Greenfield High School
Course Syllabi
2016-2017 School Year

Department: English
Course: READ-180
Teacher: Ms. Lara

South Monterey County Joint Union High School District

English READ 180

1. Name and Contact Information:
Ms. Lara - Greenfield High School- 831-674-2751 – alara@smcjuhsd.org

2. Course Objectives; Based on the Common Core Standards:
Students will be able to:
   a. Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.
   b. Determine theme or central ideas in all genres and make connections to other media sources.
   c. Identify rhetorical devices in various genres of writing and demonstrate these devices in student generated writing.
   d. Recognize purpose for author’s text and structure choices.
   e. Read and comprehend structure and meaning in multiple genres (fiction and nonfiction).
   f. Analyze character complexity in relation to plot and thematic development.
   g. Produce clear and coherent writing which is appropriate to the task, purpose, and audience.
   h. Write narratives of real or imagined experiences.
   i. Write informative/explanatory texts which examine and convey complex ideas.
   j. Gather relative information from multiple sources
   k. Write routinely over extend and short time frames.

3. Course Description:
Prerequisites: Multiple measures based on standardized test scores and review of other assessment data.
READ 180 is a double-period intensive intervention English course designed for students who are reading below the 6th grade level as determined by SRI scores and other internal assessments. Concentration will be on the skills of reading (both
decoding and comprehension) and writing in order to remediate student weaknesses in those areas.

4. **CLASSROOM CODE OF CONDUCT: Behavioral expectations**

   a. *Expectations:* The student will adhere to all school rules and district policies as summarized in the Parent handbook.

   b. *Basic Classroom Rules:*
   
   1. Be On Time!! You must be in your seat and ready to work when the bell rings.
   2. Be Prepared. Bring required materials to class every day.
   3. Be Respectful. Show respect to everyone and everything.
   4. The Teacher dismisses the class; NOT THE BELL.
   5. No ELECTRONIC DEVICES OF ANY KIND during class. Please keep your phones, iPod, mp3 players, PSPs, etc. in your backpack, purse, or pocket during class time.
   6. Food or drink is not allowed in class. If you have these items please put them in your bag or backpack.
   7. This is a NON-Judgmental Environment. Leave ALL biases at the door.

5. **GRADING SCALE:**

   Administrative Regulation (AR) 5121 (a)
   
   Grades for each grading period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%)</td>
<td>Below Average Achievement</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>(0-59%)</td>
<td>Little or no Achievement</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0</td>
</tr>
</tbody>
</table>

   An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

   Parents have the ability to monitor student progress. See office for details.

   Board Policy 5121 (b)

   Effect of Absences on Grades:

   If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

   The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).

   Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.
6. **ASSESSMENTS/ASSIGNMENTS:** Currently planned, but subject to change based on the needs of the students.
   Computer based lessons, quizzes, grammar exercises, group rotations, independent reading, and small group instruction.

7. **SPECIAL CIRCUMSTANCES:**
   a. Plagiarism and cheating - Any student caught plagiarizing or cheating will receive an F for that assignment and will be referred to the office.

8. **CLASS EXPECTATIONS – LEVEL OF RIGOR:**
   To succeed in Read 180 students are expected to:
   a. Complete all assignments in a timely manner
   b. Seek help from the teacher when needed
   c. Communicate any special needs as they arise
   d. Be responsible for monitoring your grade

9. **MATERIALS RESOURCES PROVIDED:**
   a. Read 180 Next Generation text/workbook
   b. Scholastic Read 180 log in
   c. Newsela log in
   d. Vocabtest.com log in
   e. Various handouts for annotation will be provided throughout the year, to be kept in the provided student folder.
   f. Computers and printers are available in the library before school, during lunch and after school.
   g. Internet Agreement

*(Effective 8/6/13)*

** COURSE: ** English 1 
** TEACHER: ** Ms. Mendez 
** SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT **

*English 1 Core*

1. **NAME AND CONTACT INFORMATION:**
   Laurie Mendez, Greenfield High School, 674-2751 lmendez@smcjuhsd.org

2. **COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS:**
   Students will be able to:
   a. Determine theme or central ideas in all genres and make connections to other media sources.
   b. Identify rhetorical devices in various genres of writing and demonstrate these devices in student generated writing.
   c. Recognize purpose for author’s text and structure choices.
d. Read and comprehend structure and meaning in multiple genres (fiction and nonfiction).

e. Analyze character complexity in relation to plot and thematic development.

f. Produce clear and coherent writing which is appropriate to the task, purpose, and audience.

g. Write narratives of real or imagined experiences.

h. Write informative/explanatory texts which examine and convey complex ideas.

i. Gather relative information from multiple sources

j. Write routinely over extend and short time frames.

3. COURSE DESCRIPTION:

   English 1 is a full-year freshman English class. Students study grammar, literature, composition, and vocabulary development. Reading skills, paragraph writing and writing concepts are stressed. Students study various types of multicultural literature including poetry, drama, short stories, novels and prose. Composition skills include developing paragraphs, essays, and research projects. Students will also develop speaking skills through practice with informal discussions and formal presentations.

4. CLASSROOM CODE OF CONDUCT: Behavioral expectations

   a. Expectations: The student will adhere to all school rules and district policies as summarized in the Parent handbook.

   b. Basic Classroom Rules:

      1. Be On Time!! You must be in your seat and ready to work when the bell rings.
      2. Be Prepared. Bring required materials to class every day.
      3. Be Respectful. Show respect to everyone and everything.
      4. The Teacher dismisses the class; NOT THE BELL.
      5. Each student is allowed three restroom passes a quarter. Ask at an appropriate time.
      6. No ELECTRONIC DEVICES OF ANY KIND during class. Please keep your phones, ipods, mp3 players, PSPs, etc in your backpack, purse, or pocket during class time.
      7. Food or drink is not allowed in class. If you have these items please put them in your bag or backpack.
      8. This is a NON-Judgmental Environment. Leave ALL biases at the door.

5. GRADING SCALE:

   Administrative Regulation (AR) 5121 (a)

   Grades for each grading period as follows:
   
   A  (90-100%)  Outstanding Achievement  4.0 grade points
   B  (80-89%)   Above Average Achievement 3.0 grade points
   C  (70-79%)   Average Achievement  2.0 grade points
   D  (60-69%)   Below Average Achievement 1.0 grade points
   F  (0-59%)   Little or no Achievement  0 grade points
   I  Incomplete  0 grade points

   An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F. Parents have the ability to monitor student progress. See office for details.
Board Policy 5121 (b)

Effect of Absences on Grades:

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.

Semester 1-
Expository writing- focus on elements of expository essay writing
(Common Core standards: Writing 9.2, 9.4, 9.5)
Constructing Meaning Unit: Exploring Rites of Passage. Articles that explore various cultural approaches to the transition from child to adult.
(Reading for Information 1, 2, 3, 6, 7, 10)
Short Story Unit- focus on literary elements through the works “The Gift of the Magi,” “The Necklace,” “The Lady or the Tiger,” “The Most Dangerous Game,” and “The Cask of Amontillado.”
(Common Core Standards: Reading Literature 9.2, 9.3, 9.4, 9.5)
The Pearl focus on figurative language, literary elements and personal narrative
(Common Core standards: Writing 9.3; Reading Literature 9.2, 9.3, 9.4; Language 9.5)
All writing assignments will demonstrate knowledge of Common Core Language standards 9.1-6.

Semester 2-
Romeo and Juliet- focus on theme and dramatic and poetic elements.
(Common Core Standards: Reading Literature 9.2, 9.3, and 9.5)
Expository Writing: focus on synthesis of various nonfiction documents:
(Common Core Standards: Writing 9.1)
The Odyssey focus on characterization and theme
(Common Core Standards: Reading Literature 9.3 and 9.6. Reading Informational Text 9.7)
Synthesis Essay: Immigration question- focus on nonfiction informational text
(Common Core standards: Reading Informational Text 9.1, 9.2, 9.3, 9.4)
All writing assignments will demonstrate knowledge of Common Core Language standards 9.1-6.
Independent reading, grammar, and vocabulary development are included in weekly curriculum.
7. SPECIAL CIRCUMSTANCES:
   a. If a student is present on the day an assignment is due but chooses not to turn the
      assignment in, they can’t turn it in for credit later. No late work is accepted. Work
      missed due to an excused absence will be accepted up until the Friday after the grade
      sheet is distributed.
   b. Plagiarism and cheating- Any student caught plagiarizing or cheating will receive an F
      for that assignment and will be referred to the office.

8. CLASS EXPECTATIONS – LEVEL OF RIGOR:
   To succeed in English 1 students are expected to:
   a. Complete all assignments in a timely manner
   b. Seek help from the teacher when needed
   c. Communicate any special needs as they arise
   d. Be responsible for monitoring your grade

9. MATERIALS RESOURCES PROVIDED:
   a. Glencoe literature-course 4
   b. Constructing Meaning Exploring Rites of Passage
   c. Computers and printers are available in the library before school, during lunch and after
      school.
   d. Internet Agreement

Course:  ENGLISH 1
Teacher:  MR. CHEN – rchen@smcjuhsd.org

Course Objective
Throughout the year, students will receive training and assignments designed to help them to reach
9th grade Common Core standards in English Language Arts and Literacy, which can be viewed
online at the URL below.

http://www.corestandards.org/ELA-Literacy/

Classroom expectations
All classroom expectations are also posted in class on the door.

   a. Be respectful of others
   b. Keep electronics silent and hidden
   c. Stay seated during class
   d. Raise your hand to speak in class
   e. Keep food and drinks away, except for water

Grading scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Outstanding Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Above Average Achievement</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>Average Achievement</td>
<td>2.0</td>
</tr>
</tbody>
</table>
An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Parents have the ability to monitor student progress. See office for details.

**Grading system**
This class uses unweighted grades. Grades for typical assignments are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>60-69%</td>
<td>Below Average Achievement</td>
<td>1.0 grade points</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>Little or no Achievement</td>
<td>0 grade points</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0 grade points</td>
</tr>
</tbody>
</table>

**Special Circumstances**
1. If a student is present or has an unexcused absence on a day that an assignment is assigned and due, but chooses not to turn the assignment in, it cannot be turned in for credit later.
2. If a student has an excused absence on a day that an assignment is assigned and due, they may turn in the assignment later by the number of school days they missed. When an assignment is submitted this way, the student must write “ABSENT” on the assignment next to their name.
3. If a student is caught cheating on an assignment in any way, the student will receive an F on that assignment and may also be referred to the office.

**Course:**  **Freshman Link Crew Elective**

**Teacher:**  **Mr. Chen**  
[chen@smcjuhsd.org](mailto:chen@smcjuhsd.org)

**Course Objective**
Throughout the year, students will receive training and assignments designed to help them internalize information, develop skills, and establish the habits and practices that will support their ability to succeed in high school.

**Classroom expectations**
All classroom expectations are also posted in class on the door.

f. Be respectful of others  
g. Keep electronics silent and hidden  
h. Stay seated during class  
i. Raise your hand to speak in class  
j. Keep food and drinks away, except for water

**Grading scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Outstanding Achievement</td>
<td>4.0 grade points</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Above Average Achievement</td>
<td>3.0 grade points</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>Average Achievement</td>
<td>2.0 grade points</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>Below Average Achievement</td>
<td>1.0 grade points</td>
</tr>
<tr>
<td>Grade</td>
<td>Percentage</td>
<td>Grade Description</td>
<td>Grade Points</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>-------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>Little or no Achievement</td>
<td>0 grade points</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0 grade points</td>
</tr>
</tbody>
</table>

An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Parents have the ability to monitor student progress. See office for details.

**Grading system**

This class uses unweighted grades. Grades for typical assignments are as follows:

- 2 points – daily “DO NOW”
- 8 points – Typical assignment to be completed in one class period or one night for homework
- 40-80 – Typical tests and projects

**Special Circumstances**

4. If a student is present or has an unexcused absence on a day that an assignment is assigned and due, but chooses not to turn the assignment in, it cannot be turned in for credit later.
5. If a student has an excused absence on a day that an assignment is assigned and due, they may turn in the assignment later by the number of school days they missed. When an assignment is submitted this way, the student must write “ABSENT” on the assignment next to their name.
6. If a student is caught cheating on an assignment in any way, the student will receive an F on that assignment and may also be referred to the office.

**Course:** English 1 Core/Pre-AP

**Teacher:** Ms. Ybarra

**South Monterey County Joint Union High School District**

**ENGLISH 1 CORE PRE-A.P.**

1. **NAME AND CONTACT INFORMATION:**
   Ms. Teresa Ybarra - Greenfield High School- 831-674-2751- tybarra@smcjuhsd.org

2. **COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS:**
   Students will be able to:
   a. Determine theme or central ideas in all genres and make connections to other media sources.
   b. Identify rhetorical devices in various genres of writing and demonstrate these devices in student generated writing.
   c. Recognize purpose for author’s text and structure choices.
   d. Read and comprehend structure and meaning in multiple genres (fiction and nonfiction).
   e. Analyze character complexity in relation to plot and thematic development.
   f. Produce clear and coherent writing which is appropriate to the task, purpose, and audience.
g. Write narratives of real or imagined experiences.
h. Write informative/explanatory texts which examine and convey complex ideas.
i. Gather relative information from multiple sources
j. Write routinely over extend and short time frames.

3. **Course Description:**

ELA 9 Pre-AP covers the same curriculum and syllabus of instruction as ELA 9 Core. It is a year-long course designed for ninth grade college-bound students. The course integrates writing, vocabulary, spelling, grammar, and speaking through an intense, in-depth, analytical and interdisciplinary approach to literature. Weekly emphasis will be placed on the mastering of SAT vocabulary and other test-taking strategies. The course will provide students with a survey of literature, emphasizing the genres of the short story, novels, and poetry. Writing assignments will provide intensive practices in composition as it applies to the assigned literature. The intent of the course is to prepare students for ELA 11-AP and ELA 12-AP in the junior and senior years.

4. **Classroom Code of Conduct:** *Behavioral expectations*

   a. **Expectations:** The student will adhere to all school rules and district policies as summarized in the Parent handbook.

   b. **Basic Classroom Rules:**

   1. Be On Time!! You must be in your seat and ready to work when the bell rings.
   2. Be Prepared. Bring required materials to class every day.
   3. Be Respectful. Show respect to everyone and everything.
   4. The Teacher dismisses the class; NOT THE BELL.
   5. Each student is allowed three restroom passes a quarter. Ask at an appropriate time.
   6. No ELECTRONIC DEVICES OF ANY KIND during class unless directed by Ms. Ybarra. Please keep your electronic device in your backpack, purse, or pocket during class time.
   7. Food or drink is not allowed in class. If you have these items please put them in your bag or backpack.
   8. This is a NON-Judgmental Environment. Leave ALL biases at the door.

5. **Grading Scale:**

   Administrative Regulation (AR) 5121 (a)
   Grades for each grading period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%)</td>
<td>Below Average Achievement</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>(0-59%)</td>
<td>Little or no Achievement</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0</td>
</tr>
</tbody>
</table>

An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Weekly grade sheets are sent home every Monday. Parents also have the ability to monitor student progress. See office for details.

Grades are weighted. Please see the weekly grade sheets for details.
Board Policy 5121 (b)

Effect of Absences on Grades:

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.

Semester 1-
Expository writing- focus on elements of expository essay writing  
(Common Core standards: Writing 9.2, 9.4, 9.5)
Constructing Meaning Unit: Exploring Rites of Passage. Articles that explore various cultural approaches to the transition from child to adult.  
(Reading for Information 1, 2, 3, 6, 7, 10, Common Core Standards: Reading Literature 9.2, 9.3, 9.4, 9.5)

House on Mango Street- focus on figurative language, literary elements and personal narrative  
(Common Core standards: Writing 9.3; Reading Literature 9.2, 9.3, 9.4; Language 9.5)

All writing assignments will demonstrate knowledge of Common Core Language standards 9.1-6.

Semester 2-
Romeo and Juliet- focus on theme and dramatic and poetic elements.  
(Common Core Standards: Reading Literature 9.2, 9.3, and 9.5)

Short Story Unit- focus on literary elements through the works “The Gift of the Magi,” “The Necklace,” “The Lady or the Tiger,” “The Most Dangerous Game,” and “The Cask of Amontillado.”

The Odyssey focus on characterization and theme  
(Common Core Standards: Reading Literature 9.3 and 9.6. Reading Informational Text 9.7)

Synthesis Essay: Immigration question- focus on nonfiction informational text  
(Common Core standards: Reading Informational Text 9.1, 9.2, 9.3, 9.4)

All writing assignments will demonstrate knowledge of Common Core Language standards 9.1-6.

Independent AP reading, grammar, and vocabulary development are included in weekly curriculum.
7. **Special Circumstances:**
   
   c. If a student is present on the day an assignment is due but chooses not to turn the assignment in they can’t turn it in later. No late work is accepted. Work missed due to an excused absence will be accepted up until the Friday after the student returns.
   
   d. Plagiarism and cheating- Any student caught plagiarizing or cheating will receive an F for that assignment and will be referred to the office.

8. **Class Expectations – Level of Rigor:**
   
   To succeed in English 1 students are expected to:
   
   e. Complete all assignments in a timely manner.
   
   f. Participate in academic discussions.
   
   g. Seek help from the teacher when needed.
   
   h. Communicate any special needs as they arise.
   
   i. Be responsible for monitoring your grade.

9. **Materials Resources Provided:**
   
   e. Glencoe literature-course 4
   
   f. English Handbook
   
   g. Computers and printers are available in the library before school, during lunch and after school.
   
   h. Internet Agreement

   *(Effective 8/8/16)*

**Supplies**

Paper: college rule – we use paper almost every day. Now is a good time to lay in a supply with all the sales at places like Target, Office Depot, Office Max, Walmart, etc.

Pencils – either mechanical with lead or at least two sharpened wood pencils.

Pens – blue or black. It is never a bad idea to have a back-up.

Highlighter – any color.

Pre A.P.:

Colored pencils – basic colors.

Index cards – not required but strongly recommend to make flash cards for weekly etymology. Students who keep up with etymology usually have several hundred cards by the end of the year. Check etymology lists to get an idea of the size of the task.

Library card – you will be required to read one book from the AP Reading List each quarter. These are college and college prep books, and they might not be available in the school library. You will receive the list in the next week or so (as soon as it is available for 2014-2015).
Course: English 2 Pre-AP

Teacher: Ms. Lazzaroni

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

ENGLISH 2 PRE-AP

1. NAME AND CONTACT INFORMATION:
   Mrs. Lazzaroni- Greenfield High School- 831-674-2751

2. COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS:
   Students will be able to:
   a. Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.
   b. Determine theme or central ideas in all genres and make connections to other media sources.
   c. Identify rhetorical devices in various genres of writing and demonstrate these devices in student generated writing.
   d. Recognize purpose for author’s text and structure choices.
   e. Read and comprehend structure and meaning in multiple genres (fiction and nonfiction).
   f. Analyze character complexity in relation to plot and thematic development.
   g. Produce clear and coherent writing which is appropriate to the task, purpose, and audience.
   h. Write narratives of real or imagined experiences.
   i. Write informative/explanatory texts which examine and convey complex ideas.
   j. Gather relative information from multiple sources
   k. Write routinely over extend and short time frames.

3. COURSE DESCRIPTION:
   Meets all SMCJUHSD and college entrance requirements for English Language Arts. English 2A Honors is a full-year sophomore Honors English Class designed for college bound students who are performing at or above grade level in reading and writing. Students study grammar, literature, composition, and vocabulary development. Reading skills, paragraph writing and writing concepts are stressed. Students study various types of multicultural literature including poetry, drama, short stories, novels and prose. Composition skills include developing paragraphs, essays, and research projects. A special emphasis is placed on CAHSEE readiness, with a focus on essay writing. Students also develop speaking skills through practice with informal discussions and formal presentations.

4. CLASSROOM CODE OF CONDUCT: Behavioral expectations
   a. Expectations: The student will adhere to all school rules and district policies as summarized in the Parent handbook.
   b. Basic Classroom Rules:
      1. Be On Time!! You must be in your seat and ready to work when the bell rings.
      2. Be Prepared. Bring required materials to class every day.
      3. Be Respectful. Show respect to everyone and everything.
4. The Teacher dismisses the class; NOT THE BELL.
5. Each student is allowed four restroom passes a semester. Ask at an appropriate time.
6. NO ELECTRONIC DEVICES OF ANY KIND during class. Please keep your phones, iPod, mp3 players, PSPs, etc. in your backpack, purse, or pocket during class time.
7. Food or drink is not allowed in class. If you have these items please put them in your bag or backpack (bottled water is the exception)
8. This is a Non-Judgmental Environment. Leave ALL biases at the door.

5. GRADING SCALE:

Administrative Regulation (AR) 5121 (a)

Grades for each grading period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>4.0 points</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>3.0 points</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>2.0 points</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%)</td>
<td>Below Average Achievement</td>
<td>1.0 points</td>
</tr>
<tr>
<td>F</td>
<td>(0-59%)</td>
<td>Little or no Achievement</td>
<td>0 points</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0 points</td>
</tr>
</tbody>
</table>

An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Parents have the ability to monitor student progress. See office for details.

Board Policy 5121 (b)

Effect of Absences on Grades:

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.

Semester 1-

Of Mice and Men- focus on characterization, literary elements and biographical narrative
(Common Core standards: Writing 10.3; Reading Literature 10.2, 10.3, 10.4; Language 10.5)

Farenheit 451-focus on characterization, literary elements and science fiction
(Common Core standards: Writing 10.3; Reading Literature 10.2, 10.3, 10.4)

Short Story Unit- focus on literary elements through the works “Catch the Moon,” “Two Kinds,” “The Monkey’s Paw,” “Chee’s Daughter,” “The Lottery,” “The Circuit.”
Night- Expository writing- focus on elements of expository essay writing
(Common Core standards: Writing 10.2, 10.4, 10.5)

All writing assignments will demonstrate knowledge of Common Core Language standards 10.1-6.

Semester 2-
Antigone- focus on theme and dramatic elements.
(Common Core Standards: Reading Literature 10.2, 10.3, and 10.5)

What is a hero? -focus on nonfiction informational text.
(Common Core standards: Reading Informational Text 10.1, 10.2, 10.3, 10.4)

Bless me, Ultima- focus on cultural folklore
(Common Core standards: Reading Informational Text 10.1, 10.2, 10.3, 10.4)

All writing assignments will demonstrate knowledge of Common Core Language standards 10.1-6.

7. SPECIAL CIRCUMSTANCES:
   e. Late or missing work- No late work will be accepted (work is due at the beginning of class)!!
   f. Plagiarism and cheating- Any student caught plagiarizing or cheating will receive an F for that assignment and will be referred to the office.

8. CLASS EXPECTATIONS – LEVEL OF RIGOR:
   To succeed in English 2 students are expected to:
   j. Complete all assignments in a timely manner
   k. Seek help from the teacher when needed
   l. Communicate any special needs as they arise
   m. Be responsible for monitoring your grade

9. MATERIALS RESOURCES PROVIDED:
   i. Glencoe literature-course 5
   j. English Handbook
   k. Computers and printers are available in the library before school, during lunch and after school.
   l. Internet Agreement

(Course: English 2 Pre-AP
Teacher: Ms. Villagomez
South Monterey County Joint Union High School District

English 2 Pre-AP

1. NAME AND CONTACT INFORMATION:
   Ms. Villagomez- Greenfield High School- 831-674-2751
2. **Course Objectives; Based on the Common Core Standards:**
   Students will be able to:
   a. Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.
   b. Determine theme or central ideas in all genres and make connections to other media sources.
   c. Identify rhetorical devices in various genres of writing and demonstrate these devices in student generated writing.
   d. Recognize purpose for author’s text and structure choices.
   e. Read and comprehend structure and meaning in multiple genres (fiction and nonfiction).
   f. Analyze character complexity in relation to plot and thematic development.
   g. Produce clear and coherent writing which is appropriate to the task, purpose, and audience.
   h. Write narratives of real or imagined experiences.
   i. Write informative/explanatory texts which examine and convey complex ideas.
   j. Gather relative information from multiple sources
   k. Write routinely over extend and short time frames.

3. **Course Description:**
   Meets all SMCUHSD and college entrance requirements for English Language Arts.
   English 2A Honors is a full-year sophomore Honors English Class designed for college bound students who are performing at or above grade level in reading and writing. Students study grammar, literature, composition, and vocabulary development. Reading skills, paragraph writing and writing concepts are stressed. Students study various types of multicultural literature including poetry, drama, short stories, novels and prose. Composition skills include developing paragraphs, essays, and research projects. The course will focus on rhetoric, rhetorical analysis, timed essay writing, and preparation for AP. Students also develop speaking skills through practice with informal discussions and formal presentations.

4. **Classroom Code of Conduct:** *Behavioral expectations*
   a. **Expectations:** The student will adhere to all school rules and district policies as summarized in the Parent handbook.
   b. **Basic Classroom Rules:**
      1. Be On Time!! You must be in your seat and ready to work when the bell rings.
      2. Be Prepared. Bring required materials to class every day.
      3. Be Respectful. Show respect to everyone and everything.
      4. The Teacher dismisses the class; NOT THE BELL.
      5. Each student is allowed three restroom passes a semester. Ask at an appropriate time.
      6. NO ELECTRONIC DEVICES OF ANY KIND during class. Please keep your phones, iPod, mp3 players, PSPs, etc. in your backpack, purse, or pocket during class time. Repeated violations will result in losing 10 participation points per occurrence.
      7. Food or drink is not allowed in class. If you have these items please put them in your bag or backpack (bottled water is the exception).
      8. This is a Non-Judgmental Environment. Leave ALL biases at the door.
5. **Grading Scale:**

Administrative Regulation (AR) 5121 (a)

Grades for each grading period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%)</td>
<td>Below Average Achievement</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>(0-59%)</td>
<td>Little or no Achievement</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0</td>
</tr>
</tbody>
</table>

An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Parents have the ability to monitor student progress. See office for details.

**Board Policy 5121 (b)**

Effect of Absences on Grades:

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. **Assessments/Assignments:** Currently planned, but subject to change based on the needs of the students.

**Semester 1**

- *Of Mice and Men* - focus on characterization, literary elements and biographical narrative  
  (Common Core standards: Writing 10.3; Reading Literature 10.2, 10.3, 10.4; Language 10.5)

- *Fahrenheit 451* - focus on characterization, literary elements and science fiction  
  (Common Core standards: Writing 10.3; Reading Literature 10.2, 10.3, 10.4)

- Short Story Unit- focus on literary elements through the works “Catch the Moon,” “Two Kinds,” “The Monkey’s Paw,” “Chee’s Daughter,” “The Lottery,” “The Circuit.”  
  (Common Core Standards: Reading Literature 10.2, 10.3, 10.4, 10.5)

- *Night* - Expository writing- focus on elements of expository essay writing  
  (Common Core standards: Writing 10.2, 10.4, 10.5)

All writing assignments will demonstrate knowledge of Common Core Language standards 10.1-6

**Semester 2**

- *Antigone* - focus on theme and dramatic elements.  
  (Common Core Standards: Reading Literature 10.2, 10.3, and 10.5)

What is a hero? -focus on nonfiction informational text.
**Course:** English 2 Pre-AP  
**Teacher:** Ms. Villagomez

**Course description:** This class will focus on the development of reading, writing, oral communication, and state-level test taking skills. We will be focusing on weekly etymology/vocabulary lists, Daily Oral Language, journal writing, SSR, grammar, reading skills, and improving writing skills. Our writing will stress expository essay format, biographical narrative, persuasive essays, business letters, and responses to literature.

**Curriculum:** Short stories, articles, poetry excerpts, articles, and other outside literature will be covered in the class. This class will be using the Glencoe Literature curriculum. Additionally, we will cover three to four novels including *Of Mice and Men, Bless Me, Ultima, Night, and Night.*
**Materials Required for Class:** All materials should be brought to class daily.

1. Three-ring binder (at least 1” thick), hardcover, with dividers
2. Composition book for journal writing
3. Multiple pens (black and blue ink only), pencils, and plenty of paper
4. Poster paper and other materials may be required occasionally (students will be notified in advance)
5. Silent Reading books (Tuesdays and Thursdays)

**SSR (Silent Sustained Reading):** Students will be required to participate in SSR. We will be doing 30 minutes of silent reading on Thursdays. **Students are also expected to be reading independently at home on a daily basis.*** Homework points are awarded for bringing silent reading books to class as expected. Students who do not read quietly during the provided time will lose points and may be required to make time up after school. We will be doing a quarterly book report.

**Grading Policy:** Students grades will be weighted as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Assignments</td>
<td>35%</td>
</tr>
<tr>
<td>Homework</td>
<td>20%</td>
</tr>
<tr>
<td>Tests/Quizzes</td>
<td>45%</td>
</tr>
</tbody>
</table>

**Grading Scale:** The following grading scale will be used:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 59% or lower

**Homework:** Homework will be assigned regularly during the week, and on some weekends. It is due **at the beginning of class!** No late work will be accepted on homework assignments. **NO EXCEPTIONS!** This is an English Department requirement. For **assignments with a due date given considerably ahead of time,** no work will be accepted if student is absent on the day the assignment is due. Prior arrangements must be made.

*Students with excused absences will be allowed to make up work missed, but the same restrictions will apply beginning from the date he/she returns to school (see above).*

*Students with unexcused absences will NOT be allowed to make up any missed work.*

**Parents:** It is your child’s responsibility to ask for the work he/she missed.

**Submitting Work:** All hand-written work must include the following in the upper right-hand corner, or it will not be accepted (student will receive 0 points). A paper with no name does not get scored.

- *Student’s full name*
- *Date*
- *Period*
- *Assignment Title*
Requirements for Typed Assignments:
* Double-spaced  * 1” margins all the way around  * 12 point font  * White paper only
* Times New Roman Font  * Name, Date, Period & Assignment Title (typed, in MLA format)

Classroom Procedures/Rules:
1. **Attendance**- students are to be seated when the bell rings (or they will be marked tardy). Every tardy equals a one-hour detention, as assigned by the office.

2. **Dismissal**- Students are dismissed by the teacher, not the bell.

3. **Starting Class**- Students are to be prepared for class with all materials.

4. **Seating**- Students are expected to sit in their assigned seats. Failure to adhere to this policy will be considered defiance, and will result in the appropriate disciplinary measure.

5. **Passes**- Students receive three passes per semester. Any additional passes taken will result in detention (No exceptions, unless a doctor’s note is provided in advance).

6. **Food and Drinks**- No food or drinks are allowed in the classroom. I do allow students to drink out of their own water bottles.

7. **Hats or Hoods**- Will not be tolerated in the classroom, and will be confiscated if worn.

8. **Cell phones/electronic devices**- Are never allowed to be visible or audible in the classroom. If the teacher finds them, they will be confiscated, and given to the office. If this becomes a habitual problem, items will not be returned until there is a parent/teacher/student conference. The teacher is not responsible for any lost or damaged items. It is the student’s responsibility to put these items away prior to entering the classroom. This is considered every student’s warning. Up to 10 participation points can be taken away from students daily for chronic abuse of this policy. I occasionally allow students to use their earphones during independent work if the music is quiet and only one earphone is used.

9. **Plagiarism**- Students are expected to submit their own, original work. Students will receive 0 points for copied or plagiarized assignments, along with a referral to the office with a request for a parent conference. The teacher will be verifying every essay to ensure the student is using his/her own words. No make-ups are allowed for plagiarized work.

**Teacher Availability and Parent/Student Contact:** Please feel free to contact me by phone at 674-2751 (ext. 1606). My e-mail is mvillagomez@smcjuhsd.org

**Course:** English 2

**Teacher:** Ms. Lazzaroni

**South Monterey County Joint Union High School District**

**English 2 Core**

1. **Name and Contact Information:**
   Mrs. Lazzaroni- Greenfield High School- 831-674-2751
2. COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS:

Students will be able to:

a. Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.
b. Determine theme or central ideas in all genres and make connections to other media sources.
c. Identify rhetorical devices in various genres of writing and demonstrate these devices in student generated writing.
d. Recognize purpose for author’s text and structure choices.
e. Read and comprehend structure and meaning in multiple genres (fiction and nonfiction).
f. Analyze character complexity in relation to plot and thematic development.
g. Produce clear and coherent writing which is appropriate to the task, purpose, and audience.
h. Write narratives of real or imagined experiences.
i. Write informative/explanatory texts which examine and convey complex ideas.
j. Gather relative information from multiple sources
k. Write routinely over extend and short time frames.

3. COURSE DESCRIPTION:

Meets all KCJUHSD and college entrance requirements for English Language Arts. ELA 10 Core is a college preparatory course employing a literature-based approach to language arts skills. Listening, speaking, reading and writing are integrated within a framework of core literary works selected from among the great essays, poems, short stories, novels, biographies, dramas, folk tales, and speeches that preserve and embody the diverse culture of the United States. Incorporated in the class is preparation for PSAT and college entrance required tests in addition to the exit examination.

4. CLASSROOM CODE OF CONDUCT: Behavioral expectations

a. Expectations: The student will adhere to all school rules and district policies as summarized in the Parent handbook.
b. Basic Classroom Rules:
   1. Be On Time!! You must be in your seat and ready to work when the bell rings.
   2. Be Prepared. Bring required materials to class every day.
   3. Be Respectful. Show respect to everyone and everything.
   4. The Teacher dismisses the class; NOT THE BELL.
   5. Each student is allowed three restroom passes a semester. Ask at an appropriate time.
   6. No ELECTRONIC DEVICES OF ANY KIND during class. Please keep your phones, iPod, mp3 players, PSPs, etc. in your backpack, purse, or pocket during class time.
   7. Food or drink is not allowed in class. If you have these items please put them in your bag or backpack.
   8. This is a Non-Judgmental Environment. Leave ALL biases at the door.
5. Grading Scale:

Administrative Regulation (AR) 5121 (a)

Grades for each grading period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Outstanding Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Above Average Achievement</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>Average Achievement</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>Below Average Achievement</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>Little or no Achievement</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0</td>
</tr>
</tbody>
</table>

An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Parents have the ability to monitor student progress. See office for details.

Board Policy 5121 (b)

Effect of Absences on Grades:

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. Assessments/Assignments: Currently planned, but subject to change based on the needs of the students.

Semester 1-

Of Mice and Men- focus on characterization, literary elements and biographical narrative (Common Core standards: Writing 10.3; Reading Literature 10.2, 10.3, 10.4; Language 10.5)

Short Story Unit- focus on literary elements through the works “Catch the Moon,” “Two Kinds,” “The Monkeys Paw,” “Chee’s Daughter,” “The Lottery,” “The Circuit.” (Common Core Standards: Reading Literature 10.2, 10.3, 10.4, 10.5)

Night- Expository writing- focus on elements of expository essay writing (Common Core standards: Writing 10.2, 10.4, 10.5)

All writing assignments will demonstrate knowledge of Common Core Language standards 10.1-6

Semester 2-

Antigone- focus on theme and dramatic elements. (Common Core Standards: Reading Literature 10.2, 10.3, and 10.5)

What is a hero? -focus on nonfiction informational text. (Common Core standards: Reading Informational Text 10.1, 10.2, 10.3, 10.4)

Bless me, Ultima- focus on cultural folklore
(Common Core standards: Reading Informational Text 10.1, 10.2, 10.3, 10.4) All writing assignments will demonstrate knowledge of Common Core Language standards 10.1-6.

7. SPECIAL CIRCUMSTANCES:
   i. Plagiarism and cheating- Any student caught plagiarizing or cheating will receive an F for that assignment and will be referred to the office.

8. CLASS EXPECTATIONS – LEVEL OF RIGOR:
   To succeed in English 2 students are expected to:
   r. Complete all assignments in a timely manner
   s. Seek help from the teacher when needed
   t. Communicate any special needs as they arise
   u. Be responsible for monitoring your grade

9. MATERIALS RESOURCES PROVIDED:
   q. Glencoe literature-course 5
   r. English Handbook
   s. Computers and printers are available in the library before school, during lunch and after school.
   t. Internet Agreement

(Effective 8/08/15)

**Course:**   **English 3**

**Teacher:**   **Ms. Wilson-Brusch**

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

**English 3 Core**

1. **NAME AND CONTACT INFORMATION:**
   Mrs. Sandra Brusch- Greenfield High School- 831-674-2751- sbrusch@smdjuhsd.org or swilson@smcjuhsd.org
   Room 203

2. **COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS:**
   Students will be able to:
   a. Analyze and study various types of American literature including poetry, drama, short stories, novels and nonfiction in coordination with the United States History A class.
   b. Identify rhetorical devices in various genres of writing and demonstrate these devices in student generated writing.
   c. Write responses to literature, persuasive and reflective essays, fictional or biographical narratives and research writing.
   d. Emphasize rhetorical analysis in essays (rhetorical analysis refers to analyzing a text or a given source. In other words, the analysis explores not only what everything means in the source (content), but also why the author wrote about it (the purpose), who the author is (background) how the piece was organized (structure) and where and/or when it was published (forum/occasion).
   e. Read and comprehend structure and meaning in multiple genres (fiction and nonfiction) with a strong emphasize on non-fiction.
   Produce clear and coherent writing which is appropriate to the task, purpose, and audience.
f. Write narratives of real or imagined experiences.
g. Write informative/explanatory texts which examine and convey complex ideas.
h. Gather relative information from multiple sources.
i. Write routinely over extend and short time frames.
j. Use MLA format.
k. Develop speaking skills through practice with informal and informal discussions and formal individual and group presentations.

3. **Course Description:**

ELA 11 Core is a comprehensive college preparatory course that focuses on American literature. Students analyze and study various types of literature including poetry, drama, short stories, novels and prose in coordination with the American history class. Students study writing strategies and conventions that are applied to their compositions. Students write responses to literature, persuasive and reflective essays, fictional or biographical narratives, and research projects. Students will also develop speaking skills through practice with informal discussions and formal presentations. Vocabulary study is taken from literature and SAT word lists.

4. **Classroom Code of Conduct: Behavioral expectations**

   a. *Expectations:* The student will adhere to all school rules and district policies as summarized in the Parent handbook.

   b. *Basic Classroom Rules:*

      1. Be On Time!! You must be in your seat and ready to work when the bell rings.
      2. Be Prepared. Bring required materials to class every day.
      3. Be Respectful. Show respect to everyone and everything.
      4. The Teacher dismisses the class; NOT THE BELL.
      5. Each student is allowed three restroom passes per semester. Ask at an appropriate time.
      6. No ELECTRONIC DEVICES OF ANY KIND during class. Please keep your phones, ipods, and mp3 Player, PSPs, etc in your backpack, purse, or pocket during class time.
      7. Food or drink is not allowed in class. If you have these items please put them in your bag.
      8. This is a NON-Judgmental Environment. Leave ALL biases at the door.
      9. Keep away from the teacher’s desk unless you have a question or need to speak to the teacher.

5. **Grading Scale:**

Grades for each grading period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%) Outstanding Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%) Above Average Achievement</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%) Average Achievement</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%) Below Average Achievement</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>(0-59%) Little or no Achievement</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
</tbody>
</table>

An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F. If you have any questions about your grade, you must make an appointment with me after school, during lunch, or before or after school. Please do not ask me about your grade during class.

Parents have the ability to monitor student progress. See office for details.

**Grading Categories are the following:**

- Journal/daily writing—10%
- Essays/Tests/Projects—40%
- Class work/Homework—25%
- Group work—15%
- Final Exam—10%

Total—100%

6. **Participation Points:**

Students will receive participation points based on attendance, class participation, citizenship, and preparedness and student behavior.
7. SPECIAL CIRCUMSTANCES:
   j. Late or missing work- No late work will be accepted.
   k. Plagiarism and cheating- Any student caught plagiarizing or cheating will receive an F for that assignment and will be referred to the office.

8. CLASS EXPECTATION/LEVEL OF RIGOR:
   To succeed in English 1 students are expected to:
   v. Complete all assignments in a timely manner
   w. Seek help from the teacher when needed
   x. Communicate any special needs as they arise
   y. Be responsible for monitoring your grade

9. CLASS MATERIALS:
   u. Glencoe literature-course 4
   v. English Handbook
   w. Computers and printers are available in the library before school, during lunch and after school.
   x. Internet Agreement

10. STUDENT CONTRIBUTIONS:
    Answering Questions: Please raise your hand without a verbal comment and wait for the teacher to ask for an answer. Blurtling or shouting out your contributions is not acceptable and will result in a disruption warning.
    Asking Questions: Raise your hand without any verbal communication until I call upon you to contribute (especially if we are in the middle of a discussion, lecture, receiving instruction for an activity, or learning information).

11. CLASSROOM PROCEDURES:
    1. Without disruption or comments, quietly make your way to our destination, when finished, quietly return to your seat and complete your task.
    2. When making your way to your destination, do not go while a classmate is making or answering a question and/or during instruction.
    3. All assignments are due at the beginning of the period, unless it is an in-class assignment, then the teacher will let you know when to turn in your work.
    4. Please make sure the edges of your paper are nice and neat if you are using notebook paper.
    5. Use correct heading and title on every assignment.
    6. Walk into the room quietly.
    7. The room should be quiet during announcements.

12. PASSES:
    Improving student achievement is one of Greenfield High School’s main goals, so every minute in class is important. It is your responsibility to take care of any personal business on your own time, so passes out of class will be limited.

SUBSTITUTE TEACHERS:
    1. You will treat substitute teachers with respect.
    2. You will help them throughout the assigned lesson (2).
    3. You are responsible for your behavior. So if a substitute indicates to me that any student(s) had an issue with his/her behavior, no matter how minor the infraction, you will be responsible for the appropriate punishment.

MATERIALS/RESOURCES PROVIDED:
    1. Glencoe Literature Book
    2. English Handbook/Folder
    3. Computers and printers are available in the library before school, during lunch and after school.
    4. Internet agreement
The purpose of the AP English Language and Composition course, according to the May 2007-May 2008 AP Course Description is to enable students to write effectively and confidently in their college courses across the curriculum and in their personal lives” (6). With that in mind, students are expected to actively read required texts (both visual and written) and write essays in different forms (argumentation, narrative, expository, etc) and for a variety of purposes. Students will be taught “to read primary and secondary sources, carefully, to synthesize material from these texts into their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA)” (6). Student writing should be logically organized and include a wide ranging vocabulary and a variety of sentence structures. Students will revise papers to work on coherence and effective rhetoric.

**Grading System:** Students will be graded in the following areas:

**Writing:** Writing assignments are an integral part of each unit. Students are asked to write informal and formal multi-draft papers as well as timed and creative writings. Informal writing includes journal entries and quick writes. Formal papers must be typed in MLA format and refer to the text both implicitly and explicitly. The formal papers consist of many drafts and revisions. Students revise papers through peer editing and self-editing while paying attention to sentence structure, voice, tone, transitions, etc. I conference with students and discuss specific issues that I see in their papers. In each unit of study, students are expected to rewrite larger papers after getting feedback. Timed writings, using past AP test prompts, occur often and may be used as a springboard for a formal paper. Timed writings are discussed and students evaluate each other’s papers using the AP rubric and rangefinder papers. Students are also given the opportunity to rewrite their timed writings until they score a “6”. All work is saved for a final writing portfolio project at the end of the year.

**Quizzes:** When outside reading is given, quizzes will be given. They are unannounced and serve as a check to make sure students are keeping up with their reading. Quizzes are also given on terms learned in class and any grammatical structures studied.
**Vocabulary:** Vocabulary study comes from words based on Greek and Latin words. Each Monday students are given a vocabulary list that they have to define and breakdown and then they are tested on Friday.

**Tests:** Tests are either multiple choice or essay. If the test is multiple-choice it will contain passages and students must analyze the rhetorical devices and the way they are used in the passage to create meaning. Many times these passages are from the works being studied in class but sometimes they are from past AP exams.

**Daily assignments and Homework:** This category consists of many tasks. Students receive points for revising papers, creating outlines, completing research, reading and annotating texts, discussing ideas in groups, reflective writing, grammar activities, etc.

**Grammar:** Grammar is taught through the student’s writing. Throughout the year, the class works on different grammatical and sentence structures (parallelism, coordination, subordination, active/passive voice, semicolon usage, etc) and is graded for completing the exercises. Also, as a revising technique, students are asked to use the sentence structures in their essay and identify them.

Grades in the class are based on a points earned system that allows for assignments to be weighted.

Grades are determined each semester by dividing the points earned by the points possible. The resulting percentage translates to the grading scale below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%-100%</td>
</tr>
<tr>
<td>B</td>
<td>80%-89%</td>
</tr>
<tr>
<td>C</td>
<td>70%-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
</tbody>
</table>

**Organization of Course**
This year long junior level course focuses on American authors and works in conjunction with the AP United States History class. The course is structured chronologically and thematically to help reinforce ideas that students learn in history. Within the thematic unit there generally are historical primary documents anchoring the theme of the unit as well as a fictional work. Most readings are easily accessible on the Internet and are photocopied for the students (except novels), so they can practice annotating texts. Past AP prompts are integrated in the units throughout the year in order to help students gain confidence and improve their writing. Socratic seminars are used in each unit to facilitate discussions.

**III AP- Semester 1**
**Pre Course Summer Work:** Public Punishment in America
**Readings**
- *The Scarlet Letter* by Nathaniel Hawthorne
- *The Crucible* by Arthur Miller
- *The Lively Art of Writing* by Lucile Vaughn Payne
- Teacher made packet from Internet articles
Assessments

Cause/effect: Prompt: Research McCarthyism and write a paper explaining the causes of the McCarthy era and the effects McCarthyism had in America. Your essay should be written in MLA format and include a works cited page.

Journal response: 1) Was Hester’s punishment just? What about John Procter?

2) If you were a character in The Crucible, would you have stood up for what you believed in even if you knew the punishment was death?

Persuasive essay: Write an essay for each work explaining the following two questions:

1. In what way is this book/play “an argument”?
2. What is the book/play arguing for?

You should refer to the text both implicitly and explicitly and use MLA style.

Synthesis essay: Writing prompt—After reading all articles from the packet, write a persuasive essay defending or challenging the use of public punishment in today’s society. You are to use at least four of the documents included in the packet as support for your assertion. Your essay must written in MLA format and include appropriate citations and documentations.

Introduction to course and Evaluating Writing and Revising (weeks 1-2)

The first week of school is one of introduction and assessment. Students are given a test on their summer work to make sure that they read. As a pre-assessment, students are given a timed writing using one of the past AP argumentation prompts.
Students are given a variety of essays to read dealing with writing and revising. We discuss the different rhetorical modes in writing and I handout a list of rhetorical devices that they need to learn.

Assessments

Timed writing- 2004 Question 2- Contemporary life is marked by controversy. Choose a controversial local, nation, or global issue with which you are familiar. Then, using appropriate evidence, write an essay that carefully considers the opposing positions on this controversy and proposes a solution or compromise.

Readings

- “Freewriting” Peter Elbow
- “The Qualities of Good Writing” Jacqueline Berke
- “Starting to Write: Some Practical Advice” William Zinsser
- “Simplicity” William Zinsser
- “The Case for Short Words” Richard Lederer

Assessments

Reflective essay- Students will describe their own writing process, evaluate their strengths and weaknesses, and reflect on the suggestions that the authors made for writers. Students should explain what suggestions they found interesting in the texts and what techniques the students might use to improve their writing.

The Fight for Freedom and Beliefs (approximate time 5 weeks)

In this unit students learn about the types of argument (logos, ethos, pathos) and logical fallacies. As a class we look at several forms of visual texts and discuss how to analyze the argument presented in each one. Not only do students critique contemporary commercials, ads and political cartoons, but they also read many persuasive historical documents and evaluate the techniques the authors use to convey their point. Students also have to choose a topic and give a persuasive speech. As students read they identify the author’s thesis or claim, author’s purpose, author’s tone, audience and occasion, any appeals (logos, ethos, pathos) and the author’s style (rhetorical devices including diction and syntax)

Readings

- “Sinners in the Hands of an Angry God” Jonathan Edwards
- “Poor Richard’s Almanck” Benjamin Franklin
- “Speech in the Virginia Convention” Thomas Paine
- “The Crisis” Patrick Henry
- “Declaration of Independence” Thomas Jefferson
- “Stride Toward Freedom” Martin Luther King, Jr
- “Letter to the Reverend Samson Occom” Phyllis Wheatley
- “Lecture to a Missionary” Red Jacket
Additional texts

- “Declaration of Sentiments” Elizabeth Cady Stanton
- “Join or Die” cartoon by Benjamin Franklin
- Assorted propaganda posters from WWII like Rosie the Riveter “We Can Do It!” and the Uncle Sam “I want you for the army”.
- *The Lively Art of Writing* Lucille Vaughn Payne (Chapters 7-10 focusing on transitions, active/passive voice, and parallelism)

Assessments:

Quizzes- Students are given a quiz for most of the readings. These quizzes check the students’ understanding of the work or may be a short practice AP style multiple choice quiz with a passage of the text.

Ad Project- Students find examples of logical appeals (logos, ethos, pathos), fallacies (begging the question, circular reasoning, ad hominem, either/or, hasty generalization, etc), and propaganda techniques (loaded words, bandwagon, plain folks appeal, testimonial, etc) in contemporary newspapers and magazines. Students may not use the internet and have to identify the technique and then explain the reasoning for it being so.

Inductive writing: Students write and inductive paragraph using one of Benjamin Franklin’s aphorisms.

Timed writing: Magna Soles, mock press release from The Onion (05)

Persuasive speech: Throughout this unit students have been analyzing and studying the techniques others have used to persuade in speeches, letters, historical documents, etc. Students must now write a speech to persuade the audience to take an action or support an idea. The purpose is to use rhetorical methods that the authors used in the readings (rhetorical questions, periodic sentences, repetition, parallel structure, similes, metaphors, allusions, analogy, etc). The speech should be between three and five minutes. Each student has to identify techniques used in their speech and explain why they chose to use each technique. Prior to the speech, I conference with students to discuss their speech and offer suggestions on how to revise it focusing on organization, diction, and rhetorical techniques. Students are evaluated on the content, use of rhetorical techniques, and quality of delivery.

Mimicking exercise: Students are to write their own declaration of independence which should be modeled after Jefferson’s historical document.

Compare/Contrast: Students write an essay comparing and contrasting “The Crisis” and “The Speech to the Virginia Convention”

Compare/Contrast: Students compare Jefferson’s Declaration of Independence” to Stanton’s “Declaration of Sentiments”

Cause and effect: Students write an essay explaining the causes and effects of the
Revolutionary war based on their historical knowledge and the documents read in class.

Synthesis essay- Advertising prompt from the 2007 AP test

**Definition (approximately 1 week)**
Although this is not really a thematic unit it is a good place to write a definition essay or two.

Readings
- “What is an American” Michel-Guillaume Jean de Crevecoeur
- “What is Intelligence” Isaac Asimov
- “What is Poverty” Jo Goodwin Parker

Assessments
Epistle: After reading Crevecoeur’s definition of what an American is, students write their own definition in the form of an epistle or literary letter.
Definition essay: Students define an abstract word of their choosing. After writing the first draft, students peer-edit and self edit their papers revising for coherence.
Quiz: Practice AP style multiple choice test on Crevecoeur reading.
Timed Writing: “Cripple” Nancy Mairs
- “Company Man” Ellen Goodman

Multiple Choice Practice: “To be a king...” passage -1996 released exam
- “How easy it is to call a rogue...” passage-1991 released exam

**Nature and the Individual** (approximately 5 weeks)
In this unit students read and annotate the texts. As students read they identify the author’s thesis or claim, author’s purpose, author’s tone, audience and occasion, any appeals (logos, ethos, pathos) and the author’s style (rhetorical devices including diction and syntax.

Readings
- “Nature” Ralph Waldo Emerson
- “Self-Reliance” Ralph Waldo Emerson
- *Walden* excerpts Henry David Thoreau
- “On Walden” E.B. White
- “Living Like Weasels” Annie Dillard
- “Life Without Principle” Henry David Thoreau
- “Civil Disobedience” Henry David Thoreau
- “The Rhodora” Ralph Waldo Emerson
- “Death of a Moth” Virginia Woolf
- Once More to the Lake” E. B. White
Assessments

Journal entry: What makes someone an individual? Does society have any influence on the individual?

Compare/Contrast: Students write an essay comparing the beliefs of Emerson to those of Thoreau using the texts read in class.

Description: Students write and essay describing an animal that they have either encountered in the wild or had as a pet and discuss the qualities that they admire in the animal.

Description: After reading “Living Like Weasels” students write an essay from the perspective of the weasel and describe Annie Dillard.

Timed writings: Compare/ Contrast - Okefenokee Swamps (99) and Audubon and Dillard on birds (03) Style Analysis- Owls (01)

Description: Students write an essay describing a place.

Argument: Prompt: In Walden, Thoreau wrote, “Our life is frittered away by detail.” In a well-organized essay, defend, challenge, or qualify this statement. Use evidence from your own reading, observation, or experience to support your position.

Response to literature: After students read “Nature” they write a two-page response to it.

They summarize Emerson’s points, include textual citations and then reflect on whether or not they agree with Emerson. The same thing is done for “Self-Reliance”.

Definition essay: In an essay, define the concept of Transcendentalism by using examples from at least three of the works studied in this unit. This will begin as a timed writing and be used as a springboard for a multi-draft essay.

Effects of Slavery on the Human Spirit (approximately 4 weeks)

As students read The Narrative of Frederick Douglass, they keep a double entry journal. I want them to first read the text and reflect on it. Once they have done this, we go back and annotate specific chapters and look at his writing choices and his argument. The analysis paper will be a multi draft paper and revised through peer and self editing.

Readings

The Narrative of Frederick Douglass (outside reading)

Red Badge of Courage (outside reading)

“Gettysburg Address” Abraham Lincoln
Slave spirituals like “Follow the Drinking Gourd” and “Go Down, Moses”

From “Mary Chesnut’s Civil War” Mary Chesnut

Letters to His Family Robert E. Lee

“Ain’t I a Woman?” Sojourner Truth

Assessments

Timed writing: Assorted AP past prompts (Alfred Green, speech to African Americans; Frederick Douglass, on escaping slavery; Frederick Douglass, Lincoln’s Second Inaugural Address; James Baldwin, language is key to identity)

Narrative: Prompt- Write a story about a time you learned something. This will be a multi draft paper and students will edit each other’s papers in class.

Letter: Prompt- Write a letter using civil war slang. Pretend you are a civil war soldier writing to your family. Describe your life in the military and at war using as many of the slang words as you can.

Analysis: Prompt- In *The Narrative of the Life of Frederick Douglass*, Douglass’s underlying purpose is to persuade the reader that the institution of slavery must be abolished. Write an essay evaluating the persuasiveness of the narrative and analyzing the rhetorical devices that Douglass uses. Consider the following points: What does Douglass’s autobiography tell the readers about conditions of slavery in the South? What aspects of the book would have been most effective in supporting the abolitionist movement? How effective was this book at achieving Douglass’s objective? What stylistic devices does Douglass use to try and convince readers of the evils of slavery?

Final Exam

Students have one and a half hours to take their final exam. The final exam is in two parts just like the AP exam. The first part is multiple choice and students are given three to four passages (which students may or may not have seen before) to read and about 40-50 questions. The reading selections and questions are similar to those on the released AP exams. The second part is an in-class essay. The prompt asks for rhetorical analysis, comparison/contrast or argumentation and it is graded using the AP rubric.

III AP- Semester 2

The second semester focuses on a research paper. Students research and write the paper as they are reading three novels outside of class. Assorted essays and articles are given to students in conjunction with the novels. In addition to the novels and research, we are preparing for the AP exam in May.
Research Paper -

Requirements

- Choose a controversial issue to research (if you would like you could revisit the topic of your persuasive speech or one of your argumentative timed writings)
- Research the issue using a variety of sources (newspapers, magazines, books, articles, Internet, documentaries, etc) - a minimum of fifteen sources is needed
- Write each of your sources on a note card in MLA documentation style.
- Take notes and write them on note cards - a minimum of one hundred cards is needed
- After researching, develop a position and make an assertion
- Create an outline
- Write the essay making sure you integrate quotations that support your position and cite them according to MLA style
- Create a Works Consulted/Cited page
- Plagiarism will result in a zero for this assignment.

Business in Society

As students read The Jungle, they keep a double entry journal. I want them to first read the text and reflect on it. Once they have done this, we go back and annotate specific chapters and look at his writing choices and his argument.

Readings

*The Jungle* (outside reading) Upton Sinclair
Teacher made packet from Internet articles about today’s meatpacking industry

- Excerpts from *Fast Food Nation* ("The Most Dangerous Job") Eric Schlosser
- "Hog Hell" Eric Schlosser
- "Injuries Continue to Drop in U.S. Meat Industry"
- "The Chain Never Stops" Eric Schlosser
- "REAP...A Review of the U.S. Meat Packing Industry" (charts and data)
- "Processing plants’ dangers don’t scare off migrants" Sudeep Reddy
- "The Man with the Muck-Rake" Theodore Roosevelt
- "Our National Sport" E.W, Kemble (cartoon)
- "Exposed" E.W, Kemble (cartoon)
- "As to the Pure Food Bill" E.W, Kemble (cartoon)
- "What Life Means to Me" Upton Sinclair
- "The Packers and the People" J. Ogden Armour
- "The Failure of Government Inspections" Thomas H. McKee

Assessments

Compare/Contrast: Compare and contrast the arguments of Armour and McKee.

Synthesis essay: Prompt- In 1907 the Meat Inspection Act and the Pure Food and Drug Act were passed as a result of Upton Sinclair’s novel *The Jungle*. Almost one hundred years later, Eric Schlosser writes in his article "Hog Hell: that if Upton Sinclair were alive today “he would be amazed by how little has fundamentally
changed, how brazenly a new set of immigrants is being exploited... and how old lies are being repeated.” After reading The Jungle and all excerpts in this unit, write an essay in which you argue whether or not the passage of these laws have made significant strides in protecting the workers and the food the public eats today. Is there a need for further governmental regulations or is Eric Schlosser a muckraker just like Sinclair? Support your argument with evidence from The Jungle and four other sources from this unit. You may include other credible sources. You must use MLA citation and include a proper works cited page.

Quizzes: Students will be given reading quizzes.

The American Dream in the Modern World

As students read The Great Gatsby, they keep a double entry journal. I want them to first read the text and reflect on it. Once they have done this, we go back and annotate specific chapters and look at his writing choices and how these choices help Fitzgerald’s purpose.

Readings

The Great Gatsby F. Scott Fitzgerald- outside reading
“Winter Dreams” F. Scott Fitzgerald
“Flapper’s Appeal to Parents”
Chapter on Manners and Morals from Only Yesterday, Frederick Lewis Allen

Assessments

Argument timed writing: Prompt- In the Great Gatsby, Nick makes the observation that “No amount of fire or freshness can challenge what a man will store up in his ghostly heart.” In other words, reality can never measure up to the dreams we create for ourselves. Defend, challenge or qualify Nick’s assertion by drawing on your own reading, observation, or experience to develop you position.

Creative writing: After reading chapter 6, students will write a story describing what happens when they go to Gatsby’s party. They will use as much 1920’s slang as they can. They can also take on any persona, including a character in the book.

Compare/contrast: Prompt- Write an essay in which you compare the character of Judy Jones in “Winter Dreams” with that of Daisy Buchanan in Great Gatsby OR compare Dexter Green in “Winter Dreams” with that of Jay Gatsby in Great Gatsby.

Quizzes: Students will be given reading quizzes.

The Great Journey

As students read The Grapes of Wrath, they keep a double entry journal. I want them to first read the text and reflect on it. Once they have done this, we go back and annotate specific chapters and look at Steinbeck’s writing choices and his argument.
Readings and viewings

*The Grapes of Wrath* John Steinbeck – outside reading

*American Gothic* and *Rural Rehabilitation Client* (painting and picture)

Dorthea Lang photographs

*Rain of Gold* Victor Villasenor

Assessments

Quizzes: Students will be given reading quizzes.

Cause/effect: Prompt- In an essay explain how the causes for migration to California in the 1930s and the effects it had in California.

Analysis: Explain the significance of the turtle in Chapter 3.

Journal Entry: How would you feel if you had to get rid of everything you owned and move somewhere new? What special possessions of yours would you want to keep and why?

Argumentation: Ma Joad says to the grocer in the peach camp, “If you’re in trouble or hurt or need—go to the poor people. They’re the only ones that’ll help—the only ones.” Her assumption is that only those who have directly experienced another’s difficulties will be willing to offer assistance. Using your own reading, observation, and experience to support your position, defend, challenge or qualify Ma Joad’s assertion.

Analysis: Explain how the Steinbeck’s use of language helps fulfill his rhetorical purpose in chapter 19.

Compare/contrast: Compare the migrant experience of the Joads to the migrant experience of today.

Narrative writing: After reading *Rain of Gold*, students will write the story of their family’s history.

Synthesis Essay: Prompt- After reading *The Jungle*, *The Great Gatsby*, *Grapes of Wrath*, and *Rain of Gold*, write an essay in which you discuss whether or not the American dream is possible in today’s society. You must use at least three of the novels and any two other selections from this year’s reading for support in discussing this topic. Remember to refer to the text both directly and indirectly and use MLA format.

Compare/Contrast: Compare and contrast the picture *Rural Rehabilitation Client* with painting *American Gothic*. 
Writing Portfolio
At the end of the school year, students publish their best works in a bound writing portfolio. Once again students revise and rewrite their essays, timed writings and creative pieces. Students also have to explain what they like about their essays (or disliked) and why they chose to place those essays in their portfolio. I also have them reflect on their writing and how they have grown as a writer. Usually, the portfolio contains about twenty writing samples.

Teacher Resources
AP central @http://apcentral.collegeboard.com/apc/Controller.jsp
Fox, Steven. The Write Path II: An Advanced College Preparatory Reading and Writing Program for High Schools. AVID PRESS, 2003.

Course: English 4 – ERWC
Teacher: Ms. Mendoza

Welcome to this class:
The Expository Reading and Writing Course (ERWC) is part of the California State University’s (CSU) Early Assessment Program (EAP). This task force was charged with creating a course to help prepare students for the reading and writing demands of the first year in college. The ERWC program consists of 13 modules which comprise a full year of lessons. In addition to the EAP goals of helping students meet the standards of the English Placement Test and the literacy expectations of college and university faculty, the course is designed to embody the following principles:

1. The integration of interactive reading and writing process;
2. A rhetorical approach to texts that fosters critical thinking;
3. Materials and themes that engage students’ interest and provide a foundation for principled debate and argument;
4. Classroom activities designed to model and foster successful practices of fluent readers and writers;
5. Research-based methodologies with a consistent relationship between theory and practice;
6. Built-in flexibility to allow teachers to respond to varied students’ needs and instructional contexts;
7. Alignment with English-Language Arts Content Standards.

This course fills the requirements for 10 units of 12th grade English. It is required that you pass the class in order to receive the units and be able to graduate. If you don’t not pass first semester and receive an “F”, you will have to make the units up during the spring semester by attending Hartnell College, on-line course recovery courses/programs or through the “Pass” Migrant Program (if eligible). If you receive an “F” for second semester, you will regrettfully not be able to graduate with your class on stage. **There will be no retro grade changes for the work completed during this school year.** Also, keep in mind that 4 year colleges will not accept a “D” as a passing grade. My recommendation to you is that you pass this course the first time around.

**Assignments**

- All assignments are to be turned in at the beginning of the period on their due date.
- Assignments are to be done using pencil or blue or black ink.
- Correct heading is required on every assignment.
- Use complete sentences on all assignment

Name
Date
Period
Assignment Name

**NO LATE WORK WILL BE ACCEPTED.** Work missed due to excused absences will need to be completed when student returns. Work missed due to unexcused absences will receive a zero. If you cannot make it to class and you were given a due date for an assignment, you must e-mail or send your work to school with someone. Late Senior portfolio will not be accepted!

**Grading Scale**

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>A+</td>
</tr>
<tr>
<td>99-92</td>
<td>A</td>
</tr>
<tr>
<td>91-90</td>
<td>A-</td>
</tr>
<tr>
<td>89-88</td>
<td>B+</td>
</tr>
<tr>
<td>87-82</td>
<td>B</td>
</tr>
<tr>
<td>81-80</td>
<td>B-</td>
</tr>
<tr>
<td>79-78</td>
<td>C+</td>
</tr>
<tr>
<td>77-72</td>
<td>C</td>
</tr>
<tr>
<td>71-70</td>
<td>C-</td>
</tr>
<tr>
<td>69-68</td>
<td>D+</td>
</tr>
<tr>
<td>67-62</td>
<td>D</td>
</tr>
<tr>
<td>61-60</td>
<td>D-</td>
</tr>
</tbody>
</table>

How your final semester grade breaks down:

10% Participation

40% Class work and homework

50% Essays, rough drafts, quizzes, tests and Senior Portfolio
Rules

- Follow Bruin House Rules
- Be on time! You must be in your seat before the tardy bell rings.
- Be prepared! Bring daily-required material to class.
- Be respectful! Show respect to everyone and everything.

Supplies

- Binder paper-college rule
- Pencils and pens
- Highlighter

Modules

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s Next? Thinking</td>
<td>Bring a Text to Class</td>
</tr>
<tr>
<td>About Life After High</td>
<td>Juvenile Justice</td>
</tr>
<tr>
<td>School</td>
<td>Bullying at School</td>
</tr>
<tr>
<td>The Rhetoric of Op-Ed</td>
<td>other modules...</td>
</tr>
<tr>
<td>Racial Profiling</td>
<td></td>
</tr>
<tr>
<td>The Value of Life</td>
<td></td>
</tr>
<tr>
<td>Good Food/Bad Food</td>
<td>Sr. Portfolio/Sr.</td>
</tr>
<tr>
<td></td>
<td>Portfolio Night....</td>
</tr>
<tr>
<td>Into the Wild</td>
<td></td>
</tr>
</tbody>
</table>

Course: **English 4 — ERWC**

Teacher: **Ms. Mendez**

**South Monterey County Joint Union High School District**

**English 4 ERWC (Expository Reading & Writing Course)**

1. **Name and Contact Information:**
   Mrs. Laurie Mendez- Greenfield High School- 831-674-2751- lmendez@smcjuhsd.org

2. **Course Objectives; Based on the Common Core Standards:**
   Students will be able to:

   a. Read text and cite strong evidence to support explicit explanation and inferences.
   b. Analyze a complex set of ideas and explain how these interact over the course of the text.
   c. Determine word meaning through figurative, connotative, and denotative meaning.
   d. Analyze the effectiveness of an author’s argument, point of view, and purpose
3. **Course Description:**

English 12 ERWC (Expository Reading and Writing Course) aligns with all state English standards and meets college preparatory requirements for both the UC and CSU systems. The year consists of twelve modules incorporating a sequence for reading and writing experiences. These modules are mostly based on non-fiction texts, emphasizing the development of in-depth study of expository, analytical, and argumentative styles of reading and writing. Grammar and vocabulary skills are incorporated. Each module ends with a formal essay of 750-1500 words assessed by the adopted rubric. Research skills and speaking skills are included. In addition to the modules, the end-of-the-year senior portfolio will provide a showcase for students to display the work accumulated throughout their high school experience.

4. **Classroom Code of Conduct: Behavioral expectations**
   
   **a. Expectations:** The student will adhere to all school rules and district policies as summarized in the Parent handbook.
   
   **b. Basic Classroom Rules:**
   
   1. Be On Time!! You must be in your seat and ready to work when the bell rings.
   2. Be Prepared. Bring required materials to class every day.
   3. Be Respectful. Show respect to everyone and everything.
   4. The Teacher dismisses the class; NOT THE BELL.
   5. Each student is allowed three restroom passes a semester. Ask at an appropriate time.
   6. No ELECTRONIC DEVICES OF ANY KIND during class. Please keep your phones, ipods, mp3 players, PSPs, etc in your backpack, purse, or pocket during class time.
   7. Food or drink is not allowed in class. If you have these items please put them in your bag or backpack.
   8. This is a NON-Judgmental Environment. Leave ALL biases at the door.

5. **Grading Scale:**

<table>
<thead>
<tr>
<th>Administrative Regulation (AR) 5121 (a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades for each grading period as follows:</td>
</tr>
<tr>
<td>A  (90-100%)             Outstanding Achievement</td>
</tr>
<tr>
<td>B  (80-89%)              Above Average Achievement</td>
</tr>
<tr>
<td>C  (70-79%)              Average Achievement</td>
</tr>
<tr>
<td>D  (60-69%)              Below Average Achievement</td>
</tr>
<tr>
<td>F  (0-59%)               Little or no Achievement</td>
</tr>
<tr>
<td>I  Incomplete</td>
</tr>
</tbody>
</table>

An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F. Parents have the ability to monitor student progress. See office for details.
Board Policy 5121 (b)

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.

Semester 1-

What's Next After High School? This module focuses on identifying post-high school goals, evaluating readiness for continuing education or joining the work force, and learning to effectively represent themselves to the community of choice.

The Rhetoric of the Op-Ed Page: Ethos, Logos, and Pathos This unit introduces the Aristotelian concept of ethos, logos, and pathos. Students write a letter to the editor in response to animal rights.

Racial Profiling Students write an argumentative essay based on the reaction to another’s opinion.

The Value of Life This unit examines the question: How should human life be valued? Students synthesize their own voice with their reaction to 4 different authors’ viewpoints.

Good Food/Bad Food: This module examines three responses to the obesity epidemic. Students will gather information and write a proposal for how to improve the eating habits of students at Greenfield High School.

Into the Wild This module involves reading a full-length novel based on the life of Christopher McCandless and his philosophic search for meaning. Students will compose an essay based on one of the themes introduced in the novel.

Semester 2-

Bring a Text (Song) to Class: Students pick a favorite individual song and analyze the lyrics in the same way as an article for word choice, figurative language, theme, audience and other stylistic choices. Students design a packet to present their findings.

Juvenile Justice Students examine the question: Should juveniles be tried and sentenced as adults? Students examine state and local data as well as pertinent legal cases.

Language of Gender and Culture: Students explore how language and word choice reflects cultural views and gender-based styles.

Brave New World: This module explores Aldous Huxley’s science fiction novel and explores the idea of mindless pleasure vs. Orwellian totalitarianism.

Bullying at School Students examine several articles about the topic and combine that with their own research to identify the causes, effects, and preventative measures for bullying in school. Students write a presentation to a “school board” which reflects their findings.
Senior Portfolio  Each individual will follow the guidelines to gather work from the high school years including end-piece essays, a view of their educational journey, and other reflective pieces.

Senior Portfolio Presentation Night  All seniors are expected to attend this event in which each person will present his/her portfolio.

7. SPECIAL CIRCUMSTANCES:
   1. Late or missing work- No late work will be accepted.
   m. Plagiarism and cheating- Any student caught plagiarizing or cheating will receive an F for that assignment and will be referred to the office.

8. CLASS EXPECTATIONS – LEVEL OF RIGOR:
   Students are expected to:
   z. Complete all assignments in a timely manner
   aa. Seek help from the teacher when needed
   bb. Communicate any special needs as they arise
   cc. Be responsible for monitoring your grade

9. MATERIALS RESOURCES PROVIDED:
   y. ERWC Handouts
   z. Computers and printers are available in the library before school, during lunch and after school.
   aa. Internet Agreement

(Effective 7/1/12)

Course:  AP Literature & Composition
Teacher:  Ms. Wilson-Brusch

South Monterey County Joint Union High School District

ELA 12-AP ENGLISH LITERATURE AND COMPOSITION

1. NAME AND CONTACT INFORMATION:
Mrs. Sandra Brusch- Greenfield High School- 831-674-2751- swilson@smcjusd.org

2. COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS:
The AP English Literature and Composition course, according to the May 2007-2008 AP Course Description is designed to “engage students in the careful reading and critical analysis of imaginative literature.” (45) With that in mind, as students read they will consider the work’s structure, style and themes as well as figurative language, imagery, symbolism and tone. Students will deliberately and critically read works from several genres and periods (the sixteenth to the twenty-first century) while paying attention to the social and historical values it reflects. Through this careful reading, students will interpret and analyze the literature. Students will then write essays (expository, analytical, and argumentative) focusing on critical
analysis as well as creative writing pieces. Student writing should be logically organized and include a wide ranging vocabulary and a variety of sentence structures. Students will revise papers to work on coherence and effective rhetoric.

Students will be able to:

a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly
b. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
c. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
d. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
e. Identify rhetorical devices in various genres of writing and demonstrate these devices in student generated writing.
f. Recognize purpose for author’s text and structure choices.
g. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
h. Read and comprehend structure and meaning in multiple genres (fiction and nonfiction).
i. Analyze character complexity in relation to plot and thematic development.
j. Produce clear and coherent writing which is appropriate to the task, purpose, and audience.
k. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
l. Write narratives of real or imagined experiences.
m. Write informative/explanatory texts which examine and convey complex ideas.
n. Write routinely over extend and short time frames.
o. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

3. COURSE DESCRIPTION:

Prerequisite: ELA 11-AP or ELA 11 Core with a grade of A/B and a teacher recommendation.

Meets all KCIUHSD and college entrance requirements for English Language Arts.

ELA 12-AP Literature is a year-long English Literature and Composition course designed for seniors. The course focuses on examining the relationship between the author’s purpose for his or her piece and how the literary techniques used in that piece contribute to the overall meaning of the work. Emphasis is placed on analyzing the work’s structure, style and themes as well as figurative language, imagery, symbolism and tone. Students read some novels outside of class similar to summer work. On the day the work is due, students talk about the book they read. This course is College Board approved and meets or exceeds the California Content standards.
4. **Classroom Code of Conduct:** *Behavioral expectations*
   
a. **Expectations:** The student will adhere to all school rules and district policies as summarized in the Parent handbook.
   
b. **Basic Classroom Rules:**
   1. Be On Time!! You must be in your seat and ready to work when the bell rings.
   2. Be Prepared. Bring required materials to class every day.
   3. Be Respectful. Show respect to everyone and everything.
   4. The Teacher dismisses the class; NOT THE BELL.
   5. Each student is allowed three restroom passes a semester. Ask at an appropriate time.
   6. No ELECTRONIC DEVICES OF ANY KIND during class. Please keep your phones, ipods, mp3 players, PSPs, etc in your backpack, purse, or pocket during class time.
   7. Food or drink is not allowed in class. If you have these items please put them in your bag or backpack.
   8. This is a NON-Judgmental Environment. Leave ALL biases at the door.

5. **Grading Scale:** Students will be graded in the following areas

**Writing:** Writing assignments are an integral part of each unit. Students are asked to write informal and formal multi-draft papers as well as timed and creative writings. Informal writing includes journal entries and quick writes. Formal literary analysis papers must be typed in MLA format and refer to the text both implicitly and explicitly. The formal papers consist of many drafts and revisions. Students revise papers through peer editing and self-editing while paying attention to sentence structure, voice, tone, transitions, etc. I conference with students and discuss specific issues that I see in their papers. Students are expected to rewrite larger papers after getting feedback. Timed writings, using past AP test prompts, occur often (at least every other week) and may be used as a springboard for a formal paper. Timed writings are discussed and students evaluate each other’s papers using the AP rubric and rangefinder papers. Students also are given the opportunity to rewrite their timed writings until they score a “6”. All work is saved for a final writing portfolio project at the end of the year.

**Quizzes:** When outside reading is given, quizzes will be given. They are unannounced and serve as a check to make sure students are keeping up with their reading. Quizzes are also given on terms learned in class and any grammatical structures studied.

**Tests:** Tests are either multiple choice or essay. If the test is multiple-choice it will contain passages and students must analyze the rhetorical devices and the way they are used in the passage to create meaning. Many times these passages are from the works being studied in class but sometimes they are from past AP exams.

**Daily Assignments and Homework:** This category consists of many tasks. Students receive points for revising papers, creating outlines, completing research, reading and annotating texts, discussing ideas in groups, reflective writing, grammar activities, practice AP multiple choice tests, etc.

**Grammar:** Grammar is taught through the student’s writing. Throughout the year, the class works on different grammatical and sentence structures (parallelism, coordination, subordination, active/passive voice, semicolon usage, etc). Also, as a revising technique, students are asked to use the sentence structures in their essays. This is a process done for each formal paper.

**Long Forms:** Each quarter, students read a book outside of class and analyze the novel. Students must research the author’s life; identify symbols, rhetorical devices, ironic devices; analyze the author’s diction and syntax; and discuss theme, plot, structure, and overall meaning of the work.
Administrative Regulation (AR) 5121 (a)

Grades for each grading period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Outstanding Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Above Average Achievement</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>Average Achievement</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>Below Average Achievement</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>Little or no Achievement</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0.0</td>
</tr>
</tbody>
</table>

An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Because of the more rigorous nature of Advanced Placement, honors, and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Outstanding Achievement</td>
<td>5.0</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Above Average Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>Average Achievement</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Parents have the ability to monitor student progress. See office for details.

Board Policy 5121 (b)

Effect of Absences on Grades:

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.

First Semester

**Introduction to Course** (one week)
The first week is an introduction to the course and one of assessment. Students are tested on summer work. They take a test on the novels and have a timed writing (using a past AP prompt where both novels appeared and will vary year to year). After the assessments, we discuss the summer work in a Socratic seminar. The timed writing is then used as a springboard for a formal paper on one of the novels they read during the summer.

**Greek Literature and Drama** (approximately four weeks)
For this unit students read Homer’s *The Odyssey* outside of class while we are discussing Aristotle’s definition of tragedy and the background of Greek tragedy. We read *Oedipus*
Rex and Antigone by Sophocles and Medea by Euripides as examples of the beginnings of drama. We then read Death of a Salesman by Arthur Miller and compare this modern play to those of the Greeks.

Possible topics for discussion and writing
- Follow the motifs of light/dark and sight/blindness in Oedipus Rex
- Compare Willy Loman to Oedipus Rex. Is Willy Loman as blind as Oedipus?
- Fate vs. Free will
- Evaluate these plays according to Aristotle’s definition.
- Discuss Odysseus’ journey and how he fits the model of an epic hero. How is an epic hero different from that of a tragic hero?
- How is Odysseus’ journey reflected in modern film and literature?
- Discuss the portrayal of women in the works.
- Timed writing on tragedy (2003 AP test question)
- In many works of literature, a physical journey - the literal movement from one place to another - plays a central role. Discuss how the journey in The Odyssey adds to the meaning of the work as a whole. Avoid mere plot summary. (2006 AP Lit and Comp Free Response Question)

Shakespeare (approximately four weeks)
In this unit students read Hamlet and Macbeth by Shakespeare. Macbeth is read outside of class and as they read students keep a reading log where they take notes, identify techniques that Shakespeare uses, ask questions, etc. Students have to memorize a soliloquy from one of the plays and then explain how that soliloquy is a central monologue to the play. Students will also create a parody of Hamlet’s famous “To be or not to be” speech as a creative writing assignment. In this unit, we begin to explore sonnets. We review several of Shakespeare’s sonnets. Students choose one of Shakespeare’s many sonnets and write a paper explicating it. Students have to memorize, recite and explicate the poem in front of the class. Since this is our first poetry explication, I conference with the students as they are analyzing the sonnet and writing their paper. Students then edit each other’s papers. Finally, after reading and discussing several Spenserian and Petrachan sonnets, students also have to write an original sonnet of their own following the conventions of the three types of sonnets.

Possible topics for discussion and writing.
- Discuss the idea of corruption in the play. How is imagery throughout the play to reveal the decay and corruption of the Danish court?
- Discuss Hamlet’s treatment of women in the play. Why is he especially hard on both Gertrude and Ophelia? How are they related to his disillusionment with human beings?
- Hamlet accuses himself of failing to act (II,ii,544-570). What are the main causes of his delay? Do these causes lie within himself – fear, cowardliness, or is his inability to act caused by other characters and/or the situation around him. Is it a combination of both?
  Use evidence from the text to support your argument.
- Examine the characters and events in terms of appearance and reality. Cite examples of things that are not what they seem. How are these deceptions important to the play as a
- Fully-developed, well-rounded characters are rarely completely good or completely evil. In a well-organized essay, explain how Shakespeare uses poetic and dramatic elements to establish Macbeth as such a character.
- A foil is a character in literature who highlights certain traits of the main character by contrasting them. For example, a coward helps to show the hero’s bravery in a stronger light. Choose either Banquo, Lady Macbeth, or Malcolm and write a well-organized essay in which you show how he or she serves in the play as a foil for Macbeth.
- Discuss how the Macbeth is a continuation of the ideologies of Greek tragedy and also how it differs due to the Elizabethan time period it was written in.
- One definition of madness is "mental delusion or the eccentric behavior arising from it." But Emily Dickinson wrote
  Much madness is divinest Sense-
  To a discerning Eye-
  Novelists and playwrights have often seen madness with a "discerning Eye." In Hamlet, a character's apparent madness or irrational behavior plays an important role. Write a well-organized essay in which you explain what this delusion or eccentric behavior consists of and how it might be judged reasonable. Explain the significance of the "madness" to the work as a whole. Do not merely summarize the plot. (2001 AP Lit and Comp Free Response Question).

After discussing and analyzing the text, students write on one of the topics listed above.

**Satire** (approximately three weeks)
In this unit, students explore the field of satire. As a class we discuss the different types of satire and the techniques authors employ to create satires like irony, figurative language, understatement and hyperbole. Students read Jonathan Swift’s Gulliver’s Travels outside of class. In class we read “A Modest Proposal” by Jonathan Swift. We discuss his argument and use philosophical chairs to debate Swift’s proposal or another social issue.

Possible topics for discussion and writing
- Discuss contemporary social issues
- Students write their own problem/solution essay. They use Swift’s essay as a model for their own satirical essay.
- Some novels and plays seem to advocate changes in social or political attitudes or in traditions. Gulliver’s Travels is one such novel. Note briefly the particular attitudes or traditions that the author apparently wishes to modify. Then analyze the techniques the author uses to influence the reader’s or audience’s views. Avoid plot summary. (1987 AP Lit and Comp Free Response Question)

**Poetry Unit** (approximately four to five weeks)
In this unit, students read and analyze many different poems while studying the conventions of poetry and the rhetorical devices that poets use. We discuss denotation, connotation, imagery, simile, metaphor, personification, apostrophe, metonymy, tone,
rhythm, meter, symbol, allegory, paradox, overstatement, understatement, irony, allusion, etc. We also study the types of poems like the ballad, ode, villanelle, lyric, epic, and elegy. I use Perrine’s *Sound and Sense* as a resource but since most of the poems are readily available on the Internet, I make copies of them so students can practice annotating them. Some of the many poets we study are Emily Dickinson, Dylan Thomas, Robert Frost, William Carlos Williams, Langston Hughes, Thomas Hardy, John Donne, William Blake, John Keats, Sylvia Plath, Walt Whitman, Robert Herrick, Alfred Lord Tennyson, Countee Cullen, Percy Bysshe Shelley, W. H. Auden, Robert Browning, Gwendolyn Brooks, Maya Angelou, Wallace Stevens, Adrienne Rich, Matthew Arnold, Edwin Arlington Robinson, Gary Soto, etc. Students use TP-CASTT for style and poetry analysis and PDIDLS for tone analysis.

Students write their own poems modeling them after the poets we read. In this unit, students have a timed writing each Friday. I give them past AP poetry prompts and then on Monday we discuss the poem as a class and look at rangefinders. As I read the student’s timed writings I always make notes on what I observed about their writing and share this with the class. Students may revise the timed writings if they did not score at least a “6”. Students also write two papers explicating poems that I assign them. These papers are then peer edited and self-edited. As students revise they should focus on their diction, sentence structure and transitions. Another assignment students must do is to choose a poem to present to the class that specifically illustrates two of the poetical terms that we have learned in class. I will give them the two terms and they must find the poem that illustrates both of them.

**Final Exam**

Students have one and a half hours to take their final exam. The final exam is in two parts just like the AP exam. The first part is multiple choice and students are given four- five passages (which students may or may not have seen before) to read and answer about 40-50 questions. The reading selections and questions are similar to those on the released AP exams and will test the ideas and concepts that we have covered this semester. The second part is an in-class essay.

**Second Semester**

**Frankenstein** (approximately three weeks)

In this unit students read *Frankenstein* by Mary Shelley outside of class and they have daily reading quizzes. As a class we discuss the characteristics of Romantic and Gothic literature. Students read Mary Shelley’s “Introduction to Frankenstein”. Students also read the *Myth of Prometheus* and *Rime of the Ancient Mariner*. After discussing and analyzing the text, students write on one of the topics below.

Possible topics for writing and discussion:

- What connections can be seen between the *Myth of Prometheus* and *Frankenstein*? Why would Mary Shelley title her book *Frankenstein* a modern Prometheus?
- What connection can be made between *Rime of the Ancient Mariner* and *Frankenstein*?
- How is Mary Shelley’s life reflected in the novel?
- Critic Roland Barthes has said, “Literature is the question minus the answer.”
- Considering Barthes’ observation, write an essay in which you analyze a central question the novel *Frankenstein* raises and the extent to which it offers any answers. Explain how Shelley’s treatment of this question affects your understanding of the work as a whole. Avoid mere plot summary. (2004 AP Lit and Comp Free response Question)
- Choose a complex and important character form the novel *Frankenstein* who might—on the basis of the character’s actions alone—be considered evil or
immoral. In a well-organized, explain both how and why the full presentation of the character makes us react more sympathetically than we otherwise might. Avoid plot summary. (1979 AP Lit and Comp Free Response Question)

- Discuss archetypes (characters, colors, and situations) and symbols in the novel.
- Discuss the implications of science. Could the scientists of the time have inspired Mary Shelley?

**Brave New World** (approximately three weeks)
In this unit we discuss utopias and dystopias through the study of *Brave New World* by Aldous Huxley. This unit is somewhat of an extension of *Frankenstein*. We also talk about cloning and what implications it could have on modern day society. In conjunction with *Brave New World*, students read *Fahrenheit 451* by Ray Bradbury or *1984* by George Orwell (it just depends on whether or not the students read *Fahrenheit 451* their sophomore year). After discussing and analyzing the text, students write on one of the topics below.

Possible topics for writing and discussion
- Compare Ford in *BNW* with the religions in *1984*
- Discuss the author’s use of allusions in *Fahrenheit 451*
- Could our society be heading in the direction of these futuristic societies?
- Compare Bernard and Lenina’s relationship with Winston Smith and Julia’s.
- Discuss the similarities between the Gamma / Epsilons in *BNW* with the *Proles* in *1984*.
- Why would the government of *1984* want no sexual relations while the government of *BNW* promotes sexual relations?
- What reaction do you have about the idea of Big Brother in *1984*?
- Many plays and novels use contrasting places (for example, two countries, two cities or towns, two houses, or the land and the sea) to represent opposed forces or ideas that are central to the meaning of the work. In *Brave New World* there are two such places. Write an essay explaining how the places differ, what each place represents, and how their contrast contributes to the meaning of the work. (1991 AP Lit and Comp Free Response Question)
- In *Kate Chopin’s* The Awakening (1899), protagonist Edna Pontellier is said to possess “that outward existence which conforms, the inward life which questions.” In *Brave New World* identify a character who conforms outwardly while questioning inwardly. Then write an essay in which you analyze how this tension between outward conformity and inward questioning contributes to the meaning of the work. Avoid mere plot summary. (2005 AP Lit and Comp Free Response Question)
- Discuss Huxley’s use of satire in *Brave New World*. What does Huxley satirize throughout the novel and what point is he trying to make?
- In some works of literature, a character who appears only briefly plays an important role in developing one or more themes of the work. Choose one such character from *Fahrenheit 451* or *1984* and, in a well-organized essay, discuss how that character’s appearance, though brief, serves to develop one or more of the themes of the novel. (1994 AP Lit and Comp Free Response Question)
- Timed writing—“The Unknown Citizen” by W.H. Auden poetry prompt on the 1972 AP Lit and Comp test.

**The Metamorphosis** (approximately one week)
Students read *The Metamorphosis* by Franz Kafka and also Kafka’s “Letter to his father”. Students also read “Gaston” by William Saroyan. After the students research Kafka’s life, the class discusses how Kafka’s life is reflected in his work, the psychological issue behind Gregor’s transformation and what Kafka is saying about contemporary society.
Writing Topics
- What similarities can be seen in the short story “Gaston” and *The Metamorphosis*
- Writing Prompt - In the Metamorphosis, Gregor transforms into a bug and the reader sees the world through his eyes. Your task is to do the same thing. Write an essay in which you become an animal. Once you decide on your animal, you must view the world through that animal’s eyes and make some sort of a social commentary.
- Explain the significance and meaning of the title. How does the title relate to the changes that the characters undergo throughout the novella?

Short Fiction (approximately four weeks)
Students study the short story focusing on the elements of fiction (theme, plot, setting, character, plot, dialogue, point of view, symbols, allegory, style and tone) Students carefully read the assigned stories and annotate the texts (since I handout copies of the stories we read). We then discuss the stories, either as a class or in groups. Students will write several informal and formal papers analyzing the stories. Some of the stories that are used in the unit include “Hills Like White Elephants” and “The Killers” by Ernest Hemingway, “Rocking Horse Winner” D.H. Lawrence, “Miss Brill” by Katherine Mansfield, “A Rose for Emily” William Faulkner, “The Lottery” Shirley Jackson, “Story of an Hour” Kate Chopin, “The Man Who Was Almost a Man” Richard Wright, “The Lesson” Toni Cade Bambara, “An Occurrence at Owl Creek Bridge” Ambrose Bierce, “To Build a Fire” Jack London, “Young Goodman Brown” Nathaniel Hawthorne.

Writing Expectations
- Students write each week during this unit on past AP prose prompts. Student examples and scoring guides are discussed.
- Students write papers analyzing the specific techniques the authors use.
- Students write creatively by retelling the story from another point of view or creating a prequel or sequel to the story.
- Students will write their own short story following the elements of fiction.
- Students revise formal essays (through peer editing and conferences with me) and self edit papers after reviewing the scoring rubric.

*The Heart of Darkness* (Three weeks)
Before students start reading *Heart of Darkness*, I have student research Joseph Conrad’s life, the Belgium Congo, King Leopold II of Belgium and the ivory trade among other subtopics. Students read and take notes on *Heart of Darkness* by Joseph Conrad. Although this is a relatively short novel, each page is packed with imagery, symbols, allusions, etc and we spend a good amount of class time discussing Conrad’s techniques. After discussing and analyzing the text, students write on one of the topics below.

Possible topics for writing and discussion:
- How is Conrad’s life reflected in the novella?
- What is Conrad’s attitude toward the ivory trade in Africa and how do we know?
- Was Conrad a racist? Find the proof.
- Discuss the frame narrative as an effective method of telling Marlow’s story.
- An over-riding theme in this book is the contrast and conflict between light and darkness. Write a well-organized essay in which you analyze both the literal and metaphoric uses of light and darkness. Avoid plot summary.
The allegory of a journey is an almost universal motif in literature. Write a well-organized essay discussing the nature of the journey and its significance to the title of the novel: *Heart of Darkness*

Many works of literature not readily identified with the mystery of detective story genre nonetheless involve the investigation of a mystery. In these works, the solution to the mystery may be less important than the knowledge gained in the process of its investigation. Write an essay in which you identify the mystery in *Heart of Darkness* and explain how the investigation illuminates the meaning of the work as a whole. Do not merely summarize the plot. (2000 AP Lit and Comp Free Response Question).

*Invisible Man* (approximately three weeks)
As students read *Invisible Man* by Ralph Ellison, we discuss the journey of the naïve narrator in his search for self-identity in a country filled with racism and stereotypes. We discuss Ellison’s use of motifs (blindness and invisibility) and symbols (Sambo doll, coin bank, and the Liberty Paints Plant). Students keep a double entry journal as they read so they can identify Ellison’s techniques, raise questions and respond to the text. Their journal entries will be the basis for class discussions. After discussing and analyzing the text, students write on one of the topics below.

Possible topics for writing and discussion:
- What makes Ellison’s narrator invisible? Is it just his skin color? What is the relationship between the invisibility and other people’s blindness?
- How does Ellison establish an atmosphere of paranoia? How is this appropriate for his subject matter?
- How does Ellison use musical devices (assonance, alliteration, rhythm) in the novel?
- The conflict created when the will of an individual opposes the will of the majority is the recurring theme of many novels, plays, and essays. In an essay, analyze the conflict in *Invisible Man* and discuss the moral and ethical implications for both the individual and the society. (1976 AP Lit and Comp Free Response Question)
- Writers often highlight the values of a culture or a society by using characters who are alienated from that culture or society because of gender, race, class, or creed. Ellison’s protagonist is one such character. In an essay, show how the protagonist’s alienation reveals the surrounding society’s assumptions or moral values. (1995 AP Lit and Comp Free Response Question)

**Writing Portfolio**
At the end of the school year, students publish their best works in a bound writing portfolio. Once again, students revise and rewrite their essays, timed writings and creative pieces from their senior year. Students also have to explain what they like about their essays (or disliked) and why they chose to place those essays in their portfolio. Students reflect on their writing and explain how they have grown as writer after revisiting work from their four years of high school. Usually, the portfolio contains about twenty writing samples, but can contain more.
7. **Special Circumstances:**
   n. Late or missing work- No late work will be accepted for major assignments when a due date is given weeks in advance. You always have the option to email me your assignments if you are absent on the day they are due.
   o. All typed essays must be submitted on time to Turnitin.com or no credit will be given.
   p. Plagiarism and cheating- Any student caught plagiarizing or cheating will receive an F for that assignment and will be referred to the office.
   q. Students will be expected to submit their typed essays and long forms to turnitin.com.

8. **Class Expectations – Level of Rigor:**
   To succeed in English 12AP students are expected to:
   dd. Complete all assignments in a timely manner
   ee. Seek help from the teacher when needed. I am available before school, at lunch and after school.
   ff. Communicate any special needs as they arise.
   gg. Be responsible for monitoring your grade.

9. **Materials Resources Provided:**
   bb. Glencoe literature-British Literature and other supplemental articles and novels.
   cc. English Handbook
   dd. Computers and printers are available in the library before school, during lunch and after school.
   ee. Internet Agreement
   ff. Access to turnitin.com

*(Effective 7/1/12)*

**Course:** ELD 2

**Teacher:** Ms. Mendez

**South Monterey County Joint Union High School District**

**ELD 2**

5. **Name and Contact Information:**
   Mrs. Laurie Mendez- Greenfield High School- 831-674-2751- lmendez@smcjushd.k12.ca.us

6. **Course Objectives; Based on the Common Core Standards:**
   Students will be able to:
   a. Learn basic skills in listening, speaking, reading and writing.
   b. Read and comprehend multiple genres (fiction and nonfiction).
   c. Write routinely over short time frames.
   d. Build academic language.
   e. Build language constructs and fluency.

7. **Course Description:**
This is a double-period intermediate course in second language acquisition, designed for students who are learning the English Language and need growth in conversational and academic language. It sets the foundations by teaching basic skills in listening, speaking, reading, writing, and pronunciation through the use of level-appropriate materials.

8. **CLASSROOM CODE OF CONDUCT: Behavioral expectations**

   a. **Expectations:** The student will adhere to all school rules and district policies as summarized in the Parent handbook.

   b. **Basic Classroom Rules:**
      1. Be On Time!! You must be in your seat and ready to work when the bell rings.
      2. Be Prepared. Bring required materials to class every day.
      3. Be Respectful. Show respect to everyone and everything.
      4. The Teacher dismisses the class; NOT THE BELL.
      5. Each student is allowed three restroom passes a semester. Ask at an appropriate time.
      6. No ELECTRONIC DEVICES OF ANY KIND during class. Please keep your phones, ipods, mp3 players, PSPs, etc in your backpack, purse, or pocket during class time. Teacher will confiscate devices and turn them in to administration.
      7. Food or drink is not allowed in class. If you have these items please put them in your bag or backpack.
      8. This is a NON-Judgmental Environment. Leave ALL biases at the door.

5. **GRADING SCALE:**

   Administrative Regulation (AR) 5121 (a)

   Grades for each grading period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Outstanding Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Above Average Achievement</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>Average Achievement</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>Below Average Achievement</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>Little or no Achievement</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>0-59%</td>
<td>Incomplete</td>
<td>0</td>
</tr>
</tbody>
</table>

   An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

   Parents have the ability to monitor student progress. See office for details.

   Board Policy 5121 (b)

   Effect of Absences on Grades:
If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.

Students will:
- Write sentences, paragraphs, and essays. Read selections from texts and articles. Students will learn grammar through the use of Daily Oral Language and grammar workbooks. Students will learn vocabulary and practice speaking on a daily basis.

Text: Edge, Level 2

All writing assignments will demonstrate knowledge of ELD standards and work towards the Common Core Language standards.

7. SPECIAL CIRCUMSTANCES:
   r. Late or missing work - No late work will be accepted.
   s. Plagiarism and cheating - Any student caught plagiarizing or cheating will receive an F for that assignment and will be referred to the office.

8. CLASS EXPECTATIONS – LEVEL OF RIGOR:
   To succeed in ELD students are expected to:
   hh. Complete all assignments in a timely manner
   ii. Seek help from the teacher when needed
   jj. Communicate any special needs as they arise
   kk. Be responsible for monitoring your grade
   ll. Practice speaking, listening to, reading and writing the English language

9. MATERIALS RESOURCES PROVIDED:
   gg. EDGE curriculum
   hh. English Handbook
   ii. Side by Side Curriculum
   jj. Computers and printers are available in the library before school, during lunch and after school.
   kk. Internet Agreement
II. Assigned novels
mm. CELDT preparation materials

(Effective 7/1/12)

COURSE: ELD 3
TEACHER: Ms. Villagomez

Course description: This class will focus on the development of reading, writing, oral communication, and state-level test taking skills. We will be focusing on weekly spelling/vocabulary lists, Daily Oral Language, journal writing, SSR, grammar, and improving reading and writing skills. Time will also be spent preparing for the CELDT (language exam).

Curriculum: This class will be utilizing Hampton-Brown’s Edge curriculum, additional resources will also be utilized.

Materials Required for Class: All materials should be brought to class daily.

1. Three-ring binder (at least 1” thick), hardcover, with dividers
2. Composition book for journal writing
3. Multiple pens (black and blue ink only), pencils, and plenty of paper
4. Poster paper and other materials may be required occasionally (students will be notified in advance)
5. Silent Reading books (Thursdays)
6. Each student will be provided with workbooks.

SSR (Silent Sustained Reading): Students will be required to participate in SSR. We will be doing 30 minutes of silent reading on Thursdays. Students are also expected to be reading independently at home on a daily basis. ***Homework points are awarded for bringing silent reading books to class as expected. We will also be doing a quarterly book report.

Grading Policy: Students grades will be based on classwork, homework, Read 180, Newsela, and tests.

Grading Scale: The following grading scale will be used:

A 90-100%   B 80-89%   C 70-79%   D 60-69%   F 59% or lower

Homework: Homework will not be as extensive in this course. This curriculum is intended to be completed mostly within classroom time. If homework is assigned, it is due at the beginning of
No late work will be accepted on homework assignments. NO EXCEPTIONS! This is an English Department requirement.

*Please ensure that the student is reading on a daily basis (about 20 minutes is recommended).

*Students with excused absences will be allowed to make up work missed, but the same restrictions will apply beginning from the date he/she returns to school (see above).

*Students with unexcused absences will NOT be allowed to make up any missed work.

Parents: It is your child’s responsibility to ask for the work he/she missed.

**Submitting Work:** All hand-written work must include the following in the upper right-hand corner, or it will not be accepted (student will receive 0 points). A paper with no name does not get scored.

*Student’s full name
*Date
*Period
*Assignment Title

**Requirements for Typed Assignments:**

*Double-spaced    *1” margins all the way around    *12 point font    *White paper only

*Times New Roman Font    *Name, Date, Period & Assignment Title (typed, in MLA format)

**Classroom Procedures/Rules:**

1. **Attendance**- students are to be seated when the bell rings (or they will be marked tardy). Every tardy equals a one-hour detention, as assigned by the office.

2. **Dismissal**- Students are dismissed by the teacher, not the bell.

3. **Starting Class**- Students are to be prepared for class with all materials.
4. **Seating**- Students are expected to sit in their assigned seats. Failure to adhere to this policy will be considered defiance, and will result in the appropriate disciplinary measure.

5. **Passes**- Students receive three passes per semester. Any additional passes taken will result in detention (No exceptions, unless a doctor’s note is provided in advance).

6. **Food and Drinks**- No food or drinks are allowed in the classroom. Exception: I generally allow students to drink water only from their own water bottles.

7. **Hats or Hoods**- Will not be tolerated in the classroom, and will be confiscated if worn.

8. **Cell phones/electronic devices**- Are never allowed to be visible or audible in the classroom. If the teacher finds them, they will be confiscated, and given to the office. If this becomes a habitual problem, items will not be returned until there is a parent/teacher/student conference. The teacher is not responsible for any lost or damaged items. It is the student’s responsibility to put these items away prior to entering the classroom. This is the first warning. I will occasionally allow students to use their earphones during independent work. Only one earphone is permitted and it cannot be loud enough to be audible to anyone else.

**The teacher may reduce up to 10 participation points daily for cell phone use.**

9. **Plagiarism**- Students are expected to submit their own, original work. Students will receive 0 points for copied or plagiarized assignments, along with a referral to the office with a request for a parent conference. The teacher will be verifying every essay to ensure the student is using his/her own words. No make-ups are allowed for plagiarized work.

**Teacher Availability and Parent/Student Contact:** Please feel free to contact me by phone at 674-2751 (ext. 1606). My e-mail is mvillagomez@smcjuhsd.org

---

**Course:** Long-Term ELD 12

**Teacher:** Ms. Mendoza

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

**LTEL 12**

1. **Name and Contact Information:**
   Mrs. Jessica Mendoza- Greenfield High School- 831-674-2751- jmendoza@smcjuhsd.org

2. **Course Objectives; Based on the Common Core Standards:**

   Students will be able to:
   a. Learn basic skills in listening, speaking, reading and writing.
   b. Read and comprehend multiple genres (fiction and nonfiction).
   c. Write routinely over short time frames.
   d. Build academic language.
   e. Build language constructs and fluency.
   f. Progress on the CELDT test
3. COURSE DESCRIPTION:

This is an intermediate/early advanced course in second language acquisition, designed for students who are English Language and need growth in conversational and academic language. It sets the foundations by teaching basic skills in listening, speaking, reading, writing, and pronunciation through the use of level-appropriate materials.

4. CLASSROOM CODE OF CONDUCT: Behavioral expectations
   a. Expectations: The student will adhere to all school rules and district policies as summarized in the Parent handbook.
   b. Basic Classroom Rules:
      1. Be On Time!! You must be in your seat and ready to work when the bell rings.
      2. Be Prepared. Bring required materials to class every day.
      3. Be Respectful. Show respect to everyone and everything.
      4. The Teacher dismisses the class; NOT THE BELL.
      5. Each student is allowed three restroom passes a semester. Ask at an appropriate time.
      6. No ELECTRONIC DEVICES OF ANY KIND during class. Please keep your phones, ipods, mp3 players, PSPs, etc in your backpack, purse, or pocket during class time. Teacher will confiscate devices and turn them in to administration.
      7. Food or drink is not allowed in class. If you have these items please put them in your bag or backpack.
      8. This is a NON-Judgmental Environment. Leave ALL biases at the door.

5. GRADING SCALE:

   Administrative Regulation (AR) 5121 (a)

   Grades for each grading period as follows:

   A (90-100%) Outstanding Achievement 4.0 grade points
   B (80-89%) Above Average Achievement 3.0 grade points
   C (70-79%) Average Achievement 2.0 grade points
   D (60-69%) Below Average Achievement 1.0 grade points
   F (0-59%) Little or no Achievement 0 grade points
   I Incomplete 0 grade points

   An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

   Parents have the ability to monitor student progress. See office for details.

   Board Policy 5121 (b)

   Effect of Absences on Grades:

   If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

   The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).

   Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.
6. **ASSESSMENTS/ASSIGNMENTS:** Currently planned, but subject to change based on the needs of the students.

**Students will:**
- Write sentences, paragraphs, and essays. Read selections from texts and articles. Students will learn grammar through the use of Daily Oral Language and grammar workbooks. Students will learn vocabulary and practice speaking on a daily basis.

**Text:** Edge, Level 4- Green

- All writing assignments will demonstrate knowledge of ELD standards and work towards the Common Core Language standards.

7. **SPECIAL CIRCUMSTANCES:**
   - **t.** Late or missing work- No late work will be accepted.
   - **u.** Plagiarism and cheating- Any student caught plagiarizing or cheating will receive an F for that assignment and will be referred to the office.

8. **CLASS EXPECTATIONS – LEVEL OF RIGOR:**
   - To succeed in ELD students are expected to:
     - **mm.** Complete all assignments in a timely manner
     - **nn.** Seek help from the teacher when needed
     - **oo.** Communicate any special needs as they arise
     - **pp.** Be responsible for monitoring your grade
     - **qq.** Practice speaking, listening to, reading and writing the English language

9. **MATERIALS RESOURCES PROVIDED:**
   - **nn.** EDGE curriculum
   - **oo.** English Handbook
   - **pp.** Computers and printers are available in the library before school, during lunch and after school.
   - **qq.** Internet Agreement
   - **rr.** Assigned novels

*(Effective 7/1/12)*

**Course:**  **ASB LEADERSHIP**  
**Teacher:**  **Ms. Allred-Cortes**  
**South Monterey County Joint Union High School District**  
**Leadership 2016-2017**

1. **NAME AND CONTACT INFORMATION:**
   - Mrs. Chrystene Allred-Cortes  
   - Greenfield High School  
   - 225 S. El Camino Real, Greenfield, CA 93927  
   - Work Phone: (831) 674-2751  
   - Fax: (831) 674-2646  
   - E-mail: callred@smcjuhsd.org or chrysiallred@yahoo.com (imessages)

2. **COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS:**
Students will be able to:
1. Develop and utilize communication skills
2. Foster knowledge of parliamentary procedures
3. Develop a sense of personal responsibility
4. Work effectively in groups
5. Encourage positive school climate
6. Develop and apply problem solving skills
7. Plan and implement school activities
8. Develop an appreciation for community through participation in service projects

3. COURSE DESCRIPTION:
Prerequisite: Jr./Sr., ASB officer, class/club officer, or teacher approval.
All non-ASB/class officers must submit an application for the class. The purpose of this class is to develop responsibility, initiative, creativity, leadership, and school pride. It develops productive student-faculty and school-community relationships. During the class, pupils will participate in or manage co-curricular affairs and aid in the internal administration of the school, furnishing a working example of government. Students will also learn fundamentals of leadership through a curriculum designed for the college-preparatory student. At least one term paper will be required.

4. CLASSROOM CODE OF CONDUCT: Behavioral expectations
   a. Expectations: The student will adhere to all school rules and district policies as summarized in the Parent handbook.
   b. Basic Classroom Rules:
      1. Be On Time!! You must be in your seat and ready to work when the bell rings.
      2. Be Prepared. Bring required materials to class every day.
      3. Be Respectful. Show respect to everyone and everything.
      4. The Teacher dismisses the class; NOT THE BELL.
      5. Each student is allowed four restroom passes a semester. Ask at an appropriate time.
      6. NO ELECTRONIC DEVICES OF ANY KIND during class. Please keep your phones, iPod, mp3 players, PSPs, etc. in your backpack, purse, or pocket during class time.
      7. Food or drink is not allowed in class. If you have these items please put them in your bag or backpack (bottled water is the exception)
      8. This is a Non-Judgmental Environment. Leave ALL biases at the door.

5. GRADING SCALE:

   Administrative Regulation (AR) 5121 (a)

   Grades for each grading period as follows:
   A  (90-100%)    Outstanding Achievement    4.0 grade points
   B  (80-89%)     Above Average Achievement  3.0 grade points
   C  (70-79%)     Average Achievement        2.0 grade points
   D  (60-69%)     Below Average Achievement  1.0 grade points
   F  (0-59%)      Little or no Achievement   0 grade points
   I  Incomplete   0 grade points

   An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.
Parents have the ability to monitor student progress. See office for details.

Board Policy 5121 (b)

Effect of Absences on Grades:

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.

Grades will be assigned based on the following:

20% Hours of Service to Student Council, Tests, Quizzes & Written Assignments:
Each student must perform 20 hours of work on student council jobs and/or errands (fliers, cleaning, fundraisers, blood drives etc.). These hours must be completed outside of class.
It is your responsibility to turn in weekly reports of your progress (due on Friday after each event) and discuss any discrepancies to an advisor within a 48-hour period. Written assignments will include but are not limited to topics of parliamentary procedure, knowledge of the student council constitution, self-evaluation, evaluation of projects and project ideas.

30% Spirit Week Participation/Daily Participation:
Leadership students are expected to lead by example. Dressing up and participating in spirit week activities is a must. Proper conduct is essential and will affect daily participation points.

50% Events & Committees:
Due to the nature of this organization, quarter grades may be significantly influenced by a single activity. Any changes to the evaluation system will be discussed and distributed to the class.

- To receive maximum points for out-of-class events you must be there at the assigned time and when role is taken at the end of the event.
- If you cannot attend an event due to another school event (game or concert), but you inform the advisor in writing 48 hours in advance, you may earn 50% of the total points for that event.
- If you fail to show up for an event without prior notice, double the value of the event will be deducted from your point total (this includes missing school due to school practice or rehearsal).

7. **Special Circumstances:**
   
   v. Plagiarism and cheating- Any student caught plagiarizing or cheating will receive an F for that assignment and will be referred to the office.

8. **Class Expectations – Level of Rigor:**
   
   Raising money is an integral part of membership in student council. At various times in the year, you will be asked to participate in different fundraisers. There will be a quota for the amount of fundraises with which you will be earning points for the Leadership class grade.

   If you decide not to participate in these fundraisers you must meet with an advisor within 48 hours of the assignment to arrange an alternative assignment (equal in point value).

   Only those participating in fundraising activities have the privilege of entering the event for free (i.e. Students helping to organize/decorate for the Valentine’s Dance will gain free admission. This policy does not apply to Prom.).

---

**Department: Mathematics**

**Course:** Math 1/Math 1 Honors

**Teacher(s):** Ms. Cisneros, Ms. Montoya, Mr. Perez, Mr. Barge

**South Monterey County Joint Union High School District**

**Math I / Math I Honors**

1. **Course Objectives:**
   
   Students will:
   
   1. extend their understanding of numerical manipulation to algebraic manipulation.
   2. synthesize their understanding of a function.
   3. deepen and extend their understanding of linear relationships.
   4. apply linear models to data that exhibit a linear trend.
   5. establish criteria for congruence based on rigid motions.
   6. apply the Pythagorean Theorem to the coordinate plane.
   7. organizing, multiplying, and arithmetic with matrices (Math I Honors)
   8. solving linear systems with matrices (Math I Honors)
   9. properties, determinant, and multiplicative inverse of matrices (Math I Honors)
   10. definition and operations with vectors (Math I Honors)
5. **Course Description:**
This course is designed to formalize and extend the mathematics that students learned in middle school. It is comprised of standards selected from the high school conceptual categories, which were meant to be addressed throughout the grades 9-12 instead of any single course. The scope of this course is limited to linear, exponential, absolute value, step, and piece-wise defined functions.

6. **Classroom Code of Conduct:**
   a. Students will adhere to all school rules and district policies as summarized in the Parent handbook.
   b. Students will respect their peers, the classroom rules, and the teacher.
   c. Students will not interfere with the learning of their peers.

7. **Grading Scale:**

   **Administrative Regulation (AR) 5121 (a)**
   Grades for each grading period as follows:
   
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%)</td>
<td>Below Average Achievement</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>(0-59%)</td>
<td>Little or no Achievement</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0</td>
</tr>
</tbody>
</table>

   *An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence.
   If not made up within six weeks, the Incomplete shall become an F.

   **Special Education: Any modification in the above grading will be documented in the student’s IEP with parental consent.

   *(For Advanced Placement courses only)*
   Because of the more rigorous nature of Advanced Placement, honors, and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:
   
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>5.0</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>3.0</td>
</tr>
</tbody>
</table>

   **Board Policy 5121 (b)**
   Effect of Absences on Grades:
   If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

   The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).

   Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused
absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

8. **ASSESSMENTS/ASSIGNMENTS:**
   a. 60% = Tests and Quizzes; 40% = Classwork, Homework, Portfolio, Other

9. **SPECIAL CIRCUMSTANCES:**
   w. Late or missing assignments will be accepted up to one week after the due date.
   x. Cheating on tests or quizzes will result in an F and students will not be allowed to retake.
   y. Instances of academic dishonesty will be reported to administration.

10. **CLASS EXPECTATIONS – LEVEL OF RIGOR:**
    a. Students are responsible for taking Cornell notes and keeping a notebook/portfolio specifically for math.
    b. Students are responsible for keeping tests and quizzes.
    c. Students are responsible for keeping notebook/portfolio organized with notes and assessments to help study for benchmark and final exams.
    d. Students are responsible for seeking help either during class or outside of class.

11. **MATERIALS RESOURCES PROVIDED:**
    a. Mathematics Vision Project (www.mathematicsvisionproject.org)

---

**Course: Math 2/Math 2 Honors**

**Teacher(s): Mr. Lopez, Ms. Barron, Mr. Perez**

South Monterey County Joint Union High School District

**Math II / Math II Honors**

1. **NAME AND CONTACT INFORMATION:**

2. **COURSE OBJECTIVES:**

   Students will:
   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.
   6. represent complex numbers on a complex plane (Math II Honors)
   7. solving systems of equations using inverse matrices (Math II Honors)
   8. build the understanding of a definition of a parabola (Math II Honors)
   9. develop the definition of a hyperbola (Math II Honors)

3. **COURSE DESCRIPTION:**

   This course is designed to extend the mathematics that students learned in Math I. Specifically, Math II will focus on quadratic expressions, equations, and functions. It will study the comparison of characteristics and behavior of linear and exponential relationships. It is comprised of standards
selected from the high school conceptual categories, which were meant to be addressed throughout the grades 9-12 instead of any single course. The scope of this course is limited to quadratic expressions and functions, absolute value functions, step functions, and piece-wise defined functions.

4. **CLASSROOM CODE OF CONDUCT:**
   a. Students will adhere to all school rules and district policies as summarized in the Parent handbook.
   b. Students will respect their peers, the classroom rules, and the teacher.
   c. Students will not interfere with the learning of their peers.

5. **GRADING SCALE:**

   **Administrative Regulation (AR) 5121 (a)**

   Grades for each grading period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>4.0 grade points</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>3.0 grade points</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>2.0 grade points</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%)</td>
<td>Below Average Achievement</td>
<td>1.0 grade points</td>
</tr>
<tr>
<td>F</td>
<td>(0-59%)</td>
<td>Little or no Achievement</td>
<td>0 grade points</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0 grade points</td>
</tr>
</tbody>
</table>

   *An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.*

   **Special Education:** *Any modification in the above grading will be documented in the student’s IEP with parental consent.*

   **(For Advanced Placement courses only)**

   Because of the more rigorous nature of Advanced Placement, honors, and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>5.0 grade points</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>4.0 grade points</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>3.0 grade points</td>
</tr>
</tbody>
</table>

**Board Policy 5121 (b)**

**Effect of Absences on Grades:**

If a student misses class **without** an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.
6. **ASSessments/Assignments:**
   b. 70% = Tests and Quizzes; 30% = Classwork, Homework, Portfolio, Other

7. **Special Circumstances:**
   z. Late or missing assignments will be accepted up to one week after the due date.
   aa. Cheating on tests or quizzes will result in an F and students will not be allowed to retake.
   bb. Instances of academic dishonesty will be reported to administration.

8. **Class Expectations – Level of Rigor:**
   e. Students are responsible for taking Cornell notes and keeping a notebook/portfolio specifically for math.
   f. Students are responsible for keeping tests and quizzes.
   g. Students are responsible for keeping notebook/portfolio organized with notes and assessments to help study for benchmark and final exams.
   h. Students are responsible for seeking help either during class or outside of class.

9. **Materials Resources Provided:**
   b. Mathematics Vision Project (www.mathematicsvisionproject.org)

---

**Course:** Math 3/Math 3 Honors

**Teacher(s):** Ms. Cisneros, Ms. Barron

**South Monterey County Joint Union High School District**

**Math III / Math III Honors**

1. **Name and Contact Information:**

2. **Course Objectives:**
   Students will:
   1. use methods from probability and statistics to draw inferences and conclusions from areas
   2. expand the understanding of functions to include polynomial, rational, and radical functions
   3. apply right triangle trigonometry to include general triangles
   4. consolidate functions and geometry to create models and solve contextual problems
   5. develop the understanding of and solve exponential and logarithmic functions
   6. develop the concept of e as an irrational number and the base e exponential function (Math III Honors)
   7. use the natural logarithm to solve growth and decay problems (Math III Honors)
   8. formalize work with polar coordinates and polar grids (Math III Honors)
   9. define the parametric curves and illustrate the relationship between input and output (Math III Honors)

3. **Course Description:**
   This course is designed to extend the mathematics that students learned in Math I and Math II. Specifically, Math III will focus on inverse functions, logarithmic and exponential functions, polynomial functions, rational functions, geometric modeling, trigonometric functions, and
probability & statistics. It is comprised of standards selected from the high school conceptual categories, which were meant to be addressed throughout the grades 9-12 instead of any single course. The scope of this course is not limited in standards as first two courses of the sequence.

4. **Classroom Code of Conduct:**
   a. Students will adhere to all school rules and district policies as summarized in the Parent handbook.
   b. Students will respect their peers, the classroom rules, and the teacher.
   c. Students will not interfere with the learning of their peers.

5. **Grading Scale:**

   **Administrative Regulation (AR) 5121 (a)**
   Grades for each grading period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%)</td>
<td>Below Average Achievement</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>(0-59%)</td>
<td>Little or no Achievement</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0</td>
</tr>
</tbody>
</table>

   *An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence.
   If not made up within six weeks, the Incomplete shall become an F.

   **Special Education:** Any modification in the above grading will be documented in the student’s IEP with parental consent.

   *(For Advanced Placement courses only)*
   Because of the more rigorous nature of Advanced Placement, honors, and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>5.0</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>3.0</td>
</tr>
</tbody>
</table>

   **Board Policy 5121 (b)**
   Effect of Absences on Grades:
   If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

   The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).

   Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.
6. **Assessments/Assignments:**
   c. 70% = Tests and Quizzes; 30% = Classwork, Homework, Portfolio, Other

7. **Special Circumstances:**
   cc. Late or missing assignments will be accepted up to one week after the due date.
   dd. Cheating on tests or quizzes will result in an F and students will not be allowed to retake.
   ee. Instances of academic dishonesty will be reported to administration.

8. **Class Expectations – Level of Rigor:**
   i. Students are responsible for taking Cornell notes and keeping a notebook/portfolio specifically for math.
   j. Students are responsible for keeping tests and quizzes.
   k. Students are responsible for keeping notebook/portfolio organized with notes and assessments to help study for benchmark and final exams.
   l. Students are responsible for seeking help either during class or outside of class.

9. **Materials Resources Provided:**
   c. Mathematics Vision Project (www.mathematicsvisionproject.org)

---

**Course: Common Core Math**

**Teacher(s): Ms. Montoya**

**South Monterey County Joint Union High School District**

**Common Core Math**

1. **Name and Contact Information:**

2. **Course Objectives:**
   Students will:
   1. extend their understanding of numerical manipulation to algebraic manipulation.
   2. synthesize their understanding of a function.
   3. deepen and extend their understanding of linear relationships.
   4. apply linear models to data that exhibit a linear trend.
   5. establish criteria for congruence based on rigid motions.
   6. apply the Pythagorean Theorem to the coordinate plane
   7. extend the laws of exponents to rational exponents.
   8. compare key characteristics of quadratic functions with those of linear and exponential functions.
   9. create and solve equations and inequalities involving linear, exponential, and quadratic expressions.
   10. extend work with probability.
   11. establish criteria for similarity of triangles based on dilations and proportional reasoning.
3. COURSE DESCRIPTION:

This course is designed to extend the mathematics that students learned in Math I. Specifically, Math II will focus on quadratic expressions, equations, and functions. It will study the comparison of characteristics and behavior of linear and exponential relationships. It is comprised of standards selected from the high school conceptual categories, which were meant to be addressed throughout the grades 9-12 instead of any single course. The scope of this course is limited to quadratic expressions and functions, absolute value functions, step functions, and piece-wise defined functions.

4. CLASSROOM CODE OF CONDUCT:
   a. Students will adhere to all school rules and district policies as summarized in the Parent handbook.
   b. Students will respect their peers, the classroom rules, and the teacher.
   c. Students will not interfere with the learning of their peers.

5. GRADING SCALE:

   Administrative Regulation (AR) 5121 (a)

   Grades for each grading period as follows:
   
<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>4.0 grade points</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>3.0 grade points</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>2.0 grade points</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%)</td>
<td>Below Average Achievement</td>
<td>1.0 grade points</td>
</tr>
<tr>
<td>F</td>
<td>(0-59%)</td>
<td>Little or no Achievement</td>
<td>0 grade points</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0 grade points</td>
</tr>
</tbody>
</table>

   *An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence.
   If not made up within six weeks, the Incomplete shall become an F.

   **Special Education: Any modification in the above grading will be documented in the student’s IEP with parental consent.

   (For Advanced Placement courses only)

   Because of the more rigorous nature of Advanced Placement, honors, and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:
   
<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>5.0 grade points</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>4.0 grade points</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>3.0 grade points</td>
</tr>
</tbody>
</table>

   Board Policy 5121 (b)

   Effect of Absences on Grades:
   If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

   The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).
Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. **Assessments/Assignments:**
   
d. 70% = Tests and Quizzes ; 30% = Classwork, Homework, Portfolio, Other

7. **Special Circumstances:**
   
   ff. Late or missing assignments will be accepted up to one week after the due date.
   
   gg. Cheating on tests or quizzes will result in an F and students will not be allowed to retake.
   
   hh. Instances of academic dishonesty will be reported to administration.

8. **Class Expectations – Level of Rigor:**
   
m. Students are responsible for taking Cornell notes and keeping a notebook/portfolio specifically for math.
   
n. Students are responsible for keeping tests and quizzes.
   
o. Students are responsible for keeping notebook/portfolio organized with notes and assessments to help study for benchmark and final exams.
   
p. Students are responsible for seeking help either during class or outside of class.

9. **Materials Resources Provided:**
   
d. Mathematics Vision Project  (www.mathematicsvisionproject.org)

**Course: AP Calculus**

**Teacher(s): Ms. Cisneros**

*SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
AP CALCULUS*

1. **Name and Contact Information:**

2. **Course Objectives:**

   The primary objective of this course is to prepare the students to score a 3 or better on the AP Calculus Exam. Students will be able to analyze functions and graphs; apply limits and continuity to functions; and apply differential and integral Calculus to a variety of problem situations. Technology will be used regularly by students to reinforce the relationship between multiple representations of functions, to confirm work, to implement experimentation, and to assist in interpreting results. Students will be able to express and solve problems geometrically, numerically, analytically, and verbally.

3. **Course Description:**

   This is a course designed for students who plan to major in mathematics, science, or engineering at a college or university. The course will provide each student with a thorough understanding of differential and integral Calculus as outlined by the College Board for Calculus AP. This course will weave together Arithmetic, Algebra, Geometry, Trigonometry, and problem solving as applied to the study of Calculus.
4. **CLASSROOM CODE OF CONDUCT:**
   a. Students will adhere to all school rules and district policies as summarized in the Parent handbook.
   b. Students will respect their peers, the classroom rules, and the teacher.
   c. Students will not interfere with the learning of their peers.

5. **GRADING SCALE:**

   **Administrative Regulation (AR) 5121 (a)**

   Grades for each grading period as follows:
   - A (90-100%) Outstanding Achievement 4.0 grade points
   - B (80-89%) Above Average Achievement 3.0 grade points
   - C (70-79%) Average Achievement 2.0 grade points
   - D (60-69%) Below Average Achievement 1.0 grade points
   - F (0-59%) Little or no Achievement 0 grade points
   - I Incomplete 0 grade points

   *An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence.
   If not made up within six weeks, the Incomplete shall become an F.

   **Special Education:** Any modification in the above grading will be documented in the student’s IEP with parental consent.

   **(For Advanced Placement courses only)**

   Because of the more rigorous nature of Advanced Placement, honors, and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:
   - A (90-100%) Outstanding Achievement 5.0 grade points
   - B (80-89%) Above Average Achievement 4.0 grade points
   - C (70-79%) Average Achievement 3.0 grade points

   **Board Policy 5121 (b)**

   Effect of Absences on Grades:
   If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

   The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).

   Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. **ASSESSMENTS/ASSIGNMENTS:**
   e. 70% = Tests and Quizzes; 30% = Classwork, Homework, Portfolio, Other
7. **Special Circumstances:**
   - Late or missing assignments will be accepted up one week after the due date.
   - Cheating on tests or quizzes will result in an F and students will not be allowed to retake.
   - Instances of academic dishonesty will be reported to administration.

8. **Class Expectations – Level of Rigor:**
   - Students are responsible for taking Cornell notes and keeping a notebook/portfolio specifically for math.
   - Students are responsible for keeping tests and quizzes.
   - Students are responsible for keeping notebook/portfolio organized with notes and assessments to help study for benchmark and final exams.
   - Students are responsible for asking for help either during class or outside of class.

9. **Materials Resources Provided:**

---

**Course: Statistics**

**Teacher(s): Mr. Lopez**

**South Monterey County Joint Union High School District**

**Statistics**

1. **Name and Contact Information:**

2. **Course Objectives:**
   - Students will:
     1. graph one-variable data distributions
     2. summarize and compare distributions of one-variable data
     3. explore two-variable and categorical data
     4. study methods of data collection
     5. plan and conduct both surveys and experiments
     6. study the generalizability of results
     7. probability
     8. combining independent random variables
     9. normal distribution
     10. sampling distributions
     11. estimation
     12. tests of significance

3. **Course Description:**
   A study of central tendency, dispersion and position of data, graphics, sampling & frequency distributions, discrete and continuous probability distributions, expected values, Central Limit Theorem, statistical inferences, confidence intervals, hypothesis testing, t-tests, Chi-Square tests, linear correlation and regression analysis. Use of technology, including graphing calculator and computers, will be integrated and encouraged in class. This course is primarily for students in business, social sciences, education and humanities, and STEM majors.
4. **Classroom Code of Conduct:**
   a. Students will adhere to all school rules and district policies as summarized in the Parent handbook.
   b. Students will respect their peers, the classroom rules, and the teacher.
   c. Students will not interfere with the learning of their peers.

5. **Grading Scale:**
   
   **Administrative Regulation (AR) 5121 (a)**
   Grades for each grading period as follows:
   
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Outstanding Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Above Average Achievement</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>Average Achievement</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>Below Average Achievement</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>Little or no Achievement</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0</td>
</tr>
</tbody>
</table>

   *An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence.
   If not made up within six weeks, the Incomplete shall become an F.*
   
   **Special Education: Any modification in the above grading will be documented in the student’s IEP with parental consent.
   
   *(For Advanced Placement courses only)*
   
   Because of the more rigorous nature of Advanced Placement, honors, and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:
   
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Outstanding Achievement</td>
<td>5.0</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Above Average Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>Average Achievement</td>
<td>3.0</td>
</tr>
</tbody>
</table>

   **Board Policy 5121 (b)**
   
   Effect of Absences on Grades:
   
   If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.
   The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).
   
   Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. **Assessments/Assignments:**
   
   f. 70% = Tests and Quizzes; 30% = Classwork, Homework, Portfolio, Other
7. **Special Circumstances:**
   - II. Late or missing assignments will be accepted up to one week after the due date.
   - mm. Cheating on tests or quizzes will result in an F and students will not be allowed to retake.
   - nn. Instances of academic dishonesty will be reported to administration.

8. **Class Expectations – Level of Rigor:**
   - u. Students are responsible for taking Cornell notes and keeping a notebook/portfolio specifically for math.
   - v. Students are responsible for keeping tests and quizzes.
   - w. Students are responsible for keeping notebook/portfolio organized with notes and assessments to help study for benchmark and final exams.
   - x. Students are responsible for seeking help either during class or outside of class.

9. **Materials Resources Provided:**
   - e. Mathematics Vision Project (www.mathematicsvisionproject.org)

---

**Department: Science**

**Course:** Earth Science

**Teacher(s):** Ms. Terry — tterry@smcjuhsd.org

Instructor: Teresa Terry

Room: 105

Email: tterry@smcjuhsd.org

**Course Description:** Earth Science is a study of the earth, its formation and geologic and atmospheric processes, and the planetary and star systems.

**Textbook:** Earth Science, Spaulding, Namowitz. 2005

**Supplies Needed:**

- Colored Pencils
- 8 ½ x 11 inch notebook paper

**Attendance:**

- Students who request make-up work the day they return from an excused absence, school activity, or off-campus suspension shall be allowed to complete any tests or assignments missed that can be reasonably made up. If necessary, the teacher may assign reasonably equivalent alternative assignments for make-up. Upon satisfactory completion of make-up, full credit shall be granted for work. (Ed Code 48205, BP 6154a)
Evaluation:

- Exams and Quizzes: 40% of the final grade
- Class work: 40% (Unfinished class work is homework.)
- Attendance and Participation: 20%
- You will have frequent assignments involving course material.
- Announced and unannounced quizzes will be given on an irregular basis.
- All exams, laboratories, and homework must be completed in order to complete this course.
- Course grades will be assigned as follows:

  A: 90% - 100%  B: 80% - 89.5%  C: 70% - 79.5%
  D: 55% - 69.5%  F: Below 55%

Class Rules:

1. No talking when teacher is talking.
2. Be respectful.
3. Follow directions.
4. Follow classroom procedures.

Discipline Procedures:

- #1 Verbal Warning
- #2 REFOCUS + conference with student
- #3 REFOCUS + call home
- #4 Sent to office + call home
- #5 Sent to office + parent conference
- (Continual disrespect and disruption will be sent directly to the office.)

Course: Biology
Teacher: Mr. Radcliff

South Monterey County Joint Union High School District

Biology

1. Course Objectives; Based on the Common Core Standards: Biology is an introductory laboratory class that will cover the Life Science Standards as adopted by the
California Department of Education. Each student has been given a copy of the standards and they are posted in the classroom.

2. **COURSE DESCRIPTION:** Prerequisites: 9th grade reading level or above. 11th and 12th graders with counselor approval. A grade of A or B in Life/Earth Science in the second semester. Meets SMCJUSHD graduation requirements for Life Science and the CSU/UC entrance requirement (“D”) as an elective. This is the first course in the science curriculum for college prep students. This course emphasizes the study of cells, ecology, patterns of inheritance, evolution, and physiology.

3. **CLASSROOM CODE OF CONDUCT:**

The student will adhere to all school rules and district policies as summarized in the Parent handbook.

4. **Grading**

Grades for each grading period as follows:
- A (90-100%) Outstanding Achievement 4.0 grade points
- B (80-89%) Above Average Achievement 3.0 grade points
- C (70-79%) Average Achievement 2.0 grade points
- D (60-69%) Below Average Achievement 1.0 grade points
- F (0-59%) Little or no Achievement 0 grade points
- I Incomplete 0 grade points

An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

**Special Education:** Any modification in the above grading will be documented in the student’s IEP with parental consent.

Board Policy 5121 (b)

**Effect of Absences on Grades:**

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class (es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

5. **ASSESSMENTS/ASSIGNMENTS:** Currently planned, but subject to change based on the needs of the students. The overall grade will be based on classwork, labwork, homework, and quizzes. The quizzes will not exceed 50% of the overall grade.

6. **SPECIAL CIRCUMSTANCES:**

a. Late or missing work-accepted one day late for half credit and for zero credit after one day. If the work is missed due to absences the student will have the number of days missed to turn in the work.

b. Plagiarism and cheating will result in a zero for the assignment and a referral to the discipline office.
7. **CLASS EXPECTATIONS:** Students are expected to spend at least 15 minutes each school night studying the topics covered in class. In the days leading up to an exam the time required will probably exceed 15 minutes per day. I am available most days before school and most days during lunch. The student needs to communicate their need for help and I will work with them on an appointment time for extra help.

8. **MATERIALS RESOURCES PROVIDED:**

*Biology* published by Holt

---

**Course:** Biology  
**Teacher:** Mr. Farrell

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT  

**BIOLGY**

1. **COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS:** Biology is an introductory laboratory class that will cover the Next Generation Science Standards as adopted by the California Department of Education.

2. **COURSE DESCRIPTION:** Prerequisites: 9th grade reading level or above. 11th and 12th graders with counselor approval. A grade of A or B in Life/Earth Science in the second semester. Meets SMCJUHSD graduation requirements for Life Science and the CSU/UC entrance requirement (“D”) as an elective. This is the first course in the science curriculum for college prep students. This course emphasizes the study of cells, ecology, patterns of inheritance, evolution, and physiology.

3. **CLASSROOM CODE OF CONDUCT:**  
The student will adhere to all school rules and district policies as summarized in the Parent handbook and Classroom Expectations by Mr. Farrell.

4. **Consequences to bad behavior:** (These will be modified as the year progresses)

   - #1 Verbal Warning
   - #2 1 minute after school
   - #3 5 minutes after school
   - #4 10 minutes after school and a referral will be filled out, but not sent yet.
     - No Shows, will be assigned after school detention with the office for an hour.
   - #5 Sent to office with referral and request a parent conference.
• (Continual disrespect and disruption will be sent directly to the office.)

5. Grading

Grades for each grading period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>4.0 grade points</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>3.0 grade points</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>2.0 grade points</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%)</td>
<td>Below Average Achievement</td>
<td>1.0 grade points</td>
</tr>
<tr>
<td>F</td>
<td>(0-59%)</td>
<td>Little or no Achievement</td>
<td>0 grade points</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0 grade points</td>
</tr>
</tbody>
</table>

An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Special Education: Any modification in the above grading will be documented in the student’s IEP with parental consent.

Board Policy 5121 (b)

Effect of Absences on Grades:

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class (es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. Assessments/Assignments: Currently planned, but subject to change based on the needs of the students. The overall grade will be based on classwork, lab work, homework, and Tests/quizzes. The Tests/quizzes will not exceed 50% of the overall grade.

7. Special Circumstances:

oo. Late or missing work-accepted one day late for 75% credit and for 55% credit after one day. If the work is missed due to absences the student will have the number of days missed to turn in the work.

pp. Plagiarism and cheating will result in a zero for the assignment and a referral to the discipline office.
8. **CLASS EXPECTATIONS:** Students are expected to spend at least 15 minutes each school night studying the topics covered in class. In the days leading up to an exam the time required will probably exceed 15 minutes per day. I am available most days before school and most days during lunch. The student needs to communicate their need for help and I will work with them on an appointment time for extra help.

9. **MATERIALS RESOURCES PROVIDED:**
   
   *Biology* published by Holt - this book must be at home to access for assignments.

10. **Materials Needed:** Color pencils, 4 glue sticks (I keep 2 of them for them), college ruled composition book, paper, simple calculator – no phones, a folder to keep work in.

---

**Course:** Chemistry  
**Teacher(s):** Ms. Terry  
Instructor: Teresa Terry  
Room: 105  
Email: tterry@smcjuhsd.org  

**Course Description:** Chemistry is an academic science course with extensive laboratory experimentation. Course of study includes structure and behavior of atoms and molecules, laws of matter and organic chemistry.


**Supplies Needed:**

- Notebook – 9” x 11” Spiral 3 subject notebook  
- Calculator with scientific functions (+, -, x, div, log)  
- Glue Sticks  
- Colored Pencils

**Attendance:**

- Students who request make-up work the day they return from an excused absence, school activity, or off-campus suspension shall be allowed to complete any tests or assignments missed that can be reasonably made up. If necessary, the teacher may assign reasonably equivalent alternative assignments for make-up. Upon satisfactory completion of make-up, full credit shall be granted for work. (Ed Code 48205, BP 6154a)
Evaluation:

- Exams: 40% of the final grade
- Laboratory Work: 40% based on lab work, reports, lab questions and quizzes.
- 20% of the final grade will be based on homework and quizzes.
- You will have frequent assignments involving course material.
- Announced and unannounced quizzes will be given on an irregular basis.
- All exams, laboratories, and homework must be completed in order to complete this course.
- Course grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89.5%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79.5%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69.5%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

Course: Physics

Teacher: Mr. Barge

Dear Parent/Guardian,

Hello! My name is Mr. Barge and I will be your students Physics teacher at Greenfield High School. I am excited to be here and I am committed to helping your student succeed. For the 2015-2016 school years I will be teaching from the Next Generation Science Standards (NGSS). If you have any questions or comments, please do not hesitate to email me at bbarge@smcjuhsd.org. I am looking forward to a great year!

Course Description:

This course will count toward one year of physical science required for graduation from high school. It also meets the standards for entry into the California State or the University of California systems. You need at least two years of laboratory science (i.e. chemistry, physics or biology) for these college systems.

Topics for the course include objects in motion, forces, conservation of matter, astronomy, Newtons Laws, vectors, gravitational forces, calculating velocity, speed, and acceleration as outlined in the NGSS (see http://www.nextgenscience.org/next-generation-science-standards).

I hold myself and my students to high standards. Please take a moment to review the following classroom rules with your child, sign the last page, and return to school as soon as possible:

Required Text: Physics, Principles and Problems by Paul Zitzewitz, Third Edition
**Required Items:** Folder for notes and handouts, note paper, scientific calculator, pencils, eraser, cranium full of brains, etc.

**Expectations:** The instructor assumes that you are mature, motivated, and willing to broaden your understanding of the physical world; that you are curious, objective, and interested in new ideas; and above all, that you are ready, willing, and able to work and study every day. This course is demanding; successful completion requires full determination and dedication from beginning to end.

Your work in this course can be likened to the flight of an airplane. If you cruise at altitude (study regularly), the amount of work required is reasonable; if you are constantly landing and taking off (periodically cramming), it requires more fuel and the odds of a crash (failure) increase.

**Classroom Rules:**

1. **No talking when the teacher is talking.**

2. Be polite and respectful to the teacher, yourself, and your classmates.

3. Come to class prepared and on time.

4. **ALL RULES and REGULATIONS outlined the STUDENT HANDBOOK apply.**

5. Follow directions & classroom procedures. All class work and home work is due on Fridays each week. Food, drink, gum, and swearing are NOT ALLOWED in my class.

**Discipline Procedures**

*Each student is given 2 verbal warnings. Students who are disrespectful or continuously disruptive will be sent immediately to the office.

**Students must follow all lab safety rules and procedures.**

1. Verbal Warning #1

2. Verbal Warning #2: I will have a conference with student after class.

3. Detention and/or phone call home to parent.

4. Sent to the office with a referral and phone call to parent.

5. Suspension and parent conference.
Grading

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>59 &amp; Below</td>
<td>F</td>
</tr>
</tbody>
</table>

Tests = 35%

Quizzes = 10%

Class Work/Homework = 45% (Unfinished class work is homework).

Participation = 10%

*Special projects may be assigned and given point values from time to time. These items include but are not limited to written reports, worksheets, projects, etc.

- Absences: When a student shows proof of an excused absence from the attendance office, it is his/her responsibility to ask for makeup work or missed assignment on the day he/she returns to class. The student will have as many days as he/she was absent to submit makeup work. (For example, if a student was absent two days, he/she would have two days to turn in assignments).
- Late work: If there are extenuating circumstances preventing a student from submitting an assignment on time, the student must speak privately with the teacher to explain the circumstances surrounding a late assignment beforehand. The teacher will discuss private issues with students on a one-to-one basis only. Otherwise, no late assignment will be accepted.
- Plagiarism and cheating will result in a zero for the assignment and a referral to the discipline office.

Thank you for your cooperation. If you have any questions or concerns, please email me at bbarge@smcjuhsd.org or call (831) 674-2751. Thank you.

**Course:** Intro. to Engineering Design (IED)

**Teacher:** Mr. Barge

Dear Parent/Guardian,

Hello! My name is Mr. Barge and I will be your students Introduction to Engineering Design (IED) teacher at Greenfield High School. I am excited to be here and I am committed to helping your student succeed. If you have any questions or comments, please do not hesitate to email me at bbarge@smcjuhsd.org. I am looking forward to a great year!
**COURSE OBJECTIVES:**

Students will:

1. Apply the Design Process
2. Create technical sketches and drawings
3. Create engineering documentation and demonstrate drawing standards
4. Demonstrate proper measurement and statistical analysis
5. Use applied geometry
6. Create 3D CAD solid models
7. Complete and reverse engineering project
8. Design a product based on a client’s wants
9. Participate in a virtual design challenge
10. Demonstrate presentation design and delivery

**Course Description:**

Introduction to Engineering Design (IED) is a high school level course that is appropriate for 9th or 10th grade students who are interested in design and engineering or another technical career. The major focus of the IED course is to expose students to a design process, professional communication and collaboration methods, design ethics, and technical documentation. IED gives students the opportunity to develop skills in research and analysis, teamwork, technical writing, engineering graphics, and problem solving through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB-learning challenges students to continually hone their interpersonal skills and creative abilities while applying math, science, and technology knowledge learned in other courses to solve engineering design problems and communicate their solutions. IED also allows students to develop strategies to enable and direct their own learning, an ultimate goal of education. Introduction to Engineering Design is one of the foundation courses in the Project Lead The Way, Pathway to Engineering high school pre-engineering program. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

**Required Items:** Folder for notes and handouts, note paper, scientific calculator, pencils, eraser, cranium full of brains, etc.

**Expectations:** The instructor assumes that you are mature, motivated, and willing to broaden your understanding of the physical world; that you are curious, objective, and interested in new ideas; and above all, that you are ready, willing, and able to work and study every day. This course is demanding; successful completion requires full determination and dedication from beginning to end.

Your work in this course can be likened to the flight of an airplane. If you cruise at altitude (study regularly), the amount of work required is reasonable; if you are constantly landing and taking off (periodically cramming), it requires more fuel and the odds of a crash (failure) increase.
Classroom Rules:

1. **No talking when the teacher is talking.**
2. Be polite and respectful to the teacher, yourself, and your classmates.
3. Come to class prepared and on time.
4. ALL RULES and REGULATIONS outlined the STUDENT HANDBOOK apply.
5. Follow directions & classroom procedures. All class work and home work is due on Fridays each week. Food, drink, gum, and swearing are NOT ALLOWED in my class.

**Discipline Procedures**

*Each student is given 2 verbal warnings. Students who are disrespectful or continuously disruptive will be sent immediately to the office. **Students must follow all lab safety rules and procedures.***

1. Verbal Warning #1
2. Verbal Warning #2: I will have a conference with student after class.
3. Detention and/or phone call home to parent.
4. Sent to the office with a referral and phone call to parent.
5. Suspension and parent conference.

**Grading**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>4.0 grade points</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>3.0 grade points</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>2.0 grade points</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%)</td>
<td>Below Average Achievement</td>
<td>1.0 grade points</td>
</tr>
<tr>
<td>F</td>
<td>(0-59%)</td>
<td>Little or no Achievement</td>
<td>0 grade points</td>
</tr>
</tbody>
</table>

Tests = 50%
Quizzes = 10%
Class Work/Homework = 30% (Unfinished class work is homework).
Participation = 10%

*Special projects may be assigned and given point values from time to time. These items include but are not limited to written reports, worksheets, projects, etc.*
Absences: When a student shows proof of an excused absence from the attendance office, it is his/her responsibility to ask for makeup work or missed assignment on the day he/she returns to class. The student will have as many days as he/she was absent to submit make up work. (For example, if a student was absent two days, he/she would have two days to turn in assignments).

Late work: If there are extenuating circumstances preventing a student from submitting an assignment on time, the student must speak privately with the teacher to explain the circumstances surrounding a late assignment beforehand. The teacher will discuss private issues with students on a one-to-one basis only. Otherwise, no late assignment will be accepted.

Plagiarism and cheating will result in a zero for the assignment and a referral to the discipline office.

CLASS EXPECTATIONS – LEVEL OF RIGOR:

a. Students are responsible for taking Cornell notes and keeping a notebook/portfolio specifically for math.
b. Students are responsible for keeping tests and quizzes.
c. Students are responsible for keeping notebook/portfolio organized with notes and assessments to help study benchmark and final exams.
d. Students are responsible for seeking help either during class or outside of class.

Thank you for your cooperation. If you have any questions or concerns, please email me at bbarge@smcjuhsd.org or call (831) 674-2751. Thank you.

Course: Principles of Engineering (POE)
Teacher: Mr. Barge

Dear Parent/Guardian,

Hello! My name is Mr. Barge and I will be your students Principles of Engineering teacher at Greenfield High School. I am excited to be here and I am committed to helping your student succeed. For the 2015-2016 school years I will be teaching from the Next Generation Science Standards (NGSS). If you have any questions or comments, please do not hesitate to email me at bbarge@smcjuhsd.org. I am looking forward to a great year!

Course Description:

Principles of Engineering is the second course within the Project Lead the Way Engineering Curriculum, and is designed to follow Introduction to Engineering Design. This course prepares students for college majors in engineering or engineering technology fields. The course is designed for students desiring a solid background in engineering and technology. The program offers students project-based learning
opportunities, and complements college preparatory math and science courses. Course content encompasses energy, power, materials and structures, control systems, statistics and kinematics.

I hold myself and my students to high standards. Please take a moment to review the following classroom rules with your child, sign the last page, and return to school as soon as possible:

**Required Items:** Folder for notes and handouts, note paper, scientific calculator, pencils, eraser, cranium full of brains, etc.

**Expectations:** The instructor assumes that you are mature, motivated, and willing to broaden your understanding of the physical world; that you are curious, objective, and interested in new ideas; and above all, that you are ready, willing, and able to work and study every day. This course is demanding; successful completion requires full determination and dedication from beginning to end.

Your work in this course can be likened to the flight of an airplane. If you cruise at altitude (study regularly), the amount of work required is reasonable; if you are constantly landing and taking off (periodically cramming), it requires more fuel and the odds of a crash (failure) increase.

**Classroom Rules:**

1. Develop an understanding of the characteristics and scope of technology. Develop an understanding of the role of society in the development and use of technology.
2. Develop an understanding of the attributes of design.
3. Develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
4. Science and technology in local, national, and global challenges.
5. Represent and analyze mathematical situations and structures using algebraic symbols.
6. Use visualization, spatial reasoning, and geometric modeling to solve problems.
7. Understand measurable attributes of objects and the units, systems, and processes of measurement.
8. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.
9. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.

**Discipline Procedures**

*Each student is given 2 verbal warnings. Students who are disrespectful or continuously disruptive will be sent immediately to the office.

**Students must follow all lab safety rules and procedures.**
1. Verbal Warning #1
2. Verbal Warning #2: I will have a conference with student after class.
3. Detention and/or phone call home to parent.
4. Sent to the office with a referral and phone call to parent.
5. Suspension and parent conference.

**Grading**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>89-100%</td>
<td>A</td>
</tr>
<tr>
<td>79-88%</td>
<td>B</td>
</tr>
<tr>
<td>69-78%</td>
<td>C</td>
</tr>
<tr>
<td>59-68%</td>
<td>D</td>
</tr>
<tr>
<td>58 &amp; Below</td>
<td>F</td>
</tr>
</tbody>
</table>

Tests = 35%

Quizzes = 10%

Class Work/Homework = 45% (Unfinished class work is homework).

Participation = 10%

*Special projects may be assigned and given point values from time to time. These items include but are not limited to written reports, worksheets, projects, etc.

- Absences: When a student shows proof of an excused absence from the attendance office, it is his/her responsibility to ask for makeup work or missed assignment on the day he/she returns to class. The student will have as many days as he/she was absent to submit make up work. (For example, if a student was absent two days, he/she would have two days to turn in assignments).
- Late work: If there are extenuating circumstances preventing a student from submitting an assignment on time, the student must speak privately with the teacher to explain the circumstances surrounding a late assignment beforehand. The teacher will discuss private issues with students on a one-to-one basis only. Otherwise, no late assignment will be accepted.
- Plagiarism and cheating will result in a zero for the assignment and a referral to the discipline office.

Thank you for your cooperation. If you have any questions or concerns, please email me at bbarge@smcjuhsd.org or call (831) 674-2751. Thank you.
Department: History/Social Studies

Courses:

- United States History
- AP United States History
- Documents in American History

Teacher: Mrs. Schierer – pschierer@smcjuhsd.org

Bruins House Rules

Be Prompt
Be Prepared
Be Polite
Be Productive
Be Positive

Class Rules

1. Respect yourself and others. Keep a positive attitude and contribute when appropriate. Do not put others down. Attitudes are contagious and I only want positive attitudes in this class. A good attitude equals success. A poor attitude equals failure.

2. Be prepared for class everyday by being in your seat before the bell rings. Have your notebook out and be ready for class. All materials need to be ready before the bell rings. This means have paper out, pen or pencil ready to go. A student should not have to get out of his or her seat to sharpen his or her pencil after the bell. If you are searching for something to write with and getting your binder out of your book bag after the bell that means you are not ready and will be marked tardy.

3. No late work will be accepted unless prior arrangements are made. Assignments are due on the date assigned. No exception.

4. Homework will be collected on the due date and is due by the end of the school day. (2:59)

5. No plagiarism or cheating allowed. The only person you are hurting by copying is yourself. If you cheat you will receive an F for that assignment and a referral to the office with a request for a parent conference.

6. NO FOOD, DRINK OR GUM allowed in the classroom. The school policy is no eating in the classroom so all food, drink and gum is not allowed. All food and drinks will be stored in your backpack or at least out of sight. If the teacher sees the food or drink the teacher reserves the right to take the food and throw it away. Unfortunately, a few people do not know how to dispose of their gum properly so gum is prohibited at school. If I see you with gum I will ask you to throw the gum away.

7. No electronic devices allowed during class discussions, lectures, activities or work time. I will take your phone if I see it. First time I will return with a warning, second time I will give it to the Dean of Students or the Vice Principal and the third time I will call home and give the phone to the Principal.

8. Bathroom passes will be given out only for emergency. But remember any time out of class is time wasted.

9. No swearing is allowed in the classroom. An individual class policy to curve swearing will be used if the instructor sees needed. If swearing becomes a problem even after an individual class policy is used, then a conference with the principal will be called. Individuals who continue to swear will have an individual conference with parents, principal and the teacher.
### Course: World History

**Teacher:** Mr. Sanchez

dsanchez@smcjuhsd.org

- **Course Description**
  Democracy is something that we all enjoy and take little time to understand where and how it originated. Throughout this term we will look outside our national boundaries to discover the foundations of democracy. Together we will explore the people and the history of different countries that will experience events that will change the world. The class activities that we will participate in include: discussion, simulation games, writing, individual research, and cooperative group projects.

- **Course Goals**
  - Demonstrate and strengthen your ability to write formal essays/research papers
  - Strengthen your note-taking skills.
  - Compare/contrast/synthesize and analyze information.
  - Exercise critical thinking and communication skills in formal and informal discussions.

- **Expectations**
  You are a member of a community of learners. For any community to thrive, certain concepts must be embraced. In our community, I expect the following general behavior of everyone.

  **RESPECT:** All students will respect themselves, their community members and their learning environment.

  **READINESS:** All students must attend class everyday and ready to actively participate in daily activities.

  **RESPONSIBILITY:** All students must accept responsibility for themselves and their actions.
• **Consequences**  
Consequences are determined by the degree of the offense. Generally this is how I work:

<table>
<thead>
<tr>
<th>Offense</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Verbal Warning</td>
</tr>
<tr>
<td>2nd</td>
<td>Essay/ Detention</td>
</tr>
<tr>
<td>3rd</td>
<td>Administration</td>
</tr>
</tbody>
</table>

• **Required Texts**  
- McDougal Littell: Modern World History

• **Required Supplies**  
- 1 subject notebook spiral w/ holes (college ruled)
- Black and/or dark blue ink pens and pencils

• **Types of Assignments**  
- Daily warm-ups
- Analyzing primary/ secondary sources
- Essays
- Presentations (group/ individual)
- Cornell notes/ notebook

• **General Grading**  
- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- 0-59% = F

• **Attendance Policy**  
It is important to attend class and participate in class discussions and activities. Please make sure you follow the district attendance policy. If you missed a day it is your responsibility to see me for make-up assignments.

• **Tardy Policy**  
If you are not in your seat when the bell rings you are and will be marked late.

• **Cell Phones**  
Cellphones are not allowed to be used during class unless the teacher says so. First offense is a warning. Second offense I take it. Third offense I give it to the administration.

• **Assignment/Make Up Policy**  
If you are absent it is your responsibility to see the absent box and complete assignment. You have one week to make up work.
Plagiarism/Cheating
Cheating, copying and plagiarism are serious acts of academic dishonesty that are not tolerated. Cheating will result in an immediate zero for the assignment for any student involved. This includes copying homework, taking information from the Internet without citation, or copying on an exam.

Changes to this syllabus may occur as I individualize instruction and procedures.

Course: World History
Teacher: Mr. Cohn

Instructor: Gary Cohn
Telephone: (909) 230-1350
Email: gcohn@smcuhsd.org
Room 608
Text: Modern World History, Patterns of Interaction

“Everybody Participates, Everybody Learns”

This class is about you. We all have a unique story that includes our triumphs and failures, our difficult decisions, our ideas of how the world should work, and our quest for greatness. We are all part of World History, and in this class we will study how we got here. Our classroom will have a safe, positive learning environment where all students cooperate freely with each other to be able to assure academic success. To achieve success all students must be active participants in the academic process. Parental involvement in the educational process is welcomed and strongly encouraged.

Course Description:
This course is Modern World History spanning from the Greek, Roman and European foundations of government, through the French Revolution, the Mexican Revolution, the Russian Revolution, Industrialism and Imperialism, the World Wars and the Holocaust, the Cold War and ending with an examination of various modern world and regional problems. The students will develop their historical thinking skills and their historical understanding as we explore this period of history through social, political, economic, cultural and technological perspectives.

Course Objective:
The majority of the work in this class is performed in a small group environment. You must learn to work together, collaboratively, with your peers to be successful. Students will develop their skills in: chronological thinking, historical comprehension, historical interpretation, and their ability to do historical research. Students will see how historical events and historical eras in our history have relevance to their lives in today’s society.

Student Achievement Goal:
Students will develop the ability to create and defend a position, state it clearly, and provide data to support the argument; both in written and oral formats.
In history we examine the choices of others, through the eyes of those who lived it, and we gain wisdom that can inform our current choices to help us succeed in life.

**Grading Scale:**

- 90 - 100%  A
- 80 - 89.9%  B
- 70 - 79.9%  C
- 60 - 69.9%  D

**Make-Up Policy:**

If you are absent it is your responsibility to find out what assignments you missed. All assignments are posted on the white board at the front of the class and a running list, page by page, is posted for the assignments and content of your Notebook.

**Class Policies:**

**Rules:**

- We are all different individuals and all opinions and ideas of all members of this class will always be respected.
- Turn your cell phone off before you enter our classroom and place it in a concealed place. Cell phone use in class is forbidden. The first two offenses are considered warnings and the phone will be confiscated and returned at the end of the period. On the third offense the phone will be sent to the office of the Vice Principal.
- Always respect the feelings, space and property of others.
- Keep up on your Notebook assignments and complete them on a timely basis. If you do not understand an assignment please ask for help.

**Extra Credit:**

I may surprise you with a few extra points on an assignment if you surprise me with the quality of your work and effort.

**Course:** United States History

**Teacher:** Mr. Cohn

**Instructor:**
Gary Cohn
Telephone: (909) 230-1350
Email: gcohn@smcjuhsd.org
Room 608
Text: The Americans, Reconstruction to the 21st Century

“Everybody Participates, Everybody Learns”

This class is about you. We all have a unique story that includes our triumphs and failures, our difficult decisions, our ideas of how the world should work, and our quest for greatness. We are all part of our country’s history, and in this class we will study how we got here. Our classroom will have a safe, positive learning environment where all students cooperate
freely with each other to be able to assure academic success. To achieve success all students must be active participants in the academic process. Parental involvement in the educational process is welcomed and strongly encouraged.

Course Description:
This course is American History. We will begin our study with the colonial period and the Revolutionary War through to the present day and the threats that we face today. We will examine the United States Constitution and how it has effected the growth of women’s rights, immigration, the growth of African-American rights, and the non-violent movements of Cesar Chavez and Dr. Martin Luther King, Jr. The students will develop their historical thinking skills and their historical understanding as we explore our country’s history through social, political, economic, cultural and technological perspectives.

Course Objective:
The majority of the work in this class is performed in a small group environment. You must learn to work together, collaboratively, with your peers to be successful. Students will develop their skills in: chronological thinking, historical comprehension, historical interpretation, and their ability to do historical research. Students will see how historical events and historical eras in our history have relevance to their lives in today’s society.

Student Achievement Goal:
Students will develop the ability to create and defend a position, state it clearly, and provide data to support the argument; both in written and oral formats.

In history we examine the choices of others, through the eyes of those who lived it, and we gain wisdom that can inform our current choices to help us succeed in life.

Grading Scale:
90 - 100%  A
80 - 89.9%  B
70 - 79.9%  C
60 - 69.9%  D

Make-Up Policy:
If you are absent it is your responsibility to find out what assignments you missed. All assignments are posted on the white board at the front of the class and a running list, page by page, is posted for the assignments and content of your Notebook.

Class Policies:
Rules:
We are all different individuals and all opinions and ideas of all members of this class will always be respected.
Turn your cell phone off before your enter our classroom and place it in a concealed place. Cell phone use in class is forbidden. The first two offenses are considered warnings and the phone will be confiscated and returned at the end of the period. On the third offense the phone will be sent to the office of the Vice Principal.
Always respect the feelings, space and property of others.
Keep up on your Notebook assignments and complete them on a timely basis. If you do not understand an assignment please ask for help.
Extra Credit: I may surprise you with a few extra points on an assignment if you surprise me with the quality of your work and effort.

Course: Civics/Economics

Teacher: Mr. Francis

South Monterey County Joint Union High School District

Civics

1. Contact: Mr. Francis, 831.674.2751, mfrancis@smcjuhsd.org
2. Course Objectives; Based on the Common Core Standards:
   The student will:
   - Explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
   - Evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationship among them, and how they are secured.
   - Evaluate, take, and defend positions on what the fundamental values and principles of civil society are, their interdependence, and the meaning and importance of those values and principles for a free society.
   - Analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
   - Summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
   - Evaluate issues regarding campaigns for national, state, and local elective offices.
   - Analyze and compare the powers and procedures of the national, state, tribal, and local governments.
   - Evaluate and take and defend positions on the influence of the media on American political life.
   - Analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.
   - Formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil
disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

3. COURSE DESCRIPTION: *Meets SMCJUHSD graduation & CSU/UC entrance requirements.*

The course follows the California content standards and includes the study of philosophy, structure and functions of federal, state and local levels of government. Emphasis will be placed on current, foreign and domestic problems facing our nation as they relate to government functions. Students will study and assess the principles of American democracy, including the Declaration of Independence and the Constitution. Knowledge of rules, rights and responsibilities of citizens, and political culture prepares students for a deeper understanding of history and human behavior. Students will do extensive reading, research, writing and critical thinking in this course.

4. CLASSROOM CODE OF CONDUCT:

The student will adhere to all school rules and district policies as summarized in the Parent/Student handbook.

5. GRADING SCALE: ADMINISTRATIVE REGULATION (AR) 5121 (a)

Grades for each grading period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Outstanding Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Above Average Achievement</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>Average Achievement</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>Below Average Achievement</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>Little or No Achievement</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0.0</td>
</tr>
</tbody>
</table>

An incomplete shall be given only when a student’s work was not finished because of illness or other excused absence. If not made up (six weeks), incomplete becomes F.

*Board Policy 5121 (b) – Effects of Absences on Grades:*

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

The board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).
Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.

Homework is assigned frequently in this class. Assignments will be in the form of extensive reading, projects, maps, debates, analyzing primary sources, and writing assignments. We will have tests and quizzes throughout the semester. Tests and quiz questions will not only come from the text material, but also from class lectures and discussions, student questions and comments, simulations, debates, videos, and guest speakers. Anything that takes place in the classroom is fair game to show up on tests and quizzes. Students will need to have a sharpened #2 pencil. I would suggest bringing two pencils. Generally I will inform you well in advance and give you the information you will need to succeed. I do reserve the right, however, to have an unannounced quiz if the need arises.

Units and Topics: Units may or may not be covered in this order.

Unit 1: Foundations of Government
Unit 2: Constitution/Bill of Rights
Unit 3: Legislative Branch
Unit 4: Executive Branch
Unit 5: Judicial Branch
Unit 6: Political Parties and Voting
Unit 7: State/Local Government
Unit 8: Participation in Government

7. SPECIAL CIRCUMSTANCES:

Technology- throughout the semester, expect to be encouraged to make use of the internet. In addition, I encourage the use of word-processing on major assignments. I would suggest creating a disk/USB for the work you do in this course. Most importantly, remember that observing some websites (not curriculum based) can permanently disable your computer privilege. Be sure to read and understand your Technology Contract before you sign it.

Plagiarism- there is ZERO tolerance for academic dishonesty and plagiarism in this classroom. Students are expected to do all of their own work and cite all references/sources used for assignments. Any student caught cheating or passing off someone else’s work as their own will receive a “0” for the assignment and the incident will be reported to administration.
8. **CLASS EXPECTATIONS:**
   Students will be expected to do extensive reading, research, writing and critical thinking in this course. Students will be expected to conduct themselves according to the Handbook guidelines.

9. **MATERIAL RESOURCES PROVIDED:**
   Magruder’s American Government (2006)
   School Library Hours 7:00-3:30 M-F (school days only)

---

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

**ECONOMICS**

**CONTACT:** Mr. Mark Francis  
Telephone: 831.674.2751  Email: mfrancis@smcjuhsd.org

**COURSE DESCRIPTION:** Meets SMCJUHSD graduation & CSU/UC entrance requirements.  
The student will study economics in an effort to improve an understanding of the economic conditions we face as citizens of the United States. Topics of study will include introductory economics, comparative economic systems, business organization, GDP, unemployment, inflation, the Federal Reserve System, monetary policy, fiscal policy and the theory of taxation.

**Units and Topics:** Units may or may not be covered in this order.
   - Unit 1: Fundamental Economic Concepts
   - Unit 2: Microeconomics: Prices and Markets
   - Unit 3: Economic Institutions and Issues
   - Unit 4: Macroeconomics: Performance and Stabilization
   - Unit 5: The Global Economy

**COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS:**
The student will:
   * Understand common economic terms and concepts and economic reasoning.
   * Analyze the elements of America's market economy in a global setting.
   * Analyze the influence of the federal government on the American economy
   * Analyze the elements of the U.S. labor market in a global setting.
   * Analyze the aggregate economic behavior of the U.S. economy.
   * Analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States’ borders.

**COURSE OBJECTIVES; BASED ON CALIFORNIA STATE STANDARDS:**
The following are the Economics Principles that will be covered during the semester as presented by the California State Standards:
• 12.1 Students understand common economic terms and concepts and economic reasoning.
• 12.2 Students analyze the elements of America's market economy in a global setting.
• 12.3 Students analyze the influence of the federal government on the American economy.
• 12.4 Students analyze the elements of the U.S. labor market in a global setting.
• 12.5 Students analyze the aggregate economic behavior of the U.S. economy.
• 12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States’ borders.

CLASSROOM CODE OF CONDUCT:
The student will adhere to all school rules and district policies as summarized in the Parent/Student handbook.

GRADING SCALE: ADMINISTRATIVE REGULATION (AR) 5121 (a)
Grades for each grading period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Outstanding Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Above Average Achievement</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>Average Achievement</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>Below Average Achievement</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>Little or No Achievement</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0.0</td>
</tr>
</tbody>
</table>

An incomplete shall be given only when a student’s work was not finished because of illness or other excused absence. If not made up (six weeks), incomplete becomes F.

Board Policy 5121 (b) – Effects of Absences on Grades:

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es). Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences.

ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.
### Assessment/Assignment Table

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Number</th>
<th>Points Total Value</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Review Quiz</td>
<td>14</td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>Unit 1 Test</td>
<td>1</td>
<td>100</td>
<td>1143</td>
</tr>
<tr>
<td>Unit 2 Test</td>
<td>1</td>
<td>100</td>
<td>1016</td>
</tr>
<tr>
<td>Unit 3 Test</td>
<td>1</td>
<td>100</td>
<td>889</td>
</tr>
<tr>
<td>Final</td>
<td>1</td>
<td>200</td>
<td>762</td>
</tr>
<tr>
<td>Article Reviews</td>
<td>12</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Quick Writes</td>
<td>15</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>94</td>
<td>285</td>
<td></td>
</tr>
<tr>
<td><strong>Total=</strong></td>
<td><strong>1270</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Homework is assigned frequently in this class. Assignments will be in the form of extensive reading, projects, analyzing primary sources, and writing assignments. We will have tests and quizzes throughout the semester. Tests and quiz questions will not only come from the text material, but also from class lectures and discussions, student questions and comments, simulations, videos, and guest speakers. Anything that takes place in the classroom is fair game to show up on tests and quizzes. Students will need to have a sharpened #2 pencil. I would suggest bringing two pencils, a pen and a highlighter. Generally, I will inform you well in advance and give you the information you will need to succeed. I do reserve the right, however, to have an unannounced quiz if the need arises.

- **NO LATE WORK WILL BE ACCEPTED.** All homework is due at the beginning of the class, or when collected during the class period. Exceptions for excused absences only.

**SPECIAL CIRCUMSTANCES:**

**Technology** - throughout the semester, expect to be encouraged to make use of the internet. In addition, I encourage the use of word-processing on major assignments. I would suggest creating a disk/USB for the work you do in this course. Most importantly, remember that observing some websites (not curriculum based) can permanently disable your computer privilege. *Be sure to read and understand your Technology Contract before you sign it.*

**Plagiarism** - there is ZERO tolerance for academic dishonesty and plagiarism in this classroom. Students are expected to do all of their own work and cite all references/sources used for assignments. Any student caught cheating or passing off someone else’s work as their own will receive a “0” for the assignment and the incident will be reported to administration.

**CLASS EXPECTATIONS:**

Students will be expected to do extensive reading, research, writing and critical thinking in this course. In general, students are expected to spend approximately 2-4 hours per week completing homework assignments. Special projects will warrant additional time. Please
budget your time wisely during this semester so that you will successfully complete your coursework.

MATERIAL RESOURCES PROVIDED:

- School Library Hours 7:30-3:00 M-F (school days only)
- All homework is posted online through the school website (http://www.greenfieldhs.org/apps/classes/)
- The Remind application is used to provide daily assignment reminders to interested students and parents. Notices go directly to smart phones or email addresses. (https://www.remind.com/)

Course: Economics
Teacher: Mr. Green

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

ECONOMICS

1. CONTACT: Mr. Green, 831.674.2751, rgreen@smcjuhsd.org
2. COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS:
   The student will:
   * Understand common economic terms and concepts and economic reasoning.
   * Analyze the elements of America's market economy in a global setting.
   * Analyze the influence of the federal government on the American economy
   * Analyze the elements of the U.S. labor market in a global setting.
   * Analyze the aggregate economic behavior of the U.S. economy.
   * Analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States borders.

3. COURSE DESCRIPTION: Meets SMCJUHSD graduation & CSU/UC entrance requirements.
The student will study economics in an effort to improve an understanding of the economic conditions we face as citizens of the United States. Topics of study will include introductory economics, comparative economic systems, business organization, GDP, unemployment, inflation, the Federal Reserve System, monetary policy, fiscal policy and the theory of taxation.
4. **CLASSROOM CODE OF CONDUCT:**

The student will adhere to all school rules and district policies as summarized in the Parent/Student handbook.

5. **GRADING SCALE: ADMINISTRATIVE REGULATION (AR) 5121 (a)**

Grades for each grading period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Outstanding Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Above Average Achievement</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>Average Achievement</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>Below Average Achievement</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>Little or No Achievement</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0.0</td>
</tr>
</tbody>
</table>

An incomplete shall be given only when a student’s work was not finished because of illness or other excused absence. If not made up (six weeks), incomplete becomes F.

**Board Policy 5121 (b) – Effects of Absences on Grades:**

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

The board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. **ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.**

Homework is assigned frequently in this class. Assignments will be in the form of extensive reading, projects, analyzing primary sources, and writing assignments. We will have tests and quizzes throughout the semester. Tests and quiz questions will not only come from the text material, but also from class lectures and discussions, student questions and comments, simulations, videos, and guest speakers. Anything that takes place in the classroom is fair game to show up on tests and quizzes. Students will need to have a sharpened #2 pencil. I would suggest bringing two pencils. Generally I will inform you well in advance and give you the information you will need to succeed. I do reserve the right, however, to have an unannounced quiz if the need arises.
Units and Topics: Units may or may not be covered in this order.
- Unit 1: Fundamental Economic Concepts
- Unit 2: Microeconomics: Prices and Markets
- Unit 3: Economic Institutions and Issues
- Unit 4: Macroeconomics: Performance and Stabilization
- Unit 5: The Global Economy

7. SPECIAL CIRCUMSTANCES:
   Technology - throughout the semester, expect to be encouraged to make use of the internet. In addition, I encourage the use of word-processing on major assignments. I would suggest creating a Drop Box/USB for the work you do in this course. Most importantly, remember that observing some websites (not curriculum based) can permanently disable your computer privilege. Be sure to read and understand your Technology Contract before you sign it.

   Plagiarism - there is ZERO tolerance for academic dishonesty and plagiarism in this classroom. Students are expected to do all of their own work and cite all references/sources used for assignments. Any student caught cheating or passing off someone else’s work as their own will receive a “0” for the assignment and the incident will be reported to administration.

8. CLASS EXPECTATIONS:
   Students will be expected to do extensive reading, research, writing and critical thinking in this course.

9. MATERIAL RESOURCES PROVIDED:
   School Library Hours 7:30-3:30 M-F (School days only)
* Understand common economic terms and concepts and economic reasoning.
* Analyze the elements of America’s market economy in a global setting.
* Analyze the influence of the federal government on the American economy
* Analyze the elements of the U.S. labor market in a global setting.
* Analyze the aggregate economic behavior of the U.S. economy.
* Analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States borders.

3. COURSE DESCRIPTION: Meets SMCJUHSD graduation & CSU/UC entrance requirements.
The student will study economics in an effort to improve an understanding of the economic conditions we face as citizens of the United States. Topics of study will include introductory economics, comparative economic systems, business organization, GDP, unemployment, inflation, the Federal Reserve System, monetary policy, fiscal policy and the theory of taxation.

4. CLASSROOM CODE OF CONDUCT:
The student will adhere to all school rules and district policies as summarized in the Parent/Student handbook.

5. GRADING SCALE: ADMINISTRATIVE REGULATION (AR) 5121 (a)
Grades for each grading period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Outstanding Achievement</td>
<td>4.0 Grade points</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Above Average Achievement</td>
<td>3.0 Grade points</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>Average Achievement</td>
<td>2.0 Grade points</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>Below Average Achievement</td>
<td>1.0 Grade points</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>Little or No Achievement</td>
<td>0.0 Grade points</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0.0 Grade points</td>
</tr>
</tbody>
</table>

Because of the more rigorous nature of Advanced Placement, honors, and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>5.0 grade points</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>4.0 grade points</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>3.0 grade points</td>
</tr>
</tbody>
</table>

An incomplete shall be given only when a student’s work was not finished because of illness or other excused absence. If not made up (six weeks), incomplete becomes F.
Board Policy 5121 (b) – Effects of Absences on Grades:
If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

The board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. **ASSESSMENTS/ASSIGNMENTS:** Currently planned, but subject to change based on the needs of the students.

Homework is assigned frequently in this class. Assignments will be in the form of extensive reading, projects, analyzing primary sources, and writing assignments. We will have tests and quizzes throughout the semester. Tests and quiz questions will not only come from the text material, but also from class lectures and discussions, student questions and comments, simulations, videos, and guest speakers. Anything that takes place in the classroom is fair game to show up on tests and quizzes. Students will need to have a sharpened #2 pencil. I would suggest bringing two pencils. Generally I will inform you well in advance and give you the information you will need to succeed. I do reserve the right, however, to have an unannounced quiz if the need arises.

**Units and Topics:** Units may or may not be covered in this order.
- Unit 1: Fundamental Economic Concepts
- Unit 2: Microeconomics: Prices and Markets
- Unit 3: Economic Institutions and Issues
- Unit 4: Macroeconomics: Performance and Stabilization
- Unit 5: The Global Economy

7. **SPECIAL CIRCUMSTANCES:**

**Technology**- throughout the semester, expect to be encouraged to make use of the internet. In addition, I encourage the use of word-processing on major assignments. I would suggest creating a DropBox/USB for the work you do in this course. Most importantly, remember that observing some websites (not
curriculum based) can permanently disable your computer privilege. **Be sure to read and understand your Technology Contract before you sign it.**

**Plagiarism** - there is ZERO tolerance for academic dishonesty and plagiarism in this classroom. Students are expected to do all of their own work and cite all references/sources used for assignments. Any student caught cheating or passing off someone else’s work as their own will receive a “0” for the assignment and the incident will be reported to administration.

8. **CLASS EXPECTATIONS:**
   Students will be expected to do extensive reading, research, writing and critical thinking in this course.

9. **MATERIAL RESOURCES PROVIDED:**
   - Worth’s, Krugman’s Economics for AP (2011)
   - Worth’s, Economics by Example (2007)
   - School Library Hours 7:30-3:30 M-F (School days only)

**Course:** AP Human Geography  
**Teacher:** Mr. Green  

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

**AP HUMAN GEOGRAPHY**

1. **CONTACT:** Mr. Green, 831.674.2751, rgreen@smcjuhsd.org

2. **COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS:**
   The student will:
   
   **Interpret maps and analyze geospatial data.**
   Geography is concerned with the ways in which patterns on Earth’s surface reflect and influence physical and human processes. As such, maps and geographic information systems (GIS) are fundamental to the discipline, and learning to use and think about them is critical to geographical literacy. The goal is achieved when students learn to use maps and geospatial data to pose and solve problems, and when they learn to think critically about what is revealed and what is hidden in different maps and GIS applications.

   **Understand and explain the implications of associations and networks among phenomena in places.**
   Geography looks at the world from a spatial perspective, seeking to understand the changing spatial organization and material character of Earth’s surface. One of the critical advantages of a spatial perspective is the attention it focuses on how phenomena are related to one another in particular places. Students should thus learn not just to recognize and interpret patterns but to assess the nature and significance of the relationships among phenomena that occur in the same place,
and to understand how cultural values, political regulations, and economic constraints work together to create particular landscapes.

**Recognize and interpret the relationships among patterns and processes at different scales of analysis.**

Geographical analysis requires a sensitivity to scale, not just as a spatial category but as a framework for understanding how events and processes at different scales influence one another. Thus students should understand that the phenomena they are studying at one scale may well be influenced by processes and developments at other scales. They should then look at processes operating at multiple scales when seeking explanations of geographic patterns and arrangements.

**Define regions and evaluate the regionalization process.**

Geography is concerned not simply with describing patterns but with analyzing how they came about and what they mean. Students should see regions as objects of analysis and exploration and move beyond simply locating and describing regions to considering how and why they come into being and what they reveal about the changing character of the world in which we live.

**Characterize and analyze changing interconnections among places.**

At the heart of a geographical perspective is a concern with the ways in which events and processes operating in one place can influence those operating at other places. Thus students should view places and patterns not in isolation but in terms of their spatial and functional relationship with other places and patterns. Moreover they should strive to be aware that those relationships are constantly changing, and they should understand how and why change occurs.

3. **COURSE DESCRIPTION: Meets SMCJUHSD graduation & CSU/UC entrance requirements.**

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Students will do extensive reading, research, writing and critical thinking in this course.

4. **CLASSROOM CODE OF CONDUCT:**

The student will adhere to all school rules and district policies as summarized in the Parent/Student handbook.
5. **GRADING SCALE: ADMINISTRATIVE REGULATION (AR) 5121 (a)**

Grades for each grading period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum-Maximum</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Outstanding Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Above Average Achievement</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>Average Achievement</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>Below Average Achievement</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>Little or No Achievement</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>0-59%</td>
<td>Incomplete</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Because of the more rigorous nature of Advanced Placement, honors, and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum-Maximum</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>5.0</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**An incomplete shall be given only when a student’s work was not finished because of illness or other excused absence. If not made up (six weeks), incomplete becomes F.**

**Board Policy 5121 (b) – Effects of Absences on Grades:**

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

The board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. **ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.**

Homework is assigned frequently in this class. Assignments will be in the form of extensive reading, projects, maps, analyzing primary sources, and writing assignments.
We will have tests and quizzes throughout the year. Tests and quiz questions will not only come from the text material, but also from class lectures and discussions, student questions and comments, simulations, videos, and guest speakers. Anything that takes place in the classroom is fair game to show up on tests and quizzes. Students will need to have a sharpened #2 pencil. I would suggest bringing two pencils. Generally I will inform you well in advance and give you the information you will need to succeed. I do reserve the right, however, to have an unannounced quiz if the need arises.

**Units and Topics:** Units may or may not be covered in this order.
- Unit 1: Geography: Its Nature and Perspectives
- Unit 2: Population
- Unit 3: Cultural Patterns and Processes
- Unit 4: Political Organization of Space
- Unit 5: Agricultural and Rural Land Use
- Unit 6: Industrialization and Economic Development
- Unit 7: Cities and Urban Land Use

7. **SPECIAL CIRCUMSTANCES:**
   - **Technology**- throughout the semester, expect to be encouraged to make use of the internet. In addition, I encourage the use of word-processing on major assignments. I would suggest creating a DropBox/USB for the work you do in this course. Most importantly, remember that observing some websites (not curriculum based) can permanently disable your computer privilege. *Be sure to read and understand your Technology Contract before you sign it.*
   - **Plagiarism**- there is ZERO tolerance for academic dishonesty and plagiarism in this classroom. Students are expected to do all of their own work and cite all references/sources used for assignments. Any student caught cheating or passing off someone else’s work as their own will receive a “0” for the assignment and the incident will be reported to administration.

8. **CLASS EXPECTATIONS:**
   Students will be expected to do extensive reading, research, writing and critical thinking in this course.

9. **MATERIAL RESOURCES PROVIDED:**
   Pearson, The Cultural Landscape (2014)
   School Library Hours 7:30-3:30 M-F (School days only)
COURSE OBJECTIVES
• to develop an ability to create with the language on a beginning communicative skills level
• to develop French 1 competency in listening comprehension
• to develop an understanding of major cultural differences between America and French-speaking regions throughout the world
• to perform basic reading and writing skills at French I competency.

COURSE DESCRIPTION
Designed to provide the college bound student with systematic instruction to understanding, speaking, reading and writing the French language. Emphasis will be placed on communication skills. Readings and tapes related to French culture will extend the classroom environment to wider cultural contexts. High school reading level in English is recommended. (Detailed course description is attached.)

CLASSROOM CODE OF CONDUCT
a. The student will adhere to all school rules and district policies as summarized in the Parent handbook.

b. Teacher’s classroom behavioral expectations:
   1. Tardy students can come to classroom only if they provide a tardiness registration note from the office.
   2. Students shall not take home the classroom textbook.
   3. Student shall take good care of the textbooks; they shall not destroy or damage them.
   4. Students cannot use mirrors, make-up, combs and other grooming tools during class time.
   5. No food, no drink, no chewing gum during class time. Any food container or can/bottle shall not be displayed on desk or any other place.
   6. iPhones, ePhones, iPods, iPads, tablets, earphones are off limits. Medical emergencies are sent to the office.
   7. Students will bring the necessary material (notebook, paper, pencil). The teacher will not provide students with missing materials.
8. When the bell rings for beginning of class, students shall be seated at their desk, with the textbook and notebook and pencil, ready to start work.

9. Students shall remain seated at their desk until the bell rings for the end of class and the teacher dismisses them. They shall not walk around at their convenience.

10. Students shall not talk loud or yell to communicate between them during class time. Foul language is unacceptable.

11. Restroom policy: limited to emergencies that are accidental and not a pattern. Any behavior pattern in that regard will be reported to the administration. Any medical condition regarding the need to use the bathroom on a daily basis has to be documented by a physician, and the teacher will be informed about it.

12. Students cannot use the classroom phone.

13. Defiance of the teacher’s classroom rules is not acceptable and is reported to the office.

c. Students will check out the home French textbooks at the library; they will take it home for homework and individual study and will return it to library at the end of the school year. They shall keep it in good condition.

GRADING POLICY
Grades for individual forms of assessments are determined by dividing the points earned by the points possible and applying the following scales: A (90% - 100%), B (74%-89%), C (57% - 73%), D (40% - 56%), F (0-39%).

To compute a quarter grade, weights are applied to the assessment techniques as follows: class participation (40%), quizzes (30%), and classwork-homework (30%).

Semester grades are averages of the two quarter grades (school grid applied).

Effect of absences on grades: see Board Policy 5121 (b)

ASSESSMENTS/ASSIGNMENTS
Oral assessment is done on a daily basis.

There are everyday short assignments to reinforce the vocabulary and grammar taught during the day; they will start as classwork so the teacher can direct the students and they will be continued as homework.

Students will be also quizzed weekly.

There will be a quarter final quiz.

Special projects are used to gain extra points, but not more than 5 points (e.g., if the student has 85 points, a good project will raise their grade from B to A).

SPECIAL CIRCUMSTANCES

a. Late or missing work are not accepted, except for students marked “medical” in the computer; they have to turn in the work they missed within three days after they return to school.
b. Cheating and plagiarism are punished with an F. Instances of academic dishonesty will be reported to the administration.

CLASS EXPECTATIONS – LEVEL OF RIGOR

Students are expected to:

a. gradually acquire vocabulary, reaching by the end of the course recognition of vocabulary in context of 500-1,000 words determined by familiar topics; demonstrate knowledge of a 300-500 active vocabulary, with a 300 core vocabulary.

b. gradually acquire topical and semantic concepts about time (days, weather, numbers, etc.), family members, descriptions (color, size, shape, etc.), verbs (have, be, do, etc.), greetings and directions, basic objects (at home, in the classroom, immediate environment, food)

c. gradually acquire the basic grammatical concepts and relationships: gender distinctions (including definite and indefinite articles), forming questions, formation of present/future and past tense, commands, pronouns, adjective, accent rule

d. gradually develop awareness of major cultural patterns of the French world (stereotypes in cross-cultural perceptions, awareness of cultural values in a variety of situations, situations in which cultural misunderstanding may arise, greetings and leave-taking, clothing, food, personal relationships, etc.)

The course does not provide after-school tutorials. Students who struggle will be given special attention during class hours. Appointments can be made on a case by case basis before or after school.

MATERIAL RESOURCES

Textbook: Discovering French, Bleu (1st year) by Jean-Paul Valette & Rebecca M Valette, 1997, DC Heath

Supplemental materials: activity books, audio, video, games.

French 2

COURSE OBJECTIVES

- to refine communicative skills on an intermediate (French 2) level
- to develop French II competencies in listening comprehension
- to improve reading comprehension by reading short stories
- to improve writing skills by creating short pieces of original written work
- to continue to develop cultural consciousness through capsule presentations.

COURSE DESCRIPTION

**Prerequisite:** French 1 or teacher recommendation.

This course is an extension of French 1. Students will develop intermediate communicative skills, focusing on listening and speaking activities. They will expand upon
the basic reading and writing levels acquired in French 1. They will be introduced to intermediate grammatical concepts and verb tenses in speaking, listening, comprehension, reading and writing. Additional cultural capsules will be taught. (Detailed course description is attached.)

CLASSROOM CODE OF CONDUCT

c. The student will adhere to all school rules and district policies as summarized in the Parent handbook.
d. Teacher’s classroom behavioral expectations:
   14. Tardy students can come to classroom only if they provide a tardiness registration note from the office
   15. Students shall not take home the classroom textbook.
   16. Student shall take good care of the textbooks; they shall not destroy or damage them.
   17. Students cannot use mirrors, make-up, combs and other grooming tools during class time.
   18. No food, no drink, no chewing gum during class time. Any food container or can/bottle shall not be displayed on desk or any other place.
   19. iPhones, iPods, iPads, tablets, earphones are off limits. Medical emergencies are sent to the office.
   20. Students will bring the necessary material (notebook, paper, pencil). The teacher will not provide students with missing materials.
   21. When the bell rings for beginning of class, students shall be seated at their desk, with the textbook and notebook and pencil, ready to start work.
   22. Students shall remain seated at their desk until the bell rings for the end of class and the teacher dismisses them. They shall not walk around at their convenience.
   23. Students shall not talk loud or yell to communicate between them during class time. Foul language is unacceptable.
   24. Restroom policy: limited to emergencies that are accidental and not a pattern. Any behavior pattern in that regard will be reported to the administration. Any medical condition regarding the need to use the bathroom on a daily basis has to be documented by a physician, and the teacher will be informed about it.
   25. Students cannot use the classroom phone.
   26. Defiance of the teacher’s classroom rules is not acceptable and is reported to the office.
c. Students will check out the home French textbooks at the library; they will take it home for homework and individual study and will return it to library at the end of the school year. They shall keep it in good condition.
GRADING POLICY
Grades for individual forms of assessments are determined by dividing the points earned by the points possible and applying the following scales: A (90% - 100%), B (74% - 89%), C (57% - 73%), D (40% - 56%), F (0 - 39%).

To compute a quarter grade, weights are applied to the assessment techniques as follows: class participation (40%), quizzes (30%), and classwork-homework (30%).

Semester grades are averages of the two quarter grades (school grid applied).

Effect of absences on grades: see Board Policy 5121 (b)

ASSESSMENTS/ASSIGNMENTS
Oral assessment is done by a daily basis.

There are everyday short assignments to reinforce the vocabulary and grammar taught during the day; they will start as classwork so the teacher can direct the students and they will be continued as homework.

Students will be also quizzed weekly.

There will be a quarter final quiz.

Special projects are used to gain extra points, but not more than 5 points (e.g., if the student has 85 points, a good project will raise her grade from B to A).

SPECIAL CIRCUMSTANCES

c. Late or missing work are not accepted, except for students marked “medical” in the computer; they have to turn in the work they missed within three days after they return to school.

d. Cheating and plagiarism are punished with an F. Instances of academic dishonesty will be reported to the administration.

CLASS EXPECTATIONS – LEVEL OF RIGOR

Students are expected to:

a. expand vocabulary recognition in context to 1,000-2,000 words; expand active knowledge of vocabulary to using a 600-800 word core vocabulary, with a total core vocabulary of 500 words.

b. gradually expand their knowledge of basic grammatical concepts and relationships with: irregular verbs, past tenses, reflexive verbs, the conditional and subjunctive, forming questions, etc.

c. expand their mastery of new topical and semantic areas: general feelings and characteristics, states of health, food, ordering meals, table set-up, common entertainment/sports/games/hobbies, daily activities and routines, social activities, measurements and weights, numbers and dates, professions and occupations, transportation (car, bicycle, plane, etc.), weather (details), important events and celebrations, stores and shopping, tools.

d. expand awareness of the major cultural patterns in the French speaking world (weekend activities in France, French food and drinks, French shows, sports in
France, the French residence, French clothes, vacation in France, French cars, etc.)

The course does not provide after-school tutorials. Students who struggle will be given special attention during class hours. Appointments can be made on a case by case basis before or after school.

MATERIAL RESOURCES

Textbook: Discovering French, Blanc (2nd year) by Jean-Paul Valette & Rebecca M Valette, 1997, DC Heath

Supplemental materials: activity books, audio, video, games.

French 3

COURSE OBJECTIVES

• to refine communicative skills on a more advanced (French 3) level
• to develop French 3 competencies in listening comprehension
• to improve reading comprehension by reading short stories
• to improve writing skills by creating short pieces of original written work
• to continue to develop cultural consciousness through capsule presentations.

COURSE DESCRIPTION

Prerequisite: French 2 or teacher recommendation. This course provides students with the “plus” that makes life richer and more enjoyable! It offers the chance to communicate at the higher level and to explore the wonderful variety of the French speaking world. Students will communicate in French on a variety of topics and expand their communication and reading skills. The course will increase awareness of the world and help students become more familiar with the many contributions of the French speaking world to the arts, sciences and great ideas. (Detailed course description is attached.)

CLASSROOM CODE OF CONDUCT

e. The student will adhere to all school rules and district policies as summarized in the Parent handbook.

f. Teacher’s classroom behavioral expectations:

27. Tardy students can come to classroom only if they provide a tardiness registration note from the office.

28. Students shall not take home the classroom textbook.

29. Student shall take good care of the textbooks; they shall not destroy or damage them.

30. Students cannot use mirrors, make-up, combs and other grooming tools during class time.
31. No food, no drink, no chewing gum during class time. Any food container or can/bottle shall not be displayed on desk or any other place.

32. iPhones, iPods, iPads, tablets, earphones are off limits. Medical emergencies are sent to the office.

33. Students will bring the necessary material (notebook, paper, pencil). The teacher will not provide students with missing materials.

34. When the bell rings for beginning of class, students shall be seated at their desk, with the textbook and notebook and pencil, ready to start work.

35. Students shall remain seated at their desk until the bell rings for the end of class and the teacher dismisses them. They shall not walk around at their convenience.

36. Students shall not talk loud or yell to communicate between them during class time. Foul language is unacceptable.

37. Restroom policy: limited to emergencies that are accidental and not a pattern. Any behavior pattern in that regard will be reported to the administration. Any medical condition regarding the need to use the bathroom on a daily basis has to be documented by a physician, and the teacher will be informed about it.

38. Students cannot use the classroom phone.

39. Defiance of the teacher’s classroom rules is not acceptable and is reported to the office.

c. Students will check out the home French textbooks at the library; they will take it home for homework and individual study and will return it to library at the end of the school year. They shall keep it in good condition.

GRADING POLICY
Grades for individual forms of assessments are determined by dividing the points earned by the points possible and applying the following scales: A (90% - 100%), B (74% - 89%), C (57% - 73%), D (40% - 56%), F (0-39%).
To compute a quarter grade, weights are applied to the assessment techniques as follows: class participation (40%), quizzes (30%), and classwork-homework (30%).
Semester grades are averages of the two quarter grades (school grid applied).

Effect of absences on grades: see Board Policy 5121 (b)

ASSESSMENTS/ASSIGNMENTS
Oral assessment is done by a daily basis.

There are everyday short assignments to reinforce the vocabulary and grammar taught during the day; they will start as classwork so the teacher can direct the students and they will be continued as homework.

Students will also be quizzed weekly.

There will be a quarter final quiz.
Projects are used to gain extra points, but not more than 5 points (e.g., if the student has 85 points, a good project will raise her grade from B to A).

**SPECIAL CIRCUMSTANCES**

e. Late or missing work are not accepted, except for students marked “medical” in the computer; they have to turn in the work they missed within three days after they return to school.

f. Cheating and plagiarism are punished with an F. Instances of academic dishonesty will be reported to the administration.

g. **CLASS EXPECTATIONS – LEVEL OF RIGOR**

Students are expected to:

a. gradually expand their vocabulary control to demonstrate recognition of vocabulary in context of 2,000-3,000 words; demonstrate knowledge of vocabulary by using a 1,000-2,000 word vocabulary with a total core vocabulary of 1,200 words.

b. gradually expand their knowledge and application of basic grammatical concepts and relationships with: subjunctive, conditional, more past tenses, special pronouns, verbal patterns.

c. gradually acquire the use of new topical and semantic areas: general feelings and characteristics, states of health, food, ordering meals, table set-up, common entertainment/sports/games/hobbies, daily activities and routines, social activities, services, medical care, professions and occupations, transportation (car, bicycle, plane, etc.), weather (details), important events and celebrations, stores and shopping, more tools.

d. develop awareness of more major cultural patterns of the French speaking world (everyday life, friendship, physical description, working around the house, entertainment, traveling, at the hotel, accidents, professional life, medical care, etc.

The course does not provide after-school tutorials. Students who struggle will be given special attention during class hours. Appointments can be made on a case by case basis before or after school.

**MATERIAL RESOURCES**

Textbook: Discovering French, Rouge (3rd year) by Jean-Paul Valette & Rebecca M Valette, 1998, DC Heath

Supplemental materials: activity books, CDs, DVDs.
French 4

COURSE OBJECTIVES

- to refine communicative skills on a more advanced (French 4) level
- to develop French 3 competencies in listening comprehension
- to improve reading comprehension by reading short stories
- to improve writing skills by creating short pieces of original written work
- to continue to develop cultural consciousness through capsule presentations.

COURSE DESCRIPTION

Prerequisite: French 3 or teacher recommendation.

Experience is the key to the approach of the French 4 program. It will immerse the class in French and provide many opportunities for students to use what they know. Personalized activities will encourage the natural learning that takes place with communication in French. The two goals of this advanced course are to enhance communication skills along with knowledge of culture and the people whose language is being studied. It will provide practice in listening, speaking, reading and writing French as well as many opportunities to learn about the history and culture of French speaking countries. Student will spend time acquiring new expressions and structures and strengthen their ability to understand and express themselves in French. (Detailed course description is attached.)

CLASSROOM CODE OF CONDUCT

g. The student will adhere to all school rules and district policies as summarized in the Parent handbook.

h. Teacher’s classroom behavioral expectations:

40. Tardy students can come to classroom only if they provide a tardiness registration note from the office.

41. Students shall not take home the classroom textbook.

42. Student shall take good care of the textbooks; they shall not destroy or damage them.

43. Students cannot use mirrors, make-up, combs and other grooming tools during class time.

44. No food, no drink, no chewing gum during class time. Any food container or can/bottle shall not be displayed on desk or any other place.

45. iPhones, iPods, iPads, tablets, eraphones are off limits. Medical emergencies are sent to the office.

46. Students will bring the necessary material (notebook, paper, pencil). The teacher will not provide students with missing materials.

47. When the bell rings for beginning of class, students shall be seated at their desk, with the textbook and notebook and pencil, ready to start work.
48. Students shall remain seated at their desk until the bell rings for the end of class and the teacher dismisses them. They shall not walk around at their convenience.

49. Students shall not talk loud or yell to communicate between them during class time. Foul language is unacceptable.

50. Restroom policy: limited to emergencies that are accidental and not a pattern. Any behavior pattern in that regard will be reported to the administration. Any medical condition regarding the need to use the bathroom on a daily basis has to be documented by a physician, and the teacher will be informed about it.

51. Students cannot use the classroom phone.

52. Defiance of the teacher’s classroom rules is not acceptable and is reported to the office.

c. Students will check out the home French textbooks at the library; they will take it home for homework and individual study and will return it to library at the end of the school year. They shall keep it in good condition.

**GRADING POLICY**

Grades for individual forms of assessments are determined by dividing the points earned by the points possible and applying the following scales: A (90% - 100%), B (74% - 89%), C (57% - 73%), D (40% - 56%), F (0-39%).

To compute a quarter grade, weights are applied to the assessment techniques as follows: class participation (40%), quizzes (30%), and classwork-homework (30%). Semester grades are averages of the two quarter grades (school grid applied).

**Effect of absences on grades:** see Board Policy 5121 (b)

**ASSESSMENTS/ASSIGNMENTS**

Oral assessment is done by a daily basis.

There are everyday short assignments to reinforce the vocabulary and grammar taught during the day; they will start as classwork so the teacher can direct the students and they will be continued as homework.

Students will be also quizzed weekly.

There will be a quarter final quiz.

Projects are used to gain extra points, but not more than 5 points (e.g., if the student has 85 points, a good project will raise her grade from B to A).

**SPECIAL CIRCUMSTANCES**

h. Late or missing work are not accepted, except for students marked “medical” in the computer; they have to turn in the work they missed within three days after they return to school.

i. Cheating and plagiarism are punished with an F. Instances of academic dishonesty will be reported to the administration.
CLASS EXPECTATIONS – LEVEL OF RIGOR

Students are expected to:

a. expand their vocabulary to recognition of 3,000-5,000 words in context, to actively using 2,000-2,500 word vocabulary with a total core vocabulary of 1,500 words.

b. gradually expand their application of advanced grammatical concepts and relationships (subjunctive, conditional, more past tenses, special pronouns, verbal patterns).

c. expand understanding of the culture and the people of various French speaking countries (each chapter centers on a specific personnage in a specific country and specific profession/way of life)

d. respond inquisitively to French readings from diverse French cultures and new fiction and non-fiction writing styles.

The course does not provide after-school tutorials. Students who struggle will be given special attention during class hours. Appointments can be made on a case by case basis before or after school.

MATERIAL RESOURCES


Supplemental materials: audio, video, games.

DEPARTMENT: BUSINESS

COURSE: COMPUTER APPLICATIONS INTRO

TEACHER(S): MR. WONG, MS. GUZMAN

COURSE INFORMATION:

Course: Computer Application Introduction

Subject: Business


Grades: 9-12

Course Length: 2 Semesters

Software: Latest edition of MS Office.

**Location:**
Greenfield High School
225 El Camino Real
Greenfield, CA 93927
Room 101 and 106

**Instructor Information**
Instructor: Henry Wong and Rosalba Guzman
Phone: (831) 674-2751 extension 1101

**COURSE DESCRIPTION:**

This is a beginning course in the office education program designed to teach students the concepts of computer literacy, computer operation, and the technology involved with receiving and sending information. This class will teach and improve the students' keyboarding skills while they are learning how to produce documents for their personal, school, and job-related needs. English-related skill-building will be emphasized during practice. Receiving and sending information via the internet and using MS Publisher will also be taught.

Specific areas of emphasis include keyboarding, computer literacy, beginning and intermediate word processing, the internet, and the use of digital cameras and scanners.

Students will learn/practice on personal computers using MS Word. Reference manuals will be produced by the students consisting of command sheets and examples of the work produced. This manual will allow the student to remember and reproduce all work done in the class.

**ATTENDANCE POLICY:** Greenfield High School's attendance policy will be followed. 10% of the students grade every quarter will be based class participation and citizenship.

**TARDY POLICY:** Greenfield High School's tardy policy will be followed. Tardy students will serve one hour after school detention, and Saturday school on the 5th tardy. Tardy students must wait by the door so they don't disturb the class and allow time for the teacher to change absence to tardy, to look-up past tardy and detention records, and to fill out appropriate tardy paperwork.
CLASSROOM RULES:

1. Behavior: Defiance of authority (not doing what is asked of you by the teacher), lying, theft, destruction of property, fighting, graffiti, not responding immediately and quietly to a request to go outside or to the office, inappropriate printing.

   Action: Referral—which may include a 1 or 2 day suspension from class and/or after school detention. Defiance of authority is automatic 2-day class suspension.

2. Behavior: Not reporting graffiti, theft, computer changes, or destruction of property at your workstation at the beginning of class. 1Using the internet without permission, 2cheating, 3having electronic devices out, 4making/leaving a mess, showing disrespect towards the teacher or other students, disruptive noises and behavior, swearing, shouting out, laughing, throwing objects, not doing your work, and eating/drinking in class.

   Action: Sent to the door and/or a change of seats and/or after school detention referral.

1Unauthorized internet use will result in removal of internet access.

2Cheating: Students are not to delete any work (unless I tell them to) and immediately report any work accidentally deleted. Cheaters will receive an F for all work associated with that segment of learning. Instances of academic dishonesty will be reported to administration.

3Give the device to teacher. Steps to getting it back: Student, parent, VP keeps it.

4Students making/leaving a mess will wait to be dismissed.

3. Behavior: Talking when the teacher is talking, or when told not to talk, unproductive talking with others, failing to raise your hand and waiting to be called on, wandering and visiting at the beginning, and during class.

   Action: One warning will be given. On any second occurrence, the student will be sent to the door. An after school detention may be given. In addition, a change of seats may occur.

4. Printers use: Students are allowed to get their own papers from the printer. Abuse of the printer include: Wandering, visiting with others, talking at the printers, having more than 4 people at the printer, inappropriate printing, and wasting paper and ink.

   Action: Student will not be allowed out of his or her seat.

Notes:

1. If inappropriate behavior takes place the last 15 minutes of class the action will occur the following day as well.

2. After 2 times by the door, referrals will be issued instead.

3. A parental conference will be requested with the third referral.
**COURSE OBJECTIVES:**

At the end of the course, the students will have learned:

1. Hardware and software concepts
2. Keyboarding
3. Beginning and Advanced word processing using MS Word
4. The internet
5. MS Publisher

**COURSE CONTENT:**

**Keyboarding**

**Time Frame:** Nine weeks (the entire first quarter)

The students will learn how to touch type by using the textbook Century 21 Computer Applications and Keyboarding, 9th edition by Hoggatt and Shank, and Microtype 5. Other resources from Cortez Peters will also be used to teach and reinforce keyboarding.

Six keys will be taught and practiced each week. Time will be given to practice the letters previously learned. After six weeks, all the letters and punctuation marks will be learned.

Within two weeks, it is important for the teacher to test each student individually to make sure they are striking the correct keys with the correct fingers. Missed keys will be written down and practiced by the student before learning new letters.

The last three weeks of the first quarter will be used to learn missed keys and to increase speed. Improve the student's accuracy first, then their speed.

MLA style reports must follow the basic keyboarding course to continue to reinforce keyboarding skills. This will continue for another three weeks.

**Grading:** Three grade types are given.

1. **Accuracy grade:** Every two weeks, the students will be graded individually on the letters they have learned and given an accuracy grade. This interval may be shortened according to need.

The final grading scale for accuracy:

<table>
<thead>
<tr>
<th>Missed Letters</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>A</td>
</tr>
<tr>
<td>4-6</td>
<td>B</td>
</tr>
<tr>
<td>7-9</td>
<td>C</td>
</tr>
<tr>
<td>10-13</td>
<td>D</td>
</tr>
<tr>
<td>14+</td>
<td>F</td>
</tr>
</tbody>
</table>
The actual scales to be used will be based upon the total number of letters being tested.

2. Production grades are given based upon how much production work the student has done. These may be Cortez Peter's timed writings or the timed writings from the textbook. These timed writings are to be graded on a curve.

3. NWAM grades are given.

The final scale for NWAM.

<table>
<thead>
<tr>
<th>NWAM Speed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>36+</td>
<td>A</td>
</tr>
<tr>
<td>31-35</td>
<td>B</td>
</tr>
<tr>
<td>26-30</td>
<td>C</td>
</tr>
<tr>
<td>21-25</td>
<td>D</td>
</tr>
<tr>
<td>BELOW 20</td>
<td>F</td>
</tr>
</tbody>
</table>

To pass the first semester the students: 1. Must type at least 21 nwam. 2. Must learn how to touch type by striking the 34 letters and punctuation marks of the keyboard with the correct fingers and without looking. The students must not miss more than 13 keys.

**MLA-Style Reports**

**Time Frame:** Three weeks (the first three weeks of the second quarter)

Using a command sheet, the students will learn how to properly format MLA-style reports. The command sheet and examples of the students' work will be put in a three clip folder which the students will keep and use as a future reference.

**Grading:** At the start of the second week of reports, the students are to be tested individually and are to work on their missed letters before they work on their reports. This test is worth 100 points and the scale is as follows:

<table>
<thead>
<tr>
<th>Missed Letters</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>A</td>
</tr>
<tr>
<td>3-4</td>
<td>B</td>
</tr>
<tr>
<td>5-6</td>
<td>C</td>
</tr>
<tr>
<td>7-8</td>
<td>D</td>
</tr>
<tr>
<td>9+</td>
<td>F</td>
</tr>
</tbody>
</table>
The MLA-style reports will be graded on a curve based upon the total amount of reports that the students are able to format in the given time. Total errors made while doing the reports will be subtracted from the report grade.

Total points possible: 300
Top 25% = A, next 25% = B, next 25% = C, Last 25% = D or F.

Numbered Lists

Time Frame: One week (fourth week of the second quarter)

Using the command sheet and the textbook the students will format numbered lists. Examples will be printed and added to the student's manual to serve as an example for the future.

Grading: Grading will be on a curve based upon the total amount of numbered lists the students are able to format in the given time. Total amount of errors will be subtracted from the grade.
Top 25% = A, next 25% = B, next 25% = C, Last 25% = D or F. Total Points: 100

Announcements

Time Frame: One week (fifth week of the second quarter)

Using the command sheet and the announcement handout, the students will format announcements. Examples will be printed and added to the students' manual to serve as an example for the future.

Grading: Grading will be on a curve based upon the total amount of announcements the students are able to format in the given time.
Top 25% = A, next 25% = B, next 25% = C, Last 25% = D or F. Total Points: 100

Memorandums (Memos)

Time Frame: One week (sixth week of the second quarter)

Using the command sheet and the textbook, the students will format memorandums. Examples will be printed and added to the students' manual to serve as an example for the future.

Grading: Grading will be on a curve based upon the total amount of announcements the students are able to format in the given time.
Top 25% = A, next 25% = B, next 25% = C, Last 25% = D or F. Total Points: 100

MS Publisher

Time Frame: Two weeks (seventh and eighth week of the second quarter)

The students will learn how to use MS Publisher by doing four projects: A greeting card (Christmas card), current calendar, mailing labels, plus one additional different project of their choice, which may include: Signs, T-shirt iron-on transfers, business cards, invitation cards, awards and certificates, resumes, letterheads, stationery projects, etc.

Grading: Each project is worth 50 points for a total of 200 points.
Review Of Keyboarding

Time Frame: One week (last week of the second quarter)

After winter break and the learning of MS Publisher (5 weeks of no production keyboarding), the students are to review the keyboard. They are to be tested individually and are to work on their missed letters as they work on timed writings. The goal is to make sure the students are still keying accurately and quickly.

Grading:

<table>
<thead>
<tr>
<th>Missed Letters</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>A</td>
</tr>
<tr>
<td>3-4</td>
<td>B</td>
</tr>
<tr>
<td>5-6</td>
<td>C</td>
</tr>
<tr>
<td>7-8</td>
<td>D</td>
</tr>
<tr>
<td>9+</td>
<td>F</td>
</tr>
</tbody>
</table>

Total Points: 100

Personal/Business Letters

TIME FRAME: 1.5 weeks (First 1.5 weeks of the third quarter)

Using the command sheet and the textbook the students will format personal/business letters. Examples will be printed and added to the student’s manual to serve as an example for the future.

Grading: Grading will be on a curve based upon the total amount of numbered lists the students are able to format in the given time. Total amount of errors will be subtracted from the grade.

Top 25%=A, next 25%=C, Last 25%=D or F. Total Points 100

Personal Letters

TIME FRAME: 1.5 Weeks

Using the command sheet and the personal letters handout, the students will format personal letters. Examples will be printed and added to the student’s manual to serve as an example for the future.

The personal letters are to be composed, not just copied, thus, English-related skills will be taught and reinforced.

Grading: Grading will be on a curve based upon the total amount of personal letters the students are able to format in the given time.

Top 25%=A, next 25%=B, next 25%=C, Last 25%=D or F. Total Points: 100

Business Letters

TIME FRAME: One week (fourth week of the third quarter)
Using the command sheet and the textbook, the students will format business letters. Examples will be printed and added to the student's manual to serve as an example for the future.

Grading: Grading will be on a curve based upon the total amount of business letters the students are able to format in the given time.

Top 25%=A, next 25%=B, next 25%=C, Last 25%=D or F. Total Points: 100

**Outlines**

TIME FRAME: 3 Days (fifth week of the third quarter)

Using the command sheet and the outline handout, the students will format outlines. Examples will be printed and added to the student's manual to serve as an example for the future.

Grading: Grading will be on a curve based upon the total amount of outlines the students are able to format in the given time.

Top 25%=A, next 25%=B, next 25%=C, Last 25%=D or F. Total Points: 100

**Table of Contents**

Time Frame: 3 Days (fifth week of the third quarter)

Using the command sheet and the table of contents handout, the students will format table of contents. Examples will be printed and added to the student's manual to serve as an example for the future.

Grading: Grading will be on a curve based upon the total amount of table of contents the students are able to format in the given time.

Top 25%=A, next 25%=B, next 25%=C, Last 25%=D or F. Total Points: 100

**Review Of MS Word**

Time Frame: Three weeks (Weeks 6, 7, 8 of the third quarter).

Using their command sheet and manuals, the student's will review the following documents they learned in MS Word: Reports, numbered lists, announcements, memorandums, personal/business letters, personal letters, business letters, outlines, and table of contents. There are 12 jobs per review package and four review packages. The students will do as many jobs and review packages they can in three weeks.

Grading: Two grades will be given for the review packages.

1. Review package 1: First 25% done will get A's, next 25% B's, next 25% C's, last 25% D's and F's. Total errors over 6 will lower grade.

   Total points: 200

2. Review package 2-4:

   When the three weeks are up, the total number of jobs from review package 2-4 are added and the following grade is given:
Top 25%=A, next 25%=B, next 25%=C, Last 25%=D or F. Total errors over 12 will lower grade.

Total Points: 300 points.

**Review Of The Keyboard**

Time Frame: 1 week (last week of the 3rd Quarter)

The students are to be tested individually and are to work on their missed letters as they work on timed writings. The goal is to make sure the students are keying accurately and quickly once again. Timed writings will be typed below the time writings they took in the 1st quarter to see how much they have improved.

Grading:

<table>
<thead>
<tr>
<th>Missed Letters</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>A</td>
</tr>
<tr>
<td>3-4</td>
<td>B</td>
</tr>
<tr>
<td>5-6</td>
<td>C</td>
</tr>
<tr>
<td>7-8</td>
<td>D</td>
</tr>
<tr>
<td>9+</td>
<td>F</td>
</tr>
</tbody>
</table>

Total Points: 100

**Internet**

Time Frame: Four weeks (first four weeks of the 4th quarter)

The students will learn how to use the internet.

Grading will be as follows.

Topic: Searching the internet for information.

Points: 100

Topic: Setting up and using E-Mail. The students will send and receive E-mail messages.

Points: 100

Topic: Sending and receiving attachments. The attachments to be sent and received are documents, pictures, and videos. One of the MS Word documents that will be sent is a bibliography of the student.

Copy and paste of web-site address to E-mail messages is also covered.

Points: 100
Topic: The use of misc.web-sites to accomplish tasks such as: online purchasing of goods and service (eg. amazon.com), online banking, navigating school web sites, gathering information, making travel arrangements, getting directions with Google maps, gathering real estate information through mlslistings.com and zillow.com, and expanding entertainment options.

Points: 100

Grading Standard: Grading will be on a curve based upon the total amount of work done in a given time.

Top 25%=A, next 25%=B, next 25%=C, Last 25%=D or F. Total Points: 400

Advanced Word

Time Frame: Two weeks (Week five and six of the 4th quarter)

Using the command sheet, the students will learn advanced Word concepts and format advanced Word documents. Examples will be printed and added to the student’s manual to serve as an examples for the future.

Grading will be as follows:

Feature: Tables
Total Points: 100 points

Features: Word art, clip art, shapes, SmartArt, charts, text boxes, cover page, watermarks, misc. templates, sorting, and inserting symbols.

Total Points: 200

Feature: Macros
Total Points: 100

Grading Standard: Grading will be on a curve based upon the total number of advanced word documents completed in a given time.

Top 25%=A, next 25%=B, next 25%=C, Last 25%=D or F. Total points: 400

Hardware And Software

Time Frame: 1 week (week seven)

The students will learn the following hardware and software concepts:

Hardware:
1. Computers, printers, scanners, digital cameras, fax, CD and DVD re-writers, etc.
2. The function of the parts within a computer.
3. Features, and what to look for when buying a computer.
4. Where to buy computer equipment.
5. Cost of computer equipment.
Software:

1. The different types of software available.
2. Where to buy software.
3. Cost of software.
4. Special emphasis on: Windows, MS Office, Photo Shop, and anti-virus programs.

Grading: One test will be given on hardware and one will be given for software. Each test will be worth 100 points.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>59 or below</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

**Keyboarding Review**

Time Frame: 2 weeks (Last two weeks of school)

The students are to be tested individually and are to work on their missed letters as they work on MLA-Style reports.

1. They are to format 10 reports from a handout.
2. They are to format 10, 1-page reports on the topics of their choosing from the "Ideas to Write About" handout.
3. They are then to format 10, 2-page reports using copy and paste from the internet. Copy and paste must be from three different sources and the copy and paste font must be changed to red. No more than one page may be from copy and paste. Online references must be cited.

Time writings and tape drills will also be given at this time as well.

Grading for keyboarding test:

<table>
<thead>
<tr>
<th>Missed letters</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>A</td>
</tr>
<tr>
<td>2-3</td>
<td>B</td>
</tr>
<tr>
<td>4-5</td>
<td>C</td>
</tr>
<tr>
<td>6-7</td>
<td>D</td>
</tr>
<tr>
<td>8 or more</td>
<td>F</td>
</tr>
</tbody>
</table>
Total points: 100
Grading for MLA reports.

<table>
<thead>
<tr>
<th>Reports</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-30</td>
<td>A</td>
</tr>
<tr>
<td>20-24</td>
<td>B</td>
</tr>
<tr>
<td>15-19</td>
<td>C</td>
</tr>
<tr>
<td>10-14</td>
<td>D</td>
</tr>
<tr>
<td>13 or below</td>
<td>F</td>
</tr>
</tbody>
</table>

Total points: 300

**Course:** Computer Applications 1

**Teacher(s):** Mr. Wong

**Course Information**

**Course:** Computer Application 1

**Subject:** Business


**Grades:** 10-12

**Course Length:** 2 Semesters

**Software:** Latest edition of MS Office, Photoshop CS5, Windows.

**Materials:** *Century 21 Computer Applications and Keyboarding. 9th Edition.* Hoggatt & Shank

**Handouts:** MS Word, Excel, PowerPoint, and Access command sheet. Photoshop command sheet and tutorial.

**Location:**

Greenfield High School
224 El Camino Real
Greenfield, CA 93927
Room 101

**Instructor Information**

Instructor: Henry Wong
Phone: (831) 674-2751 extension 1101
COURSE DESCRIPTION:

This course follows Computer Application Introduction, and begins with a quick review of the keyboard and MS Word. Next, the spreadsheet is introduced with MS Excel and includes charts, graphs, and financial spreadsheets.

The program MS PowerPoint is taught next with the students doing a "Life Story" slide show for the class. This presentation will include music, videos, pictures, and all the customizing features of PowerPoint.

MS Publisher is then reviewed, followed by a mini-course on how to get a job. Here, the students learn how to fill out job applications and format resumes, cover letters, references pages, and follow-up letters. The students will then learn how to interview for the job which includes what to bring to the job interview, proper dress, and body language.

Next is the learning of MS Access, the database program. Here the students will learn how to search and query the database tables they have created. After MS Access, all the major programs in the MS Office suite would have been learned.

Next, Adobe Photoshop will be taught in great detail. Using tutorials, the students will work through 10 lessons which will teach the features of the program. After the tutorial, the students will create their own projects which include superimposing, altering, correcting, and enhancing photos of themselves, friends, and family.

Advanced internet concepts will be taught in the closing weeks of this course. Here the students will learn web design, and browse the various web sites to learn about education, online banking, travel reservation, navigation, online purchasing, real estate, financing, etc.

Students will burn a copy of all their school files onto a CD for future reference and templates. If a resume is needed, for example, the student just has to open the file, alter it, print it, then turn it in.

A certificate of achievement will be given for this course which includes competency in MS Office, specifically Word, Excel, PowerPoint, Publisher, and Access. In addition, MS Windows and Adobe Photoshop will also be listed on this certificate.

Reference manuals will be produced by the students consisting of command sheets and examples of the work produced for all the programs taught. A job manual will be produced during the segment of getting a job. These manuals will allow the students to remember and reproduce all work done in the class. The manuals along with the certificate of achievement will insure that the acquired skills learned in this course will be properly presented to the personnel director of a future job.

ATTENDANCE POLICY: Greenfield High School's attendance policy will be followed. In addition, 10% of the students grade every quarter will be based upon citizenship and class participation.

TARDY POLICY: Greenfield High School's tardy policy will be followed. Tardy students will serve one hour after school detention, and Saturday school after the fifth tardy. Tardy students must wait inside by the door so they don't disturb the class, and allow time for the teacher to change absence to tardy, to look-up tardy and detention records, and to fill out appropriate tardy paper work.
CLASSROOM RULES:

1. Behavior: Defiance of authority (not doing what is asked of you by the teacher), lying, theft, destruction of property, fighting, graffiti, not responding immediately and quietly to a request to go outside or to the office, inappropriate printing.

   Action: Referral—which may include a 1 or 2 day suspension from class and/or after school detention. Defiance of authority is automatic 2-day class suspension.

2. Behavior: Not reporting graffiti, theft, computer changes, or destruction of property at your workstation at the beginning of class. 1Using the internet without permission, 2cheating, 3having electronic devices out, 4making/leaving a mess, showing disrespect towards the teacher or other students, disruptive noises and behavior, swearing, shouting out, laughing, throwing objects, not doing your work, and eating/drinking in class.

   Action: Sent to the door and/or a change of seats and/or after school detention referral.

   1Unauthorized internet use will result in removal of internet access.
   2Cheating: Students are not to delete any work (unless I tell them to) and immediately report any work accidentally deleted. Cheaters will receive an F for all work associated with that segment of learning. Instances of academic dishonesty will be reported to administration.
   3Give the device to teacher. Steps: Student, parent, VP keeps it.
   4Students making/leaving a mess will wait to be dismissed.

3. Behavior: Talking when the teacher is talking, or when told not to talk, unproductive talking with others, failing to raise your hand and waiting to be called on, wandering and visiting at the beginning, and during class.

   Action: One warning will be given. On any second occurrence, the student will be sent to the door. After school detention may be given. In addition, a change of seats may occur.

4. Printers use: Students are allowed to get their own papers from the printer. Abuse of the printer include: Wandering, visiting with others, talking at the printers, having more than 4 people at the printer, inappropriate printing, and wasting paper and ink.

   Action: Student will not be allowed out of his or her seat.

Notes:

1. If inappropriate behavior takes place the last 15 minutes of class the action will occur the following day as well.

2. After 2 times by the door, referrals will be issued instead. No more outside.

3. A parental conference will be requested with the third referral.
**COURSE OBJECTIVES**

At the end of the course, the students will have learned:

1. MS Word
2. MS Excel
3. MS PowerPoint
4. MS Publisher
5. MS Access
6. Adobe Photoshop
7. How to get a job
8. Advanced features of the Internet

**COURSE CONTENT:**

**Review of Word**

Time Frame: (Three weeks) First 3 weeks of the first quarter

Using MS Word, the students will review the keyboard then the documents they learned in Computer Application 1:

*MLA-style reports
*Numbered lists
*Announcements
*Memorandums
*Personal/business letters
*Personal letters
*Business letters
*Outlines
*Table of contents
*Tables
*Macros
*Advanced features

**MS Excel**

Time Frame: (Eight weeks) Weeks 4 through 10 of the first quarter and week 1 of the second quarter.
Using the MS Excel command sheet, the students will create and chart 20 basic spreadsheets and charts, followed by six advanced spreadsheets. The six advanced spreadsheets include: Savings and inverting template, Loan template, Decision Model, and How Old. Financing, credit, savings, and budgeting concepts will be taught at this time.

**Time Frame** | **Grading** | **Points**
---|---|---
Week One and Two | Spreadsheets 5-10 | 100
Week Three | Spreadsheets 11-20 | 100
Week Four and Five | Charting spreadsheets 5-10 | 100
Week Six and Seven | Advanced spreadsheets | 200
Week Eight | Loan, savings, financing test | 100

**MS PowerPoint**

Time Frame: (Six Weeks) Weeks 2 through 7 of the second quarter.

Using the command sheet, the students will learn how to use MS PowerPoint by doing a "Class" and "Life Story" presentation. In addition, projects from Adobe Photoshop produced in the first quarter will be inserted into the slides. Students will be allowed six weeks to complete their Life Story presentation.

Grading will be as follows:

PowerPoint Commands Used in Presentation: 100 Points

Movies (8 min): 100

Pictures (the more the better the grade): 100

Class evaluation of Life Story presentation: 200

Manuals and signoff: 100

**Review of MS Publisher**

Time Frame: (2 Weeks) Weeks 8 and 9 of the second quarter (last two weeks of the second quarter).

Two weeks before winter break, the students will review MS Publisher by doing a greeting card, a calendar, labels, and one other project of their choice.

Grading:

Projects Completed | Grade
---|---
4+ | A
3 | B
2 | C
1 or less | F
Getting a Job

Time Frame: (Six Weeks) First 6 weeks of the third quarter.

The students will learn the following:
* Properly filling out an application
* Formatting Resumes
* Formatting Reference pages
* Creating Cover letters
* Preparing for the interview which includes, being prepared, dressing properly, knowing body language, and knowing how to answer interview questions.
* Creating Follow-up letters.

All work will be put into a "Job Manual" for future reference and all files will be burned onto a CD so files could be used as templates to create the same documents in the future.

MS Access

Time Frame: (Two weeks) Weeks 7 and 8 of the third quarter

Using the command sheet, the students will create six Access tables, then search and query these tables. A command sheet will be given to aid in this assignment.

<table>
<thead>
<tr>
<th>Grading</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of completed tables</td>
<td>100</td>
</tr>
<tr>
<td>Searching handout</td>
<td>100</td>
</tr>
<tr>
<td>Querying</td>
<td>50</td>
</tr>
</tbody>
</table>

Adobe Photoshop

Time Frame: (Eight Weeks) Weeks 9 and 10 of the third quarter and weeks 1 through 6 of the fourth quarter.

The students will learn the Adobe Photoshop program by using 90 commands from the Adobe Photoshop CS5 command sheet to do ten lessons. They will then use the Photoshop Projects Command sheet to produce at least eight projects including: Superimposing (5 projects), altering backgrounds (2), fixing photos (1).

Grading will be based upon the number of commands/projects completed at a given time.

1. Adobe Photoshop CS5 command sheet evaluation: 3rd week.
2. Photoshop Projects command sheet evaluation: Number of projects completed by the 7th week.
3. Turning in a Photoshop Manual consisting of The Adobe Photoshop CS5 command sheet, the Photoshop Projects Commands handout, the Photoshop requirement handout, and the Photoshop work produced.
The Photoshop projects produced by the students will be used in their PowerPoint presentation in second quarter.

**Advanced Internet**

Time Frame: (Two weeks) Weeks 7 and 8 of the fourth quarter

Students will learn concepts of advanced internet use including: Web design, online banking, travel reservation, navigation, online purchasing, real estate, financing, etc.

**Closing**

Time Frame: (One Week) Last week of the fourth quarter

The course will close by having the students make their own certificates of achievements, backing up all their file to a CD (which they keep), and doing make up work.

---

**Department: Art/Music**

**Course:** Art 1

**Teacher:** Mr. Krier

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

**ART ONE**

**NAME:** Instructor: Mr. Krier

---

1. **STANDARDS-BASED COURSE OBJECTIVES:**

A. Artistic Perception
   1. Students will develop perceptual skills and visual arts vocabulary.
   2. Students will analyze art elements and principles of design.
   3. Students will learn the importance of the choice of media in their work and in the work of others.

B. Creative expression.
   1. Students will develop skills, learn processes, and learn the proper use of materials and tools.
   2. Students will learn how to communicate through their artwork.

C. Historical and Cultural Context
   1. Students will learn the different ways people have developed artistic styles throughout history.
   2. Students will learn how their own art production fits into or emulates historically identifiable styles of art.

D. Aesthetic Valuing
   1. Students will derive meaning from the visual arts
   2. Students will learn to make informed judgments about their own work and the work of others.

E. Connections, Relationships, and Applications
   1. Students will apply what they learn in the visual arts in other academic areas.
   2. Students will learn about careers in the visual arts.
2. COURSE DESCRIPTION:
Art One is the foundation course for the visual arts curriculum. This course instructs students in the seven elements of art and design, and how to apply them by putting them into practice. Appropriate art vocabulary will be introduced to students who will learn to use art specific language when analyzing their own work and the work of others. Students will learn how to evaluate their own work and exemplary works of art from both an art critical and art historical point of view. Students will learn aesthetic stances and how to apply them to projects they complete. Students will be assessed on both performance and comprehension through art history presentations, discussions, written assignments, and projects. The California State Visual Arts Standards for grades nine through twelve will be addressed whenever possible.

3. CLASSROOM CODE OF CONDUCT:
A. The student will adhere to all school rules and district policies as summarized in the Parent handbook.
B. Classroom Rules and Expectations
   1. Students will show respect to each other and Mr. Krier
   2. Students will be on time and prepared for every class.
   3. No eating in the classroom, and no hats worn in classroom.
   4. All work will be properly identified. All materials and equipment will be used properly.

4. GRADING SCALE:
Administrative Regulation (AR) 5121 (a)
Grades for each grading period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>4.0 grade points</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>3.0 grade points</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>2.0 grade points</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%)</td>
<td>Below Average Achievement</td>
<td>1.0 grade points</td>
</tr>
<tr>
<td>F</td>
<td>(0-59%)</td>
<td>Little or no Achievement</td>
<td>0 grade points</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0 grade points</td>
<td></td>
</tr>
</tbody>
</table>

An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F. Special Education: Any modification in the above grading will be documented in the student’s IEP with parental consent.

Board Policy 5121 (b)

Effect of Absences on Grades:
If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class (es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.
5. **ASSESSMENTS/ASSIGNMENTS:** Currently planned, but subject to change based on the needs of the students. First Semester projects will be mostly concerned with the art elements. Projects will deal with line, shape, form, color, value, texture, and space. Second Semester projects will deal mostly with the design principles of balance, movement, rhythm, contrast, emphasis, pattern, and unity. A figure sculpture project will finish the year. Each project will include expectations for student achievement. Grades will be assigned on the basis of good craftsmanship, the proper use of the element or principle of design, the use of the medium(s) employed, and the overall impact of the project. Projects may be done for a better grade. All work must be turned in by the end of each semester. Students will be informed as to the weighting of each graded project.

6. **SPECIAL CIRCUMSTANCES:**
   A. Late or missing work - Work will not be accepted after the semester deadlines. Missing work will receive 0%.
   B. Plagiarism and cheating - Plagiarism and/or cheating will result in a 0% grade for that project. Instances of academic dishonesty will be reported to the administration.

7. **CLASS EXPECTATIONS – LEVEL OF RIGOR:** Art One students are expected to do their best. Effort is important in considering grading. However, a high level of achievement is expected. Sloppy work or work done hastily will be judged accordingly.

8. **MATERIALS RESOURCES PROVIDED:** Art materials will be provided to students for classroom projects.

*(Effective 8/14)*

**Course:** Art 1

**Teacher:** Ms. Barajas

1. **NAME AND CONTACT INFORMATION:** Name:
2. **STANDARDS-BASED COURSE OBJECTIVES:**
   A. Students will use the principles of design to discuss, analyze, and write about works of art, including their own.
   B. Students will be able to analyze how material choice communicates meaning in works of art, including their own.
   C. Students will develop their observational drawing skills.
   D. Students will be able to employ the conventions of art criticism when writing and speaking about works of art.
   E. Students will be able to formulate and support a position regarding their opinions about the aesthetic value of works of art.

3. **COURSE DESCRIPTION:**
   Art One is the foundation course for the visual arts curriculum. This course instructs students in the seven elements of art and design, and how to apply them by putting them into practice. Appropriate art vocabulary will be introduced to students who will
learn to use art specific language when analyzing their own work and the work of others. Students will learn how to evaluate their own work and works of art from both an art critical and art historical point of view. Students will learn aesthetic stances and how to apply them to projects they complete. Students will be assessed on both performance and comprehension through presentations, discussions, written assignments, and projects.

4. **Classroom Code of Conduct:**
   A. The student will adhere to all school rules and district policies as summarized in the Parent Handbook.

   B. Classroom Rules and Expectations
      1. Cell phones will not be out in class unless given specific permission by teacher.
      2. No gum in class.
      3. Students **must** ask permission before leaving the classroom to use the restroom. Restroom passes are given on an as needed basis, except for the first 10 and last 10 minutes of class. Restroom passes may be temporarily or permanently suspended if a student abuses bathroom pass use.
      4. Students are expected to follow directions, participate in class, and be respectful to everyone and everything in the classroom.
      5. No late work without documented excuse from a parent/guardian.
      6. Students are not to be in the classroom outside of class hours without staff permission.

   C. Depending on the severity of the issue, students breaking the rules may receive a verbal warning or time to reflect on their actions at the reflection center in class. More severe issues will be referred to the office for further action.

5. **Grading Scale:**

   Administrative Regulation (AR) 5121 (a)

   Grades for each grading period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>4.0 grade points</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>3.0 grade points</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>2.0 grade points</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%)</td>
<td>Below Average Achievement</td>
<td>1.0 grade points</td>
</tr>
<tr>
<td>F</td>
<td>(0-59%)</td>
<td>Little or no Achievement</td>
<td>0 grade points</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0 grade points</td>
</tr>
</tbody>
</table>

   An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

   Special Education: Any modification in the above grading will be documented in the student’s IEP with parental consent.
Board Policy 5121 (b)

Effect of Absences on Grades:

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class.

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.

First Semester projects will be mostly concerned with the art elements. Projects will deal with line, shape, form, color, value, texture, and space. Students will also focus heavily on the art of drawing to support their performance during the second semester.

Second Semester projects will deal mostly with the design principles of balance, movement, rhythm, contrast, emphasis, pattern, and unity. Students will have the opportunity to create a linoleum print. Students will be informed as to the weighting of each graded project.

7. SPECIAL CIRCUMSTANCES:
   A. Late or missing work- No late work without parent/guardian excuse. Missing work will receive 0%.
   B. Plagiarism and cheating- Plagiarism and/or cheating will result in a 0% grade for that project. Instances of academic dishonesty will be reported to the administration.

8. CLASS EXPECTATIONS – LEVEL OF RIGOR: Art One students are expected to do their best. Students must participate during class in order to be successful during art one. A tally will be taken weekly to objectively gauge student participation. IF A STUDENT DOES NOT
VOLUNTARILY PARTICIPATE DURING CRITIQUES AND DISCUSSIONS THEY CAN’T GET HIGHER THAN 70% IN THE CLASS. Modifications to this requirement will be made for students that need translation during class. If there is a reason that a student will have trouble participating in front of the class on a weekly basis, parents must notify me in writing (either through a note or email) of the circumstances, and accommodations will be made.

***** Extra Credit is available for completing additional readings *****

9. MATERIALS RESOURCES PROVIDED: Art materials will be provided to students for classroom projects. Although not required, students who would like to work on projects outside of class may benefit from investing in materials such as drawing pencils, a watercolor set, watercolor papers, etc.

Course: Art 2
Teacher: Mr. Krier

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

ART 2

1. NAME: Instructor: Mr. Krier
2. STANDARDS-BASED COURSE OBJECTIVES:
   A. Artistic Perception
      1. Students will develop perceptual skills and visual arts vocabulary.
      2. Students will analyze art elements and principles of design.
      3. Students will learn the importance of the choice of media in their work and in the work of others.
   B. Creative expression.
      1. Students will develop skills, learn processes, and learn the proper use of materials and tools.
      2. Students will learn how to communicate through their artwork.
   C. Historical and Cultural Context
      1. Students will learn the different ways people have developed artistic styles throughout history.
      2. Students will learn how their own art production fits into or emulates historically identifiable styles of art.
   D. Aesthetic Valuing
      1. Students will derive meaning from the visual arts
      2. Students will learn to make informed judgments about their own work and the work of others.
   E. Connections, Relationships, and Applications
      1. Students will apply what they learn in the visual arts in other academic areas.
      2. Students will learn about careers in the visual arts.
3. COURSE DESCRIPTION: Prerequisite: Art One
Art Two follows sequentially from Art One. Students continue to develop skills using the mediums introduced in Art One. It is the year for learning to communicate meaningfully through the visual arts as students address technical and aesthetic concepts and employ advanced problem solving. In this course, students will learn to find their own voice and produce art that is consistent with that voice. The class encourages students to explore and appreciate both realistic and abstract depictions of the subject matter. The California State Visual Arts Standards for grades nine through twelve will be the basis for this course.

4. CLASSROOM CODE OF CONDUCT:
   A. The student will adhere to all school rules and district policies as summarized in the Parent handbook.
   B. Classroom Rules and Expectations
      1. Students will show respect to each other and Mr. Krier.
      2. Students will be on time and prepared for every class.
      3. No eating in the classroom, and no hats worn in classroom.
      4. All work will be properly identified. All materials and equipment will be used properly.

5. GRADING SCALE:
   Administrative Regulation (AR) 5121 (a)
   Grades for each grading period as follows:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%)</td>
<td>Below Average Achievement</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>(0-59%)</td>
<td>Little or no Achievement</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0</td>
</tr>
</tbody>
</table>

   An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

   Special Education: Any modification in the above grading will be documented in the student’s IEP with parental consent.

   Board Policy 5121 (b)

   Effect of Absences on Grades:

   If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

   The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class (es).
Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. **ASSESSMENTS/ASSIGNMENTS:** Currently planned, but subject to change based on the needs of the students. After a Pre-Test to see how much students remember from Art One, first semester projects will include the following: evocative and intuitive abstract designs based on an emotion; hand drawing to communicate a message or comment upon culture; Day of the Dead drawings; pierced name drawings; figure/head drawing to evoke a personal value; mola designs; and paint a song. Second semester projects will be as follows: design a personal shield; create a playing card using a play on words; create a linoleum block print to illustrate a proverb; design a poster based on a current event; and create a “Me” box or render a self-portrait. Grades will be assessed on the basis of good craftsmanship, how well the mediums are used, timeliness, how well written explanations meet the assignment, and the overall impact of the design. Projects may be redone for a better grade. All work must be done by the end of each semester. Students will be informed as to the weighting of each graded project.

7. **SPECIAL CIRCUMSTANCES:** Late or missing work
   
   A. Late or missing work – Work will not be accepted after the semester deadlines. Missing work will receive 0%.
   
   B. Plagiarism and cheating – Plagiarism and/or cheating will result in a 0% grade for that project. Instances of academic dishonesty will be reported to the administration.

8. **CLASS EXPECTATIONS – LEVEL OF RIGOR:** Art Two students are expected to perform at a higher level than Art One students. Grading of projects will reflect this idea. Good craftsmanship is stressed.

9. **MATERIALS RESOURCES PROVIDED:** Art materials will be provided to students for classroom projects.

*(Effective 8/14)*

**Course:** Music Appreciation

**Teacher:** Ms. Barajas

1. **NAME AND CONTACT INFORMATION:** Name

2. **STANDARDS-BASED COURSE OBJECTIVES:**

   A. Students will be able to analyze the use of form in a variety of music from a diverse set of genres, styles, and cultures.
   
   B. Students will be able to analyze how instrument choice and use communicates meaning in works of music.
   
   C. Students will be able to employ the conventions of music criticism when writing and speaking about music.
   
   D. Students will be able to formulate and support a position regarding their opinions about the value of a piece of music.
3. **Course Description:**

Music appreciation gives students a strong foundation for being able to write, speak, and value the musical arts. This course introduces students to a variety of instruments and genres. Appropriate music vocabulary will be introduced to students who will learn to use music specific language when analyzing pieces of music. Students will learn how to evaluate music from both a critical and a historical point of view. Students will learn aesthetic stances and how to apply them to projects they complete. Students will be assessed through completing listening charts, conducting presentations, participating in discussions, and completing written assignments and projects.

4. **Classroom Code of Conduct:**

   A. The student will adhere to all school rules and district policies as summarized in the Parent Handbook.

   B. Classroom Rules and Expectations

   1. Cell phones will not be out in class unless given specific permission by teacher.
   2. No gum in class.
   3. Students **must** ask permission before leaving the classroom to use the restroom. Restroom passes are given on an as needed basis, **except for the first 10 and last 10 minutes of class.** Restroom passes may be temporarily or permanently suspended if a student abuses bathroom pass use.
   4. Students are expected to follow directions, participate in class, and be respectful to everyone and everything in the classroom.
   5. No late work without documented excuse from a parent/guardian (excused absence counts as documentation).
   6. Students are not to be in the classroom outside of class hours without staff permission.

   C. Depending on the severity of the issue, students breaking the rules may receive a verbal warning or time to reflect on their actions at the reflection center in class. More severe issues will be referred to the office for further action.

5. **Grading Scale:**

   Administrative Regulation (AR) 5121 (a)

   Grades for each grading period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%)</td>
<td>Below Average Achievement</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>(0-59%)</td>
<td>Little or no Achievement</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0</td>
</tr>
</tbody>
</table>
An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence.

Special Education: Any modification in the above grading will be documented in the student’s IEP with parental consent.

**Board Policy 5121 (b)**

**Effect of Absences on Grades:**

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class.

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

**6. ASSESSMENTS/ASSIGNMENTS:** Currently planned, but subject to change based on the needs of the students.

**First Semester** will largely deal with recognizing types of instruments so as to better evaluate pieces of musical art. Students will be tested on being able to pick out instruments from a piece of music. The first semester will be an introduction to speaking and writing about music. Students are expected to complete a presentation on a composer.

**Second Semester** will have a heavier emphasis on speaking and writing about music. Students will complete a musical family tree for a final project, as well as give another presentation on a musical artist this semester.

**Students will be informed as to the weighting of each graded project.**
7. **Special Circumstances:**

   A. Late or missing work- No late work without parent/guardian excuse. Missing work will receive 0%.
   
   B. Plagiarism and cheating- Plagiarism and/or cheating will result in a 0% grade for that project. Instances of academic dishonesty will be reported to the administration.

8. **Class Expectations – Level of Rigor:** Students **must** participate during class in order to be successful during music appreciation. A tally will be taken weekly to objectively gauge student participation. If a student does not voluntarily participate at least once a week they can’t get higher than 70% in the class. Modifications to this requirement will be made for students that need translation during class. **If there is a reason that a student will have trouble participating in front of the class on a weekly basis, parents must notify me in writing (either through a note or email) of the circumstances and accommodations will be made.** This course relies **heavily** on critical thinking and discussion.

***** Extra Credit is available for completing additional readings *****

9. **Materials/Resources Provided:** Some homework assignments will ask that students bring in a piece of music to share and/or analyze with the class. Students are also expected to do presentations throughout the year, preferably on a digital format. Students will be given **ample time** in the computer lab to work on projects. If students need additional time on the computer to complete an assignment and a home computer is not available, students are expected to work in the school’s library or visit the Greenfield Public Library for computer use.

**Course:** **Beginning Guitar**

**Teacher:** **Ms. Conklin**

**Instructor Information:** Miss Conklin, Room 302

   **Phone:** (831) 674-2751 ext. 1302
   **Email:** aconklin@smcjuhsd.org

**Course Description:**

   This introductory course is designed to teach students the basics of playing the guitar. Emphasis will be placed on guitar performance, as well as reading music notation. Students will learn how to listen to and analyze both their own playing and the playing of others. We will also outline the history of the guitar, discuss various music genres involving guitar, and learn about prominent guitar players of the past and present.
Course Objectives:

The objectives of this course will include:

- Playing both melodies and chord accompaniments on the guitar with accuracy
- Developing proper playing technique and instrument maintenance habits
- Performing on the guitar both in groups and individually
- Understanding music elements such as rhythm, pitch, dynamics, etc.
- Reading multiple styles of guitar notation
- Understanding the guitar’s role in music throughout history
- Identifying various styles of music in which the guitar is used
- Learning about significant guitar players of the past and present
- Analyzing and critiquing musical performances

Classroom Expectations:

- Be Respectful to:
  - Anyone and everyone in the classroom
  - Your instrument
  - Your classroom
- Be on time
- Be prepared
- Follow directions
- Keep an open mind

Materials:

Every student in beginning guitar class must have the following items in class every day:

- A folder
- A notebook
- A writing utensil (pen or pencil)
- Any and all guitar worksheets/music provided in class
- An acoustic guitar
  - The school will provide guitars for students. Each student will check out a guitar for the entirety of their time in the class and will be responsible for its well-being. If a student already has his or her own acoustic guitar and would like to use it for the class, it must be brought to school every day. Electric guitars cannot be used for beginning guitar class.

Grading Scale:

Administrative Regulation (AR) 5121 (a)

Grades of each grading period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Outstanding Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Above Average Achievement</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>Average Achievement</td>
<td>2.0</td>
</tr>
</tbody>
</table>
D  (60-69%)  Below Average Achievement  1.0 grade points
F  (0-59%)  Little or no Achievement  0 grade points
I  Incomplete  0 grade points  **An incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Classroom Grading Policy:

- Participation: 30%
  - In order to receive full participation points of any given day, students must come to class on time with all necessary materials and follow all classroom expectations throughout the class period.

- Assignments: 50%
  - Includes in-class work and homework
  - All assignments are due on the due date given. Points will be deducted if assignments are turned in late.

- Tests and Quizzes: 20%
  - Tests and quizzes include playing exams and occasional written exams.
  - Both written tests and playing exams will always be announced in advance. Quizzes may or may not be announced in advance.

***Should any students fall behind or need additional help, I will be available either before or after school by appointment.***

Course:  Advanced Guitar

Teacher:  Ms. Conklin

Instructor Information:  Miss Conklin, Room 302

Phone: (831) 674-2751 ext. 1302
Email: aconklin@smcjuhsd.org

Course Description:

This secondary course is designed to build upon each student’s guitar knowledge and playing skills. Emphasis will be placed on guitar performance, as well as reading music notation. Students will learn how to maintain proper individual practice routines. All students will listen to and analyze both their own playing and the playing of others. We will also discuss the history of the guitar, various music genres involving guitar, and prominent guitar players of the past and present.

Course Objectives:

The objectives of this course will include:

- Playing advanced melodies and chord accompaniments on the guitar with accuracy
- Continuing to develop proper playing technique and instrument maintenance habits
- Performing on the guitar both in groups and individually
• Understanding music elements such as rhythm, pitch, dynamics, etc.
• Reading multiple styles of guitar notation
• Understanding the guitar’s role in music throughout history
• Identifying various styles of music in which the guitar is used
• Learning about significant guitar players of the past and present
• Analyzing and critiquing musical performances

Classroom Expectations:
• Be Respectful to:
  o Anyone and everyone in the classroom
  o Your instrument
  o Your classroom
• Be on time
• Be prepared
• Follow directions
• Keep an open mind

Grading Scale:
Administrative Regulation (AR) 5121 (a) Grades of each grading period as follows:

A (90-100%) Outstanding Achievement 4.0 grade points
B (80-89%) Above Average Achievement 3.0 grade points
C (70-79%) Average Achievement 2.0 grade points
D (60-69%) Below Average Achievement 1.0 grade points
F (0-59%) Little or no Achievement 0 grade points
I Incomplete 0 grade points

**An incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Classroom Grading Policy:
• Participation: 40%
  o In order to receive full participation points of any given day, students must come to class on time with all necessary materials and follow all classroom expectations throughout the class period.
• Assignments: 30%
  o Includes in-class work and homework
  o All assignments are due on the due date given. Points will be deducted if assignments are turned in late.
• Tests and Quizzes: 30%
  o Tests and quizzes include both written exams as well as playing exams.
  o Tests will always be announced in advance. Quizzes may or may not be announced in advance.

Should any students fall behind or need additional help, I will be available either before or after school by appointment.
**Course:**  **Beginning Band**  
**Teacher:**  **Ms. Conklin**

**Instructor Information:**  Miss Conklin, Room 302  
Phone: (831) 674-2751 ext. 1302  
Email: aconklin@smcjuhsd.org

**Course Description:**  
This introductory course is designed to teach students the basics of playing an instrument. Emphasis will be placed on performance, as well as reading music notation. Students will learn how to listen to and analyze both their own playing and the playing of others. We will discuss elements of musical technique, as well as the history of concert band music and the musicians of concert band instruments.

**Course Objectives:**  
The objectives of this course will include:  
- Playing concert band and solo repertoire  
- Developing proper playing technique and instrument maintenance habits  
- Understanding music elements such as rhythm, pitch, dynamics, etc.  
- Reading music notation  
- Developing aural music skills, including pitch, intonation, and instrument tone  
- Identifying and learning about prominent concert band composers, as well as prominent musicians of concert band instruments  
- Analyzing and critiquing musical performances

**Classroom Expectations:**  
- Be Respectful to:  
  - Your classmates and teacher  
  - Your instrument  
  - Your classroom  
- Be on time  
- Be prepared  
- Follow directions  
- Keep an open mind

**Grading Scale:**

<table>
<thead>
<tr>
<th>Administrative Regulation (AR) 5121 (a) Grades</th>
<th>of each grading period as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (90-100%)</td>
<td>Outstanding Achievement</td>
</tr>
<tr>
<td>B (80-89%)</td>
<td>Above Average Achievement</td>
</tr>
<tr>
<td>C (70-79%)</td>
<td>Average Achievement</td>
</tr>
<tr>
<td>D (60-69%)</td>
<td>Below Average Achievement</td>
</tr>
<tr>
<td>F (0-59%)</td>
<td>Little or no Achievement</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>
**An incomplete shall be given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.**

**Classroom Grading Policy:**

- **Participation: 50%**
  - In order to receive full participation points of any given day, students must come to class on time with all necessary materials and follow all classroom expectations throughout the class period.
  - We will have TWO music department concerts: one 1st semester concert, and one 2nd semester concert (dates TBA.) All beginning concert band students are required to participate in these concerts. Additional public performances may be announced throughout the school year.

- **Assignments: 20%**
  - Includes in-class work and homework
  - All assignments are due on the due date given. Points will be deducted if assignments are turned in late.

- **Tests and Quizzes: 30%**
  - Tests and quizzes can include both written exams as well as playing exams.
  - Tests will always be announced in advance. Quizzes may or may not be announced in advance.

Should any students fall behind or need additional help, I will be available either before or after school by appointment.

**Course:** **Advanced Band**

**Teacher:** **Ms. Conklin**

**Instructor Information:** Miss Conklin, Room 302

  - Phone: (831) 674-2751 ext. 1302
  - Email: aconklin@smcjuhsd.org

**Course Description:**
This secondary course is designed to build upon each student’s instrumental and basic musical skills. Emphasis will be placed on performance of both concert band music as well as solo repertoire. Students will learn how to listen to and analyze both their own playing and the playing of others. We will discuss elements of musical technique, as well as the history of concert band music and the musicians of concert band instruments.

**Course Objectives:**
The objectives of this course will include:

- Playing concert band and solo repertoire
- Learning the proper strategies and elements of being a musical ensemble member
- Continuing to develop proper playing technique and instrument
maintenance habits
- Understanding music elements such as rhythm, pitch, dynamics, etc.
- Building upon knowledge of music notation
- Advancing the development of aural music skills, including pitch, intonation, and instrument tone
- Identifying and learning about prominent concert band composers, as well as prominent musicians of concert band instruments
- Analyzing and critiquing musical performances

**Classroom Expectations:**
- Be Respectful to:
  - Your classmates and teacher
  - Your instrument
  - Your classroom
- Be on time
- Be prepared
- Follow directions
- Keep an open mind

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%)</td>
<td>Below Average Achievement</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>(0-59%)</td>
<td>Little or no Achievement</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0</td>
</tr>
</tbody>
</table>

**Administrative Regulation (AR) 5121 (a) Grades**

of each grading period as follows:

**Classroom Grading Policy:**
- **Participation: 50%**
  - In order to receive full participation points of any given day, students must come to class on time with all necessary materials and follow all classroom expectations throughout the class period.
  - We will have TWO music department concerts: one 1st semester concert, and one 2nd semester concert (dates TBA.) All advanced concert band students are required to participate in these concerts. Additional public performances may be announced throughout the school year.
- **Assignments: 20%**
  - Includes in-class work and homework
  - All assignments are due on the due date given. Points will be deducted if assignments are turned in late.

****An incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.**
Tests and Quizzes: 30%
  o Tests and quizzes can include both written exams as well as playing exams.
  o Tests will always be announced in advance. Quizzes may or may not be announced in advance.

Should any students fall behind or need additional help, I will be available either before or after school by appointment.

**Course:** Concert Choir

**Teacher:** Ms. Conklin

**Instructor Information:** Miss Conklin, Room 302
  Phone: (831) 674-2751 ext. 1302
  Email: aconklin@smcjuhsd.org

**Course Description:**
This course is designed to teach students proper vocal technique and music skills. Emphasis will be placed on performance of large ensemble, small group, and solo repertoire. Students will learn how to listen to and analyze both their own singing as well as the singing of others. We will discuss elements of musical and vocal technique, as well as the difference between ensemble singing strategies and solo singing strategies.

**Course Objectives:**
The objectives of this course will include:
  - Singing concert choir and solo repertoire
  - Learning the proper strategies and elements of being a musical ensemble member
  - Developing proper vocal technique and proper care of the voice
  - Understanding music elements such as rhythm, pitch, dynamics, etc.
  - Reading music notation
  - Advancing the development of aural music skills, including pitch, intonation, and vocal tone
  - Identifying and learning about prominent concert choir composers, as well as prominent vocalists of the past and present
  - Analyzing and critiquing musical performances

**Classroom Expectations:**
- Be Respectful to:
  o Each other
  o Your materials
  o Your classroom
- Be on time
- Be prepared
- Follow directions
- Keep an open mind.
Grading Scale:

Administrative Regulation (AR) 5121 (a) Grades of each grading period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%)</td>
<td>Below Average Achievement</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>(0-59%)</td>
<td>Little or no Achievement</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0</td>
</tr>
</tbody>
</table>

**An incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.**

Classroom Grading Policy:

- **Participation:** 50%
  - In order to receive full participation points of any given day, students must come to class on time with all necessary materials and follow all classroom expectations throughout the class period.
  - We will have TWO music department concerts: one 1st semester concert, and one 2nd semester concert (dates TBA.) All concert choir students are expected to participate in these concerts (exceptions will be made for last minute emergencies.) Additional public performances may be announced throughout the school year.

- **Assignments:** 20%
  - Includes in-class work and homework
  - All assignments are due on the due date given. Points will be deducted if assignments are turned in late.

- **Tests and Quizzes:** 30%
  - Tests and quizzes can include both written exams as well as playing exams.
  - Tests will always be announced in advance. Quizzes may or may not be announced in advance.

Should any students fall behind or need additional help, I will be available either before or after school by appointment.
Physical Education is a co-ed course for grades 9-12 with a two-year (20 credits) graduation requirement. The California Physical Education Framework and State Standards maintain the structure for the content of this course. We believe that physical education is a vital component for the development of a student’s physical, mental and social well-being. It is our mission to provide an equal opportunity to our students, through planned activities, for physical development in the areas of strength, flexibility, coordination, endurance, balance, agility, range of motion, and power. Our diverse program will allow students the opportunity to develop individual skills and introduce new, enjoyable experiences for life long physical fitness and well-being. We will provide information for knowledge in proper exercise techniques and practices, good nutritional habits, basic muscle anatomy, and elementary cardiovascular physiology.

Objectives of Physical Education:

As developed by the California Department of Education, course standards include:

1. The student will be competent in many movement forms and proficiency in few movement forms.
2. The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her own skills.
3. The student will achieve and maintain a health-enhancing level of physical fitness.
4. The student will exhibit a physical active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge and self-expression.
5. The student will demonstrate responsible personal behavior while participating in movement activities.
6. The student will demonstrate responsible social behavior while participating in movement activities and understand the importance of respect for others.
7. The student will understand the interrelationship between history, culture, games, sports play and dance.
Physical Education Expectations Requirements and Dress Codes

1. Students will be expected to follow School-Wide Rules (SWR) and Dress code (SWR) listed in the student agenda and “Bruins' House Rules” in which are posted in all site classrooms/gym offices.

2. All students must wear GREENFIED HIGH SCHOOL PE Uniforms, which consist of the PE t-shirt with any GHS shorts or sweats, and appropriate athletic footwear (no sandals, flip-flops, boots, or UGGS). Uniforms may be purchased in the Physical Ed. Department the first week of school, and anytime thereafter.

3. Sweatshirts can be worn as long as they are solid colors of either: green, gray, black, or white. As well as the P.E. sweatshirts sold in our department.

4. Any student that is not in uniform shall receive detention thereby have 2 days to serve the detention and return with supervised signature. If student does not comply to serve detention, referral will follow and sent to Administration.

5. Students must be in the locker room prior to the tardy bell.

6. Students are expected to participate in all activities as directed by their teacher.

7. No school clothes should be worn under or over physical education uniform.

8. Students must lock all their belongings ONLY in their assigned locker with their assigned combination lock. Locks will be issued within the 1st week of classes.

9. CELL PHONES OR ANY ELECTRONICAL DEVICES ARE NOT PERMITTED IN CLASS. The device(s) will be confiscated by the teacher and given instruction for collecting item(s). NO EXCEPTIONS!

**The Physical Education Department will NOT be responsible for lost/stolen items.**

Attendance Policy

Absences ●Tardy Policy ●Make-ups

***Attendance Policy listed in Student Handbook is followed and enforced***

Physical education is a participation-based course in which absences and tardy to class negatively affect the students’ grade. In physical education, 5 laps are to be completed for each absence. Make-up opportunities for absences are offered throughout the semester. A 5-lap requirement (time may vary per class for completion) must be completed each make-up day and students may do additional laps. All laps completed are cumulative during the semester and start over with each new grading period.

Medical Excuses

Students with injury or illness may be excused from participation in PE for up to one day with a note from parent or guardian. Contact information is needed to verify illness or injury with parent or guardian. Any student with a lengthy injury or illness must obtain medical excuse from physician stating the modification and days for non-participation for class. If a student is to be out of participation longer then 20 consecutive days, will then receive “M” for that semester grade. A medical will not affect the student’s GPA for that semester; however, student will not receive credits to meet 2-year graduation requirement until completed in summer school or junior and/or senior year. When a medical occurs during the students’ senior year, the student has the option to take another course to make up lost credits (see obtaining credits for further information).
**Obtaining Credits**

- Transfer credits must meet and receive prior approval of PE. Department. As well as alternative education, independent studies, or youth authority programs.
- All concurrent enrollments (more than 1 period) must be approved by PE. Department and can only be done during the students’ junior and/or senior year.
- 9th, 10th, and 11th grade students will not be eligible to have more than 1 PE class per semester. Exceptions must require prior approval
- Make-up work done through a community college must meet and receive prior approval of PE. Department.

**Every effort to receive credits from class offerings at Greenfield High School must be satisfied before alternative methods are considered.**

**Point Deductions**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-preparedness</td>
<td>(P)</td>
</tr>
<tr>
<td>Absences</td>
<td>(--)</td>
</tr>
<tr>
<td>Non-participation</td>
<td>(NP)</td>
</tr>
<tr>
<td>Behavioral Problem</td>
<td>(BP)</td>
</tr>
<tr>
<td>Skill Test</td>
<td>(ST)</td>
</tr>
<tr>
<td>Written Assignments/Tests</td>
<td>(WA,WT)</td>
</tr>
<tr>
<td>Roll Call Tardy /Cell Phone or</td>
<td>(T)</td>
</tr>
<tr>
<td>Electronic Device</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>-5</td>
<td></td>
</tr>
<tr>
<td>-5</td>
<td></td>
</tr>
<tr>
<td>-1 to –5</td>
<td></td>
</tr>
<tr>
<td>-5</td>
<td></td>
</tr>
<tr>
<td>-1 to –10</td>
<td></td>
</tr>
<tr>
<td>-1 to –10</td>
<td></td>
</tr>
<tr>
<td>-1 for the first 3, –5 thereafter</td>
<td></td>
</tr>
</tbody>
</table>

**Grading Policy 200 Points per Semester**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>200-180</td>
<td>A</td>
</tr>
<tr>
<td>179-160</td>
<td>B</td>
</tr>
<tr>
<td>159-140</td>
<td>C</td>
</tr>
<tr>
<td>139-120</td>
<td>D</td>
</tr>
<tr>
<td>119-below</td>
<td>Fail</td>
</tr>
</tbody>
</table>

**Extra-credit points can be awarded upon teacher’s discretion**

**Course Offerings:**

<table>
<thead>
<tr>
<th></th>
<th>Soccer</th>
<th>Speedball</th>
<th>Table Tennis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volleyball</td>
<td>Soccer</td>
<td>Speedball</td>
<td>Table Tennis</td>
</tr>
<tr>
<td>Basketball</td>
<td>Aerobics</td>
<td>Dodge ball</td>
<td>Taebo</td>
</tr>
<tr>
<td>Softball</td>
<td>Fitness/Conditioning</td>
<td>Pickle ball</td>
<td>BOSU</td>
</tr>
<tr>
<td>Flag Football</td>
<td>Weight Training</td>
<td>Badminton</td>
<td>DDR</td>
</tr>
</tbody>
</table>

**All information is subject to change as needed for PE Department**
1. Name and Contact Information:
Kelsey Councilman  
(831) 674-2751 Ext# 1403  
kcouncilman@smcjuhsd.org

Course Objectives; Based on the Common Core Standards:

Laboratory: One of the primary objectives of an entry level chemistry course is to teach students about the different equipment in a laboratory and how to use it safely and effectively. The environment within a laboratory can be dangerous if students are not properly informed and coached. However, it is also an environment which provides hands on learning and the possibility of new discoveries.

Understanding Forms of Matter: There are three different forms of matter, each pertinent to understanding chemistry and the interactions of different elements. It is important that students understand what comprises a solid, liquid or gas, and which elements fall into each category. It is also important that they learn under what conditions matter can change and the fact that matter can never entirely disappear.

Periodic Table and Elements: One of the main documents to which students will constantly and consistently refer, is the periodic table. Students should learn each of the elements and what makes them unique. They should also learn the different types of bonds: Ionic, covalent, hydrogen and polar covalent. How these bonds join certain elements together to form various types of matter is also vital.

Procedures of Experimentation: Learning the difference between a theory and a hypothesis, and how to test the latter, is important in a chemistry and other fields of science as well. This is where students receive the benefit of hands on experimentation and begin to comprehend why it is important. By understanding the proper procedures and attempting to prove or disprove a hypothesis, the students can effectively learn how to conduct their own experiments both in, and outside of, the chemistry course.
**Understanding Scientists and Laws:** There are several different scientists and laws which the student must study in order to understand their importance and the history of chemistry. For example, Dalton and Mendeleev are both very important scientists who played significant roles in the field of chemistry. Different laws that the student should comprehend include: The Law of Thermodynamics; Henry’s Law; The Law of Conservation of Matter, and the Law of Constant Composition.

**Formulas Usage and Data Evaluation:** The use of formulas and evaluation of data is another objective important to chemistry. Students need to decide what data is pertinent to their problem and choose the proper formula to solve for the solution they are looking for. These skills are vital developments in order to effectively conduct an experiment and decipher the output.

**Course Description:**
This class is a detailed and in depth examination of chemistry for those students interested in math, science, or agriculture fields of study in college. A prerequisite completion of Biology or Agriculture Biology is required. It is an intensive course that is project-based. This includes weekly labs, student projects and presentations, an Agriscience project, and FFA and Supervised Agriculture Experience requirements. There is likely to be homework most nights. Classes will take place in the classroom, as well as school farm and other school facilities.

**ICEV**
Through this class students have the opportunity to obtain a certification in Food Safety through the ICEV program. This program is all online and students will have opportunities weekly to work on the coursework and assessments. ICEV can also be accessed at home for any students who may have been absent on a work day or who wants to get ahead. Students need to have completed all coursework and assessments by the end of the year in order to take the certification test which will be their final for this class.

**Agriscience Project**
An Agriscience research project is a practical, hands-on project that uses the scientific method to answer a real scientific problem that relates to agriculture. Researchers at universities and private labs use the same format to solve the everyday scientific problems of the world. Just like the researchers of the world this project may span many years and will be viewed by scientific peers all over the United States of America. The project will consist of three parts: a research paper, a log book and a display board. Students will receive more information on this project in week 3.

**Classroom Code of Conduct:**

1. Students are expected to use all equipment safely, correctly, and as directed.
2. Students are expected to respect the rights of others to learn.
3. Students are expected to participate in labs and discussions & take notes during lectures.
4. Students are expected to clean their work area and help maintain common work areas.
5. Students are expected to come see me for help and for make-up assignments.
6. Students are expected to place all electronic devices in backpacks (turned off) before entering the classroom.
7. Use common sense.
8. The student will adhere to all school rules and district policies as summarized in the Parent handbook.
9. No food or drinks.
10. Participate!!

Restroom passes
At the beginning of each semester, students will receive two bathroom passes. In order to use the restroom during class, the student must present the teacher his/her RR pass at an appropriate time (not during lecture, announcements, discussions, etc), and take pass with them. Unused bathroom passes can be turned in at the end of the semester for 10 extra credit points each.

2. Grading Scale:
   Administrative Regulation (AR) 5121 (a)
   Grades for each grading period as follows:
   A  (90-100%) Outstanding Achievement  4.0 grade points
   B  (80-89%)  Above Average Achievement  3.0 grade points
   C  (70-79%)  Average Achievement  2.0 grade points
   D  (60-69%)  Below Average Achievement  1.0 grade points
   F  (0-59%)  Little or no Achievement  0 grade points
   I  Incomplete  0 grade points
   An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.
   Special Education: Any modification in the above grading will be documented in the student’s IEP with parental consent.

Board Policy 5121 (b)

Effect of Absences on Grades:
If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.
The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class (es).
Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and
parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

3. ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.

   Classwork 70%
   - Homework
   - Packets
   - Agriscience Project
   - Test and quizzes
   - Labs and projects

   ICEV 10% Half of the ICEV coursework and assessments are to be completed each semester.

   FFA 10% 2 FFA activities are required per quarter for their participation grade

   SAEP 10% (supervised agriculture education project) SAEP is 20 hours of paid or unpaid hours of a project proclaiming to agriculture, to make an improvement or supplemental skill development that is approved by the teacher. Student will keep track of this by the use of the record book, along with pictures, and submitting it for a grade.

4. SPECIAL CIRCUMSTANCES:
   a. Late or missing work- Students who turn in late work will receive credit for up to 75% for the first day missed and will be subjected to a 25% decrease each additional day the assignment is late. You have 2 school days to obtain and complete your assignments from an excused absence. You are responsible for obtaining missed work. I will not seek you out to give you missed work; you must check with me to see what you missed. Any work collected or assigned on the day of an unexcused absence will not be accepted.

   b. Plagiarism and cheating- If students are caught plagiarizing or cheating that student will not receive credit for that assignment. If students are caught copying off another student, the student who was cheating will not receive credit as well as the student who they had “borrowed” or “checking answers” the assignment from. Instances of academic dishonesty will be reported to administration.

5. CLASS EXPECTATIONS – LEVEL OF RIGOR: Students are expected to complete all classwork and homework assignments, attend two FFA activities every quarter, and complete 20 hours of an SAEP within a year and complete the ICEV coursework and assessments. If students should fall behind or need additional help, I am usually available in the morning and after school.

6. MATERIALS RESOURCES PROVIDED:
   a. Introduction to Chemistry a Foundation, 8th edition
   b. 3 ring binder (1.5 inch)
   c. 3 dividers
   d. Binder paper
   e. Black or blue pen
   f. Pencil
g. Students will be able to access computers from the Ag. Department, School library, and public library.

h. Any use of South Monterey County Joint Union High School computers will need an internet agreement with the school.

**Course:** Floral Design  
**Teacher:** Ms. Councilman

**South Monterey County Joint Union High School District**  
**FLORAL DESIGN**  
**2016-2017**  
**ROOM 403**

1. **Name and Contact Information:**
   
   Kelsey Councilman  
   (831) 674-2751 Ext# 1403  
   kcouncilman@smcjuhsd.org

2. **Course Objectives; Based on the Common Core Standards:** This course deals with the beginning methods of floral arranging, flower identification, aesthetic appreciation of floral arrangements, color and flower contrast, and the history of floriculture.

3. **Course Description:** Emphasis of this course will be to develop skills required to design fresh and dried flower arrangements, using live and preserved (dried) plant materials and foliage plants, as well as silk flowers. Floriculture, the growing of flowers and plant materials, will be briefly covered. The classroom will be utilized in the growing, arranging, and identification portions of the course. The students will learn the arrangement of flowers. Corsages, boutonnieres, and be exposed to different color designs found in floral arrangements. Since FFA and Supervised Agricultural Experience Programs (SAEPs) are integral components of this course, students are required to maintain SAEPs, and be a member of the FFA while participating in activities of the FFA organization.

4. **ICEV**
   
   Through this class students have the opportunity to obtain a certification in Food Safety through the ICEV program. This program is all online and students will have opportunities weekly to work on the coursework and assessments. ICEV can also be accessed at home for any students who may have been absent on a work day or who wants to get ahead. Students need to have completed all coursework and assessments by then end of the year in order to take the certification test which will be their final for this class.

5. **Restroom passes**
At the beginning of each semester, students will receive two bathroom passes. In order to use the restroom during class, the student must present the teacher his/her RR pass at an appropriate time (not during lecture, announcements, discussions, etc), and take pass with them. Unused bathroom passes can be turned in at the end of the semester for 10 extra credit points each.

6. **Classroom Code of Conduct:**
   1. Students are expected to use all equipment safely, correctly, and as directed.
   2. Students are expected to respect the rights of others to learn.
   3. Students are expected to participate in labs and discussions & take notes during lectures.
   4. Students are expected to clean their work area and help maintain common work areas.
   5. Students are expected to come see me for help and for make-up assignments.
   6. Use common sense.
   7. The student will adhere to all school rules and district policies as summarized in the Parent handbook.
   8. No food or drinks.

7. **Grading Scale:**

   Administrative Regulation (AR) 5121 (a)

   Grades for each grading period as follows:

   - **A** (90-100%) Outstanding Achievement 4.0 grade points
   - **B** (80-89%) Above Average Achievement 3.0 grade points
   - **C** (70-79%) Average Achievement 2.0 grade points
   - **D** (60-69%) Below Average Achievement 1.0 grade points
   - **F** (0-59%) Little or no Achievement 0 grade points
   - **I** Incomplete 0 grade points

   An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

   Special Education: Any modification in the above grading will be documented in the student’s IEP with parental consent.

---

**Board Policy 5121 (b)**

Effect of Absences on Grades:

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class (es).
Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

8. **Assessments/Assignments:** Currently planned, but subject to change based on the needs of the students.

   - **Classwork** 70% - classroom assignments/activities
     - arrangements
     - test and quizzes
     - projects
   - **FFA** 10% 2 FFA activities are required for their participation grade, however if the student is unable to complete the FFA activities a modified assignment can be issued for the 10% participation. My hope is that the students will participate in FFA and all of its extra activities.
   - **SAEP** 10% (supervised agriculture education project) SAEP is 20 hours of paid or unpaid hours per semester of a project proclaiming to agriculture to make an improvement or supplemental skill development that is approved by the teacher. Student will keep track of this by the use of the record book, along with pictures, and submitting it for a grade.
   - **ICEV** 10% Half of the ICEV coursework and assessments are to be completed each semester.

9. **Special Circumstances:**
   a. Late or missing work- Students who turn in late work will receive credit for up to 75% for the first day missed and will be subjected to a 25% decrease each additional day the assignment is late. You have 2 school days to obtain and complete your assignments from an excused absence. You are responsible for obtaining missed work. I will not seek you out to give you missed work; you must check with me to see what you missed. Any work collected or assigned on the day of an unexcused absence will not be accepted.
   b. Plagiarism and cheating- If students are caught plagiarizing or cheating that student will not receive credit for that assignment. If students are caught copying off another student, the student who was cheating will not receive credit as well as the student who they had “borrowed” or “checking answers” the assignment from.

10. **Class Expectations – Level of Rigor:** Most assignments are to be completed in class or in the shop. Students are expected to complete all classwork assignments, attend two different FFA activities per quarter, and complete 20 hours of an SAEP per semester. If students should fall behind or need additional help, I am usually available in the morning and after school.

11. **Materials Resources Provided:**
   a. The Art of Floral Design by Norah T. Hunter & Art Talk by Rosalind Ragans
b. Students will be able to access computers from the Ag. Department, School library, and public library.

c. Any use of South Monterey County Joint Union High School computers will need an internet agreement with the school.

**Course:** Ag Animal Science  
**Teacher:** Ms. Councilman

**South Monterey County Joint Union High School District**  
**Greenfield High School**  
**Animal Anatomy & Physiology**  
**2016-2017**  
**Room 403**

**Name and Contact Information:**
Kelsey Councilman  
(831) 674-2751 Ext# 1403  
kcouncilman@smcjuhsd.org

**Course Objectives; Based on the Common Core Standards:**
Students will be able to:

1. Assemble and use laboratory apparatus, tools and materials in a skillful manner, giving attention to accident prevention and safety.
2. Gather the qualitative and quantitative information needed for developing and testing inferences and hypotheses by making purposeful, objective observations of things and events.
3. Understand the make-up of the body and its functions.
4. Understand how to apply the knowledge of heredity and genetics to mammalian production.
5. Understand evolution and natural selection and how it relates to production agriculture.
6. Record observations accurately and organize data and ideas in ways that enhance their usefulness.
7. Communicate with others (oral and written) in a manner that is consistent with the knowledge of scientific conventions, and facilitates the learning of the listeners or readers.
8. Use the metric system effectively in measuring and quantifying substances.

**Course Description:**
Animal Science is laboratory course will that will provide you with principles in Animal Anatomy & Physiology focusing on the areas animal production, anatomy, physiology, reproduction, nutrition, respiration, and genetics. In depth study of the anatomy and physiology...
of a variety of animal species is designed to build knowledgeable problem solvers in the field of Veterinary Science. This course is intended to successfully prepare students who plan on majoring in Agricultural or animal sciences at a college or university. Leadership skills through the FFA activities and participation in a supervised agricultural experience project will be required. Frequent opportunities are also given to develop and apply rational and creative thinking processes of observing, comparing, organizing, relating, inferring, applying and communicating. Also, there is an emphasis on developing values aspirations and attitudes that promote the student’s understanding personal involvement with the scientific explorations and discoveries of the future. These hands-on science experiences are designed to enhance the student’s understanding of Agriculture, the environment, and society.

CLASSROOM CODE OF CONDUCT:

a. The student will adhere to all school rules and district policies as summarized in the Parent handbook.

GRADING SCALE:

Administrative Regulation (AR) 5121 (a)

Grades for each grading period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%) Outstanding Achievement</td>
<td>4.0 grade points</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%) Above Average Achievement</td>
<td>3.0 grade points</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%) Average Achievement</td>
<td>2.0 grade points</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%) Below Average Achievement</td>
<td>1.0 grade points</td>
</tr>
<tr>
<td>F</td>
<td>(0-59%) Little or no Achievement</td>
<td>0 grade points</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0 grade points</td>
</tr>
</tbody>
</table>

An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.

Classwork 70%
- Homework
- Packets
- Agriscience Project
- Test and quizzes
- Labs and projects

ICEV 10% Half of the ICEV coursework and assessments are to be completed each semester.

FFA 10% 2 FFA activities are required per quarter for their participation grade

SAEP 10% (supervised agriculture education project) SAEP is 20 hours of paid or unpaid hours of a project proclaiming to agriculture, to make an improvement or supplemental skill development that is approved by the teacher. Student will keep track of this by the use of the record book, along with pictures, and submitting it for a grade.

Board Policy 5121 (b)

Effect of Absences on Grades:
If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class (es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

**It is the student’s responsibility to obtain makeup work through the use of the Absence Binder before or after class. Students will receive weekly class schedule on the first day of the week.**

**ICEV**
Through this class students have the opportunity to obtain a certification in Food Safety through the ICEV program. This program is all online and students will have opportunities weekly to work on the coursework and assessments. ICEV can also be accessed at home for any students who may have been absent on a work day or who wants to get ahead. Students need to have completed all coursework and assessments by then end of the year in order to take the certification test which will be their final for this class.

**Restroom passes**
At the beginning of each semester, students will receive two bathroom passes. In order to use the restroom during class, the student must present the teacher his/her RR pass at an appropriate time (not during lecture, announcements, discussions, etc), and take pass with them. Unused bathroom passes can be turned in at the end of the semester for 10 extra credit points each.

**AGRISCIENCE PROJECT**
An Agriscience research project is a practical, hands-on project that uses the scientific method to answer a real scientific problem that relates to agriculture. Researchers at universities and private labs use the same format to solve the everyday scientific problems of the world. Just like the researchers of the world this project may span many years and will be viewed by scientific peers all over the United States of America. The project will consist of three parts a research paper, a log book and a display board.

**CLASS EXPECTATIONS**
- Students are expected to:
  - Come to class prepared and on time
  - Never leave until dismissed by the teacher, must be in seats.
  - Never use profanity
  - Turn in all work on time
  - Respect others
  - Join the FFA, Plan and begin an SAE
• Keep record books up to date
• Ask plenty of questions!
• PARTICIPATE

Instructor will:
• Return work in a timely manner
• Test only what is taught
• Be available for help and questions
• Attempt to visit every student at home
• Make learning fun!

11. MATERIALS RESOURCES:
- three ring binder with three dividers

Course: Ag Mechanics 1, 2, 3
Teacher: Mr. Villaseñor

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
AGRICULTURE MECHANICS 1
2016-2017
MS 401, 404, & SCHOOL FARM

1. NAME AND CONTACT INFORMATION: Daniel Villaseñor (831) 674-2751 Ext# 1401
dvillasenor@smcjuhsd.org

2. COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS: Ag Mec. 1 is a yearlong course that covers many basic skills of Agricultural Mechanics.

3. COURSE DESCRIPTION: Students will develop an understanding of safety, tool use, tool id, trouble shooting, and building projects in different parts of Agricultural Mechanics. The class will be covering courses in general shop safety, measurement, woodworking, welding, plumbing, electricity, cold steel metalworking, and others aspects of mechanics. Since FFA and Supervised Agricultural Experience Programs (SAEPs) are integral components of this course, students are required to maintain SAEPs, and be a member of the FFA while participating in activities of the FFA organization.

4. CLASSROOM CODE OF CONDUCT:
   1. Every student must act in a safe and responsible manner because of the many laboratory and classroom situations. You must demonstrate respect for the work of others. Failure to conduct yourself in a safe manner will result in immediate discipline including, but not limited to: detentions, phone call home, parent/teacher/student conference.
2. The classroom and/or shop will be picked up and clean before any student may leave the room.

3. Appropriate dress is required at all times. In addition, safety glasses and safety equipment as mandated by the shop must be worn at all times. NO EXCEPTIONS.

4. The laboratory activities are a privilege, not a right. If you cannot act in a safe and responsible manner, you will be assigned book work and restricted from the activities.

5. You are expected to have with you at each class: writing utensil, class binder, note taking paper, and completed work for the day.

6. If you fall asleep during class you will be cleaning during lunch or after school.

7. Discipline for breaking the academic integrity code, student conduct responsibilities, and/or classroom expectations will be dealt with using the policy set forth by the Greenfield High School Student Handbook.

8. As an inter-curricular club, FFA is an integral role of agriculture education. You are required to become a member of the Greenfield FFA, and are encouraged to attend activities.

9. All assignments are due at the beginning of the period (when the tardy bell rings). If it is turned in after everyone else’s assignments, IT’S LATE.

5. **Grading Scale:**

   Administrative Regulation (AR) 5121 (a)

   Grades for each grading period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%)</td>
<td>Below Average Achievement</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>(0-59%)</td>
<td>Little or no Achievement</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0</td>
</tr>
</tbody>
</table>

   An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

   Special Education: *Any modification in the above grading will be documented in the student’s IEP with parental consent.*

   Board Policy 5121 (b)

   Effect of Absences on Grades:

   If a student misses class *without an excuse* and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

   The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class (es).

   Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.
6. **ASSESSMENTS/ASSIGNMENTS:** Currently planned, but subject to change based on the needs of the students

   Classwork 80% - classroom assignments/activities/shop points 35%
   - test and quizzes 10% - must pass safety tests with a 90% to go into shop
   - labs and projects 35%

   FFA 10% - 2 FFA activities per quarter are required and are equal to 4 FFA activities per semester for their participation grade, however if the student is unable to complete the FFA activities a modified assignment can be issued for the 10% participation. My hope is that the students will participate in FFA and all of its extra activities. Students must complete 2 per quarter not all 4 in one quarter.

   SAEP 10% (supervised agriculture education project) 10 hours of paid or unpaid hours of a project proclaiming to agriculture to make an improvement or supplemental skill development that is approved by the teacher. Student will keep track of this by the use of the record book or AET, along with pictures, and submitting it for a grade.

7. **SPECIAL CIRCUMSTANCES:**
   a. Late or missing work - Students who turn in late work will receive credit for up to 75% for the first day missed and will be subjected to a 25% decrease each additional day the assignment is late. You have 2 school days to obtain and complete your assignments from an excused absence. You are responsible for obtaining missed work. I will not seek you out to give you missed work; you must check with me to see what you missed. Any work collected or assigned on the day of an unexcused absence will not be accepted.
   b. Plagiarism and cheating - If students are caught plagiarizing or cheating that student will not receive credit for that assignment. If students are caught copying off another student, the student who was cheating will not receive credit as well as the student who they had “borrowed” or “checking answers” the assignment from. Instances of academic dishonesty will be reported to administration.

8. **CLASS EXPECTATIONS – LEVEL OF RIGOR:** Most assignments are to be completed in class or in the shop. Students are expected to complete all classwork assignments, attend two different FFA activities per quarter (4 per semester), and complete 10 hours of an SAEP within a year. If students should fall behind or need additional help, I am usually available in the morning and after school.

9. **MATERIALS RESOURCES PROVIDED:**
   a. Agriculture Mechanics Fundamentals and Applications 6th Ed. by Ray V. Herren
   b. Students will be able to access computers from the Ag. Department, School library, and public library.
   c. Any use of South Monterey County Joint Union High School computers will need an internet agreement with the school.
1. **NAME AND CONTACT INFORMATION:** Daniel Villaseñor (831) 674-27
   dvillasenor@smcjuhsd.org

2. **PREREQUISITES** – A “C” OR BETTER IN AGRICULTURE MECHANICS 1

3. **COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS:** Agriculture Mechanics 2 is a yearlong course that builds on items learned from Agriculture Mechanics 1, to complete projects.

4. **COURSE DESCRIPTION:** Students will be using the knowledge acquired from Agriculture Mechanics 1 to develop a project from start to finish. Projects will include: designing a project, making a bill of materials and tools needed, building and trouble shooting of project, and finishing of project. Since FFA and Supervised Agricultural Experience Programs (SAEPs) are integral components of this course, students are required to maintain SAEPs, and be a member of the FFA while participating in activities of the FFA organization.

5. **CLASSROOM CODE OF CONDUCT:**
   1. Every student must act in a safe and responsible manner because of the many laboratory and classroom situations. You must demonstrate respect for the work of others. Failure to conduct yourself in a safe manner will result in immediate discipline including, but not limited to: detentions, phone call home, and parent/teacher/student conference.
   2. The classroom and/or shop will be picked up and clean before any student may leave the room.
   3. Appropriate dress is required at all times. In addition, safety glasses and safety equipment as mandated by the lab must be worn at all times. NO EXCEPTIONS.
   4. The laboratory activities are a privilege, not a right. If you cannot act in a safe and responsible manner, you will be assigned book work and restricted from the activities or shop time.
   5. You are expected to have with you at each class: writing utensil, class binder, note taking paper, and completed work for the day.
   6. If you fall asleep during class you will be cleaning during lunch or after school.
   7. Discipline for breaking the academic integrity code, student conduct responsibilities, and/or classroom expectations will be dealt with using the policy set forth by the Greenfield High School Student Handbook.
   8. As an inter-curricular club, FFA is an integral role of agriculture education. You are required to become a member of the Greenfield FFA, and are encouraged to attend activities.
   9. All assignments are due at the beginning of the period (when the tardy bell rings). If it is turned in after everyone else’s assignments, IT’S LATE.
6. Grading Scale:

Administrative Regulation (AR) 5121 (a)
Grades for each grading period as follows:

A  (90-100%)  Outstanding Achievement  4.0 grade points
B  (80-89%)  Above Average Achievement 3.0 grade points
C  (70-79%)  Average Achievement  2.0 grade points
D  (60-69%)  Below Average Achievement 1.0 grade points
F  (0-59%)  Little or no Achievement  0 grade points
I  Incomplete  0 grade points

An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Special Education: Any modification in the above grading will be documented in the student’s IEP with parental consent.

Board Policy 5121 (b)

Effect of Absences on Grades:
If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.
The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class (es).
Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. Assessments/Assignments:

Classwork  80%  -classroom assignments/activities/shop points 30%
             -test and quizzes 10%- must pass safety tests with a 90% to go into shop
             -labs and projects 40%
FFA  10%  2 FFA activities per quarter are required and are equal to 4 FFA activities per semester for their participation grade, however if the student is unable to complete the FFA activities a modified assignment can be issued for the 10% participation. My hope is that the students will participate in FFA and all of its extra activities. Students must complete 2 per quarter not all 4 in one quarter.
SAEP  10%  (supervised agriculture education project) SAEP is 20 hours of paid or unpaid hours per semester of a project proclaiming to agriculture to make an improvement or supplemental skill development that is approved by the teacher. Student will keep track of this by the use of the record book (AET), along with pictures, and submitting it for a grade.
7. **Special Circumstances:**
   a. Late or missing work: Students who turn in late work will receive credit for up to 75% for the first day missed and will be subjected to a 25% decrease each additional day the assignment is late. You have 2 school days to obtain and complete your assignments from an excused absence. You are responsible for obtaining missed work. I will not seek you out to give you missed work; you must check with me to see what you missed. Any work collected or assigned on the day of an unexcused absence will not be accepted.
   b. Plagiarism and cheating: If students are caught plagiarizing or cheating that student will not receive credit for that assignment. If students are caught copying off another student, the student who was cheating will not receive credit as well as the student who they had “borrowed” or “checking answers” the assignment from. Instances of academic dishonesty will be reported to administration.

8. **Class Expectations – Level of Rigor:** Most assignments are to be completed in class or in the shop. Students are expected to complete all classwork assignments, attend three different FFA activities per semester, and complete 20 hours of an SAEP per semester. If students should fall behind or need additional help, I am usually available in the morning and after school.

9. **Materials Resources Provided:**
   a. Agriculture Mechanics Fundamentals And Applications 6th Ed. By Ray V. Herren
   b. Students will be able to access computers from the Ag. Department, School library, and public library.
   c. Any use of South Monterey County Joint Union High School computers will need an internet agreement with the school.

---

**South Monterey County Joint Union High School District**

**Agriculture Mechanics 3**

**2016-2017**

**MS 401, 404, & School Farm**

1. **Name and Contact Information:** Daniel Villaseñor (831) 674-2751 Ext# 1401
dvillasenor@smcjuhsd.org

2. **Prerequisites – A “C” or Better in Agriculture Mechanics 2**

3. **Course Objectives; Based on the Common Core Standards:** Agriculture Mechanics 3 is a yearlong course that builds on items learned from Agriculture Mechanics 1&2, to complete projects.

4. **Course Description:** Students will be using the knowledge acquired from Agriculture Mechanics 1&2 to develop a project from start to finish. Projects will include: designing a project, making a bill of materials and tools needed, building and trouble shooting of project, and finishing of project. Since FFA and Supervised Agricultural Experience Programs (SAEPs) are integral components of this course, students are required to maintain SAEPs, and be a member of the FFA while participating in activities of the FFA organization.
5. **CLASSROOM CODE OF CONDUCT:**

10. Every student must act in a safe and responsible manner because of the many laboratory and classroom situations. You must demonstrate respect for the work of others. Failure to conduct yourself in a safe manner will result in immediate discipline including, but not limited to: detentions, phone call home, and parent/teacher/student conference.

11. The classroom and/or shop will be picked up and clean before any student may leave the room.

12. Appropriate dress is required at all times. In addition, safety glasses and safety equipment as mandated by the lab must be worn at all times. NO EXCEPTIONS.

13. The laboratory activities are a privilege, not a right. If you cannot act in a safe and responsible manner, you will be assigned book work and restricted from the activities or shop time.

14. You are expected to have with you at each class: writing utensil, class binder, note taking paper, and completed work for the day.

15. If you fall asleep during class you will be cleaning during lunch or after school.

16. Discipline for breaking the academic integrity code, student conduct responsibilities, and/or classroom expectations will be dealt with using the policy set forth by the Greenfield High School Student Handbook.

17. As an inter-curricular club, FFA is an integral role of agriculture education. You are required to become a member of the Greenfield FFA, and are encouraged to attend activities.

18. All assignments are due at the beginning of the period (when the tardy bell rings). If it is turned in after everyone else’s assignments, IT’S LATE.

6. **GRADING SCALE:**

   **Administrative Regulation (AR) 5121 (a)**

   Grades for each grading period as follows:

   - **A**  (90-100%)  Outstanding Achievement  4.0 grade points
   - **B**  (80-89%)  Above Average Achievement 3.0 grade points
   - **C**  (70-79%)  Average Achievement  2.0 grade points
   - **D**  (60-69%)  Below Average Achievement 1.0 grade points
   - **F**  (0-59%)  Little or no Achievement  0 grade points
   - **I**  Incomplete  0 grade points

   An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

   Special Education: *Any modification in the above grading will be documented in the student’s IEP with parental consent.*

   **Board Policy 5121 (b)**

   Effect of Absences on Grades:
If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class (es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. ASSESSMENTS/ASSIGNMENTS:
   Classwork  80%
   -classroom assignments/activities/shop points 30%
   -test and quizzes 10% - must pass safety tests with a 90% to go into shop
   -labs and projects 40%

   FFA  10%  2 FFA activities per quarter are required and are equal to 4 FFA activities per semester for their participation grade, however if the student is unable to complete the FFA activities a modified assignment can be issued for the 10% participation. My hope is that the students will participate in FFA and all of its extra activities. Students must complete 2 per quarter not all 4 in one quarter.

   SAEP  10%  (supervised agriculture education project) SAEP is 20 hours of paid or unpaid hours per semester of a project proclaiming to agriculture to make an improvement or supplemental skill development that is approved by the teacher. Student will keep track of this by the use of the record book (AET), along with pictures, and submitting it for a grade.

7. SPECIAL CIRCUMSTANCES:
   a. Late or missing work- Students who turn in late work will receive credit for up to 75% for the first day missed and will be subjected to a 25% decrease each additional day the assignment is late. You have 2 school days to obtain and complete your assignments from an excused absence. You are responsible for obtaining missed work. I will not seek you out to give you missed work; you must check with me to see what you missed. Any work collected or assigned on the day of an unexcused absence will not be accepted.

   b. Plagiarism and cheating- If students are caught plagiarizing or cheating that student will not receive credit for that assignment. If students are caught copying off another student, the student who was cheating will not receive credit as well as the student who they had “borrowed” or “checking answers” the assignment from. Instances of academic dishonesty will be reported to administration.

8. CLASS EXPECTATIONS – LEVEL OF RIGOR: Most assignments are to be completed in class or in the shop. Students are expected to complete all classwork assignments, attend three different FFA activities per semester, and complete 10 hours of an SAEP per semester. If students should fall behind or need additional help, I am usually available in the morning and after school.
9. **Materials Resources Provided:**
   a. Agriculture Mechanics Fundamentals And Applications 6th Ed. By Ray V. Herren
   b. Students will be able to access computers from the Ag. Department, School library, and public library.
   c. Any use of South Monterey County Joint Union High School computers will need an internet agreement with the school.

**Course:** Ag Biology

**Teacher:** Ms. Villaseñor

**South Monterey County Joint Union High School District**

**Agriculture Biology**

2016-2017

**Room 402**

1. **Name and Contact Information:** Desiree Villaseñor (831) 674-2751 Ext# 402
dvillasenor1@smcjuhsd.org

2. **Course Objectives; Based on the Common Core Standards:** Agricultural Biology is a one-year in lab science devoted to an exploration of the fundamental concepts, principles, and processes of the living world.

3. **Course Description:** Agricultural Biology exposes students to the dynamic world of agriscience and what it has to offer, keeping in mind students interests and abilities. FFA and the Supervised Agricultural Experience Program are an integral part of the instruction. Students have the option of participating in agriculture career development events, traveling to various colleges and universities throughout the state, and participating in FFA activities.

4. **Classroom Code of Conduct:**
   - Students are expected to use all equipment safely, correctly, and as directed.
   - Students are expected to respect the rights of others to learn.
   - Students are expected to participate in labs, discussions and take notes during lectures.
   - Students are expected to clean their work area and help maintain common work areas.
   - Students are expected to come see me for help and for make-up assignments.
   - Students are expected to place all electronic devices in backpacks (turned off) before entering the classroom.
   - Use common sense.
   - Student Handbook rules will be strictly enforced.

5. **Grading Scale:**

   Administrative Regulation (AR) 5121 (a)

   Grades for each grading period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>4.0 grade points</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>3.0 grade points</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>2.0 grade points</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%)</td>
<td>Below Average Achievement</td>
<td>1.0 grade points</td>
</tr>
</tbody>
</table>
F (0-59%)  Little or no Achievement  0 grade points
I  Incomplete  0 grade points

An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Special Education: Any modification in the above grading will be documented in the student’s IEP with parental consent.

Board Policy 5121 (b)

Effect of Absences on Grades: If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.

**Classwork 80%** -classroom assignments/activities 20%
- iCEV 10%
- test and quizzes 20%
- labs and projects 30%

**FFA 10 %**  4 FFA activities per semester are required for their participation grade, however if the student is unable to complete the FFA activities, a modified assignment can be issued for the 10% participation. My hope is that the students will participate in FFA and all of its extra activities.

**SAEP 10%**  (supervised agriculture education project) 10 hours of paid or unpaid hours per semester of a project proclaiming to agriculture, to make an improvement or supplemental skill development that is approved by the teacher. Student will keep track of this by the use of the record book, along with pictures, and submitting it for a grade.

7. SPECIAL CIRCUMSTANCES:

**qq.** Late or missing work- Students who turn in late work will receive credit for up to 75% for the first day missed and will be subjected to a 25% decrease each additional day the assignment is late. You have 2 school days to obtain and complete your assignments from an excused absence. You are responsible for obtaining missed work. I will not seek you out to give you missed work; you must check with me to see
what you missed. Any work collected or assigned on the day of an unexcused absence will not be accepted.

rr. Plagiarism and cheating- If students are caught plagiarizing or cheating that student will not receive credit for that assignment. If students are caught copying off another student, the student who was cheating will not receive credit as well as the student who they had “borrowed” or “checking answers” the assignment from.

8. CLASS EXPECTATIONS – LEVEL OF RIGOR: Most assignments are to be completed in class. Students are expected to complete all classwork assignments, attend four different FFA activities per semester, and complete 10 hours of an SAEP per semester. If students should fall behind or need additional help, I am usually available in the morning and after school. Students need to bring a binder to class, if they are unable to purchase one themselves please discuss with their instructor.

9. MATERIALS RESOURCES PROVIDED:
   a. California Biology book by Johnson and Raven
   b. Students will be able to access computers from the Ag. Department, School library, and public library.
   c. Any use of South Monterey County Joint Union High School computers will need an internet agreement with the school.

10. REQUIRED MATERIALS
   a. 1.5 inch, 3 ring binder
   b. 5 dividers
   c. College rule paper
   d. Pencil and pen

(Effective 7/1/16)

Course: Ag Earth Science
Teacher: Ms. Villaseñor

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
AGRICULTURE EARTH SCIENCE
2016-2017
Room 402

1. NAME AND CONTACT INFORMATION: Desiree Villaseñor (831) 674-2751 Ext# 402
dvillasenor1@smcjuhsd.org

2. COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS: Agricultural Earth Science Technology is a yearlong course that will guide students through the many components of our Earth.
3. **COURSE DESCRIPTION:** Students will develop an understanding of the relationship between Earth and the Universe; the dynamic processes that continue to change Earth each day; the transformation of energy through the various biogeochemical cycles; the four spheres of the Earth; and California geology. Since FFA and Supervised Agricultural Experience Programs (SAEPs) are integral components of this course, students are required to maintain SAEPs, and be a member of the FFA while participating in activities of the FFA organization.

4. **CLASSROOM CODE OF CONDUCT:**
   1. Students are expected to use all equipment safely, correctly, and as directed.
   2. Students are expected to respect the rights of others to learn.
   3. Students are expected to participate in labs and discussions & take notes during lectures.
   4. Students are expected to clean their work area and help maintain common work areas.
   5. Students are expected to come see me for help and for make-up assignments.
   6. Students are expected to place all electronic devices in backpacks (turned off) before entering the classroom.
   7. Use common sense.
   8. The student will adhere to all school rules and district policies as summarized in the Parent handbook.
   9. No food or drinks.

5. **GRADING SCALE:**
   Administrative Regulation (AR) 5121 (a)
   Grades for each grading period as follows:
   
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>4.0 grade points</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>3.0 grade points</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>2.0 grade points</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%)</td>
<td>Below Average Achievement</td>
<td>1.0 grade points</td>
</tr>
<tr>
<td>F</td>
<td>(0-59%)</td>
<td>Little or no Achievement</td>
<td>0 grade points</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0 grade points</td>
</tr>
</tbody>
</table>

   An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

   Special Education: *Any modification in the above grading will be documented in the student’s IEP with parental consent.*
Board Policy 5121 (b)
Effect of Absences on Grades:
If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student’s grade for nonperformance, based on the value of the missed assignment.
The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).
Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district’s policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.
   Classwork 80% - classroom/homework assignments and activities 40%
   - test and quizzes 20%
   - labs and projects 20%
   FFA 10% 4 FFA activities are required per semester for their participation grade, however if the student is unable to complete the FFA activities a modified assignment can be issued for the 10% participation. My hope is that the students will participate in FFA and all of its extra activities.
   SAEP 10% (supervised agriculture education project) SAEP is 10 hours of paid or unpaid hours of a project proclaiming to agriculture, to make an improvement or supplemental skill development that is approved by the teacher. Student will keep track of this by the use of the record book, along with pictures, and submitting it for a grade.

7. SPECIAL CIRCUMSTANCES:
   a. Late or missing work- Students who turn in late work will receive credit for up to 75% for the first day missed and will be subjected to a 25% decrease each additional day the assignment is late. You have 2 school days to obtain and complete your assignments from an excused absence. You are responsible for obtaining missed work. I will not seek you out to give you missed work; you must check with me to see what you missed. Any work collected or assigned on the day of an unexcused absence will not be accepted.
   b. Plagiarism and cheating- If students are caught plagiarizing or cheating that student will not receive credit for that assignment. If students are caught copying off another student, the student who was cheating will not receive credit as well as the student who they had “borrowed” or “checking answers” the assignment from. Instances of academic dishonesty will be reported to administration.

8. CLASS EXPECTATIONS – LEVEL OF RIGOR: Most assignments are to be completed in class. Students are expected to complete all classwork assignments, attend three different FFA
activities per semester, and complete 10 hours of an SAEP within a year. If students should fall behind or need additional help, I am usually available in the morning and after school.

9. **Materials Resources Provided:**
   
a. Earth Science by Tarbuck and Lutgens
b. Students will be able to access computers from the Ag. Department, School library, and public library.
c. Any use of South Monterey County Joint Union High School computers will need an internet agreement with the school.

*(Effective 7/1/15)*

---

**Course:** Environmental Horticulture  
**Teacher:** Ms. Villaseñor

1. **Name and Contact Information:**  
Desiree Villaseñor (831) 674-2751 Ext# 1402 dvillasenor1@smcjunsa.org

2. **Course Objectives; Based on the Common Core Standards:**
   1. To develop an appreciation of ornamental horticulture and our environment.
   2. To learn the various methods of plant propagation
   3. To create root hormone trials for terminal and sub-terminal cuttings
   4. To learn the classifications, functions and structures of various plants.
   5. To be able to identify at least five different ornamental plants each week.
   6. To use the greenhouse for plant propagation, learning how to set watering timers and when to use bench heaters and atmospheric controls.
   7. To be able to use simple plumbing skills to install and repair irrigation systems in landscapes.
   8. To appreciate the value of membership in the National FFA organization.
   9. To be able to safely use tools and equipment used in landscape maintenance and design.
   10. To learn the best possible and up to date pest management techniques

3. **Course Description:**  
This course emphasizes the scope of the horticultural industry. Students are provided with a basic understanding of plant identification, plant propagation, nursery operations, plant production, use of equipment, irrigation, fertilizers; landscape planning, landscape construction, landscape management, greenhouse management and career opportunities. Hands on experience utilizing greenhouse and nursery facilities as well as landscape areas will be stressed. Leadership skills through FFA activities and participation in a supervised agricultural experience program are required.

4. **Classroom Code of Conduct:**
   1. Students are expected to use all equipment safely, correctly, and as directed.
   2. Students are expected to respect the rights of others to learn.
   3. Students are expected to participate in labs and discussions & take notes during lectures.
   4. Students are expected to clean their work area and help maintain common work areas.
   5. Students are expected to come see me for help and for make-up assignments.
6. Students are expected to place all electronic devices in backpacks (turned off) before entering the classroom.
7. Use common sense.
8. The student will adhere to all school rules and district policies as summarized in the Parent handbook.
9. No food or drinks.
10. Participate

5. **Grading Scale:**

   **Administrative Regulation (AR) 5121 (a)**

   Grades for each grading period as follows:

   - **A** (90-100%) Outstanding Achievement 4.0 grade points
   - **B** (80-89%) Above Average Achievement 3.0 grade points
   - **C** (70-79%) Average Achievement 2.0 grade points
   - **D** (60-69%) Below Average Achievement 1.0 grade points
   - **F** (0-59%) Little or no Achievement 0 grade points
   - **I** Incomplete 0 grade points

   An Incomplete shall be given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

   Special Education: *Any modification in the above grading will be documented in the student’s IEP with parental consent.*

---

6. **Assessments/Assignments:** *Currently planned, but subject to change based on the needs of the students.*

   - **Classwork** 70%
   - **Tests and Quizzes** 20%
   - **Unit Points** 20%
   - **Participation** 30%

   **FFA** 10%

   4 FFA activities are required per semester for their participation grade, however if the student is unable to complete the FFA activities a modified assignment can be issued for the 10% participation. My hope is that the students will participate in FFA and all of its extra activities.
SAEP  10%  (supervised agriculture education project) SAEP is 10 hours of paid or unpaid hours of a project proclaiming to agriculture, to make an improvement or supplemental skill development that is approved by the teacher. Student will keep track of this by the use of the record book, along with pictures, and submitting it for a grade. iCEV  10%

7. SPECIAL CIRCUMSTANCES:
Late or missing work- Students who turn in late work will receive credit for up to 75% for the first day missed and will be subjected to a 25% decrease each additional day the assignment is late. You have 2 school days to obtain and complete your assignments from an excused absence. You are responsible for obtaining missed work. I will not seek you out to give you missed work; you must check with me to see what you missed. Any work collected or assigned on the day of an unexcused absence will not be accepted. Plagiarism and cheating- If students are caught plagiarizing or cheating that student will not receive credit for that assignment. If students are caught copying off another student, the student who was cheating will not receive credit as well as the student who they had “borrowed” or “checking answers” the assignment from.

8. CLASS EXPECTATIONS – LEVEL OF RIGOR: Most assignments are to be completed in class. Students are expected to complete all classwork assignments, attend three different FFA activities per semester, and complete 10 hours of an SAEP within a year. If students should fall behind or need additional help, I am usually available in the morning and after school.

MATERIALS RESOURCES PROVIDED:

b. Note book required
c. Students will be able to access computers from the Ag. Department, School library, and public library.
d. Any use of South Monterey County Joint Union High School computers will need an internet agreement with the school.

(Effective 7/1/15)