or staff.
2. Written notice of the suspension will be sent to parents or guardians within a reasonable time after the suspension advising of the facts of such suspension, its duration and justification and further stating that, if desired, a prompt meeting or hearing will be held at which the suspension may be discussed with school officials. All written documentation must be approved by the Deputy Superintendent or designee(s). This is to ensure all due process has been afforded to students and their families and to ensure all written documents comply with state and federal law.
3. If requested, a meeting or hearing will be held within a reasonable time period, at which the suspended student may also be present, and the student will be given the opportunity to present informal proof of his or her side of the case.

In the event of an expulsion, students recommended for expulsion will be entitled to written notice of the grounds for their proposed removal and will be given a full due process hearing in regard to the proposed expulsion. Parents or guardians of non-adult students will also be given written notice in advance of such hearing so that they may attend. The Charter School will maintain a record of the notice and of the hearing. The student will also be entitled to appeal a decision to expel such student, pursuant to the complaint procedures established by the Charter Board and defined in Section 1 of the Charter School Complaint Procedure document.

## ***Student Personal Belongings***

Administrators of OFY have the discretion to search student’s personal belongings if a reasonable suspicion warrants the act. Searches may be due to the following reasons but not limited to:

- suspicion of student in possession of a weapon
- suspicion of student in possession of drugs

## ***Students with Disabilities***

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion which apply to regular education students. All the procedural safeguards established by Charter School policies and regulations and IDEIA shall be observed in considering the suspension or expulsion of students with disabilities. In the case of a suspension or an expulsion of a student identified as having special education needs, the Charter School shall comply with federal and state law.



# Section IV

---

## COMPLAINT POLICY/HOTLINE

OFY is committed to providing students with a positive educational experience and has established two methods by which parents can express school-related concerns and file complaints. The first is the “Uniform Complaint Policy and Procedures” which complies with applicable federal and state laws and regulations. The Superintendent will annually provide written notification of OFY’s uniform complaint procedures to students, employees, parents/guardians, and other interested parties. Copies of all three policy documents, the “Uniform Complaint Policy and Procedures”, the “Uniform Complaint Procedure Form for Education Code 35186 Complaints” and the “Annual Notification of The Uniform Complaint Procedures” are available at the end of this handbook, at each learning center, and online at [www.ofy.org](http://www.ofy.org).

In addition to the “Uniform Complaint Policy and Procedures”, OFY understands there may be times when parents/guardians might feel uncomfortable discussing certain school-related concerns with school employees. As a result, OFY provides a toll-free **OFY HOTLINE** to give parents the opportunity to speak with an independent third party. Some of the topics the **HOTLINE** staff is prepared to handle are:

- School-related behavioral and communication problems
- School-related drug or alcohol problems
- Any classroom-related problems, including safety hazards, theft, vandalism, threats of violence, etc.
- Unlawful harassment or discrimination
- Pupils, who have not passed one or both parts of the CAHSEE by the end of grade 12, have the right to file a complaint regarding intensive instruction and services.

Trained **OFY HOTLINE** staff will listen objectively, ask questions and gather information. Within two school days of the call, a confidential report will be given to the Chief Executive Officer or designee(s) for OFY. Based on the information provided by the parents, a complete and comprehensive review of the matter will be conducted. The information will be held in confidence to the maximum extent possible. Parents may choose to give their names or not, however, if they do not, there may be limitations to OFY’s ability to resolve the matter. Based on the results of the review, appropriate corrective action will be taken. Parents and students will not be negatively affected by any disclosure of information to the **HOTLINE** staff.

With the exception of holidays, the **HOTLINE** is open Monday through Friday from 7:00 AM to 5:00 PM (Pacific Time). The toll-free **OFY HOTLINE** number is: **866-OFY-HOTL (866-639-4685)**.





# Section V

---

## STUDY REQUIREMENTS

### ***Planning A Course of Study***

An instructor will be available to advise and assist the student with his/her course/curriculum selections. The program of studies should be planned to reflect the student's interests, needs, aptitudes and career goals. All of the general course objectives should be consistent with the school's content standards and state guidelines. Levels of student achievement will differ due to the individualized nature of the learning process and the student's own capabilities.

As you plan your program, the instructor will ensure that you follow the guides listed below so that the achievement levels and requirements for graduation, college entrance, and basic skill competencies will be satisfied when applicable.

### ***Regional Occupational Program (ROP)***

ROP classes allow students to gain and apply job specific training in a career field. This is accomplished through providing rigorous and relevant career specific learning opportunities that empower students with the knowledge to make informed career choices and provide them the skills necessary to succeed in their chosen professions. This program can enable a student to successfully continue technical training at an advanced level, pursue higher education opportunities and enhance existing skills and knowledge. To enroll, students must be at least 16 years old. For further information please contact your Student Advisor.

### ***Acceptance of External Credits***

Options for Youth Charter Schools accepts transfer credit only from schools that have current Western Association of Schools and Colleges (WASC) or Association of Christian Schools International (ACSI) accreditations.

The OFY Curriculum Department may conduct a review process by request for schools that are not accredited by either WASC or ASCI. OFY will review the school's program, their course content and instruction. Please consult your teacher for further information.

### ***Standardized Testing***

Options for Youth must administer any State mandated tests as applicable AND have parents agree to have their child participate with state mandated testing. In the coming school year, the charter school will administer the California STAR testing program for the purpose of demonstrating programmatic success as well as individual assessment. Scores will be included in the student's file or portfolio and will be utilized by the teacher when consulting with families about educational plans and curriculum selection.

State mandated testing will occur in the spring and will be administered by OFY teachers and staff. Thus, testing will occur with familiar faces and in smaller test settings. Every attempt will be made to break down the testing periods into manageable times.

In addition, OFY requires the Vantage assessment for grades 7 – 12. This testing will occur on a "Pre" test basis, thus occurring once upon enrollment then twice every school year thereafter for the student. OFY also requires students to participate in several other assessment tests, such as the CELDT for English Language Learners. These assessments can be valuable for the teacher and parents to use in determining an appropriate educational plan and selecting curriculum.

### ***California State Mandated Physical Education Testing***

Options For Youth is required by the State to test all students in grades 7 and 9 to assess fitness in the following areas: abdominal, upper body and trunk strength, aerobic capacity, upper body flexibility, and body fat composition. The testing period will occur between February 1 and June 30 of each school year and will be administered by trained staff members.

### ***California High School Exit Examination***

Students who complete the graduation requirements after June 30, 2005 are required to pass the California High School Exit Examination (CAHSEE) in Language Arts and Mathematics in order to receive a high school diploma from a public school in the State of California. Students are required to take the CAHSEE in 10<sup>th</sup> grade and may take the examination during each subsequent testing period until each section of the examination has been passed. The examination will be offered two times each school year. Please contact your Student Advisor for further information.

*\*This requirement is in effect unless changed or modified by the State of California.*

### ***Minimum Requirements for Participation in Graduation Ceremonies***

Students must complete all 220 credits and the 10 hours of community service necessary for graduation at least two weeks prior to graduation day to participate in the ceremonies. Please see your teacher or Student Advisor for further information.



# Section VI

---

## MIDDLE SCHOOL PROMOTION REQUIREMENTS

A middle school certificate of promotion will be granted to each middle school student who completes the basic program defined below for the 7<sup>th</sup> and 8<sup>th</sup> grades.

Except in unusual circumstances warranting an adjustment of the individual's program, each middle school student will enroll in the following basic program:

### ***Two-Year Subject Requirements***

#### **CORE SUBJECTS:**

English/Language Arts	4 semesters
History/Social Science	4 semesters
Mathematics	4 semesters
Science (including Health topics)	4 semesters

#### **OTHER SUBJECTS:**

Physical Education	4 semesters
--------------------	-------------

1. Middle school students will earn five (5) units of credit for every semester successfully completed in each of the required subjects or courses of study.
2. Eighty (80) units of credit will be considered the minimum level of middle school student attainment in the four core academic areas of English/language arts, mathematics, history/social science and science.
3. Deficiencies must be made up by taking additional courses in the summer or by taking additional work in high school, depending on individual circumstances.



# Section VII PLANNING GUIDE

## Victor Valley Charter Planning Guides (7-12)

### GRADE 7

LANGUAGE ARTS 7A		LANGUAGE ARTS 7B	
MATH 7A		MATH 7B	
LIFE SCIENCE 7A		LIFE SCIENCE 7B	
PHYSICAL EDUCATION		PHYSICAL EDUCATION	
WORLD HISTORY 7A		WORLD HISTORY 7B	
ELECTIVE		ELECTIVE	

### GRADE 8

LANGUAGE ARTS 8A		LANGUAGE ARTS 8B	
MATH 8A		MATH 8B	
PHYSICAL SCIENCE 8A		PHYSICAL SCIENCE 8B	
PHYSICAL EDUCATION		PHYSICAL EDUCATION	
US HISTORY 8A		US HISTORY 8B	
ELECTIVE		ELECTIVE	

### GRADE 9

ENGLISH 1A		ENGLISH 1B	
MATH		MATH	
LIFE SCIENCE A		LIFE SCIENCE B	
PHYSICAL EDUCATION		PHYSICAL EDUCATION	
ELECTIVE		ELECTIVE	
ELECTIVE		ELECTIVE	

### GRADE 10

ENGLISH 2A		ENGLISH 2B	
MATH		MATH	
WORLD HISTORY A		WORLD HISTORY B	
PHYSICAL EDUCATION		PHYSICAL EDUCATION	
FINE ART		FINE ART	
ELECTIVE		ELECTIVE	

### GRADE 11

ENGLISH 3A		ENGLISH 3B	
MATH		MATH	
PHYSICAL SCIENCE A		PHYSICAL SCIENCE B	
US HISTORY A		US HISTORY B	
ELECTIVE		ELECTIVE	

### GRADE 12

ENGLISH 4A		ENGLISH 4B	
GOVERNMENT		ECONOMICS	
ELECTIVE		ELECTIVE	
ELECTIVE		ELECTIVE	
ELECTIVE		ELECTIVE	



# Section VIII

## GRADUATION REQUIREMENTS

### *Victor Valley Charter 2015-2016 Graduation Requirements*

ENGLISH	40 Credits All English courses must use core material.
MATHEMATICS	30 Credits The equivalent of first year Algebra must be completed for graduation.
SCIENCE	20 Credits Life Science – 10 Physical Science – 10
PHYSICAL EDUCATION	20 Credits
SOCIAL SCIENCE	30 Credits World History – 10 US History – 10 Government – 5 Economics – 5
FINE ARTS	10 Credits
GENERAL ELECTIVES	70 Credits (*Health B must be assigned if Health A was completed at OFY)
<b>TOTAL 220 Credits</b>	
COMMUNITY SERVICE	10 Hours This is to be completed in grades 9-12 while enrolled at OFY and students must submit verified hours on a letterhead from an approved service agency.

### *Graduation Competencies and Requirements*

- Students who complete the graduation requirements after June 30, 2005 must pass the California High School Exit Examination (CAHSEE) to be eligible to graduate.
- Students must complete all new graduation requirements of the current school year per State or District requirements.



# Section IX

## COLLEGE PREPARATORY PLAN

### **College Preparatory Plan**

The college preparatory plan leads to enrollment in a four-year college or university or enrollment in community college and transfer to a four-year institution.

Students following this plan should enroll in:

1. minimum graduation requirements in grades 9 - 12
2. three or four years of mathematics (Algebra I or higher)
3. three or four years of college preparatory science
4. two to four years of the same college preparatory foreign language

A grade point average of 3.0 or higher is recommended. **STUDENTS SHOULD TAKE THE SAT OR ACT AT THE END OF THE JUNIOR YEAR OR EARLY IN THE SENIOR YEAR TO ESTABLISH APTITUDE FOR COLLEGE WORK.**

Students planning to attend a four-year college or university should contact their Student Advisor for assistance in planning their high school courses and meeting admissions deadlines.

### **Concurrent Enrollment**

College preparatory courses (or others) not offered by the charter school can be taken at a local community college for high school credit. These courses may include foreign language, visual or performing arts, and laboratory science. Depending on the college, students may have to complete a “Concurrent Enrollment Form,” which can be obtained at the community college, before registering for these classes. Please contact the college of choice to determine their policy for concurrent enrollment and credits earned.

### **College Admission Information**

Student Advisor	Contact Information and Area/Center Served		
Jacob Kaaekuahiwi jkaaekuahiwi@ofy.org	Victorville 1 (760) 955-5525	Victorville 2 (760) 955-5900	Hesperia 2 (760) 948-3355
Rachel Trudo rtrudo@ofy.org	Victorville 3 (760) 241-6546	Victorville 4 (760) 241-8300	

Current information is also available on the Internet at the following sites:

For all California colleges including community colleges, California State University, University of California, and independent universities, information may be found at [www.californiacolleges.edu](http://www.californiacolleges.edu).



For information regarding the California State University system, their website is located at [www.csumentor.edu](http://www.csumentor.edu).



The University of California system website is located at [www.ucop.edu](http://www.ucop.edu).



For more information on Community Colleges, please go to the following website: [www.cccco.edu](http://www.cccco.edu)



## A-G Requirements

<b>(a) History/Social Science</b> <i>2 years required</i>	Includes one year of world history and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.
<b>(b) English</b> <i>4 years required</i>	Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.
<b>(c) Mathematics</b> <i>3 years required</i>	Includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
<b>(d) Laboratory Science</b> <i>2 years required</i>	Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry and physics.
<b>(e) Foreign Language</b> <i>2 years required</i>	Two years of the same language other than English.
<b>(f) Visual/Performing Arts</b> <i>1 year required</i>	A single yearlong approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.
<b>(g) College Prep Electives</b> <i>1 year required</i>	One year (two semesters), in addition to those required in 'a-f' above, chosen from all subject areas.

## Examination Requirements

### UNIVERSITY OF CALIFORNIA

- Requires SAT Reasoning Test or ACT Plus Writing
- SAT: Students are recommended to take the SAT Subject Tests.

### CALIFORNIA STATE UNIVERSITY

- Requires only the SAT or ACT

## Other Requirements

### UNIVERSITY OF CALIFORNIA/CALIFORNIA STATE UNIVERSITY

- Candidates must have earned a grade of C or better in all college preparatory classes. The grades earned in these courses are taken in grades 10 through 12 to evaluate the Grade average for minimum eligibility.

## NCAA Eligibility

Currently, courses at Options for Youth are not approved by NCAA. If you are an NCAA college-bound student-athlete please be aware that courses taken at Options for Youth will not meet NCAA eligibility requirements.

<b>A-G Approved Course List</b>	<b>(a) History/Social Science</b>	World History CP	
		World History since the Renaissance (Apex)	
		US History CP	
		US History since the Civil War (Apex)	
		US Government CP	
		US Government and Politics (Apex)	
		Adv World History CP	
		Adv US History CP	
		Adv US Government CP	
		AP Government and Politics United States (Apex)	
		AP US History (Apex)	
<b>(b) English</b>	English I CP	English 11 CC (Apex)	
	English II CP	English 12 CC (Apex)	
	English III CP	American Literature CP	
	English IV CP	Adv English 1 CP	
	English 9 CP (CCSS)	Adv English 2 CP	
	English 10 CP (CCSS)	Adv English 3 CP	
	English 11 CP (CCSS)	Adv English 4 CP	
	English 12 CP (CCSS)	AP English Language and Composition (Apex)	
	English 9 CC (Apex)	AP English Literature and Composition (Apex)	
	English 10 CC (Apex)	CSU Expository Reading/Writing A/B	
<b>(c) Mathematics</b>	Algebra 1 CP	Geometry CP	
	Algebra 1AI; 1A2	Geometry CC (Apex)	
	Algebra 1BI; 1B2	PreCalculus (Apex)	
	Algebra 1 CC (Apex)	AP Statistics (Apex)	
	Algebra 2 CP	AP Calculus AB (Apex)	
	Algebra 2 CC (Apex)	Mathematics I Common Core (Apex)	
	Adv Algebra 1 CP	Mathematics II Common Core (Apex)	
	Adv Algebra 2 CP	Mathematics III Common Core (Apex)	
<b>(d) Laboratory Science</b>	Biology CP*		
	Physics CP*		
	Physics Core* (Apex)		
	Chemistry Core* (Apex)		
	Physical Science		
<b>(e) Foreign Language</b>	French I (Apex)	Chinese I (GradP)	
	French II (Apex)	Chinese II (GradP)	
	Spanish I (Apex)	Chinese III (GradP)	
	Spanish II (Apex)	AP Spanish Language (Apex)	
	Spanish III (Apex)		
	Spanish for Spanish Speakers (GradP)		
<b>(f) Visual/Performing Arts</b>	Art History A/B CP		
	Visual Arts A/B		
<b>(g) College</b>	Economics CP	Probability and Statistics (Apex)	
	Introduction to Plays and Theater CP	US & Global Economics Core (Apex)	
	Gothic Literature (GradP)	AP Macroeconomics	
	Psychology A/B CP	AP Microeconomics	
	Sports and Entertainment Marketing (GradP)	Earth Science A/B	
	Geography & World Cultures (Apex)	AP Psychology	

\* Denotes courses available in selected centers

Course list subject to change



## A-G Planning Guide

Student Name: \_\_\_\_\_  
 Student ID#: \_\_\_\_\_  
 Center: \_\_\_\_\_

Teacher: \_\_\_\_\_  
 Probable Grad Date: \_\_\_\_\_  
 Prospective College: \_\_\_\_\_

### Grade 9

English 9A CP		English 9B CP	
Alg 1A CP or Algebra 1 Sem 1		Algebra 1B or Algebra 1 Sem 2	
Earth Science A		Earth Science B	
P.E.		P.E.	
Spanish 1 Sem 1 (Apex)		Spanish 1 Sem 2 (Apex)	
World Geography A		World Geography B	

### Grade 10

English 10A CP		English 10B CP	
Geometry A CP or Geometry Sem 1		Geometry B CP or Geometry Sem 1	
Biology A CP		Biology B CP	
P.E.		P.E.	
World History A CP		World History B CP	
Spanish 2 Sem 1 (Apex)		Spanish 2 Sem 2 (Apex)	

### Grade 11

English 11A CP or AP Eng Lang/Comp S1		English 11B CP or AP Eng Lang/Comp S2	
US History A CP or AP US History Sem 1		US History B CP or AP US History Sem 2	
Algebra 2A CP or Algebra 2 Sem 1		Algebra 2B CP or Algebra 2 Sem 2	
Lab Physics or Chemistry		Lab Physics or Chemistry	
AP Spanish Lang Sem 1 (Apex)		AP Spanish Lang Sem 2 (Apex)	
Art History A		Art History B	

### Grade 12

English 12A CP or AP Eng Lit/Comp S1		English 12B CP or AP Eng Lit/Comp S2	
US Government CP or AP US Government		Economics CP	
Advanced Math***		Advanced Math***	
Biology Lab A/B		Physics Lab A/B or Elective	
Intro to Plays/Theater		Elective	

## A-G Requirements

SUBJECT	CREDITS
A. Social Science	20
B. English	40
C. Math: Alg 1, 2, & Geom	30* (pref 40)
D. Lab Science	20* (pref 30)
E. Foreign Language	20* (pref 30)
F. Visual/Performing Arts	10
G. Core Elective	10

### CAHSEE

ELA date passed: \_\_\_\_\_  
 Math date passed: \_\_\_\_\_

\*\*\* Advance Math includes, but is not limited to, the following:

- Pre Calculus Sem 1 (4)
- Pre Calculus Sem 2 (4)
- AP Calculus AB Sem 1 (5)
- AP Calculus AB Sem 2 (5)
- AP Statistics Sem 1 (5)
- AP Statistics Sem 2 (5)

PSAT Score (10th grade) \_\_\_\_\_

PSAT Score (11th grade) \_\_\_\_\_

SAT Score: \_\_\_\_\_

or

ACT Score: \_\_\_\_\_



# Section X

---

## HIGH SCHOOL COURSE OF STUDY

### **English • Language Arts**

*Note that students may be required to attend a small group instruction language arts class while taking any of the following classes.  
Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.*

---

#### **ENGLISH 9 A/B CP (CCSS)**

**Length of Course:** 10 Credits

**Grade Level:** 9

**Graduation Requirement:** English

HS-10-77, HS-10-78

**UC/CSU Approved**

Textbook: Prentice Hall Literature (Pearson). Novel: (A) *The House on Mango Street* by Sandra Cisneros, (B) *The Hunger Games* by Suzanne Collins. This course will expose students to both fictional stories and non-fiction articles. This course will enhance students' ability to comprehend and develop analyze the content of the reading assignments. It will expose students to authors' intent and literature concepts. Each lesson will develop and increase students' fluency and vocabulary. An aspect of grammar will be introduced and students will implement this knowledge in their own writing. A fictional novel will accompany this course that will utilize the students' imagination and creativity. At the end of each unit, students will have an opportunity to incorporate what they have learned in their writing.

#### **ENGLISH 10 A/B CP (CCSS)**

**Length of Course:** 10 Credits

**Grade Level:** 10

**Graduation Requirement:** English

HS-10-77, HS-10-78

**UC/CSU Approved**

Textbook: Prentice Hall Literature (Pearson). Novel: (A) *The House on Mango Street* by Sandra Cisneros, (B) *The Hunger Games* by Suzanne Collins. This course will expose students to both fictional stories and non-fiction articles. This course will enhance students' ability to comprehend and develop analyze the content of the reading assignments. It will expose students to authors' intent and literature concepts. Each lesson will develop and increase students' fluency and vocabulary. An aspect of grammar will be introduced and students will implement this knowledge in their own writing. A fictional novel will accompany this course that will utilize the students' imagination and creativity. At the end of each unit, students will have an opportunity to incorporate what they have learned in their writing.

#### **ENGLISH 11 A/B CP (CCSS)**

**Length of Course:** 10 Credits

**Grade Level:** 11

**Graduation Requirement:** English

HS-10-77, HS-10-78

**UC/CSU Approved**

Textbook: Prentice Hall Literature (Pearson). Novel: (A) *The House on Mango Street* by Sandra Cisneros, (B) *The Hunger Games* by Suzanne Collins. This course will expose students to both fictional stories and non-fiction articles. This course will enhance students' ability to comprehend and develop analyze the content of the reading assignments. It will expose students to authors' intent and literature concepts. Each lesson will develop and increase students' fluency and vocabulary. An aspect of grammar will be introduced and students will implement this knowledge in their own writing. A fictional novel will accompany this course that will utilize the students' imagination and creativity. At the end of each unit, students will have an opportunity to incorporate what they have learned in their writing.

**ENGLISH IV A/B CP****Length of Course:** 10 Credits

HS-10-07, HS-10-08

**Grade Level:** 12**UC/CSU Approved****Graduation Requirement:** English

This course provides a moderate survey of Continental and British literature from the epic writings to modern literature. From the Anglo-Saxon period students are introduced to Old English literature in readings from texts like *Beowulf* and *Gilgamesh*. Students then sample Middle English literature with readings from the *Canterbury Tales* and *Everyman*. From there, students are introduced to the English Renaissance, both its poetry and the Elizabethan drama. They continue with a sampling of 17<sup>th</sup> century writers: the Metaphysical poets, the Cavalier poets, and the Puritans. They explore the Restoration and continue onto the 18<sup>th</sup> century with selections from Swift, Pope, Pepys, and Defoe. From there students sample the Romantic age with readings from Wollstonecraft, Wordsworth, and Shelley. Through this survey students gain an understanding of the religious and political climates in which these artists wrote, as well as the myriad forms and literary devices they employed to express their beliefs, values and traditions. Students read two novels: Huxley's *Brave New World* and Achebe's *Things Fall Apart*.

**ADV ENGLISH I A/B CP****Length of Course:** 10 Credits

HS-10-P1, HS-10-P2

**Grade Level:** 9**UC/CSU Approved****Graduation Requirement:** English

These courses fulfill the 9<sup>th</sup> grade college preparatory English requirement with challenging literature-based courses from Prentice Hall's *Literature Gold* textbook. The text includes a survey of various literary genres including short stories, drama, nonfiction, poetry, the epic and novels by Charles Dickens and Anne McCaffrey. In addition to the readings, students develop writing skills including narration, description, persuasion, creative writing, and exposition through various assignments.

**ADV ENGLISH II A/B CP****Length of Course:** 10 Credits

HS-10-P3, HS-10-P4

**Grade Level:** 10**UC/CSU Approved****Graduation Requirement:** English

This course fulfills the 10<sup>th</sup> grade college preparatory English requirement with challenging literature-based programs from Prentice Hall's *Literature Platinum* textbook. This text continues the survey of various literary styles including short stories, drama, nonfiction, poetry, and novels by John Knowles and Buchi Emecheta. Writing assignments include the development of such skills as narration, exposition, persuasion, creative writing, and description through various assignments.

**ADV ENGLISH III A/B CP****Length of Course:** 10 Credits

HS-10-P5, HS-10-P6

**Grade Level:** 11**UC/CSU Approved****Graduation Requirement:** English

This course fulfills the 11<sup>th</sup> grade college preparatory English requirement with various selections of literature from Prentice Hall's textbook *Literature: The American Experience*. Selections include works by William Bradford, Benjamin Franklin, Ralph Waldo Emerson, Chief Joseph, Mark Twain, Ernest Hemingway, and Arthur Miller. The courses continue the development of such writing skills as narration, creative writing, exposition and persuasion through various assignments.

**ADV ENGLISH IV A/B CP****Length of Course:** 10 Credits

HS-10-P7, HS-10-P8

**Grade Level:** 12**UC/CSU Approved****Graduation Requirement:** English

Students taking this course will acquire a thorough knowledge of British Literature by examining a wide array of literary genres and the history of British writing. Works will range from early Old English and Medieval Works to later 20<sup>th</sup> century and contemporary writers. Students will examine works in the context of historical events and literary trends. In addition to material covered in their textbook, students will also read the play *Twelfth Night* and the novel *Alice's Adventures in Wonderland* throughout the course at the end of which they will submit a book report about the play and novel. Students are expected to conduct careful analyses of the texts in order to complete the corresponding writing assignments.

**AMERICAN LITERATURE****Length of Course:** 5 Credits

HS-10-AL

**Grade Level:** 11-12**UC/CSU Approved****Graduation Requirement:** English

This course is designed to expose students to American literature from the colonial period through the 1930s. Students will study the writing styles of a variety of authors and analyze how the time period in American history influenced the writers of the time. The students will learn about the major movements in American literature from the revolutionary period to the Age of Romanticism. Students will write their own poetry and essays as well as critiques of the writers they read. They will read two novels, *The Great Gatsby* and *Of Mice and Men*, which will give a stark contrast of the 1920s, which was the decade of decadence, to the 1930s era of The Great Depression. Upon completing the course, students will have learned the history of American literature and better understand how it influences the writers of today.

**CONTEMPORARY COMPOSITION****Length of Course:** 5 Credits

HS-10-23

**Grade Level:** 9-12**Graduation Requirement:** English or Elective

This one-semester writing course may be taken to meet the 11<sup>th</sup> grade composition requirement or it can be taken as an elective course (NOTE: It cannot fulfill both requirements). The focus of this course is on the development of writing and composition skills such as persuasive, test, and descriptive essays, and learning how to revise and edit their own work. This course uses the *Writer's Inc.* textbook.

**ENGLISH 12 A/B CP (CCSS)****Length of Course:** 10 Credits

HS-10-89, HS-10-90

**Grade Level:** 12**Graduation Requirement:** English

Students taking English 12 CP will be engaged in a rigorous course, aligned to Common Core standards, that is designed to create college- and career-ready thinkers and writers. Students will analyze and evaluate a wide variety of fiction and nonfiction selections in their textbook and novels. Students will practice critical thinking, comprehension, vocabulary analysis, and grammar skills through thematic units centered in the historical context of the literary period. Students will benefit from a well-rounded writing program that focuses on the writer's craft, such as supporting claims, organizing information, using narrative techniques, conducting research, evaluating point of view, and proofreading and revising skills. Students will be challenged to hone their craft to create a reflective essay or autobiographical narrative, persuasive essay or short story, historical investigation report, and multimedia presentation. Assessments will emphasize higher-level thinking skills, requiring students to go beyond simple comprehension of the assigned texts; they must show growth in their ability to analyze and evaluate information they encounter in literary as well as informational texts.

## Mathematics

*Note that students may be required to attend a small group instruction mathematics class while taking any of the following classes. Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.*

---

### BASIC MATH A/B

**Length of Course:** 10 Credits

HS-20-01, HS-20-02

**Grade Level:** 9-12

**Graduation Requirement:** Math Elective

Basic Math is a one-year course that prepares students for success in the Pre Algebra. It begins with a review of basic operations such as addition, subtraction, multiplication, and division. It then delves into factorizations, fractions, and fractional notations. Students also experience an understanding of order of operations, decimal notation, estimation, ratio and proportion, and their geometric application. Topics also include percent notation including application to tax rate, discounts, and simple and compound interest. Students also explore central tendencies of data and learn of the various graphical representations of such data. Students delve into the relationship between the American Measurement System and the Metric System. The course concludes with an introduction to basic geometry as well as properties of real numbers.

### PERSONAL FINANCE

**Length of Course:** 5 Credits

HS-20-30

**Grade Level:** 9-12

**Graduation Requirement:** Mathematics

Personal Finance is a real world application for basic math skills that will cover a wide range of topics. This course will give students a basic understanding of personal finance management by covering topics such as gross pay, net pay, taxes, budgeting, and types of bank accounts. Students will also learn how to shop by comparing base price, unit price, and net price. In addition, this course shows students how interest can be used for the consumer (in the case of savings) or against them (in the case of credit card debt). Students will also gain an understanding of the monetary considerations when buying a house or car.

### BUSINESS MATH

**Length of Course:** 5 Credits

HS-20-07

**Grade Level:** 9-12

**Graduation Requirement:** Mathematics

This course is designed to strengthen students' basic skills in personal and business math. Students learn how to figure income tax and comparative shop. They will learn the basics of starting and running a business and practice such real-world scenarios as paying employees, figuring insurance costs, and calculating travel expenses and training costs. Students will also learn about the costs of production and purchasing, work with sales, warehousing, distributing, and marketing devices, and handle general accounting schemes.

### PRE ALGEBRA A/B

**Length of Course:** 10 Credits

HS-20-15, HS-20-16

**Grade Level:** 9-12

**Graduation Requirement:** Mathematics

This course helps to build students' foundational skills for entry into the Algebra I course. It begins with a review of integers and the order of operations. Students are then introduced to variables and simple equations as well as solving application problems. Emphasis is then placed on solving problems with fractions with application to basic geometry. Other concepts covered include solutions of decimal problems, an introduction to a three-dimensional surface area (volume), and comprehensive work with percents and measurement systems. The course concludes with the product rule, power of exponents, and multiplying polynomials.

**ALGEBRA I A/B CP (CCSS)****Length of Course:** 10 Credits

HS-20-40, HS-20-41

**Grade Level:** 9-12**UC/CSU Approved****Graduation Requirement:** Mathematics

Textbook: *Algebra 1* (Pearson). Aligned to Common Core Standards, this course will introduce students to and promote mastery of algebraic concepts such as using data to derive linear equations, solving systems of linear equations, examining rates of change problems with their related graphs, problems with exponents, and quadratic functions. Students will use application problems to gain a better understanding of how algebraic concepts apply in a real world environment. In addition, students will periodically review other important mathematical topics such as formulas from geometry, measurement conversions, calculating probabilities, and hypothesis testing.

**ALGEBRA IA1 CP, IA2 CP, IB1 CP, IB2 CP (2-year course)****Length of Course:** 10 Credits

HS-2I-A1; HS-2I-A2; HS-2I-B1; HS-2I-B2

**Grade Level:** 9-12**UC/CSU Approved****Graduation Requirement:** Mathematics

This extended 2-year Algebra course begins with a review of essential and fundamental Algebra concepts. This includes understanding the use of variables and exponents, as well as properties of real numbers, and solving linear equations and inequalities. Students will then learn to graph linear equations and inequalities in two variables along with determining the slope and equations of lines. They move onto subtracting, multiplying and dividing polynomials as well as the quotient rule and scientific notation. Students begin the second half of the course with factoring. This includes understanding how to factor and apply it to everyday life. You will also learn how to manipulate rational expressions, explore complex fractions, solve rational expression and understand direct and indirect variations, and solve linear equations. Finally, students move into a review of graphing, key terms, and line equations. The units include the applications of linear systems, solving linear inequalities, equations, inequalities, and absolute value. This course concludes with graphing quadratic equations and functions.

**GEOMETRY A/B CP****Length of Course:** 10 Credits

HS-20-03, HS-20-04

**Grade Level:** 9-12**UC/CSU Approved****Graduation Requirement:** Mathematics

Geometry A builds upon skills acquired in Pre Algebra and Algebra and incorporates them into learning about new Geometry basics. Students will master the foundation blocks for the structure of Geometry and understand how to represent geometric figures. They first must familiarize themselves with the tools of Geometry and then go on to understand the importance of reasoning and using proofs. In this semester, they will consider the difference between parallel and perpendicular lines. They will use proofs to understand congruent triangles as well as the relationship between triangles. They will also learn about the properties of the different types of quadrilaterals. Geometry B introduces and develops concepts of Geometry from coordinate Geometry, constructions, proofs, symmetry, and transformations, to finding area, perimeters, and volume of complex shapes. Students passing this course will have a thorough understanding Geometry and a good start on advanced Algebra and Trigonometry.

**GEOMETRY A/B CP (CCSS)****Length of Course:** 10 Credits

HS-20-38, HS-20-39

**Grade Level:** 9-12**UC/CSU Approved****Graduation Requirement:** Mathematics

The ultimate goal of this course to extend students prior learning from middle school geometry to more formal geometric proofs that use rigid motions and their precise definitions, the study to figures on the Euclidean Plane, the connection of algebraic function to geometry and the study of trigonometry concerning right triangles and circles. Students will further their learning of rigid motions, translation, rotation and reflection, and begin to prove congruence with the use of them. They will develop proofs using rigid motions developing and utilizing precise definitions. They will then extend these definitions and proofs to solve problems about triangles, quadrilaterals and other polygons.

**ALGEBRA 2 A/B CP****Length of Course:** 10 Credits

HS-25-01, HS-25-02

**Grade Level:** 9-12**UC/CSU Approved****Graduation Requirement:** Mathematics

This course aligns with and covers the material from the California Algebra II, Probability and Statistics, and Trigonometry standards. Students who master Algebra II will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, complex number system, probability and statistics, and trigonometric functions. In addition, students will utilize group work and technology to enhance their learning experience.

**ADV ALGEBRA I A/B CP****Length of Course:** 10 Credits

HS-20-P1, HS-20-P2

**Grade Level:** 9-12**UC/CSU Approved****Graduation Requirement:** Mathematics

This course is the traditional, first year college preparatory Algebra class. Adv Algebra I CP covers language and uses of Algebra, real number operations, solving equations, relations and functions, graphing, systems of linear equations, radicals and exponents, polynomials, quadratic functions and rational expressions.

**ADV ALGEBRA II A/B CP****Length of Course:** 10 Credits

HS-20-P5, HS-20-P6

**Grade Level:** 9-12**UC/CSU Approved****Graduation Requirement:** Mathematics

Students who have completed a college preparatory level Algebra I course should enroll in Adv Algebra II CP. Students begin with a brief review of essential skills covered in Algebra I and then cover all of the advanced Algebra topics including functions and matrices. The courses will fully prepare a student for college Algebra.

## Social Science

*Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.*

### WORLD HISTORY A/B CP

**Length of Course:** 10 Credits

HS-30-40, HS-30-41

**Grade Level:** 10

**UC/CSU Approved**

**Graduation Requirement:** World History

Students will examine democratic ideals, and the influence of the Renaissance and the Enlightenment on cultural and political movements throughout the world. They will study the development and aftermath of revolutions in both hemispheres, and their effect on a global level. The impact of industrialization and imperialism will also be discussed. Students will cover, in depth, World Wars I and II, including communism, totalitarianism, and the Holocaust, and will also learn about the Cold War, and the wars in Vietnam and Korea. Students will study the democratic reforms that took place in Latin America and Europe after the Cold War. They will analyze the politics of the Middle East and their relationship to current events. Students will examine current global issues, such as terrorism and overpopulation. Assignments will include essays, Internet activities, a PowerPoint presentation, analysis of primary sources, and critical thinking exercises.

### US HISTORY A/B CP

**Length of Course:** 10 Credits

HS-30-05, HS-30-06

**Grade Level:** 11-12

**UC/CSU Approved**

**Graduation Requirement:** U.S. History

This U.S. History course traces the development of the United States from the ravages of the Civil War to the modern day times of terrorism. Students will study such concepts as Reconstruction, Prohibition, the Open Door Policy, urbanization, Normalcy, Terrorism, and Americanization. Students will learn in depth about the Civil War, the Spanish-American War, World War I, World War II, the Korean War, the Vietnam Conflict, the Cold War, and the first and second wars in Iraq. Students will also learn about events like the Great Depression, the Dust Bowl, the Iran-Contra Affair, 9/11, the Cuban Missile Crisis, and the first and second New Deal. Lastly, students will study each presidency from Abraham Lincoln to George W. Bush and the affect their administration had on history.

### US GOVERNMENT CP

**Length of Course:** 5 Credits

HS-30-07

**Grade Level:** 12

**UC/CSU Approved**

**Graduation Requirement:** U.S. Government

Students taking this course will learn about the principles and foundation of American democracy and understand its distinguishing characteristics. The class will explore the Declaration of Independence, the U.S. Constitution, and the Bill of Rights and how they protect citizens. Students will understand what it means to be United States citizens and how the government protects the American way of life. Students will explore in-depth the importance of the legislative, executive, and judicial branches of the government. Students will also understand how the U.S. Constitution is a living document that has changed with the times through the amendment process. Students will learn about significant Supreme Court cases about racial equality and civil rights that have changed the country. They will also learn about political parties and the two-party system and the election and campaign process as well as about the census and the Electoral College. Students will also be exposed to how states and localities manage their authority apart from the federal government. They will be able to describe and explain the role of state legislatures, state executives, local authorities, and how local governments raise revenue. Students will learn about the court systems at the state, criminal, and civil level. They will be able to understand why the federal government sometimes needs to intervene in state and local matters for the protection of the peoples under those authorities.



**US GOVERNMENT CP (CCSS)****Length of Course:** 5 Credits

HS-30-32

**Grade Level:** 12**UC/CSU Approved****Graduation Requirement:** U.S. Government  
Available Spring 2016

The structure of the course is divided into five units, with each unit containing five lessons, and with five activities within each lesson. The structure of the lesson starts with a background section containing a compelling question to help students develop and plan their own inquiries about the content that they will learn. Next, students will use the textbook and a dictionary to identify the definition of content and academic vocabulary words based on the context of the reading. The lesson following will be reading comprehension questions allowing students to apply disciplinary tools and concepts to not only comprehend the content, but to analyze, evaluate, and even critique our system of government. The fourth activity in all lessons will require students to complete a performance task that is usually connected to a 21st century learning skill they need to acquire. Examples of such tasks include learning how to analyze sources, read and interpret graphic data, draw inferences and identifying bias, conduct research, articulate opinions in discussions, and write expository, argumentative, and narrative essays. Lastly, the fifth activity will be a review culminating the content and skills students should have learned in the lesson to help prepare them for their unit exam. Their unit exams will comprise of multiple-choice questions with comprehension questions, questions derived from their analysis of charts, maps, and graphs, as well as questions based from document readings.

**ECONOMICS CP****Length of Course:** 5 Credits

HS-30-08

**Grade Level:** 12**UC/CSU Approved****Graduation Requirement:** Economics

This course will expose the student to the basic concepts found in the American and global economy of today. Students will learn the finer points of becoming a responsible consumer through building budgets and learning how to develop credit. Students will also learn about the various economic models and theories and what affect each has on our economy. They will learn about investing, saving, and the risks involved in each. Students will also learn how other countries' economies compare to the economy of the United States. They will learn how and why some economic theories work, while others do not.

**ADV US HISTORY A/B CP****Length of Course:** 10 Credits

HS-30-P5, HS-30-P6

**Grade Level:** 11-12**UC/CSU Approved****Graduation Requirement:** U.S. History

Students taking this college preparatory course in United States history will review how political institutions, practices of government, and religious freedom emerged during the 18th century. Students will analyze the causes of the Civil War, and attempts at reconstruction during the 19th century. Students will learn how the rise of big business, heavy industry, and mechanized farming transformed America. Next students study how the Progressives addressed the problems caused by urbanization and political corruption. They learn about the rise of the U.S. as a world power; the causes of World War I, America's involvement, and how the war changed America. Students read about the causes of the Great Depression and how the New Deal transformed American federalism and initiated the welfare state. They will read about the origins and causes of World War II, and how the war reshaped the U.S. role in world affairs. Students will learn about the postwar extension of the New Deal and the postwar economic boom. They will trace the major developments in foreign and domestic policies during the Cold War era, including the Korean and Vietnam conflicts. Students will read about the major social and economic developments in contemporary America, including the struggle for racial and gender equality and for the extension of civil liberties. The text for these courses is *American Voices*. Additional readings will come from *The American Reader*.

**ADV WORLD HISTORY A/B CP****Length of Course:** 10 Credits

HS-30-P1, HS-30-P2

**Grade Level:** 10**UC/CSU Approved****Graduation Requirement:** World History

This course provides students with a chronological survey of world history and civilization since ancient times. Students will examine historical cause and effect and the role of values and attitudes in history, as well as cultural and intellectual history. They will study the development and aftermath of revolutions in both hemispheres, and their effect on a global level. The French Revolution, 19th century nationalism, imperialism, the World Wars, Modern Asia, Latin America, the Middle East, and the Soviet Union all are topics of study, as well as an introduction to historical research and evaluation of sources. Students will have the opportunity to use primary source materials to increase their understanding of important global historical events. These courses are part of the college preparatory system. The textbook used is *World History: The Modern Era* with a supplementary text titled *Letters to America*.

**ADV US GOVERNMENT CP****Length of Course:** 5 Credits

HS-30-P7

**Grade Level:** 12**UC/CSU Approved****Graduation Requirement:** U.S. Government

This college preparatory course is a study of American government and politics in history and contemporary American society. The course includes an introduction to the theories of government, the structure and functions of national, state, and local government, comparative international systems, and the study of political processes. Study of the influence of the news media, interest groups, political parties, and political commentary in the formation of points of view on issues by citizens and government officials is an important part of the course, as is the relationship of government to the economy. The text used is Magruder's *American Government*.

**Science**

*Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.*

**EARTH SCIENCE A/B****Length of Course:** 10 Credits

HS-40-16, HS-40-17

**Grade Level:** 10**Graduation Requirement:** Physical Science

Students will be introduced to the field of earth science, be familiar with maps, and be acquainted with the concepts of rock and mineral composition, plate tectonics, and earthquakes. Students will be challenged to demonstrate their learning at different thinking levels such as interpretation, prediction, analysis, and evaluation. Earth Science A is valuable as an exploratory course for those interested in the scientific field or for those students seeking to increase their understanding of the Earth. At the end of each unit there is a virtual laboratory assignment. The instructor can assist students with this portion of the unit.

**PHYSICAL SCIENCE A/B****Length of Course:** 10 Credits

HS-40-05, HS-40-06

**Grade Level:** 9-12**Graduation Requirement:** Physical Science

This courses provides a survey of physical and earth sciences. Students will study a variety of subjects pertaining to various sciences such as geology, physics, and chemistry. These courses investigate the chemical and physical properties of matter, chemical interactions, atomic structure, thermodynamics, forces, motion and energy, sound, light, magnetism, electricity, and heat. The course will include both text study and virtual laboratory experiences using CD-ROM programs and the Internet.

**BIOLOGY A/B****Length of Course:** 10 Credits

HS-40-20, HS-40-21

**Grade Level:** 10**Graduation Requirement:** Life Science

This course are the equivalent of an introductory biology course. They provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Topics covered include: biochemistry, cells, energy transformations, molecular genetics, heredity, evolution, taxonomy, plant anatomy and physiology, animal anatomy and physiology, and ecology.

**BIOLOGY A/B CP****Length of Course:** 10 Credits

HS-45-01, HS-45-01

**Grade Level:** 10**UC/CSU Approved****Graduation Requirement:** Life Science

Textbook: Biology (McDougal Littell). Biology A is an exploration into the unifying themes of Biology. With a focus on big ideas students are given a deeper comprehension of what exactly it means for something to be “alive”. Students will finish this course with an understanding of cells including how they use energy, replicate, and differentiate through gene expression. Students will study the probability of inheritance on a genetic level and continue that learning as it develops into a clearer understanding of evolutionary patterns. Students will be able to get a clear view of the bigger picture by seeing that something as small as a cell can be directly related to diversity within our biosphere. Biology A includes aspects of the first 9 California State Standard Strands for Biology in an effort to relate the theme of biological unity, however these lessons go into depth on strands 1-5 and 7.

*\*Check learning center for availability*

**PHYSICS A/B CP****Length of Course:** 10 Credits + 5 Credits (Lab)

HS-40-14, HS-40-15

**Grade Level:** 10-12**UC/CSU Approved****Graduation Requirement:** Science

This class is designed to be a breadth course in Algebra-based Physics, adhering to key concepts of Classical Mechanics, Energy, Matter, Waves, Optics and Electromagnetism. The course will initiate with the students examining the scientific method as well as means of measurement appropriate to the physics laboratory setting. It will continue with aforementioned concepts which will be investigated through lecture and investigative laboratory exercises. Mechanics will be divided into the two appropriate disciplines of Dynamics and Statics. These will serve to introduce the student to Newton’s Laws of Motion, Vectors, Velocity, Acceleration, Freefall, Force, Rotation and Momentum. The Energy aspect will investigate Conservation, Thermal and Matter. The study of waves will serve to integrate energy concepts with Sound and Light. Optics will introduce the properties of light and it’s interactions with lenses and mirrors. Electromagnetism will serve to show the relationship that exists between electricity and magnetism and introduce circuitry and electronics. The labs correspond with the Physics (Scout) core curriculum and must be taken in conjunction with the Physics course. These labs are available in select centers. Please check center for availability. Textbook: Physics, Principals & Problems (Glencoe).

*\*Check learning center for availability*

## Visual and Performing Arts

*Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.*

### FILM ANALYSIS A/B

**Length of Course:** 10 Credits

HS-60-37, HS-60-38

**Grade Level:** 9-12

**Graduation Requirement:** VPA or Elective

Film Analysis offers students the opportunity to become familiar with film history and the diversity of cinema through viewing and analyzing a selection of films from the most important genres. Genre is another word for category and the term is used in film studies to describe the different types of films. Students will explore twenty-one genres spread across ten units. Each film genre focuses on a category of filmmaking spanning different filmmakers, time periods, styles, and even subgenres. Some genres are quite general—like drama—and include a vast array of films and other subgenres; while some genres are quite specific—like fantasy—and include a smaller selection of films. Students will come out of this course with a solid understanding of film history and new insight about the major genres of film.

### ARTS AND CRAFTS A/B

**Length of Course:** 10 Credits

HS-AC-01, HS-AC-02

**Grade Level:** 9-12

**Graduation Requirement:** VPA or Elective

Arts and Crafts begins by focusing on the elements of art and the color wheel. Students eventually progress to learning about the principles of art and how to apply them to various works of art. Students will learn about various artists and their crafts, and students will mimic some of the art styles by creating artwork of their own throughout each unit. Students will learn how to critically analyze various pieces of famous artwork. By the end of the last unit, the student will have gathered a portfolio of artwork which they will share with their instructor for evaluation.

### ART HISTORY A/B CP

**Length of Course:** 10 Credits

HS-60-09, HS-60-10

**Grade Level:** 9-12

**UC/CSU Approved (VPA)**

**Graduation Requirement:** VPA or Elective

This course will introduce students to the building blocks of visual art: aesthetic elements and principles. The courses survey prehistoric art, as well as arts of the Mediterranean cultures, Asia, and Africa. Students will learn that the evolution of our common visual vocabulary is not an irrelevant artifact of the past but rather an evolving language which we use every day. Students will understand how artists throughout human history and varied cultures have employed visual elements and principles to create unique and effective works of art. The text for this course is *Art in Focus*.

### BASIC DRAWING

**Length of Course:** 5 Credits

HS-60-11

**Grade Level:** 9-12

**Graduation Requirement:** VPA or Elective

This course explores a variety of techniques, materials, and visual exercises that will provide the student with a solid background for most art courses where the ability to draw is essential. Students will learn techniques to produce 120 different sketching projects while maintaining a drawing journal throughout the course. Students can complete work for this course right in the *Draw Squad* textbook.

## CARTOONING

**Length of Course:** 5 Credits

HS-60-12

**Grade Level:** 9-12

**Graduation Requirement:** VPA or Elective

This course consists of a series of drawing exercises giving students the opportunity to explore the art and craft of cartooning and develop creative solutions for its many inherent challenges. The course is particularly designed for students who really enjoy drawing. The textbook for this course is *Everything You Ever Wanted to Know About Cartooning But Were Afraid to Draw*. There is also an art material kit that supports this class.

---

## Health • Physical Education

---

### HEALTH A/B

**Length of Course:** 10 Credits

HS-70-20, HS-70-21

**Grade Level:** 9-12

**Graduation Requirement:** Health

In Health A, students will be introduced to the many aspects of health including the concept of wellness, health risks, personality, mental health, self-esteem, and expression of emotions. Students shall also be exposed to an understanding of stress, responses to stress, and stress management. Students will study family roles and changes in family structures which have occurred. Also explored in this course are human reproduction, heredity, and human development. Students will begin with lessons in the human skeletal, muscular, nervous, respiratory, and cardiovascular systems. Students will also explore the elements of physical fitness and the design of suitable exercise programs. An area of emphasis in Health B is the use and abuse of prescription and illegal drugs. Students will explore the body effects of alcohol and issues regarding social pressures to consume alcohol. Also studied will be the harmful effects of all tobacco products. Another area of emphasis in this course is the human immune system and its response to infectious and noninfectious diseases. Finally, this course will conclude with lessons about environmental pollution and the healthcare system.

### PHYSICAL EDUCATION, I, II, III, IV

**Length of Course:** 5 Credits (each course)

HS-50-01, HS-50-02, HS-50-03, HS-50-04

**Grade Level:** 9-12

**Graduation Requirement:** Physical Education

This course is an elective program that allows students to select activities that will familiarize them with activities suitable for lifelong recreation and physical fitness. Students must perform at least thirty minutes of an activity for it to count and no more than two hours may be claimed per day. A total of 50 hours must be performed to complete the course. The course also requires the completion of a research report and ten summaries of sport- or nutrition-related articles. This course can only be taken once a semester.

## **Electives**

*Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.*

---

### **INTRO TO PLAYS AND THEATER CP**

**Length of Course:** 5 Credits

HS-60-31

**Grade Level:** 9-12

**UC/CSU Approved (Elective)**

**Graduation Requirement:** Elective

Introduction to Plays and Theater is the study of drama, a story that is written to be performed in front of an audience. In this course you will be learning the techniques involved in writing drama. These include: setting, plot, character development, conflict, props, play structure, dialogue, symbolism, and theme.

### **NATURE JOURNALING**

**Length of Course:** 5 Credits

HS-60-13

**Grade Level:** 9-12

**Graduation Requirement:** Elective

In this course students will learn to explore the natural world and make personal connections with it in a creative manner. They will learn to make regular recordings of observations, perceptions, and feelings about the natural world as they explore it. Each student's nature journal will contain drawings, reflective writings, and personal thoughts. Nature Journaling fosters self-learning and challenges students to combine intellect with experience.

### **DRIVER EDUCATION**

**Length of Course:** 5 Credits

HS-80-DE

**Grade Level:** 9-12

**Graduation Requirement:** Elective, Driver's Ed

This course is designed to give students a broad understanding of the laws and practices they will need to drive a vehicle safely. By the end of the course, students will be familiar with how weather conditions, other drivers, and different traffic situations can be navigated safely and efficiently. In addition to general rules that govern all drivers in the United States, students will also learn rules specific to laws of the State of California. Upon completion of the entire course, students should be prepared to take their Class C California Driver's Test.

### **STUDENT ASSISTANT A/B**

**Length of Course:** 10 Credits

HS-90-21, HS-90-22

**Grade Level:** 9-12

**Prerequisite:** Teacher approval

**Graduation Requirement:** Elective

Student Assistants serve teachers and other staff members by providing clerical and instructional assistance in the centers. Teacher permission is required and students must complete training as required by the Director of Educational Operations. Students who fall behind in their regular school work will need to take a break from this course until their other studies have improved. Student Assistants must demonstrate responsibility, maturity and integrity in their relations with adults and other students. Students will earn 5 credits upon completion of 60 hours of work during each semester.

**THEMES IN LITERATURE A/B****Length of Course:** 10 Credits

HS-10-26, HS-10-27

**Grade Level:** 10-12**Graduation Requirement:** Elective

In this course students will learn about common themes in literature and will be given high-level reading and writing experiences. The course includes sections on the immigrant experience and multicultural issues and encourage the extension of reading, writing, and critical thinking skills for effective reception and expression of ideas. The course includes reading assignments from several literary works including *Bintel Brief*, *Farewell to Manzanar*, and *Light in the Forest*.

**WRITING SKILLS****Length of Course:** 5 Credits

HS-10-28

**Grade Level:** 9-12**Graduation Requirement:** Elective

This course is intended to improve grammar and build writing skills. Students will review some basic grammar concepts and learn how to relate this to building solid paragraphs. They will then use these new skills to learn to write whole five paragraph essays that are technically and grammatically sound. Students will learn a new model for writing an essay and will then learn how to implement into writing various types of essays.

**POETRY****Length of Course:** 5 Credits

HS-10-32

**Grade Level:** 9-12**Graduation Requirement:** Elective

Poetry offers a comprehensive study of the poetic form, elements of poetry, key literary genres, poem types as well as influential poets throughout the ages. Students will develop their ability to read and analyze poetry and decipher all varieties of poetic language. They will explore the historical origins of poetry in the English language that incorporates poets of the British Isles as well as North America. Students will write down a poetry log throughout the course where they can express their personal opinions about the poems they read. They will be able to write a thoughtful critical essay by the end of the semester that will demand the ability to incorporate their poetry learning into a detailed analysis of a poem or poetry subject.

**BASIC STUDY SKILLS****Length of Course:** 5 Credits

HS-10-34

**Grade Level:** 9-12**Graduation Requirement:** Elective

This English course is suitable for students with limited English proficiency skills and may work towards fulfilling the general elective requirement. The course focuses on students being able to set goals for themselves, manage their time well, take effective notes, and prepare for exams. They will also learn how to use different researching tools to create reports or to better understand a topic in which they are interested.

## PRINCIPLES OF ENGLISH

**Length of Course:** 5 Credits

HS-10-PE

**Grade Level:** 9-12

**Graduation Requirement:** Elective

This course was created to help you review and master the key elements of the California content standards in language arts. As you review and master each standard, you will increase your competency in language arts and gain confidence in your abilities. The lessons are organized into reading and writing sections. The reading portions will help you review and master skills related to vocabulary, reading comprehension, and literary analysis via multiple-choice items. The writing portion of this course assesses three aspects of writing: strategies, applications, and English language conventions. For the writing portion students will write two essays, and answer multiple-choice items.

## READING FICTION

**Length of Course:** 5 Credits

HS-10-RF

**Grade Level:** 9-12

**Graduation Requirement:** Elective

In this course student will read five novels: *The Westing Game*, *The Catcher in the Rye*, *Harry Potter and the Sorcerer's Stone*, *The House of the Scorpion*, and *To Kill a Mockingbird*. Each unit will look at the important events in the novel that shape the characters, theme, and setting. Student will also relate the themes of the novel to their life.

## SCIENCE FICTION

**Length of Course:** 5 Credits

HS-65-02

**Grade Level:** 9-12

**Graduation Requirement:** Elective

In this Science Fiction course, students will explore the history of Science Fiction. Through its collection of well-chosen, classic stories, the textbook, *Decades of Science Fiction*, allows students to trace the evolution of Science Fiction from the days of H.G. Wells and Jules Verne through the present. *Decades of Science Fiction* provides a historical timeline of each decade, and an introduction of each chapter which summarizes the political, scientific, and literary events which were then prominent. Students will read the novel *The Halloween Tree* by Ray Bradbury and complete a novel assignment based on his works.

## MULTICULTURAL LITERATURE

**Length of Course:** 5 Credits

HS-10-ML

**Grade Level:** 9-12

**Graduation Requirement:** Elective

This course will expose students to a variety of authors and stories from around the world. Students will explore each story in depth by completing various activities that will challenge their thinking and open them up to new ways of learning. Students will be exposed, through the reading selections, to the various cultures contained within each country. Throughout the five units, students will study various genres from all reaches of the world, which will help them to understand how literature can help them to understand regionalism.



## INTRO TO GEOMETRY A/B

**Length of Course:** 10 Credits

HS-20-24, HS-20-25

**Grade Level:** 9-12

**Graduation Requirement:** Elective

Introduction to Geometry builds upon skills acquired in Pre Algebra and Algebra and incorporates them into learning about new geometry basics. Students will master the foundation blocks for the structure of geometry and understand how to represent geometric figures. They must first familiarize themselves with the tools of geometry and then go on to understand the importance of reasoning. In this semester, they will consider the difference between parallel and perpendicular lines. They will learn to understand congruent triangles as well as the relationships between triangles. They will also learn about the properties of the different types of quadrilaterals. Intro to Geometry B takes important geometry basics and skills learned in the first semester and applies them to advanced concepts introduced in this semester. Students will learn about proportions, ratio and the idea of scale with polygons. They will become familiar with measuring a circle the its related concepts. They will break out of the 2-D mold and learn how to measure space figures and their nets. They will explore coordinate planes, slopes of lines, transformations, and vectors. Finally, they will complete their Intro to Geometry experience with the mastery of trigonometric ratios and right triangles.

## PRINCIPLES OF MATH

**Length of Course:** 5 Credits

HS-10-PM

**Grade Level:** 9-12

**Graduation Requirement:** Elective

This course is designed to fine tune and hone students' skills in math. Through this class, students will review concepts and standards they have previously been exposed to, but maybe have not mastered. Over the course of sixty standards-based lessons, students will review concepts such as absolute value, number sense, rational numbers, percents, scientific notation, systems of inequalities, algebraic expressions, monomials and polynomials, linear equations, and quantitative relationships. Students will also be exposed to some measurement and geometry concepts like converting square and cubic units, planes, geometric figures, surface area and volume, and congruent figures. Lastly, students will explore the statistics, data analysis, probability, and mathematical reasoning.

## WORLD GEOGRAPHY A/B

**Length of Course:** 10 Credits

HS-35-21, HS-35-22

**Grade Level:** 9-12

**Graduation Requirement:** Geography or Elective

This course will give students an overview of the geography of the world. It will give them an understanding of latitude and longitude, as well as help them develop their map skills. It will allow them to understand the different regions of the world, and how geography affects them. It will cover climate, population, cultures, religions, languages, and economic systems.

## LATIN AMERICAN HISTORY

**Length of Course:** 5 Credits

HS-30-LH

**Grade Level:** 9-12

**Graduation Requirement:** Elective

This course emphasizes the development of the three Latin American regions. Students will study Central America, the Caribbean, and South America. They will learn about each area's geography, culture, climate, history, and tradition. Students will cover some countries in detail and learn how political systems and ideals have shaped its history.

## HISTORY OF THE ANCIENT WORLD

**Length of Course:** 5 Credits

HS-85-02

**Grade Level:** 9-12

**Graduation Requirement:** Elective

This course explores the major civilizations of ancient history and makes connections to how their beliefs and customs affect the modern world. The class begins with prehistory and the beginnings of man and continues through all of the fall of Rome. The focus of this course includes the ancient civilizations of: The Fertile Crescent and Mesopotamia, Egypt & Nubia, India, China, Greece, and Rome.

## CALIFORNIA HISTORY

**Length of Course:** 5 Credits

HS-30-20

**Grade Level:** 9-12

**Graduation Requirement:** Elective

Novels: *The Shirley Letters*, by Louise Amelia Knapp Smith Clappe and Marlene Smith-Baranzini & *Ramona*, by Helen Hunt Jackson. This course emphasizes significant political, social and economic developments in the Spanish, Mexican and American periods of California history. Beginning with the study of Indian tribes who lived in California and the early explorations by Spain and Mexico, students learn how California was settled and later joined the United States.

## COMPARATIVE RELIGIONS

**Length of Course:** 5 Credits

HS-30-CR

**Grade Level:** 9-12

**Graduation Requirement:** Elective

This course will provide the student with an introduction to the historical and philosophical foundations of the major living world religions. The students will examine theories about the origins of religions as well as explore facets that are unique to each religion. Students will discover where religious movements arose, cultural factors that influenced them, the lives of their founders, their basic teachings, their historical development, and their current status in this world.

## PSYCHOLOGY A/B

**Length of Course:** 10 Credits

HS-30-16, HS-30-17

**Grade Level:** 10-12

**UC/CSU Approved (Elective)**

**Graduation Requirement:** Elective

**Coming Spring 2014-2015**

Students taking Psychology A/B will be engaged in a rigorous course, aligned to Common Core Reading and Writing Standards for Literacy in History/Social Studies, that is designed to create college- and career-ready thinkers and writers. This course is designed to teach the fundamental concepts of psychology, including: the history of psychology; human growth and development; mind and body; learning and memory; thinking and motivation; intelligence and personality; psychological disorders; psychotherapy; social psychology; and careers in psychology. Students will acquire a variety of higher-order thinking skills, including critical analysis, research methods, domain-specific vocabulary, and practice in academic writing and oral exposition. Assessments will require students to go beyond simple comprehension of the assigned texts; they must show growth in their ability to analyze and evaluate information as a practicing psychologist would.

**CRIMINAL JUSTICE****Length of Course:** 5 Credits

HS-30-30

**Grade Level:** 10-12**Prerequisite:** Teacher approval**Graduation Requirement:** Elective

Students will study the criminal justice system in America and its three basic components: police, courts, and corrections. The course begins with examining the concept of justice, and how this ideal relates to the everyday practice of criminal justice in the United States today. Students will then explore the history, the activities, and the legal environment surrounding the police. Students then build upon what they have learned by understanding the court, prisons, probation, and parole. Throughout these units students will be exposed to concepts that will allow them to come away from the course with a more informed position on criminal justice topics. This course will benefit those with interest in pursuing a criminal justice career or simply responding as more informed citizens.

**ENGLISH READINESS A/B****Length of Course:** 5 Credits

HS-10-RA, HS-10-RB

**Grade Level:** 9-12**Prerequisite:** Teacher approval**Graduation Requirement:** Elective

English Readiness is a standards-based modular course designed to remediate the student on 9th and 10th grade English/Language Arts standards. These modules, based on the twenty ELA power standards as identified by Options For Youth, can be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two standards and will greatly increase the student's ability to comprehend and master each standard. All work is done in the workbook with some use of the Internet to reinforce certain concepts. A student can complete 5 modules per semester and can complete each module only once.

**MATH READINESS A/B/C/D****Length of Course:** 20 Credits

HS-MM-01, HS-MM-02,

**Grade Level:** 9-12

HS-MM-03, HS-MM-04

**Prerequisite:** Teacher approval**Graduation Requirement:** Elective

Math Readiness is a standards and concepts-based modular course designed to remediate the student on various levels of math standards. These modules are designed to be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two math concepts and will greatly increase the student's ability to comprehend and master each concept. All work is done in the workbook with some use of the Internet to reinforce certain concepts. A student can complete 5 modules per semester and can complete each module only once.

**INDEPENDENT PROJECT A/B****Length of Course:** 10 Credits

HS-90-90, HS-90-91

**Grade Level:** 9-12**Prerequisite:** Use with permission**Graduation Requirement:** Elective

A student who wishes to complete a special independent project, which cannot be completed in a regularly scheduled course, may apply to enroll in Independent Project. An application with a description of the project and approval of the Instructor, Regional Supervisor and the Curriculum Department must be completed before enrollment will be permitted. The project must include at least 12 hours of work per unit. Students may earn variable credit but may not earn more than 5 credits per semester course.

## Technology

---

### COMPUTER LITERACY A

**Length of Course:** 5 Credits

HS-90-39

**Grade Level:** 9-12

**Graduation Requirement:** Elective

*Coming Fall 2015*

In Computer Literacy A, students will gain experience in the first 4 basic areas of computing; word processing, data management using spreadsheets, multimedia presentations, and effective use of the Internet. Students should work through the student activity workbook, reading the referenced sections in their text as they complete the assignments. Next to the answers, you will see the corresponding page numbers from the text. Assignments and assessments will contain scoring guidelines, but the final point value is at the teacher's discretion. After completing this course, the student should possess sufficient skills to create powerful and effective computer-generated documents, manage and display spreadsheet data, impressive presentations for school or work, and conduct effective and reliable Internet research.

## Family and Consumer Science

---

### INDEPENDENT LIVING

**Length of Course:** 5 Credits

HS-80-01

**Grade Level:** 9-12

**Graduation Requirement:** Elective

This Independent Living course will examine some of the obstacles you will face when living on your own. You will face housing decisions, feeding yourself, and creating an atmosphere and life for yourself. This course will cover responsibility, making good decisions, and understanding your financial and career choices. You will learn the basics of childcare, money management, responsible citizenry, sewing stitches, and making your way around a kitchen.

### PARENTING AND CHILD DEVELOPMENT A/B

**Length of Course:** 10 Credits

HS-80-40, HS-80-41

**Grade Level:** 9-12

**Graduation Requirement:** Elective

This course endeavors to prepare students to know and understand the physical, intellectual, emotional, and social growth and development of young children. Students learn about parenting, pregnancy, birth, and the different stages of a child's physical, emotional, social, and intellectual development. The course covers the early years (1-6) of a child's life. The textbook for this course is *The Developing Child*.

**FOOD AND NUTRITION****Length of Course:** 5 Credits

HS-80-21

**Grade Level:** 9-12**Graduation Requirement:** Elective

This course will discuss health issues and concerns of students. Students will examine topics such as the impact and influence of food choices and practices of good nutrition, Dietary Guidelines for Americans, the impact and importance of calories, the dangers, effects, and treatments of eating disorders, safety issues, and basic first aid in the kitchen. Students will also explore the different parts of any given recipe, which includes language and the methods of measuring out ingredients. Students will expand on the notion of creating a meal that has appeal, limited to resources available to students, and the luxury of convenience foods. Students will learn smart shopping, shopping with a plan, creating a shopping list, ways to save money, reading the labels on the food products, and understanding the Universal Product Code. They will also discuss food groups and the four food groups from the Food Pyramid Guide. Students will also study the types of dairy products, cultured products, frozen dairy desserts, cheeses, and butter. Lastly, the students will discuss and explore how to buy, store, prepare, and cook meats, fish, poultry, and desserts.

---

***Career Education***

---

**CAREER & COLLEGE SKILLS****Length of Course:** 5 Credits

HS-85-12

**Grade Level:** 9-12**Graduation Requirement:** Elective or Career Ed

This course helps students explore careers and develop employable skills. Topics include: the function of a job application, resume writing, interviewing skills, career exploration, paychecks, checking accounts, saving accounts, budgeting, and business records. Students are encouraged to explore their talents and consider what type of job would best utilize those talents. Students will also use the Internet to complete job-related assignments. Materials for this course include the *Career Choices* textbook with an accompanying workbook and portfolio.

## Small Group Instruction

*Small group instruction classes differ from independent study courses and have alternate attendance requirements. Titles and offerings will vary depending on time of year, staffing, and charter needs. Please see your instructor for an up-to-date list of SGI course offerings. Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.*

---

### ELA SGI REVIEW

**Length of Course:** 5 Credits

HS-10-ER

**Grade Level:** 9-12

**Prerequisite:** Teacher approval

**Graduation Requirement:** Elective

This five week, ten session, direct instruction, English Language Arts Class focuses on standardized test preparation for students ranging in age and skill mastery level from ninth through twelfth grade. In addition to reading strategies providing guided and independent practice equipping students with improved reading comprehension skills. Writing strategies, conventions and applications will be emphasized including grammar, mechanics, spelling rules, sentence, and paragraph structure. Strategic vocabulary utilized in the testing process will be analyzed; students will demonstrate mastery recognizing literal and figurative language, and gain knowledge of word roots, bases and affixes. The writing process will be followed utilizing graphic organizers for pre-writing. Students will submit first drafts, revisions and final published essays. Characteristics inherent to the California State Standards for writing applications will be integrated into the lessons as students write thoughtful and coherent essays from five genres including, narrative, expository, persuasive, response to literature, and the business letter.

### CAHSEE ELA REVIEW

**Length of Course:** 5 Credits

HS-65-09

**Grade Level:** 9-12

**Prerequisite:** Teacher approval

**Graduation Requirement:** Elective

This course was created to help students review and master the key elements of the California content standards in English Language Arts that will appear on the ELA portion of the CAHSEE. Students will review the terms and concepts from the content standards in class along with a PowerPoint presentation for 4 sessions (Vocabulary, Reading Comprehension, Writing Conventions and Strategies, and Writing Applications). The lessons are organized into a presentation and homework from the Measuring Up to the California Content Standards book. The reading portions will help students review and master skills related to vocabulary, reading comprehension, and literary analysis via creating flash cards as well as answering short answer, Talking to the Text, and multiple-choice items. The writing portion of this course assesses three aspects of writing: writing strategies, writing applications, and writing conventions. Students will draft and write two essays in the writing applications section.

### SGI READING AND WRITING REVIEW

**Length of Course:** 5 Credits

HS-10-RW

**Grade Level:** 9-12

**Prerequisite:** Teacher approval

**Graduation Requirement:** Elective

Students will demonstrate the ability to identify and use literal and figurative word meanings, understand word derivations, and identify the parts of speech, and they will demonstrate reading comprehension skills through their ability to identify details, make inferences, and identify supporting evidence. Students will demonstrate the ability to respond to and analyze literature including informational texts, dramatic literature, poetry, and short stories. Students will be able to identify the main idea of a passage and summarize bodies of work, demonstrate an understanding of theme, tone, characterization, and literary terms, demonstrate proficient writing strategies including construction and identification of a thesis, supporting evidence, active voice, and proper mechanics, demonstrate proper use of quotations, parallelism, and sentence structure, and understand the format of and demonstrate the ability to write five paragraph essays

**ENGLISH READINESS A/B****Length of Course:** 10 Credits

HS-10-RA, HS-10-RB

**Grade Level:** 9-12**Prerequisite:** Teacher approval**Graduation Requirement:** Elective

English Readiness is a standards-based modular course designed to remediate the student on 9th and 10th grade English/Language Arts standards. These modules, based on the twenty ELA power standards as identified by Options For Youth, can be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two standards and will greatly increase the student's ability to comprehend and master each standard. All work is done in the workbook with some use of the Internet to reinforce certain concepts. A student can complete 5 modules per semester and can complete each module only once.

**CRITICAL LITERACY****Length of Course:** 10 Credits

HS-65-CL

**Grade Level:** 9-12**Prerequisite:** Teacher approval**Graduation Requirement:** Elective

Students will gain reading and writing skills through the acquisition of new thinking skills, including Metacognition, Active Reading Strategies, Mind Mapping, Think-Alouds, personal and critical oral responses and reading. In addition, students will complete an independent reading assignment from the California Approved Book List that is at his or her reading level. The culminating projects will be a Book Talk and Book Review, as well as a Literary Autobiography, all of which will demonstrate the students' growth over the course of the class.

**SGI MATH REVIEW****Length of Course:** 5 Credits

HS-20-MR

**Grade Level:** 9-12**Prerequisite:** Teacher approval**Graduation Requirement:** Elective

This course is designed to review student's skills in math. Through this class, students will review concepts and standards they have previously been exposed to, but maybe not mastered. Students will review concepts such as absolute value, number sense, rational numbers, percents, scientific notation, systems of inequalities, algebraic expressions, monomials and polynomials, linear equations, and quantitative relationships. Students will also be exposed to some measurement and geometry concepts like converting square and cubic units, planes, geometric figures, surface area and volume, and congruent figures. Students will explore the statistics, data analysis, probability, and mathematical reasoning.

**CAHSEE MATH REVIEW****Length of Course:** 5 Credits

HS-75-08

**Grade Level:** 9-12**Prerequisite:** Teacher approval**Graduation Requirement:** Elective

The CAHSEE Mathematics preparatory course is designed to provide students general knowledge of the six strands of the California Standards: Number Sense, Statistics, Data Analysis, and Probability, Measurement, Geometry, Algebra and Functions, Algebra 1, and Mathematical Reasoning. Students will learn test taking strategies by participating in a four session preparatory course. By the end of the course, students will have reviewed and practiced mathematical concepts covered by the California content standards.

**MATH READINESS A/B/C/D****Length of Course:** 20 Credits**Grade Level:** 9-12**Prerequisite:** Teacher approval**Graduation Requirement:** Elective

HS-MM-01, HS-MM-02,

HS-MM-03, HS-MM-04

Math Readiness is a standards and concepts-based modular course designed to remediate the student on various levels of math standards. These modules are designed to be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two math concepts and will greatly increase the student's ability to comprehend and master each concept. All work is done in the workbook with some use of the Internet to reinforce certain concepts. A student can complete 5 modules per semester and can complete each module only once.

**PRINCIPLES OF MATH****Length of Course:** 5 Credits**Grade Level:** 9-12**Prerequisite:** Teacher approval**Graduation Requirement:** Elective

HS-10-PM

This course is designed to fine tune and hone students' skills in math. Through this class, students will review concepts and standards they have previously been exposed to, but maybe have not mastered. Over the course of sixty standards-based lessons, students will review concepts such as absolute value, number sense, rational numbers, percents, scientific notation, systems of inequalities, algebraic expressions, monomials and polynomials, linear equations, and quantitative relationships. Students will also be exposed to some measurement and geometry concepts like converting square and cubic units, planes, geometric figures, surface area and volume, and congruent figures. Lastly, students will explore the statistics, data analysis, probability, and mathematical reasoning.









# Section XI

---

## MIDDLE SCHOOL COURSE OF STUDY

### Language Arts

*Note that students may be required to attend a small group instruction language arts class while taking any of the following classes.*

---

#### LANGUAGE ARTS 7 A/B

**Length of Course:** 10 Credits

MS-10-03, MS-10-04

**Grade Level:** 7

**Promotion Requirement:** Language Arts 7

This course will expose students to both fictional stories and nonfiction articles. This course will enhance students' ability to comprehend and develop inferences towards the content of their reading assignments. It will expose students to authors' intent and literature concepts. Each lesson will develop and increase students' terms and vocabulary. An aspect of grammar will be introduced and students will implement their knowledge in their own writing. A fictional novel will accompany this course that will utilize the students' imagination and creativity. At the end of each unit, students will have an opportunity to incorporate what they have learned in their writing. Students will also read the novels *A Wrinkle in Time*, *A Series of Unfortunate Events: The Wide Window*, and *A Series of Unfortunate Events: The Reptile Room*.

#### LANGUAGE ARTS 8 A/B

**Length of Course:** 10 Credits

MS-10-05, MS-10-06

**Grade Level:** 8

**Promotion Requirement:** Language Arts 8

Language Arts 8 focuses on improving students' ability to apply key concepts of literature to their reading assignments in order to gain further insight and knowledge. The skills acquired throughout this course will not only enhance their reading experience and improve writing skills but will also prepare them for high school level English. Students taking this course will be able to explore a grand diversity of literary experiences. This course offers a mixture of concepts that will aid students in continuing to develop reading, writing, and analytical skills. They will read the historical fiction novel *11,000 Years Lost* throughout the first semester and *Turnabout* throughout the second semester.

#### ENGLISH 8 A/B

**Length of Course:** 10 Credits

MS-10-08A, MS-10-08B

**Grade Level:** 8

**Promotion Requirement:** Language Arts 8

Available Spring 2016

This course exposes students to fictional stories and non-fiction texts, both print and digital. This course enhances students' ability to comprehend, develop, and analyze the content of the reading assignments. It exposes students to authors' intent and literature concepts. Each lesson develops and increases students' fluency and vocabulary. Grammar skills are introduced and practiced regularly, helping students implement the new skills into their own writing. A fictional novel accompanies this course that stimulates imagination and creativity. In each unit, students have many opportunities to incorporate what they have learned into their writing. This course addresses Common Core State Standards of English/Language Arts: Reading Literature, Reading Informational Texts, Writing, Speaking and Listening, and Language.

## Mathematics

*Note that students may be required to attend a small group instruction math class while taking any of the following classes.*

---

### BASIC MATH A/B

**Length of Course:** 10 Credits

MS-20-03, MS-20-04

**Grade Level:** 7-8

**Promotion Requirement:** Mathematics

This course is self-paced and the student will work through the following topics: the four operations for whole numbers, fractions, decimals, rounding off, estimation, percent, equation, ratio and proportion, graphs, square roots, units of measure, basic formulas, geometric shapes and the Pythagorean theorem. The objective of this course is to prepare students to move on to Pre Algebra.

### PRE-ALGEBRA A/B

**Length of Course:** 10 Credits

MS-20-28, MS-20-29

**Grade Level:** 7-8

**Promotion Requirement:** Mathematics

This course helps to build students' foundational skills for entry into the Algebra I course. It begins with a review of integers and the order of operations. Students are then introduced to variables and simple equations as well as solving application problems. Emphasis is then placed on solving problems with fractions with application to basic geometry. Other concepts covered include solutions of decimal problems, an introduction to a three-dimensional surface area (volume), and comprehensive work with percents and measurement systems. The course concludes with the product rule, power of exponents, and multiplying polynomials.

### ALGEBRA I A/B (CCSS)

**Length of Course:** 10 Credits

MS-20-40, MS-20-41

**Grade Level:** 7-8

**Promotion Requirement:** Mathematics

Textbook: *Algebra 1* (Pearson). Aligned to Common Core Standards, this course will introduce students to and promote mastery of algebraic concepts such as using data to derive linear equations, solving systems of linear equations, examining rates of change problems with their related graphs, problems with exponents, and quadratic functions. Students will use application problems to gain a better understanding of how algebraic concepts apply in a real world environment. In addition, students will periodically review other important mathematical topics such as formulas from geometry, measurement conversions, calculating probabilities, and hypothesis testing.

**ALGEBRA IA1 CP, IA2 CP, IB1 CP, IB2** (2-year course)**Length of Course:** 10 Credits

MS-2I-A1, MS-2I-A2, MS-2I-B1, MS-2I-B2

**Grade Level:** 7-8**Promotion Requirement:** Mathematics

This extended 2-year Algebra course begins with a review of essential and fundamental Algebra concepts. This includes understanding the use of variables and exponents, as well as properties of real numbers, and solving linear equations and inequalities. Students will then learn to graph linear equations and inequalities in two variables along with determining the slope and equations of lines. They move onto subtracting, multiplying and dividing polynomials as well as the quotient rule and scientific notation. Students begin the second half of the course with factoring. This includes understanding how to factor and apply it to everyday life. You will also learn how to manipulate rational expressions, explore complex fractions, solve rational expression and understand direct and indirect variations, and solve linear equations. Finally, students move into a review of graphing, key terms, and line equations. The units include the applications of linear systems, solving linear inequalities, equations, inequalities, and absolute value. This course concludes with graphing quadratic equations and functions.

**GEOMETRY A/B****Length of Course:** 10 Credits

MS-20-30, MS-20-31

**Grade Level:** 8**Promotion Requirement:** Mathematics

Geometry A builds upon skills acquired in Pre Algebra and Algebra and incorporates them into learning about new Geometry basics. Students will master the foundation blocks for the structure of Geometry and understand how to represent geometric figures. They first must familiarize themselves with the tools of Geometry and then go on to understand the importance of reasoning and using proofs. In this semester, they will consider the difference between parallel and perpendicular lines. They will use proofs to understand congruent triangles as well as the relationship between triangles. They will also learn about the properties of the different types of quadrilaterals. Geometry B introduces and develops concepts of Geometry from coordinate Geometry, constructions, proofs, symmetry, and transformations, to finding area, perimeters, and volume of complex shapes. Students passing this course will have a thorough understanding Geometry and a good start on advanced Algebra and Trigonometry.

**INTRO TO GEOMETRY A/B****Length of Course:** 10 Credits

MS-20-24, MS-20-25

**Grade Level:** 8**Promotion Requirement:** Mathematics

Introduction to Geometry builds upon skills acquired in Pre Algebra and Algebra and incorporates them into learning about new geometry basics. Students will master the foundation blocks for the structure of geometry and understand how to represent geometric figures. They must first familiarize themselves with the tools of geometry and then go on to understand the importance of reasoning. In this semester, they will consider the difference between parallel and perpendicular lines. They will learn to understand congruent triangles as well as the relationships between triangles. They will also learn about the properties of the different types of quadrilaterals. Intro to Geometry B takes important geometry basics and skills learned in the first semester and applies them to advanced concepts introduced in this semester. Students will learn about proportions, ratio and the idea of scale with polygons. They will become familiar with measuring a circle the its related concepts. They will break out of the 2-D mold and learn how to measure space figures and their nets. They will explore coordinate planes, slopes of lines, transformations, and vectors. Finally, they will complete their Intro to Geometry experience with the mastery of trigonometric ratios and right triangles.

## Social Science

---

### WORLD HISTORY 7 A/B

**Length of Course:** 10 Credits

MS-30-08, MS-30-09

**Grade Level:** 7

**Promotion Requirement:** World History 7

This course covers from the beginnings of the Roman and Byzantine Empires to China's Golden Age, and then runs through the Middle Ages and early Renaissance. The students will study the growth of Islam and the great cultures that grew from the Muslim religion, the rise of sub-Saharan civilizations and their interaction with Europe and the Middle East cultures, the civilizations that thrived and grew in Mesoamerica, and the development of the early Chinese civilizations such as the early Khans. Students will learn about the early Meso-America civilizations and the advancements they were able to make. The students will also learn about the way religion impacted all the early cultures, as well as how it was used as a weapon against other civilization's enemies.

### U.S. HISTORY 8 A/B

**Length of Course:** 10 Credits

MS-30-05, MS-30-06

**Grade Level:** 8

**Promotion Requirement:** US History 8

This course will cover the basic concept of the beginnings of America and how the United States began to develop as a nation. Students will learn about events that led to the Revolution, what happened after the revolution, and how an American culture blossomed due to its independence. The second part of the course discusses the rise of America following the Revolutionary War, how the Articles of Confederation failed and the Constitution succeeded, the concept of manifest destiny and how it affected American policy for decades. It will discuss how industrial growth in the North affected the slave system in the South and how this created tension between the two sides. This course will detail the Civil War and important battles that would affect the outcome of the war. This course uses the *Call to Freedom* textbook.

## Science

---

### LIFE SCIENCE 7 A/B

**Length of Course:** 10 Credits

MS-40-07, MS-40-08

**Grade Level:** 7

**Promotion Requirement:** Life Science 7

In this course students will learn about the scientific method, cells, basic characteristics and needs of all organisms, the organization of living things into kingdoms, genetics, plant and animal life, and the development and function of organ systems in animals, especially humans. Students will also explore ecological principles including biomes, food chains and webs, and evolution. This course will include both text study and virtual laboratory experiences using CD-ROMS and the Internet.

### PHYSICAL SCIENCE 8 A/B

**Length of Course:** 10 Credits

MS-40-05, MS-40-06

**Grade Level:** 8

**Promotion Requirement:** Physical Science 8

This course provides a survey of the physical and earth sciences. Students will study a variety of subjects pertaining to various sciences such as geology, physics, and chemistry. This course investigates the chemical and physical properties of matter, chemical interactions, atomic structure, thermodynamics, forces, motion and energy, sound, light, magnetism, electricity, and heat. The course will include both text study and virtual laboratory experiences using CD-ROMS and the Internet.

## *Family and Consumer Science*

---

### **FOOD AND NUTRITION**

**Length of Course:** 5 Credits

MS-50-2A, MS-50-2B

**Grade Level:** 7-8

**Promotion Requirement:** Elective

This course will discuss health issues and concerns of students. Students will examine topics such as the impact and influence of food choices and practices of good nutrition, Dietary Guidelines for Americans, the impact and importance of calories, the dangers, effects, and treatments of eating disorders, safety issues, and basic first aid in the kitchen. Students will also explore the different parts of any given recipe, which includes language and the methods of measuring out ingredients. Students will expand on the notion of creating a meal that has appeal, limited to resources available to students, and the luxury of convenience foods. Students will learn smart shopping, shopping with a plan, creating a shopping list, ways to save money, reading the labels on the food products, and understanding the Universal Product Code. They will also discuss food groups and the four food groups from the Food Pyramid Guide. Students will also study the types of dairy products, cultured products, frozen dairy desserts, cheeses, and butter. Lastly, the students will discuss and explore how to buy, store, prepare, and cook meats, fish, poultry, and desserts.

## *Technology*

---

### COMPUTER LITERACY A

**Length of Course:** 5 Credits

MS-90-39

**Grade Level:** 7-8

**Promotion Requirement:** Elective

*Coming Spring 2014-2015*

In Computer Literacy A, students will gain experience in the first 4 basic areas of computing; word processing, data management using spreadsheets, multimedia presentations, and effective use of the Internet. Students should work through the student activity workbook, reading the referenced sections in their text as they complete the assignments. Next to the answers, you will see the corresponding page numbers from the text. Assignments and assessments will contain scoring guidelines, but the final point value is at the teacher's discretion. After completing this course, the student should possess sufficient skills to create powerful and effective computer-generated documents, manage and display spreadsheet data, impressive presentations for school or work, and conduct effective and reliable Internet research.

## *Health • Physical Education*

---

### HEALTH 7-8 A/B

**Length of Course:** 10 Credits

MS-70-10, MS-70-11

**Grade Level:** 7-8

**Promotion Requirement:** Health or Elective

In this course, students define the health triangle which includes an analysis of physical, emotional, and social health. Students will also define the elements of communication including refusal skills and conflict resolution. This course allows students to understand the value of setting goals as well as analyzing factors that influence self-concept. Also explored are the various methods of stress management. Mild emphasis is placed on the assortment of family structures which exist in our society. Students explore the components of body systems and how they relate to one another, the mechanisms of growth through adolescence along with the life cycle, the causes and prevention of communicable and non-communicable diseases as well as sexually transmitted infections (STI's). Students will also explore the ways and importance of personal hygiene as well as the basics of nutritional needs of the human body. It concludes with the creation and implementation of a pre-planned diet with a menu as well as a discussion about the components of fitness and with some insight into the methods of preserving our environment.

### PHYSICAL EDUCATION 7 A/B

**Length of Course:** 10 Credits

MS-50-1A, MS-50-1B

**Grade Level:** 7

**Promotion Requirement:** Physical Education

This course is an elective program that allows students to select activities that will familiarize them with activities suitable for lifelong recreation and physical fitness. Students must perform at least thirty minutes of an activity for it to count and no more than two hours may be claimed per day. A total of 50 hours must be performed to complete the course. The course also requires the completion of a research report and ten summaries of sport- or nutrition-related articles. This course can only be taken once a semester.



**PHYSICAL EDUCATION 8 A/B****Length of Course:** 10 Credits

MS-50-2A, MS-50-2B

**Grade Level:** 8**Promotion Requirement:** Physical Education

This course is an elective program that allows students to select activities that will familiarize them with activities suitable for lifelong recreation and physical fitness. Students must perform at least thirty minutes of an activity for it to count and no more than two hours may be claimed per day. A total of 50 hours must be performed to complete the course. The course also requires the completion of a research report and ten summaries of sport- or nutrition-related articles. This course can only be taken once a semester.

---

**Visual and Performing Arts**

---

**ARTS AND CRAFTS A/B****Length of Course:** 10 Credits

MS-AC-01, MS-AC-02

**Grade Level:** 7-8**Promotion Requirement:** VPA or Elective

Arts and Crafts begins by focusing on the elements of art and the color wheel. Students eventually progress to learning about the principles of art and how to apply them to various works of art. Students will learn about various artists and their crafts, and students will mimic some of the art styles by creating artwork of their own throughout each unit. Students will learn how to critically analyze various pieces of famous artwork. By the end of the last unit, the student will have gathered a portfolio of artwork which they will share with their instructor for evaluation.

**BASIC DRAWING****Length of Course:** 5 Credits

MS-60-05

**Grade Level:** 7-8**Promotion Requirement:** VPA or Elective

This course explores a variety of techniques, materials, and visual exercises that will provide the student with a solid background for most art courses where the ability to draw is essential. Students will learn techniques to produce 120 different sketching projects while maintaining a drawing journal throughout the course. The textbook for this course is *Draw Squad*.

**CARTOONING****Length of Course:** 5 Credits

MS-60-12

**Grade Level:** 7-8**Promotion Requirement:** VPA or Elective

This course consists of a sequence of drawing exercises giving you the opportunity to explore the art and craft of cartooning and develop creative solutions for the many inherent challenges of the art form. This course is particularly designed for students who really enjoy drawing. The textbook for this course is *Everything You Ever Wanted to Know About Cartooning But Were Afraid to Draw*; there is also an art material kit that supports this class.

## *Electives*

---

### STUDENT ASSISTANT 7-8

**Length of Course:** 10 Credits

MS-90-21

**Grade Level:** 7-8

**Prerequisite:** Teacher approval

**Promotion Requirement:** Elective

Student Assistants serve teachers and other staff members by providing clerical and instructional assistance in the centers. Teacher permission is required and students must complete training as required by the Director of Educational Operations. Students falling behind in their schoolwork will need to take a break from this course until their other studies have improved. Student Assistants must demonstrate responsibility, maturity, and integrity in their relations with students and adults. Students will earn 5 credits upon completion of 60 hours.

### INDEPENDENT PROJECT A/B

**Length of Course:** 10 Credits

MS-90-11, MS-90-12

**Grade Level:** 7-8

**Prerequisite:** Use with permission

**Promotion Requirement:** Elective

A student who wishes to complete a special independent project, which cannot be completed in a regularly scheduled course, may apply to enroll in Independent Project. An application with a description of the project and approval of the Instructor, Regional Supervisor and the Curriculum Department must be completed before enrollment will be permitted. The project must include at least 12 hours of work per unit. Students may earn variable credit but may not earn more than 5 credits per semester course.

### BASIC STUDY SKILLS

**Length of Course:** 5 Credits

MS-10-24

**Grade Level:** 7-8

**Promotion Requirement:** Elective

This course focuses students on improvement of their reading comprehension, writing skills, and research skills. Students learn study techniques, such the format of a textbook; organizing ideas and separating fact from opinion; setting goals for themselves; recognizing main ideas and supporting ideas; note taking; outlining and summarizing as well as test-taking strategies.

### POETRY

**Length of Course:** 5 Credits

MS-10-22

**Grade Level:** 7-8

**Promotion Requirement:** Elective

Poetry offers a comprehensive study of the poetic form, elements of poetry, key literary genres, poem types as well as influential poets throughout the ages. Students will develop their ability to read and analyze poetry and decipher all varieties of poetic language. They will explore the historical origins of poetry in the English language that incorporates poets of the British Isles as well as North America. Students will keep a poetry log throughout the course where they can express their personal opinions about the poems they read. They will be able to write a thoughtful critical essay by the end of the semester that will demand the ability to incorporate their poetry learning into a detailed analysis of a poem or poetry subject.

## WRITING SKILLS

**Length of Course:** 5 Credits

MS-10-33

**Grade Level:** 7-8

**Promotion Requirement:** Elective

This course is intended to improve grammar and build writing skills. Students will review some basic grammar concepts and learn how to relate this to building solid paragraphs. They will then use these new skills to learn to write whole five paragraph essays that are technically and grammatically sound. Students will learn a new model for writing an essay and will then learn how to implement into writing various types of essays.

## INTRODUCTION TO GRAMMAR

**Length of Course:** 5 Credits

MS-10-15

**Grade Level:** 7-8

**Promotion Requirement:** Elective

Intro to Grammar is designed to familiarize the student with the fundamentals of grammar, usage, and mechanics. Students will be exposed to and learn to master parts of speech, sentence structure, phrases and clauses, modifiers, and punctuation. Students will also learn the functions of verb tenses, direct and indirect objects, and object complements. This course will help to teach students how to become better writers through numerous exercises that increase their knowledge and skills of certain grammar and mechanical concepts.

## READING FICTION

**Length of Course:** 5 Credits

MS-10-RF

**Grade Level:** 7-8

**Promotion Requirement:** Elective

In this course the student will read five novels: *The Westing Game*, *The Catcher in the Rye*, *Harry Potter and the Sorcerer's Stone*, *The House of the Scorpion*, *To Kill a Mockingbird*. Each unit will look at the important events in the novel that shape the characters, theme, and setting. The student will also relate the themes of the novel to their life.

## WORLD GEOGRAPHY

**Length of Course:** 5 Credits

MS-30-18

**Grade Level:** 7-8

**Promotion Requirement:** Elective

This is a general geography course in which students learn about the physical and cultural aspects of geography. It is based on regional studies of the continents of the world and the people who inhabit them. Emphasis is on the how cultures have developed in specific areas including physical, cultural, and economic influences.

## HISTORY OF THE ANCIENT WORLD

**Length of Course:** 5 Credits

MS-85-02

**Grade Level:** 7-8

**Promotion Requirement:** Elective

This course explores the major civilizations of ancient history and makes connections to how their beliefs and customs affect the modern world. The class begins with prehistory and the beginnings of man and continues through all of the fall of Rome. The focus of this course includes the ancient civilizations of: The Fertile Crescent and Mesopotamia, Egypt & Nubia, India, China, Greece, and Rome.

**LATIN AMERICAN HISTORY****Length of Course:** 5 Credits

MS-30-LH

**Grade Level:** 7-8**Promotion Requirement:** Elective

This course emphasizes the development of the three Latin American regions. Students will study Central America, the Caribbean, and South America. They will learn about each area's geography, culture, climate, history, and tradition. Students will cover some countries in detail and learn how political systems and ideals have shaped its history.

**CALIFORNIA HISTORY****Length of Course:** 5 Credits

MS-30-20

**Grade Level:** 7-8**Promotion Requirement:** Elective

Novels: *The Shirley Letters*, by Louise Amelia Knapp Smith Clappe and Marlene Smith-Baranzini & *Ramona*, by Helen Hunt Jackson. This course emphasizes significant political, social and economic developments in the Spanish, Mexican and American periods of California history. Beginning with the study of Indian tribes who lived in California and the early explorations by Spain and Mexico, students learn how California was settled and later joined the United States.



# Section XII

---

## ONLINE COURSE OF STUDY

Virtual education is the fastest-growing segment of education in the US and is an increasingly important choice for students seeking alternative education. This exciting program will provide an additional level of flexibility for students, increased access to Advanced Placement coursework and advanced classes, and varied styles of instruction. Our program is not structured for 100% online education, but will offer students the opportunity to take one or more online courses in addition to traditional coursework.

OFY offers a wide variety of online courses, many of which are A-G approved. To enroll in an online course, the student and/or parent or guardian should consult with the student's teacher. Since the program is delivered via the Internet, additional paperwork (obtained from the student's teacher) must be signed by both the parent or guardian and the student. Once the paperwork is received, the student is issued a login and password to access the course, along with a secure e-mail account. If a parent's or guardian's e-mail address is provided in the paperwork, he or she will receive weekly progress reports via e-mail regarding the student's progress in the online class.

Students taking online classes are expected to spend a minimum of five (5) hours per week on coursework and complete one (1) unit of online work every two (2) weeks. Students failing to meet these expectations may be considered to have voluntarily withdrawn from the program.

The following courses are currently available to students. Please note, however, that not all courses are available in every region. Please see your student's teacher for courses offered in your area.

## English

*Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.*

### ENGLISH FOUNDATIONS I SEM 1/SEM 2

**Length of Course:** 10 Credits

HS-ES-56, HS-ES-57

**Grade Level:** 9-12

**Graduation Requirement:** Elective

English Foundations I supports adolescent literacy development at the critical stage between decoding and making meaning from text. Through intensive reading and writing skills instruction, deep practice sets, consistent formative feedback, graduated reading levels, and helpful strategy tips, the course leads students to improved comprehension and text handling. Semester 1 provides instruction in basic reading skills and vocabulary building. The student learns what a successful reader does to attack words and sentences and make meaning from them. Semester 2 provides instruction in basic writing skills, introduces academic tools, and demonstrates effective study skills. The student learns step-by-step processes for building effective paragraphs and learns how to use academic tools such as reference books and outlines. To provide additional support, the course uses text features and visual clues to draw students' attention to important information. The use of text features is also designed to help students internalize strategies for comprehending informational text. Characters appear throughout the instruction to offer tips and fix-up strategies in an authentic, first-person, think-aloud format. Their inclusion makes transparent the reading processes that go on inside the mind of a successful reader. This extra metacognitive support serves to bolster student confidence and provide a model of process and perseverance. Numerous practice opportunities are provided in the form of assessments that move from no stakes to low stakes to high stakes throughout a unit. This practice is centered on authentic and age-appropriate passages that are written in a topical framework and use controlled syntax and vocabulary. The difficulty of these passages gradually increases from a 3rd- to 5th grade reading level over the duration of the course. Additional support is offered through significant formative feedback in practice and assessment.

### ENGLISH FOUNDATIONS II SEM 1/SEM 2

**Length of Course:** 10 Credits

HS-ES-58, HS-ES-59

**Grade Level:** 9-12

**Graduation Requirement:** Elective

English Foundations II offers a year of skill building and strategy development in reading and writing. Semester one is a reading program designed to help struggling readers develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy. Semester two is a writing program which builds confidence in composition fundamentals by focusing on the areas of composing, grammar, style, and media literacy. Both semesters are structured around ten mini-units which offer interactive instruction and guided practice in each of the four learning strands. Students read for a variety of purposes and write for a variety of audiences. The workshops stress high interest, engaging use of technology, relevant topics, and robustly scaffolded practice. Students learn to use different types of graphic organizers as they develop and internalize reading and writing process strategies. They build confidence as they develop skills and experience success on numerous low stakes assessments that encourage growth and reinforce learning.

### ENGLISH 9 COMMON CORE SEM 1/SEM 2

**Length of Course:** 10 Credits

HS-ES-113, HS-ES-114

**Grade Level:** 9

**UC/CSU Approved**

**Graduation Requirement:** English

English 9 provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to formulate arguments and use textual evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

**ENGLISH 10 COMMON CORE SEM 1/SEM 2****Length of Course:** 10 Credits

HS-ES-115, HS-ES-116

**Grade Level:** 10**UC/CSU Approved****Graduation Requirement:** English

English 10 builds upon students' foundation of critical reading and analytical writing skills. Through texts that range from investigative journalism, essays, articles and historical documents to a novel, drama, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to refine arguments and organize evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

**ENGLISH 11 COMMON CORE SEM 1/SEM 2****Length of Course:** 10 Credits

HS-ES-119, HS-ES-120

**Grade Level:** 11**UC/CSU Approved****Graduation Requirement:** English

In English 11, students examine the belief systems, events, and literature that have shaped the United States. Starting with the Declaration of Independence, students explore how the greatest American literature tells the stories of individuals who have struggled for independence and freedom: freedom of self, freedom of thought, freedom of home and country. Students reflect on the role of the individual in Romantic and Transcendentalist literature that considers the relationship between citizens and government, and they question whether the American Dream is still achievable while examining Modernist disillusionment with American idealism. As well, reading the words of Frederick Douglass and those of the Civil Rights Act, students look carefully at the experience of African Americans and their struggle to achieve equal rights. Finally, students reflect on how individuals cope with the influence of war, cultural tensions, and technology in the midst of trying to build and secure their own personal identity.

**ENGLISH 12 COMMON CORE SEM 1/SEM 2****Length of Course:** 10 Credits

HS-ES-121, HS-ES-122

**Grade Level:** 12**UC/CSU Approved****Graduation Requirement:** English

English 12 asks students to delve into the mingled history of British and World literature. It asks students to imagine: Face to face with a human being unlike any you've seen before, do you feel fear, awe, or curiosity? Do you look for what you can give, what you can take, or what you can share? Do you find unfamiliar people and customs magical, mysterious, or monstrous? Students explore how humans interact with and influence each other — historically, socially, and otherwise — and examine the complexities of cultural identity in our global and fast-changing world.

**AP ENGLISH LANG/COMP SEM 1/SEM 2****Length of Course:** 10 Credits

HS-ES-09, HS-ES-10

**Grade Level:** 11-12**UC/CSU Approved****Prerequisites:** Teacher's approval and English II or English III**Graduation Requirement:** English

In AP English Language and Composition, students learn to understand and analyze complex styles of writing by reading works from a variety of authors. They'll explore the richness of language, including syntax, imitation, word choice, and tone. They'll also learn about their own composition style and process, starting with exploration, planning, and writing, and continuing through editing, peer review, rewriting, polishing, and applying what they learn to a breadth of academic, personal, and professional contexts. The equivalent of an introductory college-level survey class, this course prepares students for the AP Exam and for further study in communications, creative writing, journalism, literature, and composition.

**AP ENGLISH LIT/COMP SEM 1/SEM 2****Length of Course:** 10 Credits

HS-ES-15, HS-ES-16

**Grade Level:** 11-12**UC/CSU Approved****Prerequisites:** Teacher's approval and English II or English III**Graduation Requirement:** English

AP English Literature and Composition immerses students in novels, plays, poems, and short stories from various periods. Students will read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and class discussions to assess and improve their skills and knowledge. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in creative writing, communications, journalism, literature, and composition.



## Mathematics

*Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.*

---

### MATH FOUNDATIONS I SEM 1/SEM 2

**Length of Course:** 10 Credits

HS-ES-38, HS-ES-39

**Grade Level:** 9-12

**Graduation Requirement:** Elective

Math Foundations I offers a structured remediation solution based on the NCTM Curricular Focal Points and is designed to expedite student progress through 3rd- to 5th-grade skills. The course is appropriate for use as remediation for students in grades 6 to 12. When used in combination, Math Foundations I and Math Foundations II (covering grades 6 to 8) effectively remediate computational skills and conceptual understanding needed to undertake high school-level math courses with confidence. Math Foundations I empowers students to progress at their optimum pace through over 80 semester hours of interactive instruction and assessment spanning 3rd- to 5th-grade math skills. Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies to hone their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.

### MATH FOUNDATIONS II SEM 1/SEM 2

**Length of Course:** 10 Credits

HS-ES-42, HS-ES-43

**Grade Level:** 9-12

**Graduation Requirement:** Elective

Based on the NCTM Curricular Focal Points, Math Foundations II is designed to expedite student progress through 6th- to 8th-grade skills. The course is appropriate for use as remediation at the high school level or as a bridge-to-high-school or as middle school curriculum. The program simultaneously builds the computational skills and the conceptual understanding needed to undertake high school-level math courses with confidence. The course's carefully paced guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies to hone their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.

### MATHEMATICS I COMMON CORE SEM 1/SEM 2

**Length of Course:** 10 Credits

HS-ES-154, HS-ES-155

**Grade Level:** 9-12

**Graduation Requirement:** Mathematics or Elective

Mathematics I build students' command of geometric knowledge and linear and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include relationships between quantities; linear and exponential relationships; reasoning with equations; descriptive statistics; congruence, proof, and constructions; and connecting algebra and geometry through coordinates. This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

**MATHEMATICS II COMMON CORE SEM 1/SEM 2****Length of Course:** 10 Credits**Grade Level:** 9-12**Graduation Requirement:** Mathematics

HS-ES-156, HS-ES-157

**UC/CSU Approved**

Mathematics II extends students' geometric knowledge and introduces them to quadratic expressions, equations, and functions, exploring the relationship between these and their linear and exponential counterparts. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include extending the number system; quadratic functions and modeling; expressions and equations; applications of probability; similarity, right-triangle trigonometry, and proof; and circles with and without coordinates. This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

**MATHEMATICS III COMMON CORE SEM 1/SEM 2****Length of Course:** 10 Credits**Grade Level:** 9-12**Graduation Requirement:** Mathematics

HS-ES-158, HS-ES-159

**UC/CSU Approved**

Mathematics III incorporates advanced functions, trigonometry, and probability and statistics as students synthesize their prior knowledge and solve increasingly challenging problems. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include formulating inferences and conclusions from data; polynomial, rational, and radical relationships; trigonometry of general triangles and trigonometric functions; and mathematical modeling. This course supports all students as they simultaneously develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

**LIBERAL ARTS MATH SEM 1/SEM 2****Length of Course:** 10 Credits**Grade Level:** 9-12**Graduation Requirement:** Mathematics

HS-ES-235, HS-ES-236

**UC/CSU Approved**

Liberal Arts Math addresses the need for an elective course that focuses on reinforcing, deepening, and extending a student's mathematical understanding. Liberal Arts Math starts with a review of problem-solving skills before moving on to a variety of key algebraic, geometric, and statistical concepts. Throughout the course, students hone their computational skills and extend their knowledge through problem solving and real-world applications. Course topics include problem solving; real numbers and operations; functions and graphing; systems of linear equations; polynomials and factoring; geometric concepts such as coordinate geometry and properties of geometric shapes; and descriptive statistics. Within each Liberal Arts Math lesson, students are supplied with a scaffold note-taking guide, called a Study Sheet, and are given ample opportunity to practice computations in low-stakes Checkup activities before moving on to formal assessment. Additionally, students will have the opportunity to formulate and justify conclusions as they extend and apply concepts through printable exercises and "in-your-own-words" interactive activities.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Liberal Arts Math includes audio resources in English.

**INTRODUCTORY ALGEBRA SEM 1/SEM 2****Length of Course:** 10 Credits**Grade Level:** 9-12**Graduation Requirement:** Mathematics or Elective

HS-ES-32, HS-ES-33

Introductory Algebra provides a curriculum focused on beginning algebraic concepts that prepare students for success in Algebra I. Through a "Discovery-Confirmation-Practice" based exploration of basic algebraic concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include integers; the language of algebra; solving equations with addition, subtraction, multiplication, and division; fractions and decimals; measurement; exponents; solving equations with roots and powers; multi-step equations; and linear equations. Within each Introductory Algebra lesson, students are supplied with a scaffolded note-taking guide, called a "Study Sheet," as well as a post-study "Checkup" activity, providing them the opportunity to hone their computational skills by working through a low-stakes, 10-question problem set before starting a formal assessment. Unit-level Introductory Algebra assessments include a computer-scored test and a scaffolded, teacher-scored test.

**ALGEBRA 1 COMMON CORE SEM 1/SEM 2****Length of Course:** 10 Credits**Grade Level:** 9-12**Graduation Requirement:** Mathematics

HS-ES-121, HS-ES-122

**UC/CSU Approved**

Algebra I builds students' command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include problem-solving with basic equations and formulas; measurement; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses.

**ALGEBRA I-A, ALGEBRA I-B (2-YEAR ALGEBRA)****Length of Course:** 10/10 Credits

HS-ES-96, HS-ES-97, HS-ES-98, HS-ES-99

**Grade Level:** 9-12**Graduation Requirement:** Mathematics

Algebra I-A and I-B provide an expanded, two-year course sequence designed for students who are not prepared for the academic challenges of the traditional one-year Algebra I curriculum. Focusing on review of pre-algebra skills and introductory algebra content, Algebra I-A allows students to deepen their understanding of real numbers in their various forms and then extend their knowledge to linear equations in one and two variables. Algebra I-A features ample opportunity for students to hone their computational skills by working through practice problem sets before moving on to formal assessment.

**GEOMETRY COMMON CORE SEM 1/SEM 2****Length of Course:** 10 Credits

HS-ES-105, HS-ES-106

**Grade Level:** 9-12**UC/CSU Approved****Graduation Requirement:** Mathematics

Geometry builds upon students' command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

**ALGEBRA 2 COMMON CORE SEM 1/SEM 2****Length of Course:** 10 Credits

HS-ES-107, HS-ES-108

**Grade Level:** 9-12**UC/CSU Approved****Graduation Requirement:** Mathematics

Algebra II introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include quadratic equations; polynomial functions; rational expressions and equations; radical expressions and equations; exponential and logarithmic functions; trigonometric identities and functions; modeling with functions; probability and inferential statistics; probability distributions; and sample distributions and confidence intervals.

**PRECALCULUS SEM 1/SEM 2****Length of Course:** 10 Credits

HS-ES-26, HS-ES-27

**Grade Level:** 9-12**UC/CSU Approved****Prerequisite:** Algebra 2**Graduation Requirement:** Mathematics or Elective

Precalculus is a course that combines reviews of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Semester 1 includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. Semester 2 covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

**AP STATISTICS SEM 1/SEM 2****Length of Course:** 10 Credits

HS-ES-28, HS-ES-29

**Grade Level:** 9-12**UC/CSU Approved****Prerequisite:** Algebra 2 or PreCalculus, Teacher Approval**Graduation Requirement:** Mathematics or Elective

AP Statistics gives students hands-on experience collecting, analyzing, graphing, and interpreting real-world data. They will learn to effectively design and analyze research studies by reviewing and evaluating real research examples taken from daily life. The next time they hear the results from another poll or study, they will know whether the results are valid. As the art of drawing conclusions from imperfect data and the science of real world uncertainties, statistics plays an important role in many fields. The equivalent of an introductory college-level course, AP Statistics prepares students for the AP Exam and for further study in science, sociology, medicine, engineering, political science, geography, and business.

**AP CALCULUS AB SEM 1/SEM 2****Length of Course:** 10 Credits

HS-ES-30, HS-ES-31

**Grade Level:** 9-12**UC/CSU Approved****Prerequisite:** Algebra 2, Statistics or PreCalculus, Teacher Approval**Graduation Requirement:** Mathematics or Elective

In AP Calculus AB, students learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Instead of simply getting the right answer, students learn to evaluate the soundness of proposed solutions and to apply mathematical reasoning to real-world models. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. The equivalent of an introductory college-level calculus course, AP Calculus AB prepares students for the AP Exam and further studies in science, engineering, and mathematics.

**MATHEMATICS OF PERSONAL FINANCE SEM 1/SEM 2****Length of Course:** 10 Credits

HS-ES-84, HS-ES-85

**Grade Level:** 9-12**Graduation Requirement:** Mathematics or Elective

Mathematics of Personal Finance focuses on real-world financial literacy, personal finance, and business subjects. Students apply what they learned in Algebra I and Geometry to topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, stocks, insurance, and retirement planning.

**PROBABILITY AND STATISTICS****Length of Course:** 5 Credits

HS-ES-92

**Grade Level:** 11-12**Graduation Requirement:** Mathematics or Elective

Probability and Statistics provides a curriculum focused on understanding key data analysis and probabilistic concepts, calculations, and relevance to real-world applications. Through a “Discovery-Confirmation-Practice”-based exploration of each concept, students are challenged to work toward a mastery of computational skills, deepen their conceptual understanding of key ideas and solution strategies, and extend their knowledge in a variety of problem-solving applications. This course covers topics such as types of data; common methods used to collect data; and the various representations of data, including histograms, bar graphs, box plots, and scatterplots. Students learn to work with data by analyzing and employing methods of prediction, specifically involving samples and populations, distributions, summary statistics, regression analysis, transformations, simulations, and inference. Ideas involving probability — including sample space, empirical and theoretical probability, expected value, and independent and compound events — are covered as students explore the relationship between probability and data analysis. The connection between geometry and probability is explored through basic geometric probability.

## Social Science

*Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.*

### WORLD HISTORY SINCE THE RENAISSANCE SEM 1/SEM 2

**Length of Course:** 10 Credits

HS-ES-141, HS-ES-142

**Grade Level:** 10

**UC/CSU Approved**

**Graduation Requirement:** World History

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present. The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange. Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries.

### U.S. HISTORY SINCE THE CIVIL WAR SEM 1/SEM 2

**Length of Course:** 10 Credits

HS-ES-143, HS-ES-144

**Grade Level:** 11

**UC/CSU Approved**

**Graduation Requirement:** U.S History

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs. Students evaluate the attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

### U.S. GOVERNMENT & POLITICS CORE

**Length of Course:** 5 Credits

HS-ES-64

**Grade Level:** 12

**UC/CSU Approved**

**Graduation Requirement:** U.S. Government/Civics

US Government and Politics offers a tightly focused and scaffolded curriculum that uses the perspective of political institutions to explore the history, organization, and functions of the US government. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It covers the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court. US Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. Students read annotated primary documents and apply those documents to the course content.

**U.S. GOVERNMENT & POLITICS LIT ADV****Length of Course:** 5 Credits

HS-ES-72

**Grade Level:** 12**Graduation Requirement:** U.S. Government/Civics

US Government and Politics offers a purposeful curriculum that uses the perspective of political institutions to explore the history, organization, and functions of American government. Students explore the political culture of the United States and gain insight into the challenges faced by presidents, Congress, citizens, and political activists. Coverage focuses on the roles of political parties, interest groups, the media, and the Supreme Court. Special attention is paid to the relationship between individual Americans and their governing bodies. Building social studies skills is a particular goal of the course. Toward that end, annotated readings of primary documents support comprehension and teach students how to read closely and make real-life connections. Writing assignments develop skills through clear step-by-step instruction. Extensive scaffolding aids below-proficient readers in understanding academic social studies content. Accessible text provides the adaptive scaffolding struggling readers need to find success with challenging content such as primary source documents. Strategic scaffolding, including explicit comprehension and vocabulary strategies, helps students simultaneously develop their literacy skills.

**U.S. AND GLOBAL ECONOMICS****Length of Course:** 5 Credits

HS-ES-73

**Grade Level:** 12**Graduation Requirement:** Economics

US Government and Politics offers a tightly focused and scaffolded curriculum that uses the perspective of political institutions to explore the history, organization, and functions of the US government. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It covers the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court. US Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. Students read annotated primary documents and apply those documents to the course content.

**AP U.S. HISTORY SEM 1/SEM 2****Length of Course:** 10 Credits

HS-ES-66, HS-ES-67

**Grade Level:** 11**UC/CSU Approved****Prerequisite:** Teacher Approval**Graduation Requirement:** U.S. History

AP US History analyzes and explores the economic, political, and social changes in America since Columbus. Students master historical knowledge and critical analysis, build reading, writing, and communication skills, and discover how historical events have contributed to American culture. In the process, they'll learn how decisions and events of the past continue to have profound effects on the world today and how knowledge of the causes behind past events can influence future decisions. By the end of the course, students will be ready to put their factual knowledge to work by weighing evidence and interpreting problems presented by historians. The equivalent of an introductory college-level course, AP US History prepares students for the AP Exam and for further study in history, political science, economics, sociology, and law.

**AP U.S. GOVERNMENT AND POLITICS****Length of Course:** 5 Credits**Grade Level:** 12**Prerequisite:** US History and Teacher Approval**Graduation Requirement:** U.S. Government/Civics

HS-ES-65

**UC/CSU Approved**

AP U.S. Government and Politics studies the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they'll learn how to gather data about political behavior and develop their own theoretical analysis of American politics. They'll also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP exam and for further study in political science, law, education, business, and history.

**AP MACROECONOMICS SEM 1****Length of Course:** 5 Credits**Grade Level:** 12**Graduation Requirement:** U.S. Government/Civics

HS-ES-161

AP\* Macroeconomics students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. They'll also examine how individuals, institutions, and influences affect people, and how those factors can impact everyone's life through employment rates, government spending, inflation, taxes, and production. The equivalent of a 100-level college-level class, this course prepares students for the AP exam and for further study in business, political science and history.

This course has been authorized by the College Board to use the AP designation.

\*AP is a registered trademark of the College Board.

**AP MICROECONOMICS****Length of Course:** 5 Credits**Grade Level:** 12**Graduation Requirement:** Economics

HS-ES-162

AP\* Microeconomics studies the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students will learn why the same product costs different amounts at different stores, in different cities, at different times. They'll also learn to spot patterns in economic behavior and how to use those patterns to explain buyer and seller behavior under various conditions. Microeconomics studies the economic way of thinking, understanding the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in promoting a healthy economy. The equivalent of a 100-level college course, AP Microeconomics prepares students for the AP exam and for further study in business, history, and political science. This course has been authorized by the College Board to use the AP designation.\*AP is a registered trademark of the College Board.



## Science

*Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.*

### EARTH SCIENCE SEM 1/SEM 2

**Length of Course:** 10 Credits

HS-ES-40, HS-ES-41

**Grade Level:** 9-12

**Graduation Requirement:** Science or Elective

Earth Science offers a focused curriculum that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space. Topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources.

### BIOLOGY LIT ADV SEM 1/SEM 2

**Length of Course:** 10 Credits

HS-ES-46, HS-ES-47

**Grade Level:** 9-11

**Graduation Requirement:** Life Science

Biology Literacy Advantage focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment. The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

### PHYSICS SEM 1/SEM 2 (+LAB)

**Length of Course:** 10 Credits

HS-ES-131 HS-ES-132

**Grade Level:** 9-12

**UC/CSU Approved**

**Graduation Requirement:** Physical Science

*\*Check center for availability*

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology. The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

### CHEMISTRY SEM 1/SEM 2 (+LAB)

**Length of Course:** 10 Credits

HS-ES-129 HS-ES-130

**Grade Level:** 9-12

**UC/CSU Approved**

**Graduation Requirement:** Physical Science

*\*Check center for availability*

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology. The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

## Foreign Language

*Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.*

### SPANISH 1 SEM 1/SEM 2

**Length of Course:** 10 Credits

**Grade Level:** 9-12

**Graduation Requirement:** Foreign Language or Elective

HS-ES-50, HS-ES-51

**UC/CSU Approved**

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe.

### SPANISH 2 SEM 1/SEM 2

**Length of Course:** 10 Credits

**Grade Level:** 9-12

**Prerequisites:** Spanish I

**Graduation Requirement:** Foreign Language or Elective

HS-ES-52, HS-ES-53

**UC/CSU Approved**

Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

### SPANISH 3 SEM 1/SEM 2

**Length of Course:** 10 Credits

**Grade Level:** 9-12

**Prerequisites:** Spanish II

**Graduation Requirement:** Foreign Language or Elective

HS-ES-82, HS-ES-83

**UC/CSU Approved**

In Spanish III, students build upon the skills and knowledge they acquired in Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously. Students read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements. The materials engage students as they improve their command of Spanish. Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress.

**AP SPANISH LANGUAGE AND CULTURES SEM 1/SEM 2****Length of Course:** 10 Credits

HS-ES-80, HS-ES-81

**Grade Level:** 9-12**Prerequisites:** Spanish II or Spanish III**Graduation Requirement:** Foreign Language or Elective

AP Spanish Language students practice perfecting their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they've learned in extensive written and spoken exercises. By the end of the course, students will have an expansive vocabulary and a solid, working knowledge of all verb forms and tenses. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP exam and for further study of Spanish language, culture, or literature.

**FRENCH 1 SEM 1/SEM 2****Length of Course:** 10 Credits

HS-ES-74, HS-ES-75

**Grade Level:** 9-12**UC/CSU Approved****Graduation Requirement:** Foreign Language or Elective

French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

**FRENCH 2 SEM 1/SEM 2****Length of Course:** 10 Credits

HS-ES-76, HS-ES-77

**Grade Level:** 9-12**UC/CSU Approved****Graduation Requirement:** Foreign Language or Elective

French II teaches students to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal address. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes present- and past-tense verb forms and uses, negation, and direct and indirect objects. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

**ELECTIVES**

*Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.*

**CAHSEE ENGLISH-LANGUAGE ARTS (O)****Length of Course:** 5 Credits

HS-ES-55

**Grade Level:** 9-12**Graduation Requirement:** Elective

This course was created to help you review and master the key elements of the California content standards in English Language Arts that will appear on the ELA portion of the CAHSEE. You will review the terms and concepts from the content standards in the class. The reading portions will help you review and master skills related to vocabulary, reading comprehension, and literary analysis via creating flash cards as well as answering short answer and multiple-choice items. The writing portion of this course assesses three aspects of writing: writing strategies, writing applications, and writing conventions. You will draft and write essays in the writing conventions section.

**CAHSEE MATHEMATICS (O)****Length of Course:** 5 Credits

HS-ES-54

**Grade Level:** 9-12**Graduation Requirement:** Elective

The CAHSEE Mathematics preparatory course is designed to provide students general knowledge of the six strands of the California Standards: Number Sense, Statistics, Data Analysis, and Probability, Measurement, Geometry, Algebra and Functions, Algebra 1, and Mathematical Reasoning. Students will learn test taking strategies by participating in the preparatory course. By the end of the course, students will have reviewed and practiced mathematical concepts covered by the California content standards.

**PHYSICAL EDUCATION****Length of Course:** 5 Credits

HS-ES-48

**Grade Level:** 9-12**Graduation Requirement:** Physical Education or Elective

Physical Education combines the best of online instruction with actual student participation in weekly cardiovascular, aerobic, and muscle toning activities. The course promotes a keen understanding of the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives. Specific areas of study include: Cardiovascular exercise and care, safe exercising, building muscle strength and endurance, injury prevention, fitness skills and FITT benchmarks, goal setting, nutrition and diet (vitamins and minerals, food labels, evaluation product claims), and stress management. The course requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities and on weekly participation reports to verify the student is meeting his or her requirements and responsibilities.

**SKILLS FOR HEALTH****Length of Course:** 5 Credits

HS-ES-49

**Grade Level:** 9-12**Graduation Requirement:** Health

Skills for Health is a valuable, skills-based health education course designed for general education in grades 9 through 12. Skills for Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health; nutrition; physical activity; substance use and abuse; injury prevention and safety; and personal health, environmental conservation, and community health resources. Through use of accessible information and real-life simulations, students apply the seven health skills. These include access to valid health information; self-management; analysis of internal and external influences; interpersonal communication; decision making; goal setting; and advocacy. Students who complete Skills for Health build the skills they need to protect, enhance, and promote their own health and the health of others.

## CAREER AND COLLEGE PREPARATION I

**Length of Course:** 5 Credits

HS-ES-90

**Grade Level:** 9-12

**Graduation Requirement:** Elective

In College and Career Preparation I, students obtain a deeper understanding of what it means to be ready for college. Students are informed about the importance of high school performance in college admissions and how to prepare for college testing. They know the types of schools and degrees they may choose to pursue after high school and gain wide exposure to the financial resources available that make college attainable. Career readiness is also a focus. Students connect the link between interests, college majors, and future careers by analyzing career clusters. Students come away from this course understanding how smart preparation and skill development in high school can lead into expansive career opportunities after they have completed their education and are ready for the working world. Students who complete College and Career Preparation I have the basic skills and foundation of knowledge to progress into College and Career Preparation II, the capstone course that provides hands-on information about the transition from high school to college and career. The course is based on the American School Counselors Association National Standards for school counseling programs.

## CAREER AND COLLEGE PREPARATION II

**Length of Course:** 5 Credits

HS-ES-91

**Grade Level:** 9-12

**Graduation Requirement:** Elective

College and Career Preparation II builds on the lessons and skills in College and Career Preparation I. The course provides a step-by-step guide to choosing a college. It walks students through the process of filling out an application, including opportunities to practice, and takes an in-depth look at the various college-admission tests and assessments, as well financial aid options. College and Career Preparation II also instructs students in interviewing techniques and provides career guidance. Students explore valuable opportunities such as job shadowing and internships when preparing for a career. Students who complete this course obtain a deeper understanding of college and career readiness through informative, interactive critical thinking and analysis activities while sharpening their time management, organization, and learning skills that they learned in College and Career Preparation I. College and Career Preparation II prepares students with the knowledge and skills to be successful in college and beyond. The course is based on the American School Counselors Association National Standards for school counseling programs.

## MEDIA LITERACY

**Length of Course:** 5 Credits

HS-ES-87

**Grade Level:** 9-12

**Graduation Requirement:** Elective

Media Literacy teaches students how to build the critical thinking, writing, and reading skills required in a media-rich and increasingly techno-centric world. In a world saturated with media messages, digital environments, and social networking, concepts of literacy must expand to include all forms of media. Today's students need to be able to read, comprehend, analyze, and respond to non-traditional media with the same skill level they engage with traditional print sources. A major topic in Media Literacy is non-traditional media reading skills, including how to approach, analyze, and respond to advertisements, blogs, websites, social media, news media, and wikis. Students also engage in a variety of writing activities in non-traditional media genres, such as blogging and podcast scripting. Students consider their own positions as consumers of media and explore ways to use non-traditional media to become more active and thoughtful citizens. Students learn how to ask critical questions about the intended audience and underlying purpose of media messages, and study factors which can contribute to bias and affect credibility. The course content is based on The National Association for Media Literacy Education's Core Principles of Media Literacy Education, as well as aggregate state standards and research into best pedagogical practices.

## MULTICULTURAL STUDIES

**Length of Course:** 5 Credits

HS-ES-17

**Grade Level:** 9-12

**Graduation Requirement:** Elective

Multicultural Studies is a one-semester elective history and sociology course that examines the United States as a multicultural nation. The course emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences. Major topics in the course include identity, immigration, assimilation and distinctiveness, power and oppression, struggles for rights, regionalism, culture and the media, and the formation of new cultures. In online Discussions and Polls, students reflect critically on their own experiences as well as those of others. Interactive multimedia activities include personal and historical accounts to which students can respond using methods of inquiry from history, sociology, and psychology. Written assignments and Journals provide opportunities for students to practice and develop skills for thinking and communicating about race, culture, ethnicity, and identity.

## PSYCHOLOGY

**Length of Course:** 5 Credits

HS-ES-70

**Grade Level:** 10-12

**Graduation Requirement:** Elective

Psychology provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior. By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as "What is happiness?" Students answer these questions before, during, and after they interact with direct instruction. Students learn about all the domains the American Psychological Association (APA) emphasizes: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

## AP PSYCHOLOGY

**Length of Course:** 5 Credits

HS-ES-237

**Grade Level:** 10-12

**Graduation Requirement:** Elective

AP\* Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They will study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of an introductory college-level survey course, AP Psychology prepares students for the AP exam and for further studies in psychology or life sciences. This course has been authorized by the College Board to use the AP designation. \*AP is a registered trademark of the College Board.

## SOCIOLOGY

**Length of Course:** 5 Credits

HS-ES-71

**Grade Level:** 10-12

**Graduation Requirement:** Elective

Sociology examines why people think and behave as they do in relationships, groups, institutions, and societies. Major course topics include individual and group identity, social structures and institutions, social change, social stratification, social dynamics in recent and current events, the effects of social change on individuals, and the research methods used by social scientists. In online discussions and polls, students reflect critically on their own experiences and ideas, as well as on the ideas of sociologists. Interactive multimedia activities include personal and historical accounts to which students can respond, using methods of inquiry from sociology. Written assignments provide opportunities to practice and develop skills in thinking and communicating about human relationships, individual and group identity, and all other major course topics.

**MUSIC APPRECIATION SEM 1/SEM 2****Length of Course:** 10 Credits

HS-ES-88, HS-ES-89

**Grade Level:** 9-12**Promotion Requirement:** Elective

Music Appreciation is a streamlined course that introduces student to the history, theory, and genres of music, from the most primitive surviving examples, through the classical to the most contemporary in the world at large. The course is offered in a two-semester format: The first semester covers primitive musical forms, classical music, and American jazz. The second semester presents the rich modern traditions, including: gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop. The course explores the interface of music and social movements and examines how the emergent global society and the Internet is bringing musical forms together in new ways from all around the world.

**ART APPRECIATION****Length of Course:** 5 Credits

HS-ES-100

**Grade Level:** 9-12**Promotion Requirement:** Elective

Art Appreciation is a survey of the history of Western visual arts, with a primary focus on painting. Students begin with an introduction to the basic principles of painting and learn how to critique and compare works of art. Students then explore prehistoric and early Greek and Roman art before they move on to the Middle Ages. Emphasis is placed on the Renaissance and the principles and masters that emerged in Italy and northern Europe. Students continue their art tour with the United States during the 20th century, a time of great innovation as abstract art took center stage. While Western art is the course's primary focus, students will finish the course by studying artistic traditions from Africa, Asia, Oceania, and the Americas.

**BUSINESS APPLICATIONS SEM 1****Length of Course:** 5 Credits

HS-ES-238

**Grade Level:** 9-12**Promotion Requirement:** Elective

Business Applications prepares students to succeed in the workplace. Students begin by establishing an awareness of the roles essential to an organization's success, and then work to develop an understanding of professional communications and leadership skills. In doing so, students gain proficiency with word processing, email, and presentation management software. This course allows students to explore careers in business while learning skills applicable to any professional setting. Through a series of hands-on activities, students will create, analyze, and critique reports, letters, project plans, presentations, and other professional communications. Regular engagement in active learning ensures students can continually refine the skills necessary to prepare them for work. In addition, students will evaluate the qualifications required for specific careers so they can identify opportunities that are of interest to them. Business Applications is an introductory level Career and Technical Education course applicable to programs of study in business, management, and administration; information technology; and other career clusters. This course is aligned with state and national standards. Students who successfully complete the course can go on to obtain the Microsoft® Office Specialist: Microsoft® Office Word certification.\*

\*Microsoft is a registered trademark of Microsoft Corporation in the United States and/or other countries.

**INFORMATION TECHNOLOGY APPLICATIONS SEM 1****Length of Course:** 5 Credits

HS-ES-239

**Grade Level:** 9-12**Promotion Requirement:** Elective

Information Technology Applications prepares students to work in the field of Information Technology. Students will be able to demonstrate digital literacy through basic study of computer hardware, operating systems, networking, the Internet, web publishing, spreadsheets and database software. Through a series of hand-on activities, students will learn what to expect in the field of Information Technology and begin exploring career options in the field. Information Technology Applications is an introductory level Career and Technical Education course applicable to programs of study in information technology as well as other career clusters. This course is aligned with state and national standards. Students who successfully complete the course will be prepared to pursue the Microsoft® Office Specialist certifications in Microsoft Word, Microsoft Excel and Microsoft Access, as well as IC3 certification

**INTRODUCTION TO HEALTH SCIENCE****Length of Course:** 5 Credits

HS-ES-240

**Grade Level:** 9-12**Promotion Requirement:** Elective

Introduction to Health Science provides the foundational knowledge and skills students need for careers in health care. Students begin by exploring the services, structure, and professions of the health care system. The remainder of the course focuses on day-to-day skills and expectations for health professionals, which include promoting wellness, maintaining a safe environment, creating medical records, and practicing good communication, collaboration, and leadership. Using real-life scenarios and application-driven activities, students learn the responsibilities and challenges of being health care professionals. In addition to building their understanding of technical concepts and skills, students evaluate the qualifications required for specific careers and develop personal career plans to pursue work in the health care industry. Introduction to Health Science is an introductory-level Career and Technical Education course for programs of study in health sciences. This course is aligned with state and national standards.

**INTERMEDIATE TO HEALTH SCIENCE****Length of Course:** 5 Credits

HS-ES-241

**Grade Level:** 9-12**Promotion Requirement:** Elective

Intermediate Health Science extends the foundations of the Introduction to Health Science course and covers basic medical science, terminology, procedures, and regulations. This course will help guide students toward choosing a specific career path in health services, including career paths in emergency medicine, nutrition, and alternative medicine. Using real-life scenarios and application-driven activities, students will extend their knowledge of oral and written communication in health science. Students will have an overview of physiology and medical measurements. Students will also synthesize learning from the Introduction to Health Science course by engaging in analysis of real-life scenarios and deepen their knowledge of various career options. In addition, students will expand their understanding of health and safety systems, how to address emergency situations, and deal with infection control issues. Intermediate Health Science is an intermediate-level Career and Technical Education course for programs of study in health sciences. This course is aligned with state and national standards.



## Middle School

### INTRODUCTORY ALGEBRA SEM 1/SEM 2

**Length of Course:** 10 Credits

MS-ES-32, MS-ES-33

**Grade Level:** 7-8

**Promotion Requirement:** Mathematics

Introductory Algebra provides a curriculum focused on beginning algebraic concepts that prepare students for success in Algebra I. Through a “Discovery-Confirmation-Practice” based exploration of basic algebraic concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include integers; the language of algebra; solving equations with addition, subtraction, multiplication, and division; fractions and decimals; measurement; exponents; solving equations with roots and powers; multi-step equations; and linear equations. Within each Introductory Algebra lesson, students are supplied with a scaffolded note-taking guide, called a “Study Sheet,” as well as a post-study “Checkup” activity, providing them the opportunity to hone their computational skills by working through a low-stakes, 10-question problem set before starting a formal assessment. Unit-level Introductory Algebra assessments include a computer-scored test and a scaffolded, teacher-scored test.

### ALGEBRA 1 COMMON CORE SEM 1/SEM 2

**Length of Course:** 10 Credits

MS-ES-103, MS-ES-104

**Grade Level:** 7-8

**Promotion Requirement:** Mathematics

Algebra I builds students’ command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include problem-solving with basic equations and formulas; measurement; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses.

### ALGEBRA I-A, ALGEBRA I-B (2-YEAR ALGEBRA)

**Length of Course:** 10/10 Credits

MS-ES-96, MS-ES-97, MS-ES-98, MS-ES-99

**Grade Level:** 7-8

**Promotion Requirement:** Mathematics

Algebra I-A and I-B provide an expanded, two-year course sequence designed for students who are not prepared for the academic challenges of the traditional one-year Algebra I curriculum. Focusing on review of pre-algebra skills and introductory algebra content, Algebra I-A allows students to deepen their understanding of real numbers in their various forms and then extend their knowledge to linear equations in one and two variables. Algebra I-A features ample opportunity for students to hone their computational skills by working through practice problem sets before moving on to formal assessment.

### GEOMETRY COMMON CORE SEM 1/SEM 2

**Length of Course:** 10 Credits

MS-ES-105, MS-ES-106

**Grade Level:** 7-8

**Promotion Requirement:** Mathematics

Geometry builds upon students’ command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.



# Options for Youth Public Charter Schools

## HONOR POLICY<sup>1</sup>

### GOAL STATEMENT

The purpose of this Honor Policy is to communicate the meaning and importance of academic integrity to all members of Options for Youth Public Charter Schools and to identify, sanction, and educate those who fail to live up to these standards.<sup>2</sup> Pressures such as time constraints, lack of interest or parental expectations do not justify cheating or plagiarism.

This Honor Policy defines the expected standards of conduct in academic affairs. The Honor Policy is also published on our school website: <http://www.ofy.org>.

### SUMMARY

Definitions  
Responsibilities of Students and Staff  
Honor Pledge  
Procedures in Case of Alleged Violation  
Consequences

### DEFINITIONS

#### *Terms Supporting this Honor Policy*<sup>3</sup>

- **Honesty:** Tell the truth, present your work accurately and give credit for all sources
- **Integrity:** Act in accordance with personal high moral principles, cooperate with efforts to maintain high moral principles, encourage high moral principles in others
- **Respect:** Consider each academic project as a chance to earn trust, support a community that values learning and learners, demonstrate self-respect
- **Responsibility:** Be willing to own what you do as demonstrated by your best effort, embrace and advance the common good of our community, have the courage to do what is right
- **Paraphrasing:** A restatement of a text in the writer's own words and requiring citation of the original author's idea(s)
- **Referencing/Citing**<sup>4</sup>: Providing a source of information (as a book, magazine, journal) to which a reader is directed for supporting information, specific text that refers a reader to another source of information or gives credit for a quote, idea or the results of a study

<sup>1</sup> This Honor Policy is an adapted synthesis of policies from the websites or handbooks of twelve high schools that include: ten public, one private, and two private-religious schools. This synthesis was compiled for SEE by Michael Pirhalla (2008).

<sup>2</sup> Langley High School, Mc Lean, VA – Public – <http://www.fcps.edu/LangleyHS/honorcode.htm>

<sup>3</sup> Radnor High School, Radnor, PA – Public – [http://radnortsd.schoolwires.com/60020315135951217/lib/60020315135951217/honor\\_code\\_07aug30.pdf](http://radnortsd.schoolwires.com/60020315135951217/lib/60020315135951217/honor_code_07aug30.pdf)

<sup>4</sup> Merriam-Webster Online – <http://www.m-w.com/>

## Definitions of Academic Dishonesty<sup>5 6 7</sup>

- **Cheating or Violations of Testing Procedures** are recognized as deliberately seeking one's own gain in academic, extracurricular, or other school work in order to (or with the intent to) gain an unfair advantage include, but are not limited to:
  - Unauthorized exchange of information during a test or while others are taking a test,
  - Copying from others during a test or examination,
  - Using unauthorized materials (electronically on calculators or cell phones or crib notes) to complete an examination or assignment,
  - Copying parts of an exam and giving it to other students who have to take the test,
  - Changing, altering, or being an accessory to changing or altering a grade on a test, assignment, or project,
  - Violating any other specific procedures specified by the teacher,
  - Unpermitted collaboration on assigned work, or work submitted by any student, including but not limited to papers, projects, products, lab reports, other reports, and homework,
  - Creating a disadvantage for another student by hoarding or by sabotaging materials or resources,
  - Unauthorized prior knowledge and/or use of tests, quizzes, midterms, finals, or other assignments,
  - Having another individual take a test or prepare an assignment, or assist in the test or assignment without approval.
- **To Lie or Commit a Fraud:**<sup>8 9 10</sup> To make a statement one knows is false, with the intent to deceive or with disregard for the truth; to give a false impression. Lies can be made verbally, in writing, or by gestures that are intended to convey a false impression or understanding. With regard to academic performance, conduct that constitutes lying includes, but is not limited to, cases illustrated by the following examples:
  - Fabrication of data or information (i.e., making it up) 1. Citation of information not taken from the source indicated. This may include incorrect documentation of secondary source materials; e.g., using the bibliographic information from a source instead of going to the original source yourself, 2. Listing sources in a bibliography not used in the academic exercise, 3. Submission in a paper or other academic exercise of false or fictitious data, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data, 4. Submitting as your own any academic exercises prepared totally or in part by another,
  - Forgery of signature on documents for school record,
  - Changing a grade or attendance record in a teacher's grade book or in the attendance records,
  - Making statements that you know or reasonably should know have caused a false impression or understanding to have been created, and failing to correct the false impression or misunderstanding.
- **Stealing:** encompasses taking or appropriating without the right or permission to do so and with the intent to keep or improperly use the school work or materials of another student or the instructional materials of a teacher. Some examples are stealing copies of tests or quizzes, illegitimately accessing the teacher's answer key for tests or quizzes, stealing the teacher's edition of the textbook; stealing another student's homework, notes, or handouts.

<sup>5</sup> American Heritage Dictionary, 3rd Ed.

<sup>6</sup> W.T. Woodson H.S. Honor Code, Fairfax, VA – Public – <http://ethicsed.org/programs/integrity-works/pdf/WoodsonVA.pdf>

<sup>7</sup> Montgomery Blair High School, Silver Spring, MD – Public – <http://silverchips.mbhs.edu/inside.php?sid=438>

<sup>8</sup> Webster's New World Dictionary, 3rd Ed.

<sup>9</sup> Radnor High School, Radnor, PA – Public –

[http://radnortsd.schoolwires.com/60020315135951217/lib/60020315135951217/honor\\_code\\_07aug30.pdf](http://radnortsd.schoolwires.com/60020315135951217/lib/60020315135951217/honor_code_07aug30.pdf)

<sup>10</sup> Staples High School, Westport, CT – Public – <http://ethicsed.org/programs/integrity-works/pdf/StaplesCT.pdf>

- **Multiple Submissions:** Submitting substantial portions of any academic exercise more than once without prior authorization and approval of the teacher.
- **Complicity:** Facilitating any of the above actions or performing work that another student then presents as his or her own work (e.g., copying someone's homework or allowing someone to copy homework).
- **Interference:**<sup>11</sup> Interfering with the ability of a fellow student to perform his or her assignments (e.g., stealing notes or tearing pages out of books).
- **Plagiarism:**<sup>12</sup> The copying of language, structure, programming, computer code, ideas, and/or thoughts of another and passing off the same as one's own original work, or attempts thereof. Such acts include, but are not limited to, having a parent or another person write an essay (including the purchase of works on-line) or do a project which is then submitted as one's own work; failing to use proper documentation and bibliography.

## **RESPONSIBILITIES OF STUDENTS AND STAFF**<sup>13</sup>

Each **STUDENT** will maintain and support academic integrity by:

- Completing all assigned work, activities and tests in an honorable way that avoids all cheating, lying, and stealing,
- Understanding the school-wide Honor Policy and Honor Pledge,
- Clarifying with the instructor anything that may be unclear about an assignment, with respect to how the Honor Policy may apply to it,
- Maintain records of research notes, outlines, rough drafts and reference works to validate individual effort,
- Seek supplemental assistance from teachers, parents or peers to understand lessons and assignments.

Each **TEACHER** will:

- Present the Honor Policy to students
- Support the school's core values that prioritizes student learning over letter grades,
- Teach the process of learning and creating academic products while providing sufficient time for products to be completed,
- Be accessible outside of class for students to seek help with questions and other learning needs,
- Maintain the integrity of the evaluation/testing process (use multiple forms, seek responses that require thinking and not just facts, provide sufficient spacing of students, maintain supervision),
- Explain the use of permissible study aids – including tutors – in coursework,
- Check student papers for plagiarism,
- Report to supervisors any violations of the Honor Policy that are serious enough to have incurred discipline in that teacher's class, and following through on the consequences authorized by the Supervisors after administrative review.

Each **PARENT/GUARDIAN** will:

- Review and understand the Honor Policy and guidelines for individual teachers' classes
- Communicate your support for the school's core values and Honor Policy and discuss with your student their opinion of academic integrity and its relevance to their education,
- Support the imposition of consequences if the Honor Policy is violated and discuss with your student the value of maintaining academic integrity.

<sup>11</sup> Council Rock High School, Council Rock, PA – Public – <http://www.crsd.org/5039511188345/site/default.asp>

<sup>12</sup> Langley High School, McLean, VA – <http://www.fcps.edu/LangleyHS/honorcode.html>

<sup>13</sup> Radnor High School, Radnor, PA – Public – [http://radnortsd.schoolwires.com/60020315135951217/lib/60020315135951217/honor\\_code\\_07aug30.pdf](http://radnortsd.schoolwires.com/60020315135951217/lib/60020315135951217/honor_code_07aug30.pdf)

## **HONOR PLEDGE**<sup>14</sup>

The honor pledge will be provided to each student and affirmed by a dated signature of the student and a parent or guardian at the start of each school year in the Student Handbook.

*I pledge to maintain a high level of respect and integrity as a student representing Options for Youth Public Charter School. I understand and will uphold the Honor Policy in letter and spirit to help our school advance authentic learning. I will not lie, cheat, plagiarize or be complicit with those who do. I will encourage fellow students who commit honor offenses to acknowledge such offenses to their teacher or the Honor Council. I make this pledge in the spirit of honor and trust.*

## **PROCEDURES IN CASE OF ALLEGED VIOLATION**<sup>15</sup>

- An ad hoc Honor Council composed of lead teachers and the Regional Supervisor shall conduct the hearing.
- A Lead Teacher welcomes all participants to hearing that may include reporting individual(s) and student(s) in question and their teacher(s)
- The Lead Teacher states that the contents of the meeting are confidential
- The Lead Teacher explains the case to all present
- All but the Honor Council are excused from hearing room and then individually return to present additional observations and respond to questions from the Council
- The student in question is invited to give his or her statement in the presence of their teacher and follow-up questions from the Honor Council.
- The student in question is dismissed so that the Honor Council can review the case. The student's teacher is invited to give a statement regarding the character of the student,
- The Honor Council discuss the case and votes on three possible recommendations to forward to the Director of Instruction: (1) No Violation and the resulting records are destroyed, (2) Negligent: there is some negligent behavior by the student in question, but not sufficient evidence of intent to violate the Honor Policy or the violation is minor, the recommendation is a warning and completion of an Honor Policy assignment, (3) Violation with recommendation for consequences forwarded to the Director of Instruction
- The Leads and Regional Supervisor should work for consensus agreement; however, a violation, negligent, or no violation vote can be reached if two-thirds of the Honor Council agree

After the Honor Council reaches its agreement, the student in question and their teacher are invited back into the hearing room to learn of the recommendation (no violation, negligent, violation) that will be forwarded to the Director of Instruction (the student will not be told recommended consequences until the Director of Instruction approves).

<sup>20</sup> The Honor Council discuss the case and votes on three possible recommendations to forward to the Director of Instruction: (1) No Violation and the resulting records are destroyed, (2) Negligent: there is some negligent behavior by the student in question, but not sufficient evidence of intent to violate the Honor Policy or the violation is minor, the recommendation is a warning and completion of an Honor Policy assignment, (3) Violation with recommendation for consequences forwarded to the Director of Instruction

- The Leads and Regional Supervisor should work for consensus agreement; however, a violation, negligent, or no violation vote can be reached if two-thirds of the Honor Council agree
- After the Director of Instruction's review and approval, the Lead Teacher and teacher meet with the student in question to provide a written finding and any consequences for the case. A copy of this finding dated on the meeting date and signed by the student will be placed in his/her student file.
- All records from the hearing and follow-up meeting are securely and confidentially stored within the student's file.

<sup>14</sup> Adapted from Mainland Regional High School, Linwood, NJ – Public –

<http://www.mainlandregional.net/school%20information/honor%20code.html>

<sup>15</sup> Gould, D. B. L. & J. J. Roberts, (2007) A handbook for developing and sustaining honor systems. Council for Spiritual and Ethical Education. Portland, OR.

## CONSEQUENCES

### Finding of Negligence

The Honor Council will assign a reflective activity to be completed in writing where the student will show understanding of how greater attention and adherence to the Honor Policy could have avoided the negligent act.

### Possible Consequences Recommended for Honor Code Violations

Offense	
First	Redo activity/assignment with a maximum grade of 70%, written reflection assignment for teacher
Second	Redo entire unit with a maximum grade of 70%, written reflection assignment for Lead Teacher
Third	Redo entire unit with a maximum grade of 70%, Complete additional assignment, Write a 2 page type paper about the importance of doing one's own work

OPTIONS FOR YOUTH PUBLIC CHARTER SCHOOL  
UNIFORM COMPLAINT POLICY AND PROCEDURES

Scope

Options For Youth Public Charter School’s (“Charter School”) policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program

The Charter School acknowledges and respects every individual’s rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant’s filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School’s compliance with law:

John C. Hall, Superintendent  
Attn: Legal Department; legal@ofy.org  
Uniform Complaint Form  
Options For Youth  
320 N. Halstead Street, Suite 280  
Pasadena, CA 91107



The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

### Notifications

The Superintendent or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents/guardians, the Board of Directors, appropriate private officials or representatives, and other interested parties.

The Superintendent or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.
3. Advise the complainant of the appeal process pursuant to Education Code 262.3, including the complainant's right to take the complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies.
4. Include statements that:
  - a. The Charter School is primarily responsible for compliance with state and federal laws and regulations;
  - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;
  - c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination;
  - d. The complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision; and
  - e. The appeal to the CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.

## Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination or harassment shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

- **Step 2: Mediation**

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Response**

OPTION 1:

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within 60 days of the Charter School's receipt of the complaint.

OPTION 2:

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the Charter School's initial receipt of the complaint

or within the time period that has been specified in a written agreement with the complainant.

- **Step 5: Final Written Decision**

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

#### Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Superintendent or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 5 CCR 4650 exists, including cases in which the Charter School has not taken action within 60 days of the date the complaint was filed with the Charter School.

#### Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Adopted: 9/19/2013

**Options For Youth Public Charter School  
Uniform Complaint Procedure Form  
For Education Code Section 35186 Complaints**

*Education Code* (EC) Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. EC Section 49013 expanded this procedure to a complaint regarding a “pupil fee” that is required for participation in an educational activity offered by a California public school, as defined in EC Section 49010. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.

Response requested:  Yes  No

Name (Optional): \_\_\_\_\_

Mailing Address (Optional): \_\_\_\_\_

Phone Number Day (Optional): \_\_\_\_\_

Evening (Optional): \_\_\_\_\_

**Issue of complaint (please check all that apply):**

**1. Textbooks and Instructional Materials**

- A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

**2. Facility Conditions**

- A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

**3. Teacher Vacancy or Misassignment**

- Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

**4. High School Exit Examination**

- Pupils who have not passed the high school exit exam by the end of 12<sup>th</sup> grade were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254 (d) (4) and (5) after the completion of grade 12.

**5. Fees Charged for Registration or Participation:**

- A fee was charged as a condition for registration for school or classes.
- A fee was charged as a condition for participation in a class or extracurricular activity (whether or not the activity or class is compulsory, elective, or for course credit).

**6. Security Deposits or Other Payments for Materials or Equipment:**

- A security deposit or other payment was required to obtain materials or equipment, including but not limited to, a lock, locker, book, class apparatus, musical instrument, uniform, etc.

**7. Required Purchases for Educational Activities:**

- A purchase was required to obtain supplies, equipment or uniforms associated with an educational activity.

**8. Miscellaneous/Other Fees or Charges:**

- The school is violating the requirements of Article 5.5 (commencing with Section 49010) of Ch. 6 of Part 27 of Div. 4 of Title 2 of the California Education Code, regarding the prohibition of pupil fees for participation in educational activities.

Date of Problem: \_\_\_\_\_

Location of Problem (School or Center Name and Address):

Course or Grade Level and Teacher Name:

Please describe the issue of your complaint in as much detail as possible, including, if applicable, (1) the class or extracurricular activity involved; (2) the details regarding how the requirement to pay a fee, deposit, or need to purchase materials, supplies, equipment or a uniform was communicated (3) the item required for purchase; (4) the fee or deposit required; and (5) the total cost, if any. You may attach additional pages if necessary to fully describe the situation.

Please file or mail this complaint at the following location:

Attn: Legal Department  
Uniform Complaint Form  
Options For Youth  
320 N. Halstead Street, Suite 280  
Pasadena, CA 91107

You may also file this complaint at your local learning center.