



**WHITMORE CHARTER HIGH SCHOOL
2009-2010 COURSE CATALOG &
STUDENT HANDBOOK**

Whitmore Charter High School

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Whitmore Charter High School 2009-2010 Course Catalog & Student Handbook

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Whitmore Charter High School

Mission Statement

The mission of Whitmore Charter High School is to provide students and their parents the opportunity to create a customized educational plan. The student, the parent or guardian, and the Advisory Teacher work in partnership to develop a unique learning plan utilizing a wide range of innovative instructional modes. This plan is based on the student's interests, abilities, and educational goals. Graduates of Whitmore Charter High School will be prepared to be self-motivated, independent, critical thinkers and decision makers, who recognize that education is a life-long process, and who continue their adult lives with vision, passion, creativity and positive productivity.

Whitmore Charter High School Structure

and Potential Academic Pathways

H.S. graduation (seeking Diploma)

- Demonstrate Algebra 1 competence (generally through course completion and exams)
- Must have 230 credits
- Must pass CAHSEE (support classes offered, available on line, or on campus)
- Credit/No Credit option for most courses

Vocational

- *Certificate of Competency*
(Requires 230 credits and Algebra 1 proficiency, but *not* passing CAHSEE)
- Or *H.S. Proficiency Exam* option @ age 16, or Jr. year of H.S.
- ROP classes supported and facilitated
- Work Experience/Life Skills classes
- Curricular support for exam requirements

Community College

- General H.S. curriculum
- Online classes
- Electives to explore interests
- Algebra 1, support offered on campus
- CAHSEE support

College Prep

- A-G certified courses with curriculum and course requirement guidance
- Support offerings to attain knowledge proficiency required
- On-line courses and/or on-site support seminars/classes
- PSAT /SAT /ACT/AP exams facilitated and study support offered
- 230 Credits (with stipulated GPA and supporting evidence for college of choice) required
- Algebra 1 proficiency evidence (by credit or higher level math completion)
- CAHSEE required, support available

Individualized Learning Plan developed at the start of high school to clarify student's goals - may be modified upon home educator's request or as appropriate to reflect student's aptitudes and interests.

“Support Not Supplant”

Graduation Requirements

In order to graduate from the Whitmore Charter High School Program, a student must earn 230 credits, pass the California State High School Exit Exam (CAHSEE), and successfully complete Algebra 1 or its equivalent.

	CREDITS
English (Grades 9-12)	40
Mathematics (Grades 9-12, including Algebra 1)	20
Social Studies	30
World History – Grade 10	10
U.S. History – Grade 11	10
Principles of Democracy (Government) – Grade 12	5
Economics – Grade 12	5
Science	20
Physical	10
Biological	10
Fine Arts or Modern Language (Grades 9-12)	10
Either 1 full year of a foreign language or 1 full year of any visual/performing arts class such as art, drama, music, etc.	
Physical Education (Grades 9-12)	20
PE credits can be waived in lieu of Community Services or Life Skills Projects	
Health (Grades 9-12)	5
Driver Education (Grade 10)	5
Electives (Grades 9-12)	80
Total Credits for Graduation	230
Additional Requirements: Pass the California High School Exit Exam (as of 2006) Complete Graduation Portfolio	

* 1 Semester of study = 5 credits

On Track for Graduation

Being on track means students are making satisfactory progress toward earning the number of units they will need to graduate when they become a high school senior.

To be on track to graduate students should have the following number of units at the end of each grade level:

9 th	55 credits	10 th	110 credits
11 th	170 credits	12 th	230 credits

Course Progression through Grade Levels

This chart is to assist students in selecting courses. The chart is expected to serve only as a *sample guideline* for course selection. Students may take no more than 40 credits per semester.

Grade Level	First Semester	Second Semester
9 th Grade	English Math Science Physical Education Elective Elective	English Math Science Physical Education Health Elective
10 th Grade	English Math Science World History Physical Education Elective	English Math Science World History Physical Education Elective
11 th Grade	English U.S. History Fine Arts Elective Elective Elective	English U.S. History Fine Arts Elective Elective Elective
12 th Grade	English Government Elective Elective Elective Elective	English Economics Elective Elective Elective Elective

College Admission Requirements

The following information represents the standards applied to freshman college applicants from traditional comprehensive high schools. Colleges often review charter students on a case by case basis. Whitmore Charter High School is making every effort to ensure that those students desiring entrance into college after graduating from WCHS will be afforded every regard given to

students graduating from traditional comprehensive high schools. Please contact your WCHS Advisory Teacher or the individual colleges for specific policies.

UC/CSU a-g Certification

In an effort to increase academic rigor, all UC/CSU a-g certified non-campus-based courses will require a portfolio **and** a standards-based final exam. Non-campus based courses that are not UC/CSU a-g certified will require a portfolio **or** a standards-based final exam. The choice of a portfolio or standards based examination will be a collaborative decision between the home educator, the student, and the Advisory Teacher. The portfolio will be developed and presented to the home educator and the Advisory Teacher by the student to demonstrate the scope and the process of learning achieved. The final exam will be a cumulative examination based on the California Academic Content Standards for the course. The first semester mid-year exam will cover the content of the course designated in the pacing guide as appropriate for the first semester of study. The second semester final exam will be cumulative in nature, covering material in both the first semester and the second semester.

WCHS Courses Certified by U.C.

- | | |
|---|---|
| <p>a. History</p> <ul style="list-style-type: none">P. World HistoryP.U.S. HistoryP. Principals of DemocracyP. Economics <p>b. English</p> <ul style="list-style-type: none">Pre-AP English 10<u>Honors English 11</u><u>Honors English 12</u>P. English 9P. English 10P. English 11P. English 12 <p>c. Mathematics</p> <ul style="list-style-type: none">Algebra 1Algebra IIGeometry <p>d. Laboratory Science</p> <ul style="list-style-type: none">P. ChemistryP. Biology | <p>e. Language Other than English</p> <ul style="list-style-type: none">P. Spanish IP. Spanish IIP. Spanish IIIAmerican Sign Language 1American Sign Language 2*** <p>f. Visual and Performing Arts</p> <ul style="list-style-type: none">Art IArt IIMusic AppreciationMusic TheoryDrama 1Drama 2*** <p>g. Electives</p> <ul style="list-style-type: none">Music Appreciation (OL only) <p>***Courses that will submitted for A-G Certification 2009-2010</p> <p>Note: Underlined courses will receive extra honors credit - A=5, B=4, C=3</p> |
|---|---|

Community College

Community college admission is open to California residents who have graduated from high school, have a high school equivalency certificate, or are 18 years of age or older, and show evidence of being able to benefit from instruction. Community colleges may permit the admission of K-12 students who, in the opinion of the Superintendent/President or designee, can benefit from instruction. Approval from the appropriate principal, Advisory Teacher, and parent/guardian is required. Enrollment in certain classes may be restricted.

University of California: Freshman Admission Requirements

Freshman applicants to the University of California must meet “A-G” requirements by taking fifteen certified college prep classes (units) in high school. Seven of these classes (units) must be taken in the last two years of high school. In addition to the “A-G” subject requirements, students must qualify on an eligibility index that combines grade point average and scores on either the American College Test (ACT) or the Scholastic Assessment Test (SAT I) plus three subject exams (SAT II).

High School Course Requirements:

(a) Social Science:

Three years required – One year of World History, one year of U.S. History, ½ year of Civics/Government, and ½ year of Economics.

(b) English:

Four years required – Four years of college preparatory English composition and literature (including frequent and regular practice in writing expository prose compositions of some length). Not more than two semesters of ninth grade English will be accepted for this requirement.

(c) Mathematics:

Three years required, four recommended – One year each of elementary Algebra, Geometry, and Algebra II.

(d) Laboratory Science:

Two years required, three recommended. These courses must include at least two of the following three areas: Biology, Chemistry, or Physics

(e) Language other than English:

Two years required, three or more years recommended: Two year long courses in the same language containing grammar, vocabulary, reading, composition, and emphasis on aural and oral skills.

(f) Visual and Performing Arts:

One year required

(g) College Preparatory Electives:

One year, in addition to those required in “a-g” categories above, chosen from the following areas: social science, history, English, advanced math, laboratory science, foreign language, and visual and performing arts.

California State University: Freshman Admission Requirements

Freshman applicants qualify for the California State University system if they meet the course requirements. Students must have a high school grade point average of 2.0 for grades 10-12 for all required classes (except PE and military science). They should show a specific ratio between high school grade point average and the entrance test scores (SAT/ACT) and determined eligibility index. Students must meet an eligibility index placing them in the top 1/3 of California’s public high school graduates. Impacted campuses or impacted majors on any campus are authorized to use supplementary admission criteria to screen applicants.

High School Course Requirements:

English: 4 years of college preparatory, including composition and literature

Mathematics: 3 years of college preparatory: including Algebra, Geometry, Algebra II, Trigonometry, Calculus or Math Analysis, or other approved courses

U.S. History and/or Government: 1 year

Science: 1 year that includes a laboratory science (Biology)

Foreign Language: 2 years study in the same language

Visual/Performing Arts: 1 year selected from art, drama, music, or dance

Electives: 3 years selected from the above areas or from agriculture

Private Colleges and Universities

Entrance requirements at private colleges and universities (i.e. Notre Dame, Brigham Young, Stanford, etc.) can vary significantly. Students should contact individual schools to obtain information.

Out-of-State Public Colleges and Universities

Public colleges and universities in other states have entrance requirements which may vary significantly. Students should contact individual schools to obtain information. As a general rule, students who meet University of California entrance requirements will be eligible to attend most public colleges and universities. Out-of-state students usually pay significantly higher fees.

Vocational and Technical Schools

Admission requirements for technical and vocational schools vary greatly. Students should contact individual schools for requirements.



List of WCHS Abbreviations

HS = Home School Based SB = Site Based OL = Online	MJC = Modesto Junior College NEB = University of Nebraska CSU = California State University UC = University of California
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English Courses

Required: 4 years



4018/4019 English 9

Grad Credit: English

Prerequisite: None

Available: HS

Description: This course will help students' understanding of literature. They will read texts covering four genres: short story, non-fiction, poetry, and drama and will analyze recurrent patterns and themes in historically or culturally significant works. Students will *read at least two novels* (from the English reading list) and respond through an appropriate method of literary analysis. They will complete a variety of writing activities, including narrative, expository, persuasive, and informational writing that demonstrates research, organization, and drafting strategies. Grammar, punctuation, and vocabulary are taught throughout.

Grade: 9th

Credits: 10 (2 semesters)

4030/4031 P. English 9

Grad Credit: English

Prerequisite: None

Available: HS/OL

Required Support: Final Examination & Portfolio

Description: This standards-based college preparatory course is literature focused. Core works and multi-cultural literature are studied in depth. Students are expected to read grade level material, *complete at least 4 novels* from the recommended reading list, and will be assigned writing to do beyond regular text assignments. Students respond to the literature through a variety of writing, speaking, and listening activities. Essay writing is taught as a process. Grammar, punctuation, and vocabulary are taught throughout. Students are also taught research skills.

Grade: 9th

Credits: 10 (2 semesters)

College Prep: CSU/UC (b)

4020/4021 English 10

Grade: 10th

Grad Credit: English
Prerequisite: None

Credits: 10 (2 semesters)

Available: HS

Description: This course presents the components of language, literature and composition, and creative writing. Students will read the short story, non-fiction, poetry, drama, legends, and the novel and will analyze recurrent patterns and themes in historically or culturally significant works. They will *read at least two novels* (from the English reading list) and respond through an appropriate method of literary analysis. Students will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies. Language development will include word usage, sentence accuracy, and MLA format.

4036/4037 P. English 10

Grad Credit: English
Prerequisite: None

Grade: 10th

Credits: 10 (2 semesters)

College Prep: CSU/UC (b)

Available: HS/OL

Required Support: Final Examination & Portfolio

Additional Support: Literature Circles/Writer's Workshop (SB)

Description: This English course lays the foundation for success in college level studies. It emphasizes written and oral expression, vocabulary expansion, word usage, mechanics and varied sentence structures. Areas of study include: analytical reading, essay and research writing, MLA format, appreciation and analysis of various genres of writing. Students completing the course should be familiar with the purposes and characteristics of five major genres of literature: short story, poetry, nonfiction, drama, and the novel. They will *read at least four grade appropriate novels* in addition to the core text, and respond with a report or choice of appropriate literary response, which includes information such as plot summary, character analysis, author background, and societal impact. A variety of writing experiences will include narrative, expository, persuasive, informational, and descriptive writing demonstrating organization, drafting techniques, and research ability. Emphasis will be on the process with peer critiques and rewriting emphasized. They will respond orally to the literature in all genres and complete various creative writing projects.

4038/4039 Pre-AP English 10

Grad Credit: English
Prerequisite: None

Grade: 10th

Credits: 10 (2 semesters)

College Prep: CSU/UC (b)

Available: HS/OL plus required SB class

Required Support: Final Examination & Portfolio; Literature Circles/Writer's Workshop (SB)

Description: This English course lays the foundation for success in college level studies. It emphasizes written and oral expression, vocabulary expansion, word usage, mechanics and varied sentence structures. Areas of study include: analytical reading, essay and research writing, MLA format, appreciation and analysis of various genres of writing. Students completing the course should be familiar with the purposes and characteristics of five major genres of literature: short story, poetry, nonfiction, drama, and the novel. They will *read at least four grade appropriate novels* in addition to the core text, and respond with a report or choice of appropriate literary response, which includes information such as plot summary, character analysis, author background, and societal impact. A variety of writing experiences will include narrative, expository, persuasive, informational, and descriptive writing demonstrating organization, drafting techniques, and research ability. Emphasis will be on the process with peer critiques and rewriting emphasized. They will respond orally to the literature in all genres and complete various creative writing projects.

4022/4023 English 11

Grade: 11th

Grad Credit: English
Prerequisite: None
Available: HS

Credits: 10 (2 semesters)

Description: This course emphasizes all types of American literature. Language usage, vocabulary, and writing conventions are studied. Students will read at least 2 novels from the State Recommended Reading List, and respond using an appropriate method of literary analysis. A variety of oral literary and writing experiences are offered: novel, drama, short story, poetry, essay (literature response, reflective, controversial), multi-cultural, historical investigative report, and public speaking. Monthly writing assignments are expected in addition to those assigned in the core text.

4040/4041 P. English 11

Grad Credit: English
Prerequisite: None
Available: HS/OL

Grade: 11th
Credits: 10 (2 semesters)
College Prep: CSU/UC (b)

Required Support: Final Examination & Portfolio

Additional Support: Literature Circles/Writer's Workshop (SB)

Description: This college preparatory course emphasizes American literature tracing Puritanism through Modernism. Language usage, vocabulary, spelling and writing conventions are studied. A variety of literary, oral and writing experiences are offered: multi-cultural literature, novel, play, short story, poetry, essay, creative writing, research paper, and public speaking. Students are expected to *read at least four grade appropriate novels* from the recommended reading list, and will have writing to do in addition to the core text requirements.

4910/4911 Honors English 11*

Grad Credit: English
Prerequisite: Satisfactory completion of Pre-AP English 10
Available: HS/OL plus required SB class

Grade: 11th
Credits: 10 (2 semesters)
College Prep: CSU/UC (b)

Required Support: Final Examination & Portfolio; Literature Circles/Writer's Workshop (SB)

Description: Students will engage in careful reading and critical analysis of imaginative literature. Through a close reading of selected texts, students will deepen their understanding of ways writers use language to provide both meaning and pleasure for their readers. Students will consider the literature's structure, style, and themes as well as such small-scale elements as the use of figurative language, imagery, symbolism and tone. The course will include intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Students are required to *read at least 7 grade appropriate novels* from the recommended reading list. The writing component of the course will emphasize writing that reinforces the literature the students will be reading. Writing will include analysis of literature, and timed writing where students are under a time constraint to create, organize and put into writing an essay regarding a piece of literature. The prerequisite for this course is no less than a "B" in English 10 and a signed contract from the student and parent acknowledging the student's desire to take the class. * *approved for extra honors credit*

4024/4025 English 12

Grade: 12th

Grad Credit: English
Prerequisite: None

Credits: 10 (2 semesters)

Available: HS

Description: This course is comprised of four intersecting components: literary analysis, vocabulary development, writing, and language mechanics. In this course the student will read and respond to historically and culturally significant works of literature including 2 *novels* outside of the core text requirements. Material will be read with the purpose of analyzing its organization as well as for the arguments and positions being presented. Students will build upon prior knowledge of word origins to continue learning new vocabulary and its correct usage. Writing will focus on the development of clear, coherent, and focused essays that exhibit an awareness of audience and purpose. Writing skills, including paragraph construction, outlining, formal and informal essays with formal introductions, supporting evidence and conclusions, will be expanded. Students will learn different research techniques, analysis and reasoning skills as they complete a variety of writing assignments, including narrative, expository, and persuasive texts of 1,500 words. Students will learn to give effective oral presentations, as well as how to evaluate oral communication, and to formulate judgments.

4044/4045 P. English 12

Grad Credit: English
Prerequisite: None

Grade: 12th

Credits: 10 (2 semesters)

College Prep: CSU/UC (b)

Available: HS/OL plus required **SB** class

Required Support: Final Examination & Portfolio

Additional Support: Literature Circles/Writer's Workshop (SB)

Description: This is the core English class for 12th grade students. Students will read British literature from the Anglo-Saxon period to the present which cover various literary genres. This course is comprised of four intersecting components: literary analysis, writing, language mechanics and vocabulary development. Students will trace the development of the English language and literature through intellectual, historical and social development. Students are expected to *read at least four grade appropriate novels* from the recommended reading list in addition to the core text requirements. Students will improve their writing skills including paragraph construction, outlining, formal and informal essays, as well as through the completion of monthly writing assignments outside of the core text expectations. Students will increase their vocabulary development and usage, research techniques, analysis and reasoning skills as they complete a variety of writing assignments, including narrative, expository, persuasive and research. Students will develop their speaking skills through oral presentations and public speaking opportunities as well as weekly discussions of the literature.

4912/4913 Honors English 12*

Grad Credit: English

Prerequisite: Satisfactory completion of Honors English 11

Grade: 12th

Credits: 10 (2 semesters)

College Prep: CSU/UC (b)

Available: HS/OL

Required Support: Final Examination & Portfolio; Literature Circles/Writer's Workshop (SB)

Description: English 12 Honors is a one year intensive study of British literature designed for the college preparatory student seeking an academic challenge. The curriculum incorporates many of the elements of a college-level English composition and literature program. The course is built around a survey of classic and modern British literature chosen from the prescribed list for the Advanced Placement program, from which students are required to *read at least 7 novels*. Students are expected to engage in literature in a personal and analytical way, developing critical thinking skills, as well as increasing their mastery of the language. Through close reading of selected texts, students will deepen

their understanding of the way writers use language to give both meaning and pleasure to their readers. Students will consider the literature's structure, style and themes, as well as such small-scale elements as the use of figurative language, imagery, symbolism and tone. Writing will include analysis of literature, comparing and contrasting different critical perspectives regarding the literature, timed writing for which students are under a time constraint to organize and put into writing an essay regarding a piece of literature, as well as including completion of monthly writing assignments outside of the core text expectations. Assessment is both written and oral, with an emphasis on developing students who can respond to works of great complexity and depth in an articulate manner. **approved for extra honors credit*

4046 AP English Literature & Composition 1

Grad Credit: English (Possible college level credit dependent on passing AP exam)

Prerequisite: Administrative approval

Available: OL-NEB

Required Support: Final Examination

Description: Course provides an in-depth exploration of English and American literature. Poetry, short stories, drama, novels and literary essays are analyzed. In addition to discussing works from each of these literary genres, the course concentrates on helping students to form their own interpretations of literary works. *Advance Placement Literature and Composition 1* is the first course in a two course sequence designed to prepare students for the College Board Advanced Placement English Literature and Composition Examination. Accordingly, the written projects in the course emphasize the analysis of literary excerpts, and the course devotes much time to the use and interpretation of literary devices. While this course helps prepare students for the College Board Examination, this examination is **NOT** required for completion of *Advance Placement Literature and Composition 1*.

Grade: 11th-12th

Credits: 5 (1st Semester)

College Prep: CSU/UC (b)

4047 AP English Literature & Composition 2

Grad Credit: English (Possible college level credit dependent on passing AP exam)

Prerequisite: Satisfactory completion of AP Eng. Lit. & Comp. 1

Available: OL-NEB

Required Support: Final Examination

Description: This course is the second course in a two-course sequence designed to prepare students for the College Board Advance Placement English Literature and Composition Examination. The course emphasizes writing and literary analysis, teaching students to express their interpretations in written form. Poetry, short stories, novels, drama, and expository prose are covered. In addition to the graded assignments, the course includes many non-graded activities that will prepare students for the College Board Examination, including a practice test that will let students practice testing in a timed environment. Although Advanced Placement English Literature and Composition 2 prepares students for the College Board examination, students ARE NOT required to complete this examination to receive credit for the course.

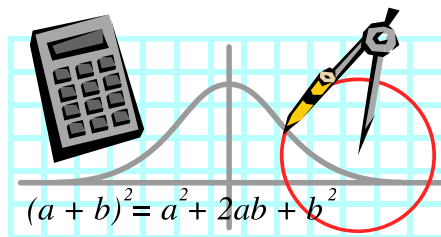
Grade: 11th-12th

Credits: 5 (2nd Semester)

College Prep: CSU/UC (b)

Mathematics Courses

Required: 2 years (including Algebra 1)



4122/4123 Algebra I

Grad Credit: Mathematics

Prerequisite: None

Available: HS

Description: This course will cover the essential standards for mastery of Algebra I, including linear equations, polynomials, factoring, quadratic and exponential functions, rational equations, and radical equations.

Grade: 9th – 12th

Credits: 10 (2 semesters)

(meets Algebra I requirement)

4130/4131 P. Algebra 1

Grad Credit: Mathematics

Available: HS/SB

Required Support: Final Examination & Portfolio

Description: This course is a formal development of the algebraic skills and concepts necessary for students who will take a Geometry course and other advanced college-preparatory courses. The content will include the study of variables, integers, rational numbers, real numbers and number properties, absolute value, solutions and applications of linear equations/inequalities, polynomial operations, factoring, rational and irrational expressions, graphs of linear equations/inequalities on the coordinate plane, linear systems, solutions and applications of quadratic equations and more. This course will meet the Algebra requirement for graduation.

Grade: 9th – 11th

Credits: 10 (2 semesters)

College Prep: CSU/UC (c)

4138/4139 P. Geometry

Grad Credit: Mathematics

Prerequisite: Algebra 1 competence

Available: HS/SB

Required Support: Final Examination & Portfolio

Description: This course is a formal development of the geometric skills and concepts necessary for students who will take Algebra 2 and other advanced college-preparatory courses. The content will include: a study of the postulates and theorems to support proofs; the study of perpendicularity, parallelism, congruence and similarity relationships, the study of measurement in common geometric figures; coordinate geometry; relationships in circles and polygons; introductions to trigonometric functions and other right triangle studies; and more.

Grade: 10th – 12th

Credits: 10 (2 semesters)

College Prep: CSU/UC (c)

4142/4143 P. Algebra 2

Grad Credit: Mathematics

Prerequisite: Advisory Teacher Approval

Grade: 10th - 12th

Credits: 10 (2 semesters)

College Prep: CSU/UC (c)

Available: HS/SB

Required Support: Final Examination & Portfolio

Description: This course expands on the mathematical content of Algebra 1 and Geometry. Emphasis is placed on the function concept and the algebraic solution of problems in various content areas. Studies will include: solution of systems of quadratic equations, logarithmic and exponential functions, the complex number system, and many others. Success in college level mathematics courses for those interested in any one of a variety of disciplines such as computer science, engineering, management, statistics, physical science, biological science, economics, business and more requires this course as well as other advanced math courses.

4146 Pre-Calculus 1: Analytical Geometry & Algebra

Grad Credit: Mathematics

Prerequisite: Two years of Algebra/Geometry

Available: OL-NEB

Required Support: Final Examination

Description: Analytic geometry and advanced topics in algebra are presented in this course. Students study functions, including algebraic, logarithmic, and exponential and matrix functions. Drawings and graphs are presented to clarify essential mathematical principles. A TI-83 or similar graphing calculator is **required** for this course.

Grade: 11th – 12th

Credits: 5 (1 semester)

College Prep: CSU/UC (c or g)

4147 Pre-Calculus 2: Trigonometry

Grad Credit: Mathematics

Prerequisite: Two years of Algebra and Geometry

Available: OL-NEB

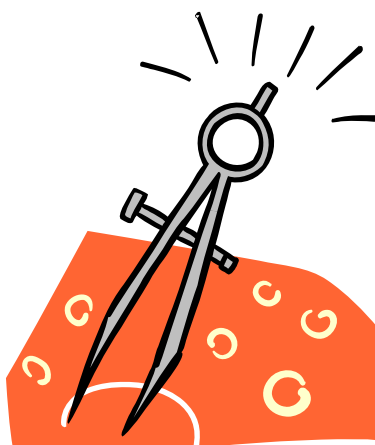
Required Support: Final Examination

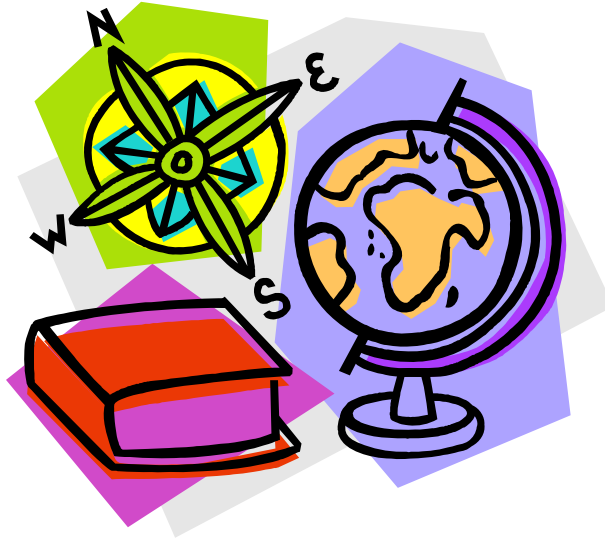
Description: Students are presented with a thorough treatment of trigonometry concepts and applications. They study proofs of trigonometry identities, solutions of right and oblique triangles, solutions of trigonometry equations and functions, vector applications and polar coordinates. A TI-83 or similar graphing calculator is **required** for this course.

Grade: 11th – 12th

Credits: 5 (1 semester)

College Prep: CSU/UC (c or g)





History/Social Science Courses

Required: 3 years

4318/4319 World History

Grad Credit: History

Prerequisite: None

Available: HS

Required Support: Final Examination & Portfolio

Additional Support: Monthly TCI/Interactive Notebook workshop

Description: This survey course of history emphasizes the development of modern world history with an emphasis in the 20th century, for the purpose of showing differing political, social, economic, and religious philosophies which exist.

Grade: 10th

Credits: 10 (2 semesters)

4320/4321 P. World History

Grad Credit: History

Prerequisite: None

Available: HS/OL

Required Support: Final Examination, Portfolio & Interactive Notebook

Description: This course studies the major turning points that shaped the modern world, from the late 18th century through the present, including the cause and course of the two world wars. Students trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

Grade: 10th

Credits: 10 (2 semesters)

College Prep: CSU/UC (a)

4316/4317 U.S. History

Grad Credit: U.S. History

Prerequisite: None

Available: HS

Required Support: Final Examination & Portfolio

Additional Support: Monthly TCI/Interactive Notebook workshop

Description: This survey course emphasizes modern U.S. history, focusing on the twentieth century.

Grade: 11th

Credits: 10 (2 semesters)

4326/4327 P. U.S. History

Grad Credit: U.S. History

Prerequisite: None

Available: HS/OL

Required Support: Final Examination, Portfolio & Interactive Notebook

Description: In this required course students will examine the major turning points in American history in the 20th century. The course traces historical periods in chronological order, focusing on underlying themes such as economics, politics, social and cultural movements, and geography with particular emphasis on the impact of these themes on the daily life of everyday citizens.

Grade: 11th

Credits: 10 (2 semesters)

College Prep: CSU/UC (a)

4328 AP U.S. History 1

Grad Credit: US History (Possible college level credit dependent on passing AP exam)

Available: OL-NEB

Required Support: Final Examination

Description: This course is designed to help prepare students for the College Board Advance Placement United States History Examination. The written projects emphasize historic essays and documented-based questions. Each lesson contains three self-check tests that allow the student to test his or her objective knowledge as well as develop analytical skills and writing abilities. Also the course includes a comprehensive review lesson and gives the student experience in working with primary source documents. The course explores the social, political and economic development of the United States from the Colonial Era until 1877. The student will study European colonization, the American Revolution, the formation of the American political system, agricultural and industrial trends, westward expansion, social conditions and the mounting differences between the northern and southern regions of the country. The course discusses the Civil War and concludes with a survey of the Reconstruction process through which the southern states were readmitted to the Union.

Grade: 11th

Credits: 5 (1st semester)

4329 AP U.S. History 2

Grad Credit: US History (Possible college level credit dependent on passing AP exam)

Prerequisite: Satisfactory completion of AP U.S. History 1

Available: OL-NEB

Required Support: Final Examination

Description: This course is designed to help prepare students for the College Board Advance Placement United States History Examination. The written projects emphasize historic essays and documented-based questions. Each lesson contains three self-check tests that allow the student to test his or her objective knowledge as well as develop analytical skills and writing abilities. Also the course includes a comprehensive review lesson and gives the student experience in working with primary source documents. AP History 2 will provide students with copies of the 2001 AP United States History Examination. This examination covers American history from the colonial era until the present. AP

Grade: 11th

Credits: 5 (2nd semester)

History 2 explores the social, political and economic development of the United States from the late 1800s until today. Topics include: the development of the United States of the American Market Economy, urban growth, progressive reform, the Great Depression, the New Deal programs, the relationship between government and private business, civil rights issues, cultural diversity and American foreign relations.

4314 Government

Grad Credit: Social Science

Prerequisite: None

Available: HS

Required Support: Final Examination & Portfolio

Description: This course encompasses federal, state and local governmental structure. It covers the history of political parties and the voting process in the United States, as well as the Constitution, Bill of Rights, and the three branches of the government. Roles and responsibilities of American citizenship, American economics, and a view of foreign policy, trade, and world governments are also included.

Grade: 12th

Credits: 5 (1 semester)

4313 P. Principles of Democracy

Grad Credit: Social Science

Prerequisite: None

Available: HS/OL

Required Support: Final Examination & Portfolio

Description: This semester course will present the foundations of the American government. Students will learn how the government is structured and how it works. Topics of study will include: the Constitution and the Bill of Rights, the three branches of the government and how they work, federalism (how the national, state, and local governments work together); how our government differs from others around the world.

Grade: 12th

Credits: 5 (1 semester)

College Prep: CSU/UC (a)

4315 Economics

Grad Credit: Social Science

Prerequisite: None

Available: HS

Required Support: Final Examination & Portfolio

Description: This course is organized around 6 units. The free enterprise system is stressed, as well as an awareness of competing economic systems. The central issues of scarcity and supply and demand are addressed, and the choices and consequences these create.

Grade: 12th

Credits: 5 (1 semester)

4312 P. Economics

Grad Credit: Social Science

Prerequisite: None

Available: HS/OL

Required Support: Final Examination & Portfolio

Description: This semester course compares the American economic system to others around the world. Topics of study include macroeconomics (supply and demand in the open market, business organizations, unemployment, etc.), macroeconomics (the function as a whole), and international economic concepts.

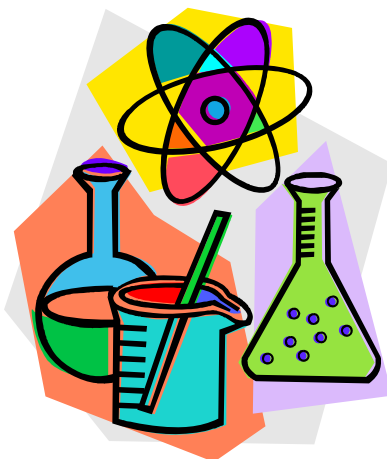
Grade: 12th

Credits: 5 (1 semester)

College Prep: CSU/UC (a)

Science Courses

Required: 2 years



4212/4213 Physical Science

Grad Credit: Physical Science

Prerequisite: None

Available: HS/OL

Description: This course provides initial exposure to astronomy, geology, meteorology, oceanography, and physics. It is designed to follow the CA State Standards. Students use problem solving, inquiry, discussion, experiments, and research.

Grade: 9th – 11th

Credits: 10 (2 semesters)

4210/4211 Life Science

Grad Credit: Life Science

Prerequisite: None

Available: HS

Description: This course is a survey approach to the study of biology, with laboratory activities incorporated to enhance the text and other instructional materials. This course is designed for the student who is not considering college attendance.

Grade: 10th – 12th

Credits: 10 (2 semesters)

4220/4221 P. Biology

Grad Credit: Life Science

Available: HS/OL plus required **SB** Lab

Required Support: Final Examination, Portfolio, and Lab (SB)

Description: This course involves learning about living organisms through the study of cellular organization and processes, reproduction, genetics, evolution and ecology. Students will participate in the lab component of this class and be required to complete an individual research project. Biology lab attendance and completion of biology lab reports are requirements. Lab activities will promote technical lab competence, utilize the scientific process of research and reporting, as well as teach and reinforce scientific concepts.

Grade: 9th – 12th

Credits: 10 (2 semesters)

College Prep: CSU/UC (d)

4230/4231 P. Chemistry

Grad Credit: Physical Science

Available: HS/OL plus required SB Lab

Required Support: Final Examination, Portfolio, and Lab (SB)

Description: This course is a year long lecture/laboratory class which takes an in-depth study of matter and the changes it undergoes when it is acted upon by energy or other matter. The student will also be exposed to the everyday practical applications of chemistry in our world. Some of the basic thematic units include scientific measurement, atomic structure, chemical reactions, energy, chemical bonds and acids and bases. This course will help to prepare the student for further study in the sciences within the college level.

Grade: 10th – 12th

Credits: 10 (2 semesters)

College Prep: CSU/UC (d)

4238 P. Physics-1

Grad Credit: Physical Science

Prerequisite: C or better in previous science class & AT approval

Available: OL-NEB

Required Support: Final Examination, Portfolio

Description: Physics represents a continuing effort to solve problems, answer questions and interpret experience in a logical way. This course encourages students to observe physics principles in their daily lives. The students read about and then, through activities, investigate the physical phenomena related to straight line motion, motion in two dimensions, energy, relativity, properties of matter, change of state, heat and temperature.

Grade: 11th – 12th

Credits: 5 (1st semester)

College Prep: CSU/UC (d)

4239 P. Physics-2

Grad Credit: Physical Science

Prerequisite: Satisfactory completion of P. Physics-1

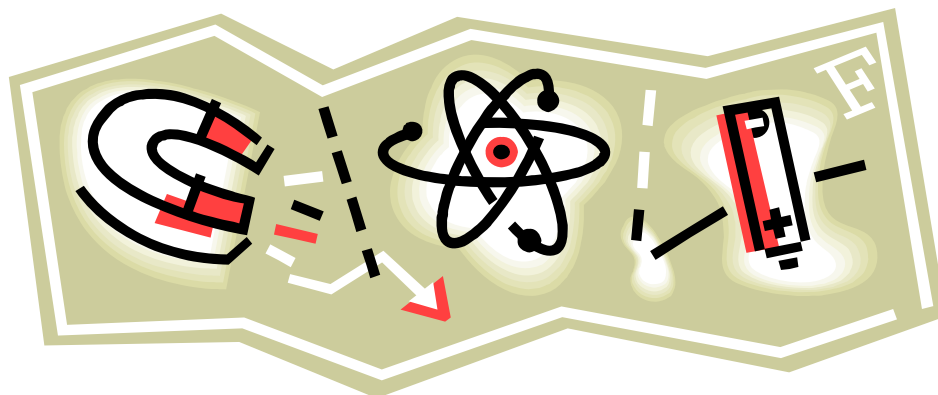
Available: OL-NEB

Required Support: Final Examination, Portfolio

Description: Students continue to solve problems, answer questions and interpret day to day experiences in a logical way. They read about and then, through activities, investigate the physical phenomena related to wave motion, sound, light, reflection and refraction, color, magnetism, electricity and nuclear physics.

Grade: 11th-12th

Credits: 5 (2nd semester)



Visual and Performing Arts Courses

Required: 1 year

(Either 1 year of Visual and Performing Arts or 1 year of LOTE)



4518/4519 Applied Fine Arts

Grad Credit: Fine Arts

Prerequisite: Advisory Teacher approval

Available: HS

Note: May be repeated for a maximum of 40 credits

Description: Applied Fine Arts may be used to satisfy the graduation requirement in Fine Arts. With the approval of the Home Educator and Advisory Teacher, the student designs an Applied Fine Arts proposal, based on student participation in academic quality organized fine arts on a regular basis.

Credit is based on:

- Applied Fine Arts proposal being submitted prior to approval of course
- Monthly documentation including times, dates, and locations of participation (Minimum of 60 hours earns five credits)
- Signature of student's supervisor
- Meeting the courses learning objectives and timelines
- Complete and present reflection paper at the end of course

Grade: 9th – 12th

Credits: 5

4500/4501 Art 1

Grad Credit: Visual and Performing Arts

Prerequisite: Instructor Approval

Available: SB

Description: Each student will be introduced to the language of art through a variety of activities and study. The course will provide the necessary skills to have the ability to understand artistic perception, creative expression, historical and cultural context, aesthetics, and applications of the visual arts. Learning the appropriate terms and techniques and using the proper tools and materials helps in the application of what is used in other art forms, subjects and careers. Selected historical and/or cultural contexts will be applied with attention to analysis and interpretation as well as the appreciation of art works from other cultures and eras. The students will complete art projects using water color, graphite pencils, calligraphy, paper mosaic, and other art mediums.

Grade: 9th – 12th

Credits: 10 (2 semesters)

College Prep: CSU/UC (f or g)

4502/4503 Art II

Grad Credit: Visual and Performing Arts

Prerequisite: Satisfactory completion of Art I or equivalent and Instructor Approval

Available: SB

Description: Art II is an intermediate art class with broadened units and projects so students can reinforce their skills and concepts learned in Art I. A portfolio of art will be further established in Art II and consist more of a personal concentration/medium. The students will gain more knowledge through further in-depth studies of art history, art criticism and aesthetics, art periods, and art cultures. These will be compared to today's art standards and how they affected us then and now.

Grade: 10th-12th

Credits: 10 (2 semesters)

College Prep: CSU/UC (f or g)

4520/4521 Appreciation of Art – MJC (Art 160)

Grad Credit: Fine Arts

Prerequisite: Advisory Teacher approval

Available: OL-MJC

Note: Enrollment based on space and availability.

Description: This one semester course is through Modesto Junior College online WebCT. Introductory art appreciation for the general student. Illustrated lectures in painting, sculpture, architecture, and design. Field trips may be required. Online lecture. [CSU/UC]

Grade: 11th – 12th

Credits: 10

College Prep: CSU/UC (f or g)

5288/5289 Choral Music

Grad Credit: Elective

Prerequisite: Audition

Available: SB

Note: May be repeated for credit.

Description: This is an auditioned co-ed choir. The choir members will receive instruction in vocal techniques, musicianship, basic music theory, and reading music. Singers will perform a variety of choral music. Students will be required to participate in performances.

Grade: 9th – 12th

Credits: 10 (2 semesters)

4454 Music Appreciation

Grad Credit: Fine Arts

Prerequisite: None

Available: OL/OL-MJC (MJC Music 110 OL)

Description: This course is designed to develop the listener's perception of the basic elements of music. Students will be provided with western and non-western illustrations that will help them communicate how music affects their culture and others around the globe. This class is designed to meet both the California Standards of Performing Arts and the Music Educators National Conference (MENC) Standards in Music Education, grades 9-12.

Grade: 9th– 12th

Credits: 5

College Prep: UC/CSU

4450/4451 Music/Piano Theory

Grad Credit: Fine Arts

Prerequisite: None

Available: SB

Description: This class is designed to give students the basic knowledge of music theory, an introduction to basic piano skills, and create music electronically. Student objectives include demonstrating knowledge of terms and concepts of electronic music, manipulate the basic components of electric keyboarding and demonstrate knowledge of music sequencing and manipulative techniques.

Grade: 9th– 12th

Credits: 10 (2 semesters)

College Prep: UC/CSU

4486/4487 P. Theater Arts I (Drama I)

Grad Credit: Fine Arts

Prerequisite: None

Co-Requisite: Audition for school production

Available: SB

Description: This course will teach students the history of the theater, theater arts, dramatic theory, acting skills, and how to give and take directions. Students will have the opportunity to attend community plays, and will be required to audition for, and provide support for, a school production.

Grade: 9th – 12th

Credits: 10 (2 semesters)

College Prep: UC/CSU

4488/4489 P. Theater Arts II (Drama II)

Grad Credit: Fine Arts

Prerequisite: Successful completion of Drama I

Co-Requisite: Audition for school production

Available: SB

Description: The Drama I course was certified for the school year 2008-2009, all students who passed both semesters will get credit for Fine Arts that will be recognized by the University of California. For the 2009-2010 school year we will open a Drama II class which is in the process of also being certified. The Theatre Content Standards from the State of California contain Proficient and Advanced components, the Drama I class is based on the Proficient requirements and the Drama II will be based on the Advanced requirements. When Drama II is certified, students can earn a second Fine Art credit for the year.

Grade: 10th – 12th

Credits: 10 (2 semesters)

College Prep: UC/CSU

4484/4485 Intro. to Theater – MJC (THETR 100)

Grad Credit: Fine Arts

Prerequisite: Advisory Teacher approval

Available: OL-MJC

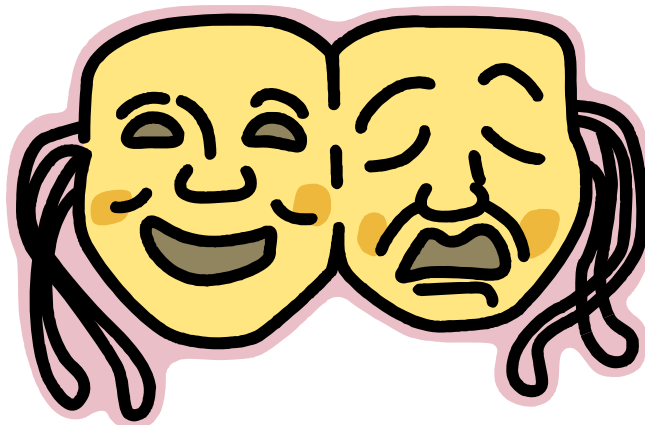
Note: Enrollment based on space and availability.

Description: This one semester course is through Modesto Junior College online WebCT. It includes investigation of process of collective art of theater, the role of actor, director, playwright, designer, technician, and audience. Survey of theater origins, its development as an art form, and its social, political, and cultural implications in history are also covered. Attendance at MJC theater productions required; participation in productions may be available. Field trips may be required. Materials fee may be required to cover cost of theater tickets. Online lecture.

Grade: 11th – 12th

Credits: 10

College Prep: UC/CSU



Modern Language Courses

Required: 1 year (Either 1 year of Visual and Performing Arts or 1 year of Modern Language)

4400/4401 P. Spanish 1

Grad Credit: Modern Language

Prerequisite: None

Available: HS/SB*

Description: This course is designed to introduce the college-bound student to the study of another language. Emphasis is on the four aspects of language: listening, speaking, reading, and writing skills. Students will also study the culture of the Spanish-speaking countries and Hispanic-Americans. This course is not for native Spanish speakers. Native Spanish speakers should sign up for and take a Spanish 1 placement test. With successful completion of the Spanish 1 placement test, students can take Spanish 2. * *For class to meet A-G certification it must be taken onsite.*

Grade: 9th – 12th

Credits: 10 (2 semesters)

College Prep: CSU/UC (e or f)*

4402/4403 P. Spanish 2

Grad Credit: Modern Language

Prerequisite: Spanish 1 with 'C' or better or pass Spanish 1 challenge test

Available: HS/SB*

Description: This course builds on the skills learned in Spanish 1 and is designed to teach students to communicate in Spanish. Instruction will emphasize listening, speaking, reading, and writing skills in preparation for advanced work. Students will be able to express themselves at a basic level in present and past tenses. Additional emphasis will be focused on reading comprehension in the target language.

* *For class to meet A-G certification it must be taken onsite.*

Grade: 9th – 12th

Credits: 10 (2 semesters)

College Prep: CSU/UC (e or f)*

4404/4405 P. Spanish 3

Grad Credit: Modern Language

Prerequisite: Spanish 2 with 'C' or better or pass Spanish 2 challenge test

Available: HS/SB*

Description: This course is designed to help students continue their learning and understanding of the Spanish language. Grammar reviews, as well as new grammatical points, will be covered in this course. Review and increasing practice of speaking, listening, writing and reading skills will be emphasized at this level. Culture and literature are combined to help students gain a broader view of the Spanish-speaking world. Spanish will be the primary language of communication in the class.

* *For class to meet A-G certification it must be taken onsite.*

Grade: 10th - 12th

Credits: 10 (2 semesters)

College Prep: CSU/UC (e or f)*

4410/4411 AP Spanish Language

Grad Credit: Modern Language

Prerequisite: Spanish 3 with a "C" or better

Available: OL-NEB

Description: This course is taken through the University of Nebraska.

Grade 11th-12th

Credits: 10

4414-4419 Foreign Language

Grad Credit: Modern Language

Prerequisite: None

Available: HS/OL-NEB

Required Support: Final Examination & Portfolio or **specific course requirements

Description: A number of different languages are available in a combination audio and on-line program with workbook support or directly on-line. See AT for Foreign Language formats/ programs available if interested in another language. Some programs are NASC accredited and may meet A-G UC entrance requirements.

Grade: 9th -12th

Credits: 10

4422/4423 American Sign Language I

Grad Credit: Modern Language

Prerequisite: None

Available: SB

Description: This course is an introduction to American Sign Language. It is designed for beginners, as well as students who already have some basic knowledge of signing. Topics covered will be finger spelling, basic vocabulary, and signing techniques, history and deaf culture. This class may be taken as an elective or as the one year graduation requirement for a foreign language.

Grade: 9th-12th

Credits: 10 (2 semesters)

College Prep: CSU/UC (e or f)

4424/4425 American Sign Language II

Grad Credit: Modern Language

Prerequisite: Successful completion of ASL I or its equivalent

Available: SB

Description: This course further develops basic reception and signing skills in American Sign Language. Emphasis will be on deaf culture, syntax, and vocabulary of more abstract concepts, including figurative language, ASL and English idioms, and the use of classifiers. Students will be required to sign stories, skits, and songs and complete one book report. A focus will be on developing interpreting skills. Students are expected to study/practice the language outside the classroom on a daily basis. This course may not be repeated for credit.

Grade: 9th-12th

Credits: 10 (2 semesters)

College Prep: CSU/UC (e or f)





Physical Education Courses

Required: 2 years

(PE credits can be waived in lieu of Community Services or Life Skills projects)

5004/5005 Physical Education

Grad Credit: Physical Education

Prerequisite: None

Available: SB/HS

Note: May be repeated for a maximum of 40 credits

Description: Students are encouraged to participate in a structured form of physical education but may do PE on their own.

Grade: 9th – 12th

Credits: 5

Credit is based on:

- Student log of activities, times, and dates
(40 – 45 min. per school day; minimum of 60 hours to earn five credits)
- Parent/guardian signatures are required for verification.
- Students in structured activities may have PE log verified by their instructor.
- Reflection Paper of progress and experiences in Physical Education.

Students may participate in the following content areas (or any combination):

Content Area	Possible Activities
Gymnastics and Rhythm	aerobics, choreography, expressive movement, tumbling, trampoline, balancing skills, etc.
Dance	Ballet, jazz, tap, modern, etc.
Physical Fitness	running, weight lifting, cycling, cross training, etc.
Sports and Games	hockey, basketball, golf, archery, bowling, tennis, soccer, volleyball, etc.
Aquatics	swimming, water polo, lifeguard certification, etc.
Outdoor Education	hiking, wilderness activities, fishing, rafting, etc.
Combative	judo, karate, wrestling, boxing, self-defense, etc.
Substance/Health awareness	research in alcohol/tobacco/drug abuse, prevention, rights, agencies, etc.

Driver's Education and Health Courses

Required: 1 semester each



5123 Health Education

Grad Credit: Health

Prerequisite: None

Available: HS

Description: This course examines the three components of health: mental, physical, and social, and how they interrelate and affect one's overall health. Topics of study include but are not limited to: self-esteem, handling emotions, managing stress, human development, nutrition, diseases, AIDS, substance abuse, first aid, and CPR.

Grade: 9th – 12th

Credits: 5 (1 semester)

5120 Driver Education/ Careers

Grad Credit: Driver Education/Elective

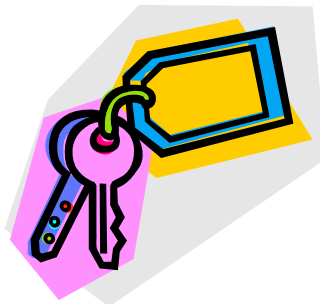
Prerequisite: 15 years of age and/or parental permission

Available: HS /OL-BB

Description: This first part of this semester course will present the rules of the road as well as the driving laws for the state of California. Students will have the opportunity to acquire the knowledge and attitudes essential to safe driving. A DMV 'Certificate of Completion' will be issued to students earning a "C" or better for the semester. The second part of this semester course involves an in-depth look at possible career choices for students after high school. This part of the course can be taken on line via Blackboard or home school.

Grade: 10th – 12th

Credits: 5 (1 semester)



Elective Courses

Required: 80 credits

Elective credits may be earned by completing additional English, mathematics, social studies, science, fine arts or modern language, and physical education courses *beyond* the minimum set in the Graduation Requirements. In addition, the following courses may be taken as electives:

4418/4419 CAHSEE Math

Grad. Credit: Elective

Available: SB

Description: This course will aid students making the transition from elementary mathematics to algebra. The students will learn skills, concepts, and problem-solving processes needed to be successful in algebra. This course is designed to help prepare students to pass the high school exit exam, as well as allowing for a 2 year approach to the Algebra 1 requirement. (*Algebra 1 credit* will only be given at the *completion* of coverage and mastery of the Algebra 1 standards.)

Grade: 9th-10th

Credits: 10 (2 semesters)

5302/5303 CAHSEE English

Grad. Credit: Elective

Available: SB

This course is specifically for students who are meeting the requirement for graduation, but have not passed the English Language Arts portion of the CAHSEE. This course will emphasize the strands identified in the ELA portion of the test, along with the essay writing.

Grade: 11th-12th

Credits: 10 (2 semesters)

5294-5295 Creative Expression

Grad Credit: Elective

Prerequisite: None

Available: SB

Note: May be repeated for a maximum of 40 credits

Description: WCHS dance class focuses on building strength, flexibility and dance techniques. Each class consists of warm-ups, stretching, progressions and learning choreography. The choreography is inspired by Jazz, Ballet, Hip-hop, Lyrical, Modern, Broadway and Salsa dancing. This class develops fitness through dance and creative physical expression. No experience necessary, but dedication is required.

Grade: 9th- 12th

Credits: 5

5284 Beginning Accounting-1

Grad Credit: Elective

Prerequisite: Administrative Approval

Available: OL-NEB

Description: Studies in accounting terminology, concepts, principles and practices give students a solid foundation both for a career and for financial success. After becoming acquainted with the various applications, they reinforce their understanding of accounting and procedures by working through realistic accounting cycles for proprietorship and a partnership.

Grade 10th-12th

Credits (1st Semester/ 5 credits)

5285 Beginning Accounting-2

Grade 10th-12th

Grad Credit: Elective

Credits (2nd Semester/5 credits)

Prerequisite: Successful completion of Beginning Accounting 1.

Available: OL-NEB

Description: Students learn that effective business decisions can be made only when their information is current, accurate and complete. They apply their knowledge of business decision-making processes while studying the accounting system of a corporation that uses special journals. The final section emphasizes the functions of accounting control system.

4906 Community Service

Grade: 9th – 12th

Grad Credit: Elective

Credits: 5

Prerequisite: None

Available: HS

Note: May be repeated for a maximum of 40 credits and only 5 credits per semester

Description: Community service may be used to satisfy the graduation requirement in PE or as elective credit. With the approval of the Home Educator and Advisory Teacher, the student designs a Community Service project by volunteering time at a senior center, hospital, crisis center, business, library, neighborhood school, church, or other community organizations.

Credit is based on:

- Community service proposal being submitted prior to approval of course
- Monthly documentation including times, dates, and locations of service (Minimum of 60 hours earns five credits)
- Signature of student's supervisor
- Meeting the project's learning objectives and timelines
- Complete and present reflection paper at the end of course

5290 Computer Application/Technology 1

Grade: 9th – 12th

Grad Credit: Elective

Credits: 5

Prerequisite: None – Although a familiarity with computer use and operation is necessary and writing skills appropriate to a High School level using Microsoft Office Suite

Available: SB

Description: Explores introductory computer concepts, data versus information, information retrieval techniques and the impact of computers on business and society; emphasizes Windows, software applications, and Internet usage. Provides a study of word processing and written communications skills for professional and personal applications using Microsoft Word. Students will compile resumes, create business cards, and logos. Students will also examine the basics of Excel spreadsheets for working with numerical data. Other projects include the use of Adobe Photoshop for Graphics and Design and Dreamweaver for web design.



5291 Computer Application/Technology 2

Grade: 9th-12th

Grad Credit: Elective

Credits: 5

Available: SB

Prerequisite: Completion of Computer Application/Technology 1

Description: Students will pursue a topic of interest using knowledge and skills gained from previous technical and academic courses. Emphasis is placed on having the students select, direct, and evaluate their own study while using complex technological tools. This study allows the integration of science, mathematics, or language arts, the fine arts, and social studies with the application of technology. Emphasis is placed on problem-solving, design, technical communication, modeling, testing, evaluation, and implications of technology. The course includes aspects of digital graphics and animation. Students who take this course should have existing skills in the use of Microsoft Office Suite, Adobe Photoshop, Dreamweaver, Adobe Premiere Elements and Flash 8. The ability to be a self directed learner is essential to this course.

5268 AP Computer Science AB1

Grad Credit: Elective

Prerequisite: None

Available: OL-NEB

Description: This course is the first semester in a two-semester sequence designed to prepare students for the College Board Advanced Placement Computer Science AB Exam. It introduces the basic concepts in computer science including basic Java programming. Students will learn about the theory behind computer science and also work on a number of hands-on programming assignments. After completing the course, students should be able to demonstrate ideas in written form and through the use of Java code.

Grade: 10th - 12th

Credits: 5 (1st Semester)

College Prep: CSU/UC

5269 AP Computer Science AB2

Grad Credit: Elective

Prerequisite: Successful completion of AP Computer Science AB1

Available: OL-NEB

Description: AP Computer Science AB2 is the second semester of the AP Computer AB sequence. This course covers the material for AB-level Advanced Placement computer science that was not covered in the first course of the sequence, including data structures and algorithms and their implementation in Java. The course is the equivalent of a college level Data Structures (Computer Science 2) course.

Grades: 10th-12th

Credits: 5 (2nd semester)

College Prep: CSU/UC

5298/5299 Early College Course

Grad Credit: Elective

(3 college units = 1 yr. HS credit)

Prerequisite: Advisory Teacher/Administrative approval

Available: NEB/BYU/MJC

Description: These are courses offered in partnership with post secondary institutions which give *both* high school *and* college credits. College courses are designed for mature students and may have prerequisites. *Check with your Advisory Teacher for current offerings and their specific requirements.*

Grade: 11th - 12th

Credits: Variable

5286/5287 Effective Speech Communication

Grade: 10th-12th

Grad Credit: Elective

Credits: 5 (1 semester)

Prerequisite: Administrative Approval

Available: OL-NEB

Description: This one semester introduction to public speaking will help students become aware of such kinds of public speaking as informative and persuasive speaking, and realize that public speaking involves both formal speeches to an audience and informal discussions with smaller groups of people.

2665 Keyboarding

Grade: 9th – 12th

Grad Credit: Elective

Credits: 5

Prerequisite: None

Available: OL

Description: This course is designed for students who need to improve their typing skills. Students will learn how to keyboard correctly, emphasizing proper techniques to develop speed and accuracy. Students will be assessed based on a pretest and posttest of typing speed and accuracy. Students will also be required to keep a log that records their progression and skill acquisition through the typing software, and at least 60 hours of practice.

5282/5283 Work Experience

Grade: 9th – 12th

Grad Credit: Elective

Credits: 5

Prerequisite: None

Available: HS

Note: May be repeated for a maximum of 40 credits

Description: Students are responsible for securing their own employment. Work permits must also be obtained.

5298/5299 Personal Finance and Economic Practices

Grade: 10th- 12th

Grad Credit: Elective

Credits: 5 (1 semester)

Prerequisite: Administrative Approval

Available: OL-NEB

Description: Students taking this course discover some of the basic principles involved in financial planning and financial decision-making. Students receive a firm foundation in economic practice as they study about interest, insurance, and bank accounts. In this course, students put into practice what they have learned about decision-making and good economic practices as they develop their own financial plan. The course is designed to meet the needs of most students requiring financial skills.





5298/5299 Reading - Independent

Grad Credit: Elective

Prerequisite: None

Available: HS

Note: May be repeated for a maximum of 20 credits

Description: This course is designed to improve a student's overall reading rate, comprehension, and vocabulary skills. Daily reading of teacher approved literature develops a sense of responsibility, enjoyment, and vocabulary enrichment. Students will be required to keep a Reading Log (minimum of **2,000 pages** required to earn five credits), have the log signed and verified by their supervisor (Home Educator), and complete appropriate Literary Response Activities.

Grade: 9th – 12th
Credits: 5

5276/5277 ASB Student Leadership

Grad Credit: Elective

Prerequisite: Application/ Instructor Approval

Available: SB with "outside of class" time required

Note: A minimum of 2 semester's participation is required due to elected positions and responsibilities.

May be repeated for a maximum of 40 credits

Description: This course is for students interested in taking a leadership role in the ASB, or in a supporting role to the ASB development and implementation. This leadership course is designed to develop personal leadership skills; research, develop and implement necessary governmental documents; define leadership; and practice leadership through service. This course will emphasize building self-esteem through students coordinating, planning, and participating in activities, solving problems, and serving others. Each semester students are *required* to provide **both community and school service** hours.

Grade: 9th – 12th
Credits: 10 (2 semesters)

5280/5281 Teacher Assistant (School Service)

Grad Credit: Elective

Prerequisite: Advisory Teacher approval

Available: SB

Description: Students are provided the opportunity to learn career skills under the immediate supervision of school staff. Their supervising teacher will assign students specific responsibilities and duties. Students will be required to keep a log of activities and write a reflection paper at the end of each semester. Students will be required to keep a Teacher Assistant Log (minimum of 60 hours earns five credits), have the log signed and verified by their supervisor (Teacher), and write and present a reflection paper at the end of each semester.

Grade: 9th – 12th
Credits: 5

5328 Video Production 1

Grad Credit: Elective

Prerequisite: Completion of Technology 1 or similar experience from another institution or at instructor discretion with a B- or higher.

Available: SB

Description: This is a one-semester course designed to introduce students to the process of creating an interesting and meaningful video piece intent on communicating information. Students will explore the production process from concept to reality. Emphasis will be placed on communicating a clear message along with visual images through journalism. Students will work both behind and in front of the camera, gaining an appreciation for all aspects of the production process. Technically speaking, students will master a wide variety of talents using digital video technology. Students will also explore the impact and power of media, thus creating a more informed consumer of the messages that bombard us each day. This class is a pre-requisite to Video Production II, and space is limited (10). Computer competency is a key element in success for this class. The scale of information with video is enormous and brings with it many trouble-shooting and file management issues across several complex software tools and computer labs. If you do not have this background, you should consider taking a Technology Course first.

Grade: 9th – 12th

Credits: 5

5329 Video Production 2

Grad Credit: Elective

Prerequisite: Video Production 1 or similar experience from another institution or at instructor discretion with a B- or higher.

Available: SB

Description: This course is designed for students who have more than a passing interest in the field and space is limited (10). The emphasis will center on the student's desire to explore more complex uses of the technology. This includes graphics, post production and longer pieces of work. Students will be challenged to use the technology in more subtle ways, exploring innovations that they may not have considered before. Students will also explore career opportunities in the field, making meaningful connections to their own futures. Emphasis is on video technology to communicate through journalism. This class requires a commitment to spend time working outside of the regular school day. Students will be engaged in pioneering a WCHS Broadcast News that will be streamed via the Internet on a monthly basis. This class expects students to have a prior working knowledge of Adobe Photoshop, Adobe Premiere Elements and MS Office Suite. The ability to be self-directed is an essential character trait for success in this class. Please see Syllabus for further information.

Grade: 9th – 12th

Credits: 5

5308/5309 Yearbook

Grad Credit: Elective

Prerequisite: Advisory Teacher approval

Available: SB

Description: Students in this course will be involved in all aspects of the creation, design and preparation of the school yearbook, both in print and digital format. They will have a variety of assignments, involving use of technology, photography, interviewing and/or writing.

Grade: 9th – 12th

Credits: 10 (2 semesters)



Course # Varies Regional Occupational Program (ROP)

Grades: 11 - 12 (or 16 years old)

Grad Credit: Elective

Credits: Variable

Prerequisite: Advisory Teacher/Administrative approval

Available: Various sites

Description: *Regional Occupational Program (ROP)* ROP enables high school students to develop marketable occupational skills, abilities, attitudes, and work habits. The ROP also reinforces basic academic skills. The purpose of Regional Occupational Programs is to provide a wide variety of specialized vocational programs to students age 16 and older. A variety of courses are available throughout the county. Check with your Advisory Teacher or call the School-to-Career Education Office (209-576-4273) for availability of courses in specific areas of interest. Some courses may qualify for “2+2” MJC credit, which would give them college credit for course work they complete in high school.

Courses are offered in the following categories:

- *Agriculture*
- *Business*
- *Consumer Home Economics*
- *Health Services*
- *Industrial Technology*

Possible courses may include; Ag. Welding, Landscaping, Floriculture, Criminal Justice, Multimedia, Computer Assisted Drafting, Cabinet Construction, Sports Medicine

Enrichment Activities and Organizations

Please Note: This list of enrichment activities and organizations *may expand or change* as students' areas of interest direct. Please see your Advisory Teacher to share ideas for classes, clubs, and other activities that are of interest to you. The Whitmore Charter High School staff works with our students and parents to address their varied interests and needs.

Field Trips – Whitmore Charter High School Programs will occasionally organize field trips that enhance student mastery of content information and enrich student educational opportunities. Parental consent slips are required of all students going on school sponsored field trips.

Guitar Lab – Group guitar lessons are available on campus. Both acoustic and electric may be available depending on interest and enrollment.

Online Workshops & Tutorials-These workshops and tutorial hours are set aside for students taking core curriculum through our online learning program. The workshops are designed to support students in the use of this online program.

Literature Circles/Writer's Workshop – This workshop provides students the opportunity to read and discuss literature selections with other students. Students will read selected novels and explore various elements of the literature in discussion groups. The workshop will focus on the improvement of student writing. The "Six Traits of Writing" will be taught, and will be used by students to analyze writing. Students will be assigned writing projects to be completed at home.

Modesto Junior College – In addition to the MJC courses listed in this course catalog, certain other MJC courses may be available to Whitmore Charter High School students by arrangement. Please see your advisory Teacher to discuss possible courses.

P.E. Test Prep Support and/or Sports P.E. - This support offering is designed to help 9th grade students to be physically prepared to take the State required Physical Fitness tests given in the spring. The 5 specific test skills will be practiced, as well as general fitness activities. Various team sports may be offered on a rotating basis as non-competitive activities. All high school level students are welcome to participate.

Performing Arts – Students will have the opportunity to participate in the school-wide productions of Whitmore Charter Schools. In order to participate, students will be required to attend all applicable classes, rehearsals, and performances.

ASB Student Leadership – Students have the opportunity to be elected/ appointed as WCS Associated Student Body officers. Through this student council they will learn about and be involved in student government procedures and protocol.

I. General School Information

Whitmore Charter High School Mission Statement

The mission of Whitmore Charter High School is to provide students and their parents the opportunity to create a customized educational plan. The student, the parent or guardian, and the Advisory Teacher work in partnership to develop a unique learning plan utilizing a wide range of innovative instructional modes. This plan is based on the student's interests, abilities, and educational goals. Graduates of Whitmore Charter High School will be prepared to be self-motivated, independent, critical thinkers and decision makers, who recognize that education is a life-long process, and who continue their adult lives with vision, passion, creativity and positive productivity.

High School Parent Advisory Council

The WCHS Council, which is made up of parents, students, and staff, meets approximately four times a year. Parents, teachers, and community members are encouraged to attend. The Council combines Booster and Advisory roles for all high school issues. Please feel free to share any questions or items of interest with the Council members.

Office Hours

The school office is open from 7:30 A.M. to 4:00 P.M. weekdays, excluding holidays. The High School Office, (Room 9), is open from 8:00 A.M. to 4:00 P.M. Monday through Friday.

Division of the School Year

The school year at Whitmore Charter High School is divided into two semesters and each semester is divided into two quarters. At the end of the first and third quarter, a progress report will be sent home detailing student performance in campus-based courses. At the end of the first and second semester (which is the end of the second and fourth quarters, respectively) official final grades will be reported for all courses. Dates that reflect the ending of the quarters and semesters will be noted on the annual calendar.

Honor Roll

To qualify for High Academic Honors a student must achieve a 4.0 (on a 4.0 scale) grade point average for the semester. To qualify for Academic Honors a student must achieve a 3.5 or better (on a 4.0 scale) grade point average for the semester, with no grade lower than B-. All academic courses and subjects are considered when determining Honor Roll status.

Coursework/Homework and Study Habits

Coursework/Homework preparation and studying are the *personal responsibilities of each student*. The *development of good study habits is essential to success at Whitmore Charter High School*. Learning is a continuous process that extends beyond the school day. It is advisable that students develop a schedule with a consistent time allotment for each subject to be studied.

Non-Discrimination and Equal Opportunity Policy

It is the policy of the Whitmore Charter Schools to ensure equal educational opportunity for all students and to prohibit discrimination because of race, color, religious creed, age, sex, marital status, national origin, ancestry, or disability in employing personnel and in carrying out the educational programs and activities including, but not limited to course offerings, tests and procedures.

Transportation

Home-to-school transportation is not provided by Whitmore Charter Schools. Each family is responsible to provide transportation for their students to and from school, to be on time for the start of class, and to be punctual in picking up their students at the end of classes.

II. School Rules and Regulations

Class Changes

Since students select their classes during the scheduling process, there should be few justifiable reasons for seeking a course change. However, if a student and their parent believe they have an appropriate reason to request a change of courses, they should consult with their Advisory Teacher to discuss the issue. *There will be no changes after the first two weeks of the semester without administrative approval.* Course changes in order to request a specific teacher are not permitted.

Instructional Modes

Whitmore Charter High School offers a number of instructional modes for our students. This enables Whitmore Charter High School to customize and personalize the educational experiences our students receive. The instructional modes are as follows:

1. Campus-based
 - a. Courses that are entirely on campus (i.e. Geometry, Leadership, etc.)
 - b. Workshops, discussion groups and other support offerings (i.e. optional Literature Circles, Algebra 1 workshops, etc.)
 - c. Campus-based elements of dual instruction courses* (i.e. required science laboratories, Literature Circles and Writer's Workshop for honors English)
 - d. Dual enrollment: courses in which the students is dually enrolled at Whitmore Charter High School and another educational institution (Modesto Junior College, Regional Occupational Program, etc.) and earning credit at Whitmore Charter High School for classes conducted entirely at the other educational institution.
2. Non-campus-based
 - a. Courses that are conducted entirely in a non-campus-based environment
 - b. Non-campus-based elements of dual instruction courses*
3. Online/Distance Learning
 - a. Courses that are entirely online and/or through other distance learning media

*A dual instruction course is a course in which the curriculum, instruction, assessment, and grading responsibility is shared between two or more instructors, possibly in different instructional mode settings.

On-Campus Behavioral Expectations

All High School **students are required to sign in and out** upon entering or leaving campus.

In order to create the proper academic atmosphere that is conducive to learning, Whitmore Charter High School has implemented these guidelines for student behavior and room use while on the Whitmore Charter Schools campus.

The High School Office (Room 9) may be used for:

- Daily student sign-in and sign-out
- Curriculum needs and check out of materials
- Students waiting to be picked up by parents

A professional atmosphere needs to be maintained in the high school office and because of this students are not allowed to congregate and socialize in this area. If a student is in between classes, they need to be in the Wolf Den or another approved area on campus.

The Wolf Den may be used for:

- Online tests and activities for online classes
- Quiet study, reading for course assignments, and writing assignments
- Library type activities and student meetings
- If not in class, students should be in the Wolf Den or other designated areas

High School classrooms may be used for:

- On-site classes
- Workshops
- Advisory Teacher meetings
- Between class quiet activities, **with AT or instructor permission**, as long as students remain well mannered and the area is kept clean

Multipurpose Room may be used for:

- Eating lunch , 12:30pm-1:00pm (lunches are available for purchase in the cafeteria)
- Supervised activities and practices

Appropriate “classroom” behavior is expected at all times. Any students disrupting classes or teachers’ work time will be directed to leave the room and/or to leave campus and return to home educator’s supervision.

During mild weather, students may sit outside during designated times and within the school’s fenced perimeters, as long as they do not cause disruption to an in-session class. (Students are not allowed off campus without an “off-campus pass” unless supervised by a WCS staff member.)

Personal Property Waiver/Release of Liability

Whitmore Charter High School, Whitmore Charter Schools, and the Ceres Unified School District, its officers, agents or employees shall NOT be responsible, in any manner, for the loss, theft, damage, or destruction of any personal property brought onto District premises by students for any reason whatsoever, including, but not limited to, a request by a staff member. Students who bring personal property onto school premises assume all risk of loss, theft, damage or destruction of the personal property that may occur. This includes vehicles parked on Ceres Unified School District property.

***Use of School Property, Books and Equipment
(E.C. 48909)***

The parent or guardian shall be liable to the school for all property belonging to the school loaned to the minor, and not returned upon request. Furthermore, the school has the right to withhold the grades, diploma, and transcripts of the pupil who is responsible for the loss or damage of school property. The liability of the parent or guardian shall not exceed \$5,000.00.

Computer/Internet Use Agreement

Students must have a signed Internet Use Agreement on file in order to use computers on the Whitmore Charter Schools campus. The Internet Use Agreement details what is and is not allowed on WCS computers and specifies the penalties for any rule violations. Hacking or tampering with WCS computers will be dealt with as a serious behavioral offense.

Telephones, Messages and Class Interruptions

Students may not use school telephones for personal calls except in case of emergency. Due to limited personnel, time, and space, personal deliveries will not be accepted on behalf of students. This includes: flowers, balloon bouquets, or other gifts. These deliveries cause inappropriate disruptions to the learning environment. In order to protect the safety of students, any emergency messages and/or deliveries for a student must be handled through the main office by a parent and/or emergency contact. The messages and/or deliveries must occur in person with appropriate identification when requested. Food deliveries will not be permitted unless brought to the student by the parent.

Work Permit Requirements

A work permit will be granted based on the following:

- The student must be eligible each quarter in order to have a work permit. (2.0 GPA and no more than 1 “F” or “U”)
- The student must have a job before applying for a work permit.
- The employer must meet the California and Federal Labor Codes for students enrolled in school. (Information is available in office)

Prohibited Items/Behaviors on Campus

The following is a list of prohibited items on the Whitmore Charter Schools campus:

- Toy and/or look alike weapons
- Squirt guns, paint guns, and water balloons
- Radios, cassette players, beepers, and other electronic devices within the instructional day
- Two-way Radios, etc.
- Glass bottles
- Food and drink, except water, in classrooms
- Sunflower seeds/Gum
- Pacifiers of any kind
- Roller skates/Roller blades/Scooters (or any footwear w/wheels rollers)
- Bicycling/Skateboarding on campus
- Physical displays of affection (with exception of holding hands)
- Any form of gambling or gambling paraphernalia, i.e., dice, playing cards, shooting quarters/pennies, etc.
- Possession of any firearm or other weapon as defined in section 12020 of the California penal code and any knife as defined in 653k, and 626.10 of the California Penal Code
- Possession of any chain (i.e. wallet chain)

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- Leaving campus during class hours without an Off-Campus permit
 - Fireworks, other explosives, or incendiaries
 - Possession of aerosol paint cans
 - Possession of any magnum marker or possession of any felt pen not used for a class project or assignment
 - Possession of, or writing, tag insignias on any item
 - Any item sold on campus for personal benefit
 - Any laser light
 - No student shall pierce any part of his/her body or another student's while on campus.

Dress and Grooming

The parents/guardians of the Ceres Unified School District are charged with the responsibility of having their students dressed in a neat and clean manner. In addition, under normal circumstances, no student will be sent to school wearing any kind of clothing, costume, and/or hair style which will tend to interrupt, disturb, or interfere with the normal educational program being carried on, either on the campus or in the classroom, or negatively affect the health and safety of individuals. The students must dress in such manner that will conform to good taste. Explicit or implied profanities and/or obscenities are not acceptable. Any items of clothing, jewelry, foot gear, or head gear which would be injurious or potentially disruptive to the normal educational program or to any person or school district property are prohibited. (cf. 6136 Gangs) These guidelines numbered 1-12 shall be in effect at all school-related activities except where modified by the site administrator for specific extracurricular activities or specific cases.

1. Hair nets or other types of gang related head coverings are not allowed.
2. All clothing, including jackets and shoes, with Old English style or other writings that may be determined to be gang related are not allowed.
3. Accessories, such as jewelry, belts, bandanas, purses, and sunglasses with logos, insignias, color, or writings depicting gang related activities are not allowed.
4. Attire that is worn or altered in such a way as to identify students with gangs is not allowed. This includes, but is not limited to: sagging pants (pants must be waist-high and remain at the waist without the aid of a belt), un-hemmed cut offs, cut off shorts with knee high socks, hanging belts, suspenders off the shoulders, gang related initials on belt buckles, un-hemmed garments of any lengths, etc. are not allowed.
5. Pants must fit at the waist and not be more than one size too large or one size too small. If belts are worn, they must not be more than one size too large.
6. Attire which is sexually suggestive or extremely brief is not allowed. This includes, but is not limited to: low-cut garments, strapless or off the shoulder tops, shoulder straps less than 2 inches wide, bare midriffs, tank tops or muscle shirts, under shirts, fish net tops, shorts which are shorter than mid-thigh or finger-tip length, dresses or skirts which are shorter than three inches above the knee or that do not cover undergarments.
7. Attire that advocates or advertises any type of alcohol, drugs, tobacco or acts which are illegal, violent, obscene, or hazardous to one's health is not allowed.
8. Shoes must be worn at all times. Socks, sock-like footwear and slippers are not safe or appropriate for school and are not allowed. Certain courses have the right to restrict open toed and/or open backed shoes due to safety concerns.
9. Clothing, jewelry, and other accessories, which present a safety hazard to the wearer or others are not allowed.

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10. Non-natural hair color is not allowed.
 11. No caps, hats, visors, or head covering may be worn at school except school-approved purchases, which may not be altered.
 12. Only prescription glasses may be worn in the classroom. Sunglasses may be worn when a student is not in a building.
 13. No attire with writing, graphics, or logos that are offensive or sexually suggestive, or that communicate negative or disrespectful attitudes may be worn to school, or to any school function. Administrative discretion will be used to determine whether specific articles of clothing are in violation of this standard.
 14. No attire with professional or college team names or logos may be worn.

Consequences for Dress Code Violations

1st Offense	Warning, removal from class/campus and/or 1 day suspension from on-campus classes
2nd Offense	Removal from class/campus and/or 1-5 days suspension from on-campus classes
3rd Offense	1-5 days suspension from on-campus classes

Off-Campus Lunch Opportunity

Whitmore Charter High School offers an off-campus lunch opportunity for our students. A parent permission application is required for every student, indicating whether or not the student will be allowed to leave campus for lunch. The permission form is valid for the duration of the current school year. This application/parent permission form must be received and approved by Whitmore Charter High School administration before the off-campus lunch privileges will be extended.

Closed Campus Policy

Student safety is a primary concern for the staff and administration of Whitmore Charter Schools. Therefore the Whitmore Charter Schools campus is designated as a “closed campus”. All students must stay on the school grounds from the time they arrive (even if class has not yet started) until dismissal or until they are checked out by their parent(s) and/or guardian(s). If the student must leave the grounds because of illness or any other emergency, they must sign out at the office. In emergencies, parent/guardian telephone calls for release from school will be accepted at the discretion of the administration. Failure to follow the proper procedure will cause the student to be classified as truant and the student will be subject to disciplinary action.

With prior written approval of parent(s)/guardian(s) and the administration, Whitmore Charter High School students will be permitted to leave campus during their lunch break. If a student leaves campus without prior approval from parents and administration, then the student will be classified as a truant and will be subject to disciplinary action. Per Board Policy 5112.5*, the district, Board members, and district employees shall not be liable for the conduct and safety of students who leave school grounds during the lunch period.

**BP 5112.5*

As authorized by Education Code 44808.5, the Board establishes a closed campus at all K-12 schools, except with permission from parents only during lunch hours. By allowing our students to leave campus during the lunch period, the Board entrusts them with an opportunity to learn responsibility and demonstrate good citizenship. Students shall not leave the school grounds at any other time during the

school day without written authorization of their parents/guardians and permission of school authorities. Students who leave school without such authorization shall be classified as truant and subject to disciplinary action. Non-students may not enter campus without proper authority.

The district, Board members, and district employees shall not be liable for the conduct and safety of students who leave school grounds during the lunch period.

Cheating / Plagiarism

Whitmore Charter High School and the Ceres Board of Education are opposed to all forms of cheating by students within the Ceres Unified School District. Cheating may be defined as any act engaged in by one or more students with the intention of deceiving through dishonest means including, but not limited to, copying, use of "cheat sheets," or the deliberate use of ideas, writings, etc. of another person or from a source on the Internet.

The following procedure will be followed for cheating on tests and quizzes and for other incidents, including plagiarism, in which a student cheats on material, required for the evaluation of his/her academic performance.

1. The student will receive no credit for the material. A "zero" will be recorded for the grade if the assignment is based on a numerical evaluation, otherwise a failing grade will be recorded for the evaluation.
2. The teacher will notify the School Administrator and the student's Advisory Teacher. Referral to the Advisory Teacher provides an opportunity to develop appropriate help for the student.

The teacher, after consulting the student's Advisory Teacher, will notify the parent of the incident. A parent meeting with the teacher and the administration will be offered. Any student involved in cheating will be subject to regular disciplinary action.

Search and Seizure

Students have certain rights to privacy in their person and property. However, in cases where school officials have a reasonable suspicion that school rules or state laws have been violated, such officials may engage in a reasonable search of students and/or their property. Any contraband material or evidence of violation of state law may be turned over to the proper authorities.

Prescription Drugs

California law states that no medication, prescription or over-the-counter medication (such as Tylenol, Advil, cough syrup, etc.) may be given by school staff without written medical orders from a physician and written permission of the student's guardian or parent. Students may not bring prescription or over-the-counter medications to school. If a student needs medication at school, an adult must bring in the medication with a current medication authorization form (good for the current school year only.) If a student is to self administer a medication (such as inhalers or Epi-pens) the school nurse must evaluate the student's ability to understand, store, and take the medication in an appropriate manner. Written physician and parent approval of the student's ability to self administer is also required. Failure to comply with the above regulations will result in disciplinary action. Medication authorization forms may be obtained from the Whitmore Charter Schools.

Possession, Use, Sale, or Distribution of Illegal or Controlled Drugs, Substances or Alcohol

1. Any student in the Ceres School District using, possessing, manufacturing, distributing, selling, or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia or alcohol on school property, or at a school sponsored activity is subject to discipline up to and including expulsion.

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2. Students found to be in violation of this policy may be referred by the Principal or designee to an appropriate agency licensed to assess and treat drug and alcohol involved individuals. In such event, assessment and treatment costs will be the responsibility of the parent or guardian.
 3. A meeting may be scheduled with the school administration for the purpose of discussing the school's drug and alcohol policy with the student and parent or guardian.
 4. Law enforcement officials will be contacted by the school administration in the case of suspected involvement in the use, sale, or distribution of controlled drugs, controlled substances, drug paraphernalia or alcohol.

The term “drug paraphernalia”, includes, but is not limited to, equipment, products, and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, storing, containing, concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body. This includes the container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs, or controlled substances.

Smoking Violations

Whitmore Charter High School, by Board of Education policy, is maintained as a smoke free environment. Smoking is not allowed in the building, in vehicles owned or used by the school, or on the school grounds at any time by anyone. This prohibition applies to all Whitmore Charter High School students attending and/or participating in all officially sanctioned school activities on or off school property. Students in possession of tobacco products are considered in violation of this rule.

Students will receive an out of school suspension as follows:

1st Offense: Suspension from school for one on-campus scheduled day.

2nd Offense: Suspension from school for two to three on-campus scheduled days, with probable dismissal from WCHS.

Hazing (Teasing and/or Tormenting) ***(E.C. 32051)***

No student shall conspire to engage in hazing, participate in hazing, or commit any act that causes or is likely to cause bodily danger, physical harm or personal degradation or disgrace resulting in physical or mental harm to any fellow student.

Harassment

Harassment of any student or school employee is degrading and may be a violation of California’s criminal law. Any act of sexual harassment, sexual battery, racial slurs, or derogatory remarks directed toward any specific ethnic group or individual will result in disciplinary action that could include suspension and/or expulsion.

Sexual Harassment Policy ***(E.C. 48900.2, CUSD Policy 5000, AR 5145.7(a))***

The Ceres Unified School District is an equal opportunity employer and as such follows those rules and regulations set forth by the Federal Government, in particular, the Equal Employment

Opportunity Commission (E.E.O.C.). The E.E.O.C. classifies sexual harassment as “unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature.”

Notwithstanding federal or state regulations, the Ceres Unified School District declares that any form of sexual harassment toward any person is deplorable and will not be tolerated. It is the desire of the Ceres Unified School District to provide and maintain a working and educational environment free from discriminatory intimidation, ridicule, and insult.

Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature, made by someone from or in the work or educational setting under any of the following conditions: (EC 212.5)

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual’s employment, academic status or degrees.
2. Submission to or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance or of creating an intimidating, hostile or offensive work or educational environment.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, hours, programs or activities at or through the educational system.

The following may be examples of sexual harassment:

- Whistling or catcalling
- Pestering someone for a date after the person has emphatically said no
- Touching, grabbing, pinching (see sexual battery)
- Comments about someone’s body
- Spreading rumors that someone “went all the way” on a date
- Staring or pointing in a sexual manner
- Obscene gestures
- Dirty jokes
- Showing of pornographic pictures or stories (This includes sexually suggestive pictures in binders)
- Conversations that are too personal

Procedures for Reporting Sexual Harassment

All employees and students are encouraged to report any act that may be construed as sexual harassment immediately to the proper authority. Any retaliation or peer harassment of any person reporting the same will not be tolerated, and consequences will be severe.

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1. Students may report sexual harassment to a teacher or an administrator.
 2. In the case of staff, certificated or classified, reports of sexual harassment may be directed to:
 - a) Site principal or
 - b) Directly to the office of the superintendent
 3. While it is suggested that reports of sexual harassment be addressed to the local authority, reports may be made directly to:

California State Fair Employment practices,
2000 "O" Street, Sacramento (916) 445-9918, or
Equal Employment Opportunity
Commission (E.E.O.C.), San Francisco

Investigations of Sexual Harassment

All reports of sexual harassment be it from employee or student, will cause an immediate investigation to commence. Where practical, all parties who are witnesses will be interviewed as to the facts of the matter.

Upon completion of the investigation the findings will be submitted, in the case of school employees, to the site principal or office of superintendent, whichever is applicable, for further review. In those cases where the findings are verified, consequences may range from verbal reprimand to termination depending on the totality of the circumstances.

In the case of students where the sexual harassment did occur, consequences may be suspension or expulsion pursuant to SB 1930.

Sexual Battery (P.C. 243.4 (d1))

Any person who touches an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse is guilty of a misdemeanor.

III. Discipline

The basic goal of Whitmore Charter High School is that each student will develop his/her interests and abilities to the fullest. The responsibility for behavior rests with the individual, but each individual also has a responsibility to respect the right of others. Infringing on other people's rights is reason for disciplinary action.

Class Suspension

A teacher may suspend, for good cause, any pupil from his or her class for the day of the suspension and the next scheduled class meeting. Upon doing so, the teacher will contact (or make a good faith effort to contact) the parent/guardian of the student on the day of the suspension. The teacher will also refer the student to the appropriate administrator.

Suspension and Expulsion (E.C. 48900)

A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance which occur at any time, including but not limited to: 1) while on school

grounds; 2) while going to or coming from school: 3) during the lunch period, whether on or off the campus; or 4) during, or while going to or coming from a school sponsored activity.

Listed are reasons for suspension under the following education code sections:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence on another person.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, pupil had obtained written permission from a certificated school employee, which is concurred in and by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, as defined in Section 11007 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered or arranged or negotiated to sell any controlled substance, as defined in Section 11007 of the Health and Safety Codes, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material in lieu of the controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco, in any form, including chewing tobacco.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully offered, arranged, or negotiated to sell or possess any drug paraphernalia-such as but not limited to an opium pipe, or any device, tool, or instrument used for unlawfully injecting, inhaling or smoking a controlled substance. (Health and Safety Code 11364)
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or school personnel.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault.
- Harassed, threatened, or intimidated a pupil who is a witness.
- 48900.2 Committed sexual harassment.
- 48900.3 Caused, attempted to cause, threatened to cause or participated in an act of hate violence.
- 48900.4 Engaged in harassment, threats or intimidation.
- 48900.5 Made terrorist threats against school officials or school property, or both.

Any person wishing to appeal a suspension must contact the principal.

IV. School Safety

Accidents/Illness

Report an accident or illness to the office immediately. Never move an injured student. If a student is sent to the nurse's office and the nurse is unavailable the student should report to the attendance office immediately and check in with the attendance clerk.

Address/Emergency Information Changes

Extremely Important: Please report to the office, any change in address, telephone number, or other information the school may need. This will assist the school in reaching parents/guardians or other emergency contacts in the event of an emergency.

Fire Alarms

A notice for fire directions is posted in each room. The signal for a fire or a drill is an intermittent signal. Student should walk quickly in an orderly fashion to the assigned area. (Turning on or setting off a false alarm is a felony offense.) One long ring is the all-clear signal.

School Lock Down

A Code 3 Emergency is signaled by three short bells, followed by a two-minute bell. All staff and students should remain in, or go to the nearest classroom, or other safe area immediately. One long ring is the all-clear signal.

Searches

All vehicles and personal articles on school property are subject to search for safety purposes at any time. The use of trained canines may be used without notice.

Thefts

Students who are victims of theft must report immediately to the discipline office and complete a theft report. This is extremely important, as this information will begin the investigative process.

Visitors on Campus

No student visitors are allowed at Whitmore Charter High School during any part of the school year without prior approval from the administration unless under the supervision of a parent or other designated adult.

Animals on Campus

Animals are not allowed on campus, and may not be brought to school by students, parents, or other visitors with the exception of guide dogs, service dogs, or animals used in school-approved learning activities

VII. Ceres Unified School District Information

Ceres Unified School District Office
3435 Don Pedro Road
Ceres, CA 95307
(209) 556-1500

www.ceres.k12.ca.us

Board of Trustees

Betty Davis, President
Theresa Guerrero, Clerk
Edgar Romo, DC, Member
Eric Ingwerson, Member
Faye Lane, Member
Jim Kenard, Member
Mike Welsh, Member

District Administration

Walt Hanline, Ed.D, Superintendent
Mary Jones, Ed.D, Assistant Superintendent
Scott Siegel, Assistant Superintendent
Denise Wickham, Assistant Superintendent
Jay Simmonds, Director of Educational Options

Affirmative Action Statement

Whitmore Charter High School's programs and activities are free from discrimination with respect to race, color, sex, religion, national origin, ethnic group, marital or parental status and physical or mental disability. Equal opportunities exist for all students in admission and access to all programs.

District Contacts: Title IX Coordinator - Asst. Superintendent for Personnel (209) 538-0270
504/Gender Equity-Coordinator Special Ed./504 Services (209) 538-0145