

SUMMIT CHARTER COLLEGIATE ACADEMY

# **COURSE CATALOG**

High School 2020-21



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# SUMMIT CHARTER COLLEGIATE ACADEMY

## MISSION

The Summit Charter Academy allows students to explore the world before them as the staff challenges each student to rise to the pinnacle of physical, artistic, and intellectual awareness. The Charter School educates students in Porterville and surrounding areas to demonstrate a strong commitment to their community, strong personal character, the ability to analyze information, and the ability to read, speak, and write articulately.

## EXPECTED SCHOOLWIDE LEARNING RESULTS

The SCA Staff and community set high expectations for scholarship and citizenship for all students, and we hold our students accountable for demonstrating achievement of the SCA Expected Schoolwide Learning Results (ESLRs), as well as meeting State and district content and performance standards. As students complete their education at SCA, they will develop the skills to be:

- **Complex Thinkers** who identify, analyze, integrate and apply information to develop solutions to problems.
- **Effective Communicators** who read, write, speak, and listen reflectively and critically as well as receive and interpret the messages of others in an effective manner.
- **Healthy Lifestyle Advocates** who establish, practice and support appropriate hygiene, proper nutrition, and lifelong physical fitness as well as demonstrate skills in resolving conflicts through positive, non-violent actions.
- **Involved Citizens** who contribute time, energy, and talents to improve the quality of life in their school, community, state, nation, and the world
- **Responsible Self Directed Learners and Workers** who work independently and overcome obstacles by effective application of skills until a task is complete.
- **Meet the vision of our charter** as a fine and performing arts magnet; employing a project-based curriculum rich in technology.

## Important Information about the Burton Elementary School District

### **BURTON'S VISION**

We will be acknowledged as a "lighthouse" school district in our commitment to educate the "entire" child. We will discover, create and implement the very best instructional practices through quality professional development, and we will foster leadership among our students, parents, staff and community. We will inspire our students to feel excitement, curiosity, engagement, and self-confidence as we prepare each pupil to succeed in the secondary schools of our community.

### **BURTON'S MISSION**

Burton Elementary School District will provide a comprehensive and well-rounded educational experience for its students. As a Governance team, we are committed to having our children meet or exceed state curriculum and grade-level standards.

### **BURTON'S VALUES**

We value and promote mutual respect, honesty, and integrity.

We value and promote the cooperative relationship and involvement between our parents and staff.

We value and promote district-wide decision making.

We value and promote thoughtful change and risk taking.

We value and promote a diversity of thought among our staff.

We value and promote positive recognition for successful achievement.

We value and promote professional and organizational commitment.

We value and celebrate the diversity of culture and language that defines our community.

**BURTON'S BELIEF**

We believe that every student is a capable learner, and we will transform lives, one child at a time.

**High School Graduation Requirements**

Students have a responsibility to meet all of the following graduation requirements to graduate from Summit Charter Collegiate Academy with a diploma. Parents and/or students may request a graduation requirement progress report at any time. Students are ultimately responsible for monitoring their own progress towards meeting requirements.

**High School (grades 9-12) course and credit requirements.**

	<u>Class of 2024</u>	<u>Class of 2023</u>	<u>Class of 2022</u>	<u>Class of 2021</u>
English	40 Credits	40 Credits	40 Credits	40 Credits
Math	30 Credits	30 Credits	30 Credits	30 Credits
Science	30 Credits	30 Credits	30 Credits	30 Credits
Social Science	30 Credits	30 Credits	35 Credits	35 Credits
PE	20 Credits	20 Credits	20 Credits	20 Credits
Foreign language	20 Credits	20 Credits	10 Credits	20 Credits
Fine Arts	10 Credits	10 Credits	10 Credits	10 Credits
Health	5 Credits	5 Credits	N/A	N/A
Electives	85 Credits	85 Credits	85 Credits	85 Credits
Total Required	270 Credits	270 Credits	270 Credits	270 Credits
Total Possible	280 Credits	280 Credits	280 Credits	280 Credits

All required courses must be taken on the SCCA campus or may be taken through an accredited college or university with the approval of the principal or designee.

**Additional Graduation Requirements**

- 40 hours Community Service (or 10 per year of attendance). Students must seek prior approval for community service. Service performed must be non-paid, voluntary, and not required as a condition of membership in a school sports team, club, probation, etc. Service must be provided to a non-profit organization which possesses a Federal Tax Free I.D. number. Verification for hours served must be provided by a non-relative. Public service cannot be performed during school hours unless a contract for Independent Study to attend SCICON as a counselor.
- Maintain 2.0 cumulative SCCA grade point average
- Maintain 90% attendance

**GRADE POINTS**

Grades for all subjects, with the exception of some AP courses, some college courses, and honors courses will be counted on a 4 point scale. Because of the extra work involved, the evaluation system shall be weighted to reflect the more rigorous nature of these courses. Grades received in these courses will be counted on the 5 point scale.

<b>4.0 Scale</b>	<b>Honors and College Courses</b>
A = 4.0	A = 5.0
B = 3.0	B = 4.0
C = 2.0	C = 3.0
D = 1.0	D = 1.0
F = 0.0	F = 0.0

**ATHLETICS and MARCHING BAND/AUXILIARY IN LIEU OF SECOND YEAR PHYSICAL EDUCATION (High School only)**

After successfully passing the *FITNESSGRAM*, the second year of Physical Education may be waived under the following conditions:

Completion of two seasons of any sport/band/auxiliary fulfills one year of Physical Education graduation

requirement. Waivers can be submitted by student.

### **COLLEGE COURSES (CONCURRENT & DUAL ENROLLMENT)**

College Courses may be taken for credit provided the student qualifies for the college class and when the following applies for:

An SCCA student must have prior approval from the school principal or designee to enroll in a college course. SCCA Students must be enrolled in a minimum of five (of 7) SCCA classes to be eligible to take a college course. Students must maintain a 2.0 GPA to be eligible to take a college course. SCCA will grant 3 1/3 high school units per college semester unit. College courses can receive honors credit with the approval of the administration. Courses taken at college will be counted toward the high school GPA.

### **COLLEGE ENTRANCE REQUIREMENTS. UNIVERSITY OF CALIFORNIA (UC) & CALIFORNIA STATE UNIVERSITY (CSU)**

<b>A. English</b>	Four years college prep English
<b>B. Math</b>	Three years, Integrated Math 1, Integrated Math 2 and Integrated Math 3 (4 <sup>th</sup> year recommended)
<b>C. Science</b>	Two years of a lab science UC requires Biology, Physics, or Chemistry (3 <sup>rd</sup> year recommended)
<b>D. Social Studies</b>	Two years; One year, World History/Geog or AP Euro. History, Second year, US History, Government, or Economics
<b>E. Foreign Language</b>	Two years, must be same language0 (3 <sup>rd</sup> year recommended)
<b>F. Visual &amp; Performing Arts</b>	One year of the same course
<b>G. Electives</b>	One year-approved college course (Math, Fine Arts, Science, etc)

### **University of California Eligibility in the Local Context Program (ELC)**

The ELC program provides a new path to UC freshman eligibility by making the top nine percent of the graduating class eligible for admission to UC based on their high school work at school. UC will evaluate transcripts. Those students who have completed 11 units of 'a-g' coursework by the end of their junior year and determined to be in the top 9% of the graduating class will be guaranteed admissions to a UC campus.

### **Suggested Sequence for College Prep Courses:**

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
English 9	English 10	English 11	English 12
IM1	World History	U.S. History	Civics/Econ
PE	IM2	IM3	AP Calculus or
Ag Earth	Biology	Chemistry	College Math
Science	Spanish	Spanish 3	Course
Spanish	PE 10		
College Career	Fine Art		
Health			

*Please note that because the U.C. system is so competitive, it is recommended that students have additional years in each of the above subjects.*

*Also, a grade of D or lower in any subject is considered not admissible by both university systems. The course must be taken over again with a grade of C or better in order for it to qualify for the entrance requirements.*

The purpose of this information is to guide students and parents to choose appropriate courses during the registration process. For further information on college entrance requirements, please contact your counselor at 788-6440, or see the Counseling Handbook online at [summit.collegiate.org](http://summit.collegiate.org).

## **CALIFORNIA COMMUNITY COLLEGES**

Students must either be 18 years of age or have a high school diploma. There are no particular course requirements.

## **TESTING OFFERED AT SUMMIT COLLEGIATE**

### **California Assessment of Student Performance and Progress (AP)**

The California Assessment of Student Performance and Progress (CAASPP) is a system of assessments that measure student progress in different subjects. CAASPP is designed to help teachers monitor the needs and successes of individual students as they progress toward mastery of the state adopted standards.

### **Advanced Placement Exams (AP)**

College credit may be available to students based upon receiving a score of 3, 4, or 5 on the AP Examination administered during the month of May. College credit awarded is strictly up to the post secondary institution. The cost of the examination is approximately \$94, fees will be collected in March. Financial assistance is available for those students who qualify. AP courses are college level courses taught in high school over two semesters of study.

## **FITNESSGRAM**

Ninth grade students are mandated to pass five out of six areas of physical fitness test which measures the minimum fitness standards in the following areas: Aerobic capacity, body composition, abdominal strength and endurance, trunk extensor strength and flexibility, upper body strength and endurance, and flexibility. Any student in the ninth grade who does not pass the *FITNESSGRAM* must be enrolled in a physical education class until they can do so.

## **PSAT (Preliminary Scholastic Aptitude Test)**

The PSAT primarily serves as a practice test for the SAT since it is designed in the same format. The PSAT is given in October. The cost of the test is covered for junior students, there is a fee for any sophomore who wants to test. For more information on the PSAT, Sat Reasoning Tests, and Subject Tests go to their web site: [collegeboard.com](http://collegeboard.com), or see your counselor.

## SUMMIT CHARTER COLLEGIATE ACADEMY – HIGH SCHOOL COURSES – 2020-2021

**\*NOTE:** University of California and California State University systems require a grade of “C” or better in college preparatory courses. Through this catalogue an asterisk (\*) indicates the course meets UC/CSU requirements. A Course with a + (Plus) indicates a course graded on the 5 point scale (Honors).

### LANGUAGE ARTS DEPARTMENT

#### **\*ENGLISH 9 – 9<sup>th</sup> Grade**

**(Year Course)**

An introduction to American, British, and world literature that will span across genres with the goal of instilling a love of reading and a true understanding of the link between literature and Social Studies. Real world experiences will be utilized as students mature their writing skills to a high school level. The patterns of famous writers will be studied by the students as they progress and practice writing narratives, persuasive essays, and responses to literature. Students will learn from the writings of authors from antiquity to contemporary writing.

#### **\*+ENGLISH 9H – 9<sup>th</sup> Grade**

**(Year Course)**

**Pre-requisites: Standard Met on CAASPP, 8th Grade grades, teacher recommendation.**

College Preparatory course designed to prepare students for advanced coursework. The course is similar to English 9 above, but will require significant additional reading, writing, speaking and analysis.

#### **\*ENGLISH 10 – 10<sup>th</sup> Grade**

**(Year Course)**

**Pre-requisites: English 9**

This course will serve to help students become lifelong readers by identifying genres and authors that inspire them, placing excellent literature in students' hands and giving them time to read it. Additionally, students will study literature in small groups and engage with classic texts related to their World History curriculum as they grow as readers. Students will grow as speakers, participating in regular collegial, earnest, and amicable discussions and debates. Students will learn to write in numerous styles for numerous purposes, learning from teacher models and mentor texts to refine and mix narrative, informative, and argumentative writing to accomplish real-world tasks.

#### **\*+ENGLISH 10H – 10<sup>th</sup> Grade**

**(Year Course)**

**Pre-requisites: Standard Met on CAASPP. C or better English 9H or B or better in English 9 and 9th Grade teacher recommendation.**

College Preparatory course designed to prepare students for college and advanced coursework. The course is similar to English 10, but will challenge students to read, write, speak and analyze at a deeper level than their peers in general sections.

#### **\*ENGLISH 11 – 11<sup>th</sup> Grade**

**(Year Course)**

**Pre-requisites: English 10**

This course focuses on American Literature and introduces students to various genres of literature, a myriad of writing styles, and opportunities to develop skills in listening, speaking, and viewing different forms of multimedia. American Literature and Composition is a study of the major literary topics and themes across the history of the United States from pre-colonial times to present day. Students will focus on the major literary forms of the emerging nation, analyze the literary themes and trends, and research and compose several papers, speeches, and presentations using representative forms of discourse.

#### **\*+ENGLISH 11H – 11<sup>th</sup> Grade**

**(Year Course)**

**Pre-requisites: Standard Met on CAASPP C or better English 10H or B or better in English 10 and 10th Grade teacher recommendation.**

Advanced College Preparatory course designed to prepare students for college/advanced coursework. The course is similar to English 11, but will require significant additional reading, writing, speaking and analysis.

**\*ENGLISH 12 – 12<sup>th</sup> Grade****(Year Course)****Prerequisites- English 11**

A focus on British Literature. Students will use the experiences of fictional and non-fiction characters to assess experiences in their own lives. Through careful analyses of protagonists and antagonists, themes and motifs, and conflicts and resolutions, students can be sure to gain an appreciation and deep understanding of the texts as well as a broader perspective on the world of literature. The emphasis for the course will be on class discussions, for such discourses drive both our interest and desire for self-improvement. Secondly, this course will involve improving writing through the study of grammar, advanced writing strategies, and self- and peer-revisions. In an effort to gain an appreciation for the world of fictional literature, themes and topics will involve rich, in-depth exploration via discussions of characters, character developments, conflicts, resolutions, and text-to-self/text-to-society connections.

**\*+ENGLISH 12H – 12<sup>th</sup> Grade****(Year Course)**

**Pre-requisites: Standard Met on CAASPP. C or better English 11H or B or better in English 11 and 11th Grade teacher recommendation.**

Advanced College Preparatory course designed to prepare students for college/advanced coursework. The course is similar to English 12, but will require significant additional reading, writing, speaking and analysis.

**ELD 1/2 – 9<sup>th</sup> – 12<sup>th</sup> Grades****(Year Long/Enrichment Class)****Placement based on ELPAC exam results.**

This class is designed to assist students in developing a foundation for acquiring English skill. Students will have a variety of opportunities to practice the areas of speaking, writing, reading, and listening to English. The activities for this class will incorporate real life experiences to assist in the acquisition of English within the context of students' daily lives. This class will progress gradually to prepare students for their development of English and acquisition of academic language.

**ELD 3/4 – 9<sup>th</sup> – 12<sup>th</sup> Grades****(Year Long/Enrichment Class)****Placement based on ELPAC exam results.**

This course is designed for the basic to intermediate level of English language learner (ELL) within grades 9-12. This course focuses on the development of reading and writing skills. Students will acquire a solid foundation of the reading process by applying fluency, vocabulary, and comprehension of connected text to a variety of literature. Students will identify comprehension strategies by comparing and contrasting information between and among texts using graphic organizers. Students will focus on the development of establishing the major steps in the writing process, as well as writing applications including expressive, expository, functional, persuasive, and literary response writing by producing outlines and summary paragraphs.

**MATHEMATICS DEPARTMENT**

Math course placement can depend on any of the following: Placement Test, Teacher Recommendation, Test Scores, Previous Math Course Grades

**Integrated Math 1 A/B- 9th-12th Grades****(Year Course)****Integrated Math 1 C/D- 9th -12th Grades****(Year Course)****\*Integrated Math 1 – 9<sup>th</sup> – 12<sup>th</sup> Grades****(Year Course)**

The fundamental purpose of the Mathematics I course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Some standards are repeated in multiple higher mathematics courses.

Instruction will focus on 6 critical areas:

1. extend understanding of numerical manipulation to algebraic manipulation;
2. synthesize understanding of function;
3. deepen and extend understanding of linear relationships;
4. apply linear models to data that exhibit a linear trend;



5. establish criteria for congruence based on rigid motions; and
6. apply the Pythagorean Theorem to the coordinate plane.

### **\*Integrated Math 2 – 9<sup>th</sup> – 12<sup>th</sup> Grades**

**(Year Course)**

**Prerequisite: Completion of Integrated Math 1 with a Grade of C or better in both semesters and for 9th Grade must have recommendation from 8th grade math teacher/ and/or placement test.**

The focus of the Mathematics II course is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability.

Instruction will focus on 5 critical areas:

1. extend the laws of exponents to rational exponents
2. compare key characteristics of quadratic functions with those of linear and exponential functions
3. create and solve equations and inequalities involving linear, exponential, and quadratic expressions
4. extend work with probability
5. establish criteria for similarity of triangles based on dilations and proportional reasoning.

### **\*Integrated Math 3 – 10<sup>th</sup>- 12<sup>th</sup> Grades**

**(Year Course)**

**Prerequisite: Grade of C or better in both semesters in Integrated Math 1 and 2**

It is in the Mathematics III course that students integrate and apply the mathematics they have learned from their earlier courses. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Some standards are repeated in multiple higher mathematics courses; therefore instructional notes, which appear in brackets, indicate what is appropriate for study in this particular course.

Instruction will focus on the following 4 critical areas:

1. Relate statistics to different data types
2. The similarities between polynomials and integers
3. Understand and derive the Law of Sines and Cosines
4. Extend their work with functions and their representations.

### **\*Financial Algebra – 11<sup>th</sup>- 12<sup>th</sup> Grades**

**(Year Course)**

**Prerequisite: 12th Grade: Student must have passed Integrated Math 1 and Integrated Math 2**

**11th Grade: Student must have passed Integrated Math 1, 2 and 3.**

The **Financial Algebra** course is designed to develop a strong foundation in logical thinking and problem solving that will enable students to make informed decisions regarding matters of money and finance in their daily lives.

This course furthers the development of functions, which include linear, exponential, piece-wise, quadratics, and step functions. Other topics studied include measures of center and spread, graphical representations of data, principles of finance economics, amortization, supply and demand, revenue and profit functions, loans, compound interest and continuous interest, credit card debt, car ownership, and budgets.

### **\*Pre- Calculus – 11<sup>th</sup>- 12<sup>th</sup> Grades**

**(Year Course)**

**Prerequisite: Grade of C or better in both semesters in Integrated Math 1, 2 and 3 and must have recommendation from the most recent math teacher.**

Precalculus combines concepts of trigonometry, geometry, and algebra that are needed to prepare students for the study of calculus. The course strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Facility with these topics is especially important for students who intend to study calculus, physics, other sciences, and engineering in college. The main topics in the Precalculus course are complex numbers, rational functions, trigonometric functions and their inverses, inverse functions, vectors and matrices, and parametric and polar curves. It is recommended that students complete Precalculus before taking an Advanced Placement calculus course.

**Statistics – 11<sup>th</sup>- 12<sup>th</sup> Grades****(Year Course)**

**Prerequisite: Grade of C or better in both semesters in Integrated Math 1 and 2 and must have recommendation from the most recent math teacher.**

**\*A grade of C in both semester of Integrated Math 3 OR Concurrent enrollment in Integrated Math 3 is required**

Statistics and Probability offers students an alternative to Precalculus as a fourth high school mathematics course. In the Statistics and Probability course, students continue to develop a more formal and precise understanding of statistical inference, which requires a deeper understanding of probability. Students learn that formal inference procedures are designed for studies in which the sampling or assignment of treatments was random, and these procedures may be less applicable to non-randomized observational studies. Probability is still viewed as long-run relative frequency, but the emphasis now shifts to conditional probability and independence, and basic rules for calculating probabilities of compound events.

**\*AP Calculus – 11<sup>th</sup>- 12<sup>th</sup> Grades****(Year Course)**

**Prerequisite: Grade of C or better in both semesters in Integrated Math 1, 2 and 3 and must have recommendation from the most recent math teacher.**

This course will prepare students for the AP Calculus AB test in May. Additionally, it will introduce students to the increasing rigor of advanced mathematics as well as the richness and beauty of mathematics. Calculus is widely applied across technical fields from science, engineering, finance, and computer programming among a short list of applicable topics. We will study the concepts of limits, continuity, differentiation, integration, and differential equations.

**SOCIAL SCIENCE DEPARTMENT****\*WORLD HISTORY – 10<sup>th</sup> Grade****(Year Course)**

Course Description: Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. . Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand historical events from a variety of perspectives.

**\*U.S. HISTORY -- 11<sup>th</sup> Grade****(Year Course)**

Students in U.S. History after Reconstruction will be first focusing on the Constitution of America and its foundations in History. We will then focus in on the events that lead up to the twentieth century, America's foundation as a world power, the role America took in World War One and Two, the Great Depression, and other major events of the 20th Century. We will also examine the role of the political turmoil in the 1960's and how that changed the view of people towards their government. Finally, we will look at the Cold War as a catalyst for America's relationship with countries in the Middle East.

**\*AMERICAN GOVERNMENT – 12<sup>th</sup> Grade****(Semester Course)**

Students in the American Government class will learn about the inner workings of the American governmental system. The students will be learning about the origins of government, the forms of government, and the Constitution of the United States. Then we will look through the Federal Government, the State Governments, the County Government, and even to the city government. The students answer questions on current political issues, debate the issues, learn about how the government works, and find out what their role in the government is as citizens. We will try to understand what the rule of Law is by examining different types of laws, and the foundations for laws.

**\*ECONOMICS – 12<sup>th</sup> Grade****(Semester Course)**

Students in Economics will learn the basic terms and names that have created the Economic system we have in

America. Students will understand how the Government and Economy work together. Students will also learn how to use the Economic terms in the world around them. They will learn how to use the stock market and invest in companies that will succeed. Also, the students will know how to use weekly budgets to help them in their lives going forward. Also, students will learn the basics of Economics that will help them get a job and earn a living in the world around them.

## **SCIENCE DEPARTMENT**

### **\*ANATOMY- 11<sup>TH</sup>-12<sup>TH</sup> Grade**

**(Year Course)**

#### **Prerequisite: Biology**

Human Anatomy and Physiology is an advanced course that is an elective designed for those students wanting a deeper understanding of the structure and function of the human body. The body will be viewed as a whole using anatomical terminology necessary to describe location. Focus will be at both micro and macro levels reviewing cellular functions, biochemistry, tissue interactions, organ systems and the interaction of those systems as it relates to the human organism. Systems covered include integumentary, skeletal, muscular, respiratory, circulatory, digestive, excretory, reproductive immunological, nervous and endocrine. This course will provide the study of the structure and function of the human body and the mechanisms for maintaining homeostasis within it.

### **\*BIOLOGY – 10<sup>th</sup> – 12<sup>th</sup> Grades**

**(Year Course)**

#### **Fulfills Life Science Requirement**

Biology is a study of the structure and function of living organisms, their problems and their ecology. Course content includes micro-biology, the biology of cells, anatomy, physiology, ecology and evolution. The course is primarily lab oriented and includes dissection. This course is considered an introductory lab science and will provide the necessary background for the further study of science, as well as most careers in the physical or biological sciences.

### **\*CHEMISTRY – 10<sup>th</sup>- 12<sup>th</sup> Grades**

**(Year Course)**

#### **Prerequisite: Biology and Integrated Math 1 with a Grade of C or Better.**

#### **Fulfills Physical Science Requirement**

Students explore the fundamental principles of chemistry which characterize the properties of matter and how it reacts. Computer-based and traditional laboratory techniques are used to obtain, organize and analyze data. Conclusions are developed using both qualitative and quantitative procedures. Topics include, but are not limited to: measurement, atomic structure, electron configuration, the periodic table bonding, gas laws, properties of liquids and solids, solutions, stoichiometry, reactions, kinetics, equilibrium, acids and bases, and nuclear chemistry. The main goal of this program is to provide a solid foundation in the study of matter and its changes. Through many activities students will demonstrate how theory is applicable in laboratory situations. All students will develop good methods of problem solving and proper laboratory technique

### **\*CALIFORNIA WILDLIFE – 11<sup>th</sup> - 12<sup>th</sup> Grade**

**(Year Course)**

#### **Prerequisite: Biology**

#### **Fulfills Additional Science Requirement**

The California Wildlife Biology class includes the study of the vertebrates of California, both past and present. The primary wildlife species studied are those vertebrates people have most included in their cultural activities. Areas of study will include: Big game animals, extinct animals, small game animals, fur-bearing animals, waterfowl, birds of prey, freshwater game fish, saltwater game fish, marine mammals, reptiles, and amphibians. Taxidermy skills will also be demonstrated to help students understand how the large array of animal specimens were preserved in the extensive collection that is housed in three classrooms on campus. The collection includes: taxidermy wall mounts, full body mounts, study mounts of 60+birds, a sundry of specimens in jars, skulls, skins, tracks, scat, 60+ plant specimens in Riker Mounts, slide photos, and films. Students will be constructing a wildlife notebook which will include individual life history sheets of each animal studied along with one page articles taken out of the Outdoor California Magazine published by the California Department of Fish and Wildlife. The students performance grades will be based on written tests from their notebook, wildlife identification tests from slides and specimens, and oral presentations.

**\*INTRODUCTION TO AGRICULTURE - 9<sup>th</sup> - 12<sup>th</sup> Grades (Year Course)**

**Fulfills Additional Science Requirement (A-G College Prep Elective)**

Introduction to Agriculture is a science class focusing on the history of agriculture, California agriculture, animal science, FFA; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

**\*AGRICULTURAL BIOLOGY - 10<sup>th</sup> - 12<sup>th</sup> Grades (Year Course)**

**Fulfills Life Science or Additional Science Requirement**

Agricultural Biology is an in depth course designed for college-bound students with interests in animal and plant agriculture. The course will provide a study of living organisms, their interactions with the environment, agriculture and the environment, the molecular, microbiology and cellular aspects of living organisms, plant and animal genetics, taxonomy of plants and animals, comparative anatomy of humans and animals, evidence used to support the theory of evolution, ecology and its effect on biodiversity, and agricultural research and investigation Students will be exposed to the FFA and supervised occupational experiences programs.

**AGRICULTURE EARTH SCIENCE- 9<sup>th</sup> Grade (Year Course)**

Agriculture earth science is a one-year science course. The course emphasizes the principles and practices of Earth Science as a way to demonstrate the relevance of Earth Science in Agriculture. This class will utilize local and regional issues and concerns to stimulate problem-solving activities and to foster a sense of Earth stewardship by students in their communities. The class will establish an expanded learning environment, which incorporates fieldwork, technological access to data, and traditional classroom and laboratory activities.

**FOREIGN LANGUAGE DEPARTMENT**

**\*SPANISH 1 – 9<sup>th</sup> – 12<sup>th</sup> Grades (Year Course)**

Spanish I will aid the student in the acquisition of the fundamentals of pronunciation and grammar, practical vocabulary, useful phrases and the ability to understand, read, write and speak simple Spanish. Basic relevant information is included covering geography, customs, culture of Spain and Latin America. The class will prepare students for future language study and should inspire interest in foreign travel.

**\*SPANISH 2 – 9<sup>th</sup>- 12<sup>th</sup> Grades (Year Course)**

**Prerequisite: Spanish 1 with a Grade of “C” or Better**

Spanish II will aid the student in the continued acquisition of the fundamentals of pronunciation and grammar, practical vocabulary, useful phrases and the ability to understand, read, write and speak Spanish concepts previously learned in Spanish I. Intermediate relevant information is included covering geography, customs, culture of Spain and Latin America. The class will prepare students for future language study and should inspire interest in foreign travel.

**\*SPANISH 3 – 10<sup>th</sup> - 12<sup>th</sup> Grades (Year Course)**

**Prerequisite: Spanish 2 with a Grade of “C” or Better**

Spanish III will both aid and challenge the student in the continued acquisition of the fundamentals of pronunciation and grammar, practical vocabulary, useful phrases and the ability to understand, read, write and speak Spanish concepts previously learned in Spanish II. Advanced relevant information is included covering geography, customs, culture of Spain and Latin America. The class will prepare students for future language study and should inspire interest in foreign travel.

**\*SPANISH PRE-AP: SPANISH LANGUAGE AND LITERATURE 9<sup>th</sup> - 12<sup>th</sup> Grades (Year Course)**

Prerequisite: 8th grade Dual and/or Spanish 3 with a Grade of C or Better

Spanish Language and Literature encompasses aural/oral skills, reading comprehension, grammar and

composition. The objectives of the course are for students to comprehend formal and informal spoken Spanish, to develop a strong vocabulary and a grasp for structure to easily read Spanish writings, to compose passages in Spanish and to develop the ability to express ideas orally with accuracy and fluency. Spanish literature is introduced.

**\*SPANISH 4 AP – 9<sup>th</sup> - 12<sup>th</sup> Grades**

**(Year Course)**

**Prerequisite: Spanish 3 with a Grade of C or Better**

Spanish IV will both aid and challenge the student in the continued acquisition of the fundamentals of pronunciation and grammar, practical vocabulary, useful phrases and the ability to understand, read, write and speak Spanish concepts previously learned in Spanish III. Advanced relevant information is included covering geography, customs, culture of Spain and Latin America. The class will prepare students for future language study and should inspire interest in foreign travel.

**\*SPANISH 5 AP- 11th - 12th Grades**

**(Year Course)**

The AP Spanish Literature course covers an overview of Hispanic literature from the medieval period through the 20th century. Both Peninsular and Latin American authors are represented in the genres of poetry, drama, short stories and novels. Students also learn to read, understand and discuss literary analysis and criticism through the writings and commentaries of experts in the field. This course will be taught entirely in Spanish. Students will read and discuss each of the works included on the required AP Spanish Literature reading list.

**FINE ARTS DEPARTMENT**

**\*ART CONCEPTS – 9<sup>th</sup> – 12<sup>th</sup> Grades**

**(Year Course)**

Introductory art course for High school students. The main objective of the course is that the student will be able to understand and use a variety of drawing materials, styles and techniques effectively in thoughtfully planned compositions. The student will also be introduced to historically famous artists and will learn how to view and interpret art through a formal process of judgment and criticism. Students will explore the Elements and Principles of Design and will be required to maintain a daily sketchbook/journal and be ready to present a portfolio of their work at the end of the school year showcasing their growth.

**ADVANCED ART CONCEPTS- 10th-12th Grades**

**(Year Course)**

**Prerequisite: C or better in Art Concepts or Basic Drawing**

An upper level course designed for the student who wants to further develop skills and techniques that were introduced in Art concepts/Basic Drawing courses. This is a desirable course for any student wishing to develop a portfolio for college. It is expected for any student intending to enroll in Advanced Placement Art to successfully complete this course. Students will be continually encouraged to expand their creative ideas as well as their technical potential. The course will approach drawing and painting utilizing various techniques and materials. A lab fee is required.

**PHOTOGRAPHY – 10<sup>th</sup> - 12<sup>th</sup> Grades**

**(Year Course)**

This course teaches the art and concepts of Photography using the digital camera. Basic projects, which teach the elements & principles of design, photographic perception and the understanding of photographic selection and 'framing', relevant to all methods of photography, will be completed

**YEARBOOK – 9<sup>th</sup> – 12<sup>th</sup> Grades**

**(Year Long/Enrichment Class)**

**Prerequisite: Permission of Instructor and administration**

This class produces the school yearbook. In the process, students will learn the process of investigating, reporting, writing, photography and page design. Students will become experienced with advertising, news photography, computer graphics. Maturity and independent motivation are prerequisites. This is a year long course; students may not add the class at semester without instructor/advisor approval.

## **PERFORMING ARTS**

Performing Arts students should expect rehearsals and performances occasionally to be held outside of school hours. Students are expected to perform as part of the program.

### **\*CONCERT CHOIR – 9<sup>th</sup> - 12<sup>th</sup> Grades (Year Course)**

A year long elective open to any student interested in group singing. Students will sing songs from various cultures, historical time periods, and genres. Students will also learn to read and write basic melodies, as well as sing in unison and harmony. Public performances are a required part of the course.

### **\*CONCERT BAND – 9<sup>th</sup> to 12<sup>th</sup> Grades (Year Course)**

A year long elective open to the experienced high school musician. Students will be required to complete an audition at the beginning of the year to determine eligibility for the class. Throughout the year students will perform songs from various cultures, historical time periods, and genres. Students will further develop their instrumental techniques, music reading skills, music vocabulary, and performance techniques. Public performances are a required part of the course. Prior playing experience is required.

### **\*ORCHESTRA – 9<sup>th</sup> to 12<sup>th</sup> Grades (Year Course)**

A year long elective for the experienced musician. Students will perform songs from various cultures, historical time periods, and genres. Students will further develop their instrumental techniques, music reading skills, music vocabulary, and performance techniques. Public performances are a required part of the course.

### **GUITAR – 9<sup>th</sup> – 12<sup>th</sup> Grades (Year Course)**

Guitar is a year long elective open to any student who wants to learn how to play the guitar. Focus will be on chords, strumming, finger picking, reading music, and reading guitar tabs. Students are not required to provide their own guitar.

### **\*JAZZ BAND- 9<sup>th</sup> to 12<sup>th</sup> Grades (Year Course)**

A year long elective open to Concert Band members unless the instrument the student plays is not represented in the Concert Band (for example, the electric guitar). Students will be required to complete an audition to determine eligibility for the class. Students will play music from various jazz genres as well as ballads, rock and dance music. Students will further develop their instrumental techniques, music reading skills, music vocabulary, and performance techniques. Public performances are a required part of the course. Prior playing experience is required.

## **MEDIA AND TECHNOLOGY DEPARTMENT**

### **DIGITAL IMAGING 10<sup>th</sup>-12<sup>th</sup> Grades (Year Course)**

Students will learn the elements and principles of design, such as line, shape, color, texture, and balance through a series of projects utilizing Adobe Photoshop, Illustrator, InDesign, and Flash. Students will also use these various media to explore two-dimensional and three-dimensional real world applications of design. Students will develop an appreciation of traditional artistic expression as well as an understanding of the role of contemporary media as a verbal and visual means of communication in today's society.

### **MEDIA ENTREPRENEURSHIP 10<sup>th</sup>-12<sup>th</sup> Grades (Year Course)**

This course sets high academic standards within an engaging and experiential learning context. The course will introduce concepts of design, innovation and entrepreneurship to lead each student through the process of designing an original product or service to meet a need that the student has identified in his or her community through digital media.

### **\* DIGITAL FOUNDATION OF MEDIA 9<sup>th</sup> Grade (Year Course)**

This course introduces core concepts underlying all digital media —graphic design, web, broadcast, animation, illustration and game design. Students will explore concepts such as resolution, compression, and color space; concepts that allow one to produce creative work across media with more predictable results. We will work with a

variety of graphic arts software programs to reveal how the software application's tools and menus incorporate the scientific principles media developers use.

**\*GRAPHIC DESIGN – 10<sup>th</sup> -12<sup>th</sup> Grades**

**(Year Course)**

In this course the basic concepts and skills of graphic design will be taught, i.e., the art of visual communication. We will deal with photography, copywriting, layout skills, and computer skills. Graphic Design is essential for successful business development.

**\*VIDEO PRODUCTION - 9<sup>th</sup> – 12<sup>th</sup> Grades**

**(Year Course)**

An introduction class designed to provide students with artistic and creative background in the fields of video, broadcasting, and film production. Students are taught basic camera, lighting, and sound techniques that will allow them to produce PSAs, short films, documentaries, interviews, commercials and newscasts. Students will use the Adobe Suite to edit and produce film. In addition, this course provides instruction and training in pre-production, production and post production phases of project development.

**\*ADVANCED VIDEO PRODUCTION 10<sup>th</sup> -12<sup>th</sup> Grades**

**(Year Course)**

Throughout this course students will be utilizing critical thinking and interpersonal skills to develop and produce video-based projects. Supporting school-wide goals and experiences, students will document, edit, and distribute footage through industry standards, techniques and equipment including, but not limited to, video and sound equipment, lighting, and editing software. Completion of this course will provide students with an invaluable overview to the challenging and rewarding digital media industry, and develop skills that will serve them for a lifetime.

**CONCEPTS OF PROGRAMMING 9th-12th Grades**

**(Year Course)**

The foundations of computer science is an introductory course into computer language, technology and coding curriculum that teaches the foundations of computer science and the basics of computer technology, with an emphasis on helping students develop logical/process thinking and problem solving skills. The goal is to lead each student through the process of designing/identifying their own driven passion in coding, computer science and technology.

**SPECIAL ELECTIVES**

**\*COLLEGE AND CAREER 9th**

**(Semester Course)**

This classroom-based, guidance experience teaches students a quantifiable decision-making process that will help them identify and plan for their career and education goals. The culmination of this process is the development of an online career and education 10-year plan that can be used for advisory and academic coaching purposes and updated as students change, and/or face transitions. The personalized 10-year plan provides the focus and intrinsic motivation to succeed in college, at work, and in life.

**FOUNDATIONS OF FINANCE 9th**

**(Semester Course)**

This classroom-based, guidance experience, teaches students the foundations of personal finance. This course is designed to give students a knowledge base of business related financial decision making while empowering students to personally save, budget, avoid debt, spend wisely and invest. This student will immerse students in an understanding of financial skills that will benefit them both in business and life.

**INTRODUCTION TO BUSINESS 9th-12th Grade**

**(Semester Course)**

A one semester long course to introduce the study of American business providing a multidisciplinary examination of how culture, society, economic systems, legal, international, political, financial institutions, and human behavior interact to affect a business organization's policy and practices within the U.S. and a global society. Demonstrates how these influences impact the primary areas of business including: organizational structure and design; leadership, human resource management, organized labor practices; marketing; organizational communication; technology; entrepreneurship; legal, accounting, financial practices; the stock and

securities market; and therefore affect a business' ability to achieve its organizational goals.

### **CULINARY 1- INTRODUCTION TO CULINARY ARTS**

**(Year Course)**

Culinary Arts is an introductory course in the Food Service and Hospitality Academy. It is designed for students who are interested in understanding the principles of food and nutrition and maintaining a healthy lifestyle. The study and application of food preparation, planning, service and nutrition are addressed in this course. Students will use small and large equipment used in commercial kitchens, supplies, products and procedures in an interdisciplinary approach. Safety and sanitation are practiced throughout the course in lab and production settings.

### **CULINARY 2- ADVANCED CULINARY ARTS**

**(Year Course)**

This course is the second course in a three course sequence in the Food Service and Hospitality Academy. This course provides advanced training in culinary arts. instruction and will cover the following areas: advanced food preparation, menu planning and preparation, service of foods and beverages, sanitation and safety, pricing, purchasing, operating controls for food service, equipment safety, food handling and sanitation as it applies to National Restaurant Association Educational Foundation, use and care of professional equipment, culinary techniques, terminology, garnishing and presentation, quantity techniques, use of fresh herbs, customer service skills, table service, marketing, employee traits, career exploration, career opportunities with advanced education, and management techniques for career preparation.

## **SPECIAL PROGRAMS**

### **LEADERSHIP/ ASB – 9th - 12th Grades**

**(Year Course)**

**Prerequisite: Students must submit an application and complete the interview process**

Students in Leadership will be working on the planning and coordination of all student events on campus. This class is limited to only students who have been elected to their positions. As well as working on planning and coordination the students will be required to go through leadership development exercises that will give them more ability as leaders.

### **OFFICE, LIBRARY OR TEACHER AIDE – 11<sup>th</sup> and 12<sup>th</sup> Grades**

**(Year Course)**

**Prerequisites: Students must have a 3.0 GA or higher and be proficient on at least one CST exam from the most recent tests.**

Enrollment requires consent of the appropriate Teacher, Administrator or Counselor prior to registration for the ensuing semester. Grades will be based on attendance, punctuality and the development of skills used in the office or classroom. Skills to be developed include, but are not limited to, reception, intercom, typing, filing, attendance accounting, etc. Students may not earn more than a total of twenty (20) units towards graduation from these classes, with not more than a total of ten units per year as an office aide or a teacher's aide.

### **CROSS-AGE TUTOR – 12<sup>th</sup> Grade**

**(Year Course)**

**Prerequisites: Students must have a 3.0 GPA or higher and be proficient on at least one CST exam from the most recent tests.**

Students will have to complete training before being placed in a school. Limited positions are available. Enrollment also requires consent of the administrator and teacher of the assigned elementary school. Students are assigned to a local elementary school for one period a day where they have the responsibility of working with a teacher as an aide. The tasks may involve working with the PE program, helping with reading groups, tutoring students in math, teaching computer skills, etc. Students must provide their own transportation.



## **PHYSICAL EDUCATION DEPARTMENT**

### **PHYSICAL EDUCATION 9 – 9<sup>th</sup> Grade**

**(Year Course)**

#### **This is a required course for all 9<sup>th</sup> grade students**

This course facilitates the physical, emotional, mental and social development of our students through team and lifetime activities. Participation in aerobics, volleyball, basketball, football, soccer, personal fitness and dance is required. Daily active participation and dressing out is required throughout the year. Written and skills tests are given to assess each student's physical and mental capacities in various sport areas. This course meets the district graduation requirement for freshman physical education. Students also are required to participate in the fitnessgram.

### **\*+HEALTH (DUAL ENROLLMENT) 9<sup>th</sup> – 12<sup>th</sup> Grades**

**(Semester Course)**

P112 – HEALTH EDUCATION . . . 3 UNITS

Prerequisite: None. Recommendation: Eligible for level 1 English placement. Total lecture 54 hours. A course in health education based upon the fundamental concepts of human biology. Includes a study of diseases, sex education, drug abuse, emotional health, environmental health, nutrition, and consumer health. This course is also offered online and as a hybrid. Course is approved for pass/no pass grading option. (A/ CSU/UC) PC-Area K; CSU-E1

### **EDGENUITY HEALTH- 9th Grade**

**(Semester Course)**

A course in health education based upon the fundamental concepts of human biology. Includes a study of diseases, sex education, drug abuse, emotional health, environmental health, nutrition, and consumer health. This course is delivered through on online format.

### **PHYSICAL EDUCATION II – 10<sup>th</sup>- 12<sup>th</sup> Grades**

**(Year Course)**

This course facilitates the physical, emotional, mental and social development of our students through team and lifetime activities. Participation in aerobics, volleyball, basketball, football, soccer, personal fitness and dance is required. Daily active participation and dressing out is required throughout the year. Written and skills tests are given to assess each student's physical and mental capacities in various sport areas. This course meets the district graduation requirement for freshman physical education.

### **WEIGHT LIFTING – 10<sup>th</sup>- 12<sup>th</sup> Grades**

**(Year Course)**

#### **Prerequisite: Students must pass the FitnessGram test to be eligible for alternate PE courses.**

Weight Training/Conditioning Education is designed for the student who enjoys physical activity and wishes to increase his/her strength and overall fitness. The student will be expected to understand and put into practice a certain level of knowledge of the body; kinesiology, exercise physiology and biomechanics. Nutrition and diet as well as the Principles of Fitness Training will be discussed and implemented through the establishment of a personalized fitness program.

## **SPECIAL EDUCATION**

There are a number of educational opportunities within special education that includes the following courses (placement in these courses will be determined by the IEP Team and Case Carrier):

**LIFE SKILLS  
LIFE SKILLS MATH  
LIFE SKILLS ENGLISH  
STUDY SKILLS  
LIFE SKILLS PE  
LIFE SKILLS ELECTIVE**

# BURTON ELEMENTARY SCHOOL DISTRICT

## STUDENT CODE OF CONDUCT

### **Students**

- Come to school regularly and on time.
- Take responsibility for their own learning.
- Work cooperatively with other students.
- Come to school ready to learn and to work hard.
- Bring necessary materials, completed assignments and homework.
- Respect my school, my classmates, my teachers, and others.
- Know and follow school and class rules.

### **Parents**

- Make a child's education a priority.
- Prompt and regular attendance of my child.
- Supervise homework.
- Meet my child's physical needs (i.e. clean, fed, proper sleep, etc.)
- Support school and district policies.
- Communicate with school by keeping emergency information current.
- Be visible and active in school activities.
- Attend parent/teacher conferences.

### **Teachers**

- Report student progress.
- Conference with parents.
- Provide a quality education.
- Provide a safe and positive learning environment.
- Provide opportunities for parents to learn how to help their child.
- Assign appropriate homework.
- Involve the community.
- Support special school activities and programs.
- Communicate regularly with parents.
- Be attentive to students' individual and diverse needs.
- Participate in professional growth activities.

### **Administrators**

- Inform students and parents about school and district discipline standards.
- Consistently monitor classroom, school, and district rules.
- Counsel with students and parents regarding disciplinary matters.
- Provide professional growth experiences that will assist staff in increasing competencies for student control and discipline.
- Provide leadership that will establish, encourage, and promote good teaching and effective learning.

*(Please note that the information in this document is subject to change)*