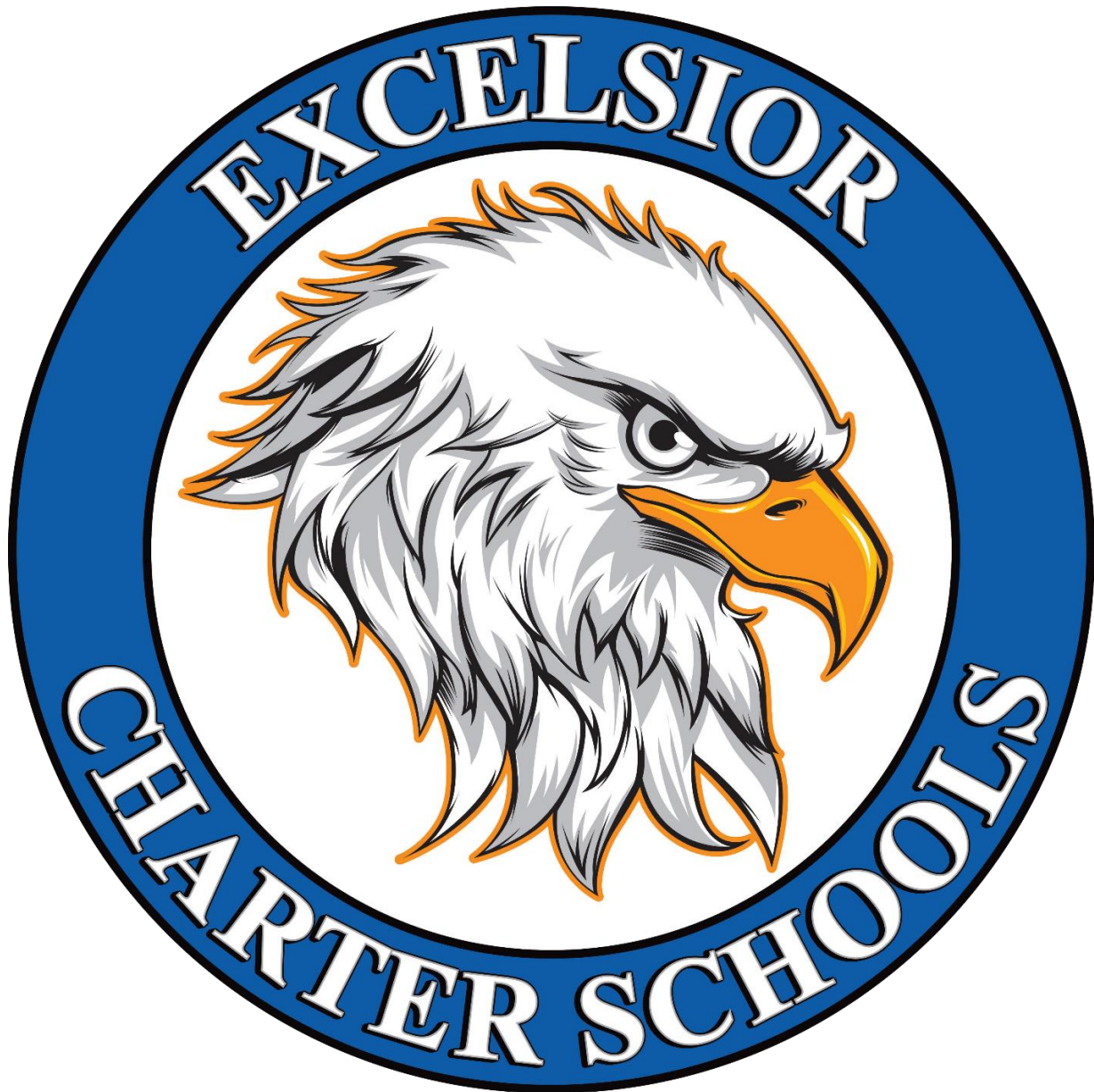


**North Victorville  
Campus Catalog  
2022-2023**



## North VV Contact Information Quick Reference Guide

Office hours for staff are 8:00 to 16:00 - Monday through Friday.  
We aim to return calls and eMails not later than the next business day.

For general inquiries and items not covered here, please call the  
**Front Desk – 760.245.4448**

### Administrative Team:

- Principal: Michael Moore
  - MichaelM@Excelsior.com
- Administrative Assistant: TBD –
  - [@excelsior.com](mailto:@excelsior.com)
  - Ext.

### Facilitator: Mr. Isom

- [williami@excelsior.com](mailto:williami@excelsior.com)
- Ext. 1398

### Counselor: Mrs. Escalante

- [malliee@excelsior.com](mailto:malliee@excelsior.com)
- Ext. 1424
- (Please note that Mrs. Escalante's position is split between sites and her replies might take longer.)

### Special Education: Mr. Jones

- [ericj@excelsior.com](mailto:ericj@excelsior.com)
- Ext. 1527
- (Please note that Mr. Jones' position is split between sites and her replies might take longer.)

## Important Web Pages and Portals

- Clever for Students (hub with links to all other sites)
  - Clever is preinstalled on all student Chromebooks
  - [clever.com/in/excelsior](https://clever.com/in/excelsior)
  - click on Active Directory
- AERIES for Parent
  - [aeries.excelsior.com](https://aeries.excelsior.com)
  - click on student/parent portal
- Parent Square
  - [parentsquare.com/signin](https://parentsquare.com/signin)
  - or download the app from
    - the Google Play Store



- or the Apple Store



### Logins and verification codes

**Students** – Students will use their school eMail and password for all sites.

**Parents** – Parents will set up their accounts and will match the account to Excelsior and their student through verification codes. Those necessary codes will be available during facilitator meetings or by reaching out to the facilitator

## Campus eMail Directory

### Facilitator

- William Isom – [williami@excelsior.com](mailto:williami@excelsior.com)

### Counselor

- Mallie Escalante – [malliee@excelsior.com](mailto:malliee@excelsior.com)

### Teachers

- Heba Ayeda – Math – [hebaa@excelsior.com](mailto:hebaa@excelsior.com)
- Jennifer DaSilva – English / ASB – [jenniferd@excelsior.com](mailto:jenniferd@excelsior.com)
- Eric Jines – SpEd – [erikj@excelsior.com](mailto:erikj@excelsior.com)
- Angel Orantes – Science – [angelo@excelsior.com](mailto:angelo@excelsior.com)
- Denny Vasquez – JH – [dennyv@excelsior.com](mailto:dennyv@excelsior.com)
- Social Science – **TBD**

### Support Team

- Candace Arrieta – Instructional Associate – [candacea@excelsior.com](mailto:candacea@excelsior.com)
- Susan Core – Lab. Specialist – [susanc@excelsior.com](mailto:susanc@excelsior.com)

### Office Team

- Michael Moore – principal – [michaelm@excelsior.com](mailto:michaelm@excelsior.com)
- Julie Thayn – – [juliet@excelsior.com](mailto:juliet@excelsior.com)
- **TBD**

### **Social Media**

- Facebook: @ExcelsiorNorth
- Instagram: @Excelsior\_North
- Twitter: @Excelsior\_North

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**The purpose of this document is to provide you with campus specific expectations and procedures for the North VV campus. This document functions as an addendum to the Excelsior student handbook and not as a substitute.**

## **Hours of Operation**

### **Front Office**

- Open 8:00 AM – 4:00 PM, Monday through Friday.
- The office will be closed during all student holidays. Please refer to student calendar for these dates.
- In case of office closures due to staff meetings and special events we try to give advance notice through appropriate communication channels such as:
  - Postings on the front office door,
  - Notifications sent home,
  - Aeries Communications – Parent Square,
  - Social media, and the excelsior website.
- However, as a small campus with a detached front office, we might experience temporary closures of the office without notice due to staffing. We recommend to give us a quick call before heading out to the campus.

### **Facilitator Office**

Please schedule your meeting with Mr. Isom:

- [williami@excelsior.com](mailto:williami@excelsior.com)
- Ext. 1398

Appointments are available via phone or video call or in person.

We discourage walk-ins as we cannot guarantee that Mr. Isom will be available.

### **School Counselor**

Please schedule your meeting with Mrs. Escalante

- [malliee@excelsior.com](mailto:malliee@excelsior.com)
- Ext. 1424

Appointments are available via phone or video call or in person. Please note that Mrs. Escalante's position is split between sites.

## **Communication Specific Issues**

### **Contacting Teachers**

Please find your teacher's eMail listed in our campus eMail directory on page 4.

Please use eMail as the preferred method of contacting teachers as our teachers are not able to answer their phone during workshop time and are not able to return calls when students are present.

You can also call the front office and leave a message / call back request for the teacher you aim to reach. We will forward your message to the appropriate person and you can expect a return call / responds not later than the next work day in most cases.

## ***General Information***

### **Aeries Communication / Parent Square**

Excelsior utilizes Parent Square to send out all calls, emails, and text messages.

Parents can limit their announcement preferences to general and emergency messages or emergency messages only within the Aeries Parent Portal. Announcements can come to you through calls, emails and/or texts based on your preferences. Please contact your facilitator or front office staff for your student's verification passcode which will link your Aeries Parent Portal account to your student and or students.

### **School bulletin boards**

ASB and Administration utilize the bulletin boards in the front of the school, the front office, and around campus to post and share upcoming events and school information.

### **School Website**

Central Office and all sites: [Excelsior.com](http://Excelsior.com)

Your North VV Campus: [excelsior.com/north-victorville/](http://excelsior.com/north-victorville/)

### **Social Media**

(Note: Over the last few years, this Campus has been represented by multiple accounts that are no longer maintained. The current accounts use the 'Excelsior North' label as listed:

- Facebook: @ExcelsiorNorth
- Instagram: @Excelsior\_North
- Twitter: @Excelsior\_North

We update these pages regularly with events, reminders, updates, and more!

## Behavior Guidelines

### **Behavior and Expectations**

Clear and consistent expectations help students understand what is expected of them, which in turn helps students monitor themselves and take responsibility for their behavior leading to a more confident and productive atmosphere for all! Excelsior utilizes Positive Behavior Interventions Systems (PBIS) to teach students how to behave and respond. Our campus expectations are as follows:

- ✓ **Be Safe**
- ✓ **Be Responsible**
- ✓ **Be Respectful**

Each week all staff will be reviewing these expectations in each of their workshops with your student, but below are a few examples of what these expectations look like so that you can help communicate these expectations at home as well! Expectations are posted around campus and will be reviewed in Educational Team meetings and workshops.

### **Be Safe**

- ✓ Keep hands to yourself
- ✓ Maintain a clean, orderly environment
- ✓ NO food or drinks allowed in the workshop room
- ✓ NO gum allowed on campus

### **Be Responsible**

- ✓ Come to your scheduled workshop/tutoring/appointment with your technology, pencil, paper/notebook, textbooks, and any other supplies needed
- ✓ Be in your workshop and seated/ready on time

### **Be Respectful**

- ✓ Treat others as you want to be treated
- ✓ Use kindness
- ✓ No outside distractions during workshop/quad time
- ✓ NO PHONES OR HEADPHONES ALLOWED during workshop time\*\*
- ✓ NO PHONES during learning lab time
- ✓ Chromebooks need to be charged and are only to be used to support learning
  - (i.e. No games, social media, texting, etc...)



## On Campus operations

### **North VV Bell Schedule**

We welcome our students to campus based on their individual schedule. Workshops meet four times a week, on Tue, Wed, Thu, & Fri.

- Gates open at 8:15
- 1<sup>st</sup> period 8:35 - 9:30
- 2<sup>nd</sup> period 9:35 - 10:30
- 3<sup>rd</sup> period 10:35 - 11:30
- 4<sup>th</sup> period 11:35 - 12:30
- Lunch 12:00 – 13:00
- 5<sup>th</sup> period 13:05 - 14:00
- 6<sup>th</sup> period 14:05 - 15:00

Students will be picked up after their last scheduled period (or after lunch if the last scheduled period is period four).

### **Students' cell phone use**

Classrooms, office(s), and the learning lab are areas where the use of the cell phone will cause undue distractions and interruptions. Therefore, in order to allow for a distraction free learning environment, Students are expected to leave their cell-phone silenced and out of sight when on campus. Cell-phone usage is permissible during break only.

*\*\* If parents need to communicate with their student during workshop time, please call the office at 760.245.4448 and we will ensure that your child is contacted appropriately. If your student needs to be notified that you are here to pick them up, please enter the front office and we will be happy to get your student out of workshop. If there is an emergency and your student needs to contact you, they can ask to be dismissed from workshop and go to the front office for assistance. Phones are only permitted during scheduled lunch and passing periods. Students who are using their phone during workshop or in the quad area to text are creating distractions to all students by inhibiting their focus and engagement in the lesson. We appreciate your understanding and support with this.*

### **Learning Lab**

The purpose of the Learning Lab is to bridge gaps in the student's individual schedule. Learning Lab periods are work time and students are expected to:

- Arrive on time.
- Stay the entire period.

- Come prepared with their work.
- Work the entire period.

Please refer to the workshop schedule for the availability of these labs.

Learning Lab periods before the first scheduled workshop and after the last workshop are a privilege and need to be approved by admin on a case-by-case basis.

### **Excusing Absences**

To excuse an absence, please eMail our call our Front Office:

760.245.4448

### **Changes / drops to workshop schedules**

Any schedule changes should be discussed at an Educational Team meeting. All schedules should meet the goals of the student's Personal Life Plan while remaining on track for High School graduation and college or career entrance requirements. Students cannot make changes to their schedule without parent or guardian approval.

### **Excused absence policy**

- All workshops are four days a week. Students will be permitted 9 excused absences per semester. The 10<sup>th</sup> excused absence will result in removal from the workshop.
- Notify the Front Office of an excused absence within 3 days the absence occurred. Absences not excused within 3 school days (M-F) will remain unexcused.

### **Unexcused absence policy**

- Students who are enrolled in on-campus workshops will be permitted 2 unexcused absences. The 3<sup>rd</sup> unexcused absence will result in removal from the workshop.

Please contact our Front Office regarding excused absence(s) to ensure proper documentation and communication of the excused absence(s). It is important to review absences during your Educational Team meetings to support student success.

### **Tardy policy**

Please be on time as excessive tardiness can result in removal from the workshop and will be reviewed at Facilitator appointments. Three unexcused tardiness will result in one unexcused absence.

### **Absences due to testing**

Students can now test in the workshop, as tests are now taken on Canvas. Students should not miss workshops to test, rather, they should test in their workshop. If a student needs to miss a workshop to test, this must be approved prior with the Facilitator and excused with Administrative Assistant prior to the absence / test. Reporting after will result in an unexcused absence.

### **Waitlist for workshops / workshops**

Currently, North VV does not utilize waitlists as our workshops are not at capacity. However, should workshops reach capacity, waitlists will be implemented and the following provisions will take effect:

Workshops are for enrolled students only. We will move students from the waitlist as space becomes available in the workshops. Parents and students will be notified by the Facilitator when enrolled in the workshop.

### **Course changes**

Education plans are built for every student as it aligns with their Personal Life Plan. It is imperative that this Ed Plan does not change frequently, as this may lead to errors and take students off track for success. Students and parents have two weeks from their first day of school to make course changes. After the two-week window, the student must complete the course and will be graded based on effort and knowledge demonstration.

## **Quarter Tests / Assessments / State Tests / Dual Enrollment**

### **Quarter Tests**

The days for quarter tests are highlighted on the student calendar.

### **Renaissance Reading Assessment**

All Students, new or returning, will take the Renaissance Reading assessment prior to their first day of on campus workshops. Students can access the assessment using the Student Orientation course in Canvas. This will allow teachers to accurately assess and place students into the appropriate English and Reading intervention courses as needed. Throughout the school year, students will re-take the assessment to demonstrate personal growth and achievement.

### **Renaissance Math Assessment**

All students, new or returning, will take the math placement test. This test assesses student readiness for Algebra 1 and beyond. Students will complete this assessment prior to the start of on campus workshops. You can access the assessment using the Student Orientation course in Canvas. This will allow teachers to accurately assess and place students into the appropriate Math and Math intervention courses as needed. Throughout the school year, students will re-take the assessment to demonstrate personal growth and achievement.

### **State Tests (CAASPP / CAST / PFT / ELPAC)**

State tests are indicators of aggregated and individual student performance as well as the school performance. The State of California mandates that students in grades 7 through 12 take specific tests to gauge a school's effectiveness. State testing dates and times will be scheduled and announced early in the school year. Throughout the school year, Excelsior's curriculum and assessments are designed to prepare students for the applicable state tests.

### **Dual Enrollment**

Excelsior students can take college courses at Victor Valley College (VVC) and some other community colleges. Upon successful completion of the college course, students earn college credit that is also counted towards graduation (College credits are counted triple for HS graduation). The counselor and school administration are available to assist with the enrollment process and enrolling in workshops. Please see the Excelsior Parent and Student Handbook for more information, as there are firm guidelines and policies (including age restrictions) in place to support student success in their dual enrollment endeavors.

## **Safety**

### **Drop off and Pick-up:**

Please follow the posted traffic signs regarding traffic ingress, flow, and egress. Keep all students safe by dropping off and picking up students in the official lane, located closest to the school.

Excelsior staff and security will be available before school and during peak traffic hours to assure student safety and enforce drop off and pick up policies.

### **Front of school/parking lot**

Students with a first period will be able to enter campus at 8:15AM. Students will not be permitted on campus after 3:00PM. In accordance with the Excelsior Student / Parent Handbook, students waiting in the front must be picked up by a parent / guardian or approved contact within 15 minutes. Students are not permitted to wait in their cars or loiter in the parking lot.

### **Costume wear**

Approved costumes may be appropriate during specified holidays, spirit days, festivals and/or other school activities. Costumes are intended to enhance the positive school culture. When picking a costume to wear to a school event, use good judgement and ensure the costume follows the dress code completely. The following are prohibited but is not limited to the following: non-medical masks, rendering of blood or gore, weapons of any kind, offensive language, drug or alcohol memes/patterns, blankets, and trench coats. Administration has the authority to review each costume and its appropriateness on a case-by-case basis. Students who are wearing inappropriate costumes will be given the opportunity to change to enter campus.

### **Student ID cards & lanyards policy**

Students are required to always wear their ID cards on campus for safety purposes. Students are responsible for bringing their ID and lanyard anytime they are coming on campus, including Mondays. Below please find our campus policy on lost or damaged replacement ID's and lanyards. This policy supports and/or is in addition to the Excelsior Student/Parent Handbook policy.

- **First ID card: free**
- **Second ID card: free**
- **Third ID card: \$3.00 charge**
- **Any additional ID: \$5 charge**
- **First lanyard: free**
- **After first lanyard (options):**
  - Replacement: \$5

- Bring your own that is appropriate to wear at school.
- Students will not be allowed on campus without an ID card
- ID cards need to be worn visibly on campus
- Students will work on their schoolwork in the front office until the appropriate ID policy has been met.

### **Parent / guardian / visitor sign in**

Excelsior's top priority is the health and safety of our students, parents, and staff. Excelsior maintains a safe and orderly learning environment for all students. To maintain our safe campus, all visitors must provide a government issued photo ID when checking into the front office. This ID is entered in our Raptor Visitor Management System to track visitors and to ensure that registered sexual offenders are not entering our campus. All visitors must wear the visitor badge during their entire visit on the campus and return the badge to the front office at the end of their visit. For more information on the Raptor system, visit [www.raptortech.com](http://www.raptortech.com). Visitors may be denied entry based on Administrator discretion. Visitors must follow Board Policy to observe workshops.

### **Safety drills**

Random safety drills will be conducted during various school hours throughout the year. During these drills students will practice safety procedures to include campus evacuations. Any parents/guardians on campus during this time will also need to participate in these important drills.

### **CCTV**

Our Campus has an active video surveillance system that provides admin with a live feed and recordings as needed. The system is used to monitor and review student conduct in order to ensure the safety and well-being of all students.

### **Security Guards**

Additionally, professional certified Security Offices will be on campus to enforce, and monitor expected and safe behavior. All visitors are required to check in the front office and wear a visitor badge. All visitors must provide government issued ID, as this will be used to issue a visitor badge. The front office uses the Raptor Visitor Management system to ensure the safety of the campus.

### **Backpack searches**

Administration and Security Officers will be conducting random backpack searches to maintain the safety and cleanliness of our campus. Parents will be notified by the end of

the school day when students have been searched. Please refer to the Student and Parent Handbook for a list of items prohibited from campus.

### **Discipline policies**

Please refer to the Excelsior Parent and Student Handbook for a complete review of discipline policies and procedures, which include behavior and dress code.

Excelsior North VV's discipline policy is rooted in tiered positive behavioral interventions and supports. However, repeated issues will be leading to a progressive discipline response.

### **Mobile Device Policy, Procedures, and Information**

The focus of the Mobile Device program at Excelsior Charter Schools is to provide tools and resources to the 21<sup>st</sup> Century Learner. Excellence in education requires that technology is seamlessly integrated throughout the educational program. Increasing access to technology is essential for that future, and one of the learning tools of these 21<sup>st</sup> century students is mobile devices. The individual use of mobile devices is a way to empower students to maximize their full potential and to prepare them for college and the workplace. Learning results from the continuous dynamic interaction among students, educators, parents, and the extended community. Technology immersion does not diminish the vital role of the teacher. To the contrary, it transforms the teacher from a director of learning to a facilitator of learning. Effective teaching and learning with mobile devices integrate technology into the curriculum anytime, anyplace. The policies, procedures and information within this document apply to all mobile devices used at Excelsior Charter Schools, including any other devices considered by the Administration to come under this policy. Facilitators may set additional requirements for use with their students.

### **Please note**

- Students will be required to enter their student username / eMail and password when using their Excelsior mobile device.
- All internet activity is being closely monitored including evening through early morning hours.

### **Excelsior mobile device violations include**

- Illegal installation or transmission of copyrighted materials.
- Any action that violates existing Board policy or public law.
- Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials.
- Use of chat rooms, sites selling term papers, book reports and other forms of student work.

- Spamming – sending mass or inappropriate emails.
- Gaining access to other student’s accounts, files, and/or data.
- Use of the school’s internet/email accounts for financial or commercial gain or for illegal activity.
- Use of anonymous and/or false communications.
- Participation in credit card fraud, electronic forgery or other forms of illegal behavior.
- Vandalism (any malicious attempt to harm or destroy hardware, software or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components) of school equipment.
- Transmission or accessing materials that are obscene, offensive, threatening or otherwise intended to harass, demean, or bully recipients.
- Bypassing the Excelsior web filter through a web proxy.

If a student violates any part of the above policy, or if a student removes the Mobile Device Management software or uninstalls any pre-installed profiles, disciplinary measures will follow based on administrative discretion.

**Mobile devices left in unsupervised areas**

Under no circumstances should Mobile Devices be left unsupervised. Any Mobile Device left unsupervised is in danger of being stolen. If a Mobile Device is found in an unsupervised area, it will be taken to the front office. A student will not be charged the first time a Mobile Device is found unsupervised. The second time left unsupervised, the parent will be required to retrieve the Mobile Device. The third time there will be a \$10 charge to retrieve the Mobile Device and the parent and student must pick it up. After the third time left unsupervised, disciplinary measures will be taken and documented in the student’s school record.

\*\* Please see Excelsior’s Office Mobile Device Responsible Use Agreements for full details.

**All violations of school rules, including Mobile Device and Technology user violations, are documented in student discipline logs. Administration has the authority to review and modify all disciplinary decisions on a case-by-case basis.**



## **Activities**

### **Campus calendar**

Please review the Student Calendar for quarter testing, state testing, and other important dates. As the year progresses, please check our website, school social media pages, and Aeries Communication. Information on upcoming Excelsior fun will also be a part of facilitator meetings.

### **Pictures**

Information regarding pictures (including senior pictures) can be obtained from your student's facilitator. Information will also be made available via our social media platforms as well as our senior information packet.

### **Parent involvement**

As a vital member of the Educational Team, we encourage all parents to get involved at Excelsior! If you would like to get involved in school policies, programs, and give feedback, please join us for the following events:

- Meet your principal
- School Site Council Meetings: review budget and school needs based on Title I
- School Site Safety Plan Meetings: review safety plan and needs
- Parent Engagement Committee

\*\* Please review the website and other social media postings for additional opportunities and specific meeting information.

### **Field Trips**

Excelsior strives to provide many educational field trips to enhance learning. Some trips will be to reward excellence! Students must be passing all core courses with a D or better in order to participate in any field trip. In accordance with the Excelsior Student and Parent Handbook, students must be picked up from field trips and after school activities within 15 minutes of the scheduled end time. After 15 minutes, Excelsior has the obligation to contact the authorities to keep your student safe.

### **Student life**

Excelsior offers many opportunities for student involvement outside of their academics. We encourage your student to contact the ASB for information regarding our clubs, field trips, and other social events. Check the website, school social media, student bulletin boards, ... stay informed and involved – GO EAGLES!

## High School graduation

### **Graduation Requirements**

Please refer to the Excelsior Student and Parent Handbook for a complete list of required courses for graduation. Your Facilitator will review this with you regularly during Facilitator Meetings and your counselor is happy to discuss your Personal Live Plan with you.

### **Preparing for life after High School**

#### **PSAT prep:**

- Collegeboard.org
- Vocabulary.com (search for PSAT prep)

#### **College searches:**

- Collegeboard.org
- Review.com

#### **College admission testing:**

- Collegeboard.org
- Act.org

*\*\* Look for information about Excelsior's SAT prep course! Excelsior offers the SAT on campus!*

#### **Financial aid:**

- Fafsa - <https://studentaid.gov/>

#### **Scholarships:**

- Excelsior.com
- Fastweb.com

#### **Job/career searches and information:**

- Careerkey.org
- Myfuture.com
- Careers.org
- Acinet.org
- Bls.gov
- Coolworks.com
- Idealist.org

## University Admission – CSU / UC

### **A through G evaluation:**

A-G courses are the minimum entrance requirements for California Universities: UC and CSU. Below is a visual chart that can be used as a checklist for students to track their A-G progress. Review this with your facilitator at your Educational Team Meetings.

<b>Graduation Requirements</b>	<b>A-G Requirements</b>
English: 4 years (40 credits)	English: 4 years (40 credits)
English 1	English 1
English 2	English 2
English 3	English 3
ERWC	ERWC
Math: 3 years (30 credits)	Math: 3 years (30 credits)
Algebra I	Algebra I
Geometry	Geometry
Algebra II	Algebra II
Pre-Calc/Trig	Pre-Calc/Trig
Science: 2 years (20 credits)	Science: 2 years (20 credits)
Biology	Biology
Physics	Physics
Environmental Science	Environmental Science
Chemistry	Chemistry
History/Social Science: 3 years (30 credits)	History/Social Science: 2 years (20 credits)
World History	World History
US History	US History
Govt/Econ	Govt/Econ
Fine Art: 1 year (10 credits)	Visual and Performing Art (10 credits)
See campus catalog (this includes foreign language)	See campus catalog for A-G offerings
Physical Education: 2 years (20 credits)	
Physical education	
Electives (70 credits)	Language Other than English: 2 years (20 credits)
See campus catalog	College preparatory elective: 1 year (10 credits)
	See campus catalog for A-G offerings
<b>Notes</b>	
*See Course Catalog for offerings	

## Excelsior North VV Course Offerings for the 2022 / 2023

### Note

Course offerings vary based on campus size, capacity, and staffing. Additional factors include overall enrollment and student interest.

In the interest of our students, Excelsior is also constantly improving / modifying and adding to the courses offered.

### Clubs and Activities

Based on student interest and staff availability, we can add clubs and activities throughout the schoolyear.

### On Campus / In Person workshops

Those workshops meet Tuesday through Friday and are on-campus only. Our workshops do not include a zoom component!

Period 1	English I	Geometry	JH Physical Science	US History	ELA 7
8:35 - 9:30					
Period 2	English III	Algebra I	Environmetal Science	JH World History 7	ELA 8
9:35 - 10:30					
Period 3	English II	Algebrall	Biology	JH US History 8	Math 7
10:35 - 11:30					
Period 4	ERWC 12	Intro to Algebra	Junior High Life Science	World History	Math 8
11:35 - 12:30					
Lunch					
Period 5	ASB		CCAP Support	Government/ Economics	Junior High ASB
1:05 - 2:00					

## Excelsior Course Offerings

### Note

Course offerings vary based on campus size, capacity, and staffing. Additional factors include overall enrollment and student interest.

In the interest of our students, Excelsior is also constantly improving / modifying and adding to the courses offered.

### Abbreviations

- **CP** – College Prep (these are important for A-G completion!)
- **UC** – University of California (these are important for A-G completion!)
- **HS** – High School
- **JH** – Junior High
- **ELA** – English Language Arts
- **PE** – Physical Education

## JUNIOR HIGH COURSES

### **Course Title: JH Language Arts 7 (2070)**

Length: 2 semesters

10 English credits, JH

**Prerequisite:** None

**Textbook/Materials:** Canvas

**Assessment:** Quarter Tests

**Availability:** On-campus or Zoom

**Course Description:** This course covers the Common Core standards for 7<sup>th</sup> grade Language Arts and will explore various life themes through literature. Skills covered will be literary response and analysis, writing strategies and applications. The course will teach these skills and concepts through various literary genres such as fiction, nonfiction, and poetry.

### **Course Title: JH Language Arts 8 (2080)**

Length: 2 semesters

10 English credits, JH

**Prerequisite:** Language Arts 7

**Textbook/Materials:** Canvas

**Assessment:** Quarter Tests

**Availability:** Independent Study or Workshop

**Course Description:** This course covers the Common Core standards for 8<sup>th</sup> grade Language Arts and is designed to develop students becoming lifelong readers and writers. Students will be participating and developing writing and reading skills in a variety of ways. Skills covered will be literary response and analysis, writing strategies and applications, along with the fundamentals of grammar and mechanics. The course will teach these skills and concepts through various literary genres such as fiction, nonfiction, and poetry.

### **Course Title: JH Math 7 (3072)**

Length: 2 semesters

10 Math credits, JH

**Prerequisite:** None

**Textbook/Materials:** Canvas

**Assessment:** Quarter Tests

**Availability:** Independent Study or Workshop

**Course Description:** This course covers the Common Core standards and is a required math course for 7<sup>th</sup> grade students.

**Course Title: JH Math 8 (3082)**

Length: 2 semesters

10 Math credits, JH

**Prerequisite:** Successful completion of Math 7, Math Placement Test, or Facilitator recommendation

**Textbook/Materials:** Canvas

**Assessment:** Quarter Tests

**Availability:** Independent Study or Workshop

**Course Description:** This course covers the Common Core standards and is a required math course for 8<sup>th</sup> grade students.

**Course Title: Intro to Math 7 (5050)**

Length: 2 semesters

10 Math credits, JH

**Prerequisite:** Math Assessment and Facilitator recommendation

**Textbook/Materials:** Renaissance

**Assessment:** Online Assessments

**Availability:** Workshop

**Course Description:** This course covers the basic skills to prepare students for Math 7.

**Course Title: Intro to Math 8 (5051)**

Length: 2 semesters

10 Math credits, JH

**Prerequisite:** Math Assessment and Facilitator recommendation

**Textbook/Materials:** Renaissance

**Assessment:** Online Assessments

**Availability:** Workshop

**Course Description:** This course covers the basic skills to prepare students for Math 8.

**Course Title: JH Life Science 7 (4070)**

Length: 2 semesters

10 Physical/General Science credits, JH

**Prerequisite:** None

**Textbook/Materials:** Canvas

**Assessment:** Quarter Tests

**Availability:** Independent Study or Workshop

**Course Description:** This course covers the Common Core standards and the characteristics of living things, cells, heredity, genetics, evolution, history of life on

Earth, classification of organisms, plants and plant processes, animals, human body organization and structure.

**Course Title: JH Physical Science 8 (4080)**

Length: 2 semesters

10 Physical/General Science credits, JH

**Prerequisite:** None

**Textbook/Materials:** Canvas

**Assessment:** Quarter Tests

**Availability:** Independent Study or Workshop

**Course Description:** This course covers the Common Core standards and the properties of matter, elements, compounds, the Periodic Table of Elements, force, motion, fluid mechanics, simple machines, the electromagnetic spectrum waves, electricity, atomic theory, chemical bonding, chemical reactions, and introductory astronomy.

**Course Title: JH World History 7 (5071)**

Length: 1 semester

10 History credits, JH

**Prerequisite:** None

**Textbook/Materials:** Canvas

**Assessment:** Quarter Tests

**Availability:** Independent Study or Workshops

**Course Description:** This course covers the historical development of Late Roman Empire and the Byzantine Empire, Islamic Civilization, Sub-Saharan African Empires, Civilizations in the Americas, Civilization in East Asia, Europe during the Middle Ages, and the history of Early Modern Europe.

**Course Title: JH U.S. History 8 (5080)**

Length: 1 semester

10 History credits, JH

**Prerequisite:** None

**Textbook/Materials:** Canvas

**Assessment:** Quarter Tests

**Availability:** Independent Study or Workshops

**Course Description:** This course covers: the First Americans, the European Explorations of North America, the development of the Thirteen Colonies, the American Revolution, the development of the US Constitution, Westward Expansion and Manifest Destiny, the Civil War and Reconstruction, and the Age of Industrialism, Immigration and Urban growth.



## HIGH SCHOOL COURSES

### **Course Title: English I (2091)**

Length: 2 semesters

10 English credits, HS

**Prerequisite:** None

**Textbook/Materials:** Canvas

**Assessment:** Quarter Tests on-campus

**Availability:** Independent Study or Workshop

**Course Description:** This course covers the Common Core standards and is a survey of American literary works from the 17<sup>th</sup> century through the 20<sup>th</sup> century. Also included is the study of five different literary genres. In addition, word analysis, reading comprehension, literary response, and analysis along with writing strategies and applications are covered. **CP, UC**

### **Course Title: English II (2101)**

Length: 2 semesters

10 English credits, HS

**Prerequisite:** English I

**Textbook/Materials:** Canvas

**Assessment:** Quarter Tests on-campus

**Availability:** Independent Study or Workshop

**Course Description:** English II uses world literature to explore a comprehensive range of language arts skills as defined by Common Core standards, which includes reading skills such as vocabulary development, comprehension, and literary analysis. Writing strategies cover expository essay writing, creative narratives, and responses to literature. Lastly, students will study the fundamentals of grammar and mechanics. **CP, UC**

### **Course Title: English III (2112)**

Length: 2 semesters

10 English credits, HS

**Prerequisite:** English I & II

**Textbook/Materials:** Canvas

**Assessment:** Completed writing assignments

**Availability:** Independent Study or Workshop

**Course Description:** The goal of this course is to convey a rhetorical approach to reading and writing through the critical engagement with texts of various genres. Students will be exposed to multiple views on a plethora of topics. Students will engage

in analysis and critical evaluation of those texts and different opinions. The course uses and integration of interactive reading and writing processes to foster successful practices of fluent readers and writers. Students will develop research methodologies and improve their critical thinking skills. This course is based on the ERWC curriculum for 11<sup>th</sup> grade and aligned with the Common Core State standard for English Language Arts and Literacy. **CP, UC**

**Course Title: ERWC 12 (ERWC12)**

Length: 2 semesters

10 English credits, HS

**Prerequisite:** English I, II, III

**Textbook/Materials:** Canvas

**Assessment:** Completed writing assignments and cumulative writing portfolio

**Availability:** Independent Study or Workshop

**Course Description:** The Expository Reading and Writing Course (ERWC) requires students to engage with multiple viewpoints, opinions, and biases. The course focuses on improving the students' English competency and their college and career readiness. Students in ERWC will improve their skills as effective readers and writers. They will acquire a reflective and rhetorical stance toward their own work and the ideas and concepts represented in the work of others. ERWC encourage thoughtful questioning of texts, promote exploration of new perspectives, and enhance ways of acquiring knowledge. To facilitate this, ERWC will expose students to multiple views on a plethora of topics and invite students to examine the social, political, and philosophical assumptions that underline the texts. Students are invited to engage in analysis, critical evaluation, and critique of those texts and different opinions. This course is based on the ERWC curriculum for 12<sup>th</sup> grade and aligned with the Common Core State standards for English Language Arts and Literacy. **CP, UC**

**Course Title: Intro to Algebra I (5053)**

Length: 2 semesters

10 Math credits, HS

**Prerequisite:** Math Assessment and Facilitator recommendation

**Textbook/Materials:** Renaissance

**Assessment:** TBD, Renaissance

**Availability:** Workshop

**Course Description:** This course covers basic standards to prepare students for Algebra I.

**Course Title: Algebra I (3101)**

Length: 2 semesters

10 Math credits, HS

**Prerequisite:** None

**Textbook/Materials:** Canvas

**Assessment:** Quarter tests, formative assessments via performance tasks

**Availability:** Independent study or workshop

**Course Description:** This course covers the Common Core standards and the main topics covered in this course includes: algebraic expressions, solving and graphing linear equations and inequalities, polynomial operations and polynomial factoring, rational expressions, systems of equations, radical expressions and equations, and solutions to quadratic equations by different methods. **CP, UC**

*\*Successful completion of this course is required for graduation from High School.*

### **Course Title: Algebra II (3011)**

Length: 2 semesters

10 Math credits, HS

**Prerequisite:** Algebra I or Math Assessment

**Textbook/Materials:** Canvas

**Assessment:** Quarter tests, formative assessments via performance tasks

**Availability:** Independent study or workshop

**Course Description:** This course covers the Common Core standards and begins with a review of important Algebra I concept (including a review of the real number system, solving linear inequalities and equations, and graphing linear equations). The course includes an introduction to imaginary and complex numbers, the solution of first degree, quadratic and systems of equations, polynomials, rational expressions, exponents and radicals, graphs of function (both linear and quadratic) and of relations, and exponential and logarithmic functions. Probability and statistics will also be covered. **CP, UC**

### **Course Title: Geometry (3904)**

Length: 2 semesters

10 Math credits, HS

**Prerequisite:** Algebra I, Math Assessment

**Textbook/Materials:** Canvas

**Assessment:** Quarter tests, formative assessments via performance tasks

**Availability:** Independent study or workshop

**Course Description:** This course covers the Common Core standards. Geometry provides students with experiences that deepen the understanding of two and three-dimensional objects and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3)

circles; and (4) polyhedral and other solids. An understanding of proof and logic is developed. **CP, UC**

**Course Title: Pre-Calculus (3120)**

Length: 2 semesters

10 Math credits, HS

**Prerequisite:** Algebra II, Geometry

**Textbook/Materials:** Pearson Education Pre-Calculus textbook, assignment sheet, solution manual, Canvas

**Assessment:** Quarter tests

**Availability:** Independent Study

**Course Description:** The course topics include college algebra, advanced trigonometry, and analytics geometry of two and three-dimensions. Students experience a thorough analysis of all elementary functions and curve-sketching. Selected discrete mathematics topics including normal probability distributions, non-linear regression, and hypothesis testing are explored. Practices with proofs such as mathematical induction are included. Experience with graphing calculators is incorporated. **CP, UC**

**Course Title: Trigonometry (3123)**

Length: 2 semesters

10 Math credits, HS

**Prerequisite:** Algebra II, Geometry

**Textbook/Materials:** Pearson Education Trigonometry textbook, assignment sheet, solution manual, Canvas

**Assessment:** Quarter tests

**Availability:** Independent Study

**Course Description:** This course covers the Common Core standards and trigonometric functions and equations, solutions of right and oblique triangles, trigonometric forms of complex numbers and De Moivre's Theorem. Course content also includes verification of trigonometric identities, inverse trigonometric functions, half and multiples angles, vectors and their applications, parametric equations, polar coordinates, and polar equations. **CP, UC**

**Course Title: Biology (4226)**

Length: 2 semesters

10 Life Science credits, HS

**Prerequisite:** None

**Textbook/Materials:** Canvas

**Assessment:** Quarter Tests, Lab requirements

**Availability:** Independent Study or Workshop

***This course requires the completion of lab assignments.***

**Course Description:** This course covers the Common Core Science standards and focuses on the diversity of life and the interdependence of all organisms. This course will study the principles of cellular biology, including respiration and photosynthesis, followed by molecular and Mendelian genetics. Population genetics and evolution follow from the study of genetics and lead to ecology, diversity of form and physiology. Students will complete 12 biology labs relevant to the topics studied and complete lab reports. The labs are designed to promote technical lab competence, utilize the scientific process of research and reporting, and teach and reinforce scientific concepts. Students will complete a science project at the end of the second semester. **CP, UC** (Labs are required for A-G science courses. Students must complete 6 labs per semester and submit their completed lab to earn appropriate credit. Labs are available on Canvas.)

**Course Title: Conceptual Physics (4108)**

Length: 2 semesters

10 Physical/General Science credits, HS

**Prerequisite:** Successful completion of Algebra I

**Textbook/Materials:** Canvas

**Assessment:** Quarter tests

**Availability:** Independent Study

***This course requires the completion of lab assignments.***

**Course Description:** This course covers the Next Generation Science standards and explores the natural laws of the physical world including laws of motion, energy, and gravity, as well as the properties of matter, heat, sound, light, electricity and magnetism. Emphasis is placed on developing an intuitive understanding of physics principles as well as problem solving with the use of mathematics. All students will need to complete 6 physics laboratory activities each semester. These activities are designed to acquaint students with sound experiment design, develop technical lab competence, and reinforce concepts introduced in the lessons. **CP, UC** (Labs are required for A-G science courses. Students must complete 6 labs per semester and submit their completed lab to earn appropriate credit. Labs are available on Canvas.)

**Course Title: Chemistry (4117)**

Length: 2 semesters

10 Physical/General Science credits, HS

**Prerequisite:** Successful completion of Algebra I

**Textbook/Materials:** Canvas

**Assessment:** Quarter tests

**Availability:** Independent Study

***This course requires the completion of lab assignments.***

**Course Description:** This course covers the Common Core standards and concepts and theories relating to the scientific field of Chemistry. Topics will include the periodic table, atomic and molecular structure, chemical bonds, conservation of matter, gases, kinetic theory, acids and bases, solutions, reactions, organic chemistry, and nuclear processes. Students will complete 12 Chemistry labs relevant to the topics studied and complete lab reports. The labs are designed to promote technical lab competence, utilize the scientific process of research and reporting, and teach and reinforce scientific concepts. **CP, UC** (Labs are required for A-G science courses. Students must complete 6 labs per semester and submit their completed lab to earn appropriate credit. Labs are available on Canvas.)

**Course Title: Environmental Science (4093)**

Length: 2 semesters

10 Physical/General Science credits, HS

**Prerequisite:** Biology recommended

**Textbook/Materials:** Canvas

**Assessment:** Quarter tests

**Availability:** Independent study or Workshop

**Course Description:** This course takes the approach of teaching Environmental Science through an Earth Science lens. Earth science topics, and how they relate to the Environment and Environmental Science, are emphasized throughout the course. Topics such as Ecology, water, air, atmosphere, climate change, land uses, mineral resources, energy resources, waste, and our health and future are covered. **CP, UC** (Labs are required for A-G science courses. Students must complete 6 labs per semester and submit their completed lab to earn appropriate credit. Labs are available on Canvas.)

**Course Title: Economics (5122)**

Length: 1 semester

5 Economics credits, HS

**Prerequisite:** None

**Textbook/Materials:** Canvas

**Assessment:** Quarter tests

**Availability:** Independent study or Workshop

**Course Description:** Economics is the study of the choices and decisions people make about how to use the world's resources. Understanding economics will help you make informed decisions for yourself and assess the decisions made by others. There are features in this course that are designed to help you understand key economic principles and to show you those principles in action in the real world. **CP, UC**

**Course Title: Government (5123)**

Length: 1 semester

5 Government credits, HS

**Prerequisite:** None

**Textbook/Materials:** Canvas

**Assessment:** Quarter tests

**Availability:** Independent study or Workshop

**Course Description:** This course teaches the founding principles of U.S. government, so students understand how our democracy functions and why it is important for every citizen to take part. Government also teaches key citizenship skills and provides examples of student citizenship in action. **CP, UC**

**Course Title: U.S. History (5111)**

Length: 2 semesters

10 U.S. History credits, HS

**Prerequisite:** None

**Textbook/Materials:** Canvas

**Assessment:** Quarter tests

**Availability:** Independent study or Workshop

**Course Description:** This course focuses on nine primary themes: diversity and the national identity, America in world affairs, economic opportunity, science and technology, women and political power, immigration and migration, states' rights, voting rights and civil rights. **CP, UC**

**Course Title: World History (5101)**

Length: 2 semesters

10 World History credits, HS

**Prerequisite:** None

**Textbook/Materials:** Canvas

**Assessment:** Quarter tests

**Availability:** Independent study or Workshop

**Course Description:** This course explores the contributions to democracy made from the Greek civilization to the present and includes the cause and course of the two world wars. It traces the rise of democratic ideas and develops an understanding of the historical roots of current world issues. **CP, UC**

## JUNIOR HIGH AND HIGH SCHOOL ELECTIVES

### **Course Title: Art I (9960)**

Length: 2 semesters

10 Fine Art credits, HS

**Prerequisite:** None

**Textbook/Materials:** Canvas: Creating & Understanding Drawings, Gene A. Mitler, James D. Howze, McGraw Hill, 4<sup>th</sup> edition/2006

**Assessment:** Other

**Availability:** Independent study

**Course Description:** Art I is a yearlong visual arts high school course that teaches the basics of drawing through observation and practice. Students will learn the principles of art as well as the elements of art to create original pieces of artwork for individual portfolios. Students will practice and refine their technical drawing skills as well as their observational skills through regular practice in a sketchbook throughout the yearlong course. As well as a start to their portfolios showcasing their original art. **CP, UC**

### **Course Title: Art II/Drawing Composition (9180)**

Length: 2 semesters

10 Fine Art credits, HS

**Prerequisite:** Art I, Drawing composition, or by audition

**Textbook/Materials:** Canvas: Creating & Understanding Drawings, Gene A. Mitler, James D. Howze, McGraw Hill, 4<sup>th</sup> edition/2006

**Assessment:** Other

**Availability:** Independent study

**Course Description:** Art II is a yearlong visual arts high school course that builds upon the knowledge learned in Art I. Students will utilize the learned principles and elements of art in order to create in-depth portfolio works of art that reveal technical and refined drawing skills. Students will continue to practice and refine their technical drawing skills as well as their observational skills through regular practice in a sketchbook throughout the yearlong course. At the conclusion of this course, students will have created in-depth individual sketchbooks as well as individual portfolios for college submission. **CP, UC**

### **Course Title: Art History (9901)**

Length: 2 semesters

10 Fine Art credits, HS

**Prerequisite:** None

**Textbook/Materials:** Canvas: Themes and Foundations of Art



**Assessment:** Other

**Availability:** Independent study

**Course Description:** Art History is a yearlong visual arts high school course that explores a unique blend of artwork from around the world in order to motivate and inspire students as they engage in aesthetic inquiry, art criticism, historical experiences, and studio production. **CP, UC**

**Course Title: Spanish I (3001)**

Length: 2 semesters

10 Fine Art credits, HS

**Prerequisite:** None

**Textbook/Materials:** Canvas

**Assessment:** Speaking, listening, writing, online quizzes and tests

**Availability:** Independent study or Workshop (remote via zoom)

**Course Description:** This course introduces the student to the Spanish language and the culture of its speakers. Fundamentals of pronunciation, structure and Hispanic culture are studied to develop the ability to use and understand basic spoken and written Spanish. Special emphasis is given to development of oral and listening skills. Online work is done through Canvas and submitted digitally. This class cannot be taken independently and attendance to the on-campus workshop or live online session is mandatory. **CP, UC**

**Course Title: Spanish II (3002)**

Length: 2 semesters

10 Fine Art credits, HS

**Prerequisite:** Successful completion of Spanish I

**Textbook/Materials:** Canvas

**Assessment:** Speaking, listening, writing, online quizzes and tests

**Availability:** Independent study or Workshop (remote via zoom)

**Course Description:** This course is a comprehensive review of the basic grammatical structure of Spanish, vocabulary building, development of conversation and composition skills, reading of literary and social interest. Online work is done through Canvas and submitted digitally. This class cannot be taken independently and attendance to the on-campus workshop or live online session is mandatory. **CP, UC**

**Course Title: Spanish III (3006)**

Length: 2 semesters

10 Fine Art credits, HS

**Prerequisite:** Successful completion of Spanish I and II

**Textbook/Materials:** Canvas

**Assessment:** Speaking, listening, writing, online quizzes and tests

**Availability:** Independent Study

**Course Description:** This course continues instruction in Spanish vocabulary, grammar, communication, and culture. It provides further development in speaking, listening, and writing. This course emphasizes conversation and everyday topics. It also highlights cultural understanding through readings, practices, discussions of daily life and comparisons among Spanish speaking countries. **CP, UC**

**Course Title: Digital Photography and Publication (9120)**

Length: 2 semesters

10 Fine Art credits, HS – 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>

**Prerequisite:** Application required prior to registration

**Textbook/Materials:** Yearbook software

**Assessment:** Other

**Availability:** Workshop

**Course Description:** Under the direction of the Yearbook Editors and Yearbook Advisor, the yearbook staff members create a publication that reflects events, memories, and trends of their JH/HS years. Students will develop skills in photography, graphic arts, writing, collaboration, and creative thinking. This class will explore the fundamentals of photography and the application of photography as an art and profession. This class is unique in that students will all have different assignments based on yearbook pages and design. Students must produce completed page assignments to receive credit in this class. Students will be responsible for photography of school events; therefore, they must be able to commit to time outside of the class – evenings and weekends included. This class requires a high level of commitment and collaboration. **CP, UC**

**Course Title: JH Leadership (5460JH)**

Length: 2 semesters

10 Elective credits, JH ONLY

**Prerequisite:** None

**Textbook/Materials:** “The 7 Habits of Highly Effective Teens,” TBD

**Assessment:** Other

**Availability:** Workshop

**Course Description:** This class focuses on building positive leadership skills, and often serves as a bridge to the High School ASB class. We utilize the text, “The 7 Habits of Highly Effective Teens” as a tool to develop student leadership skills and positive life-long habits. Along with leadership curriculum, students will participate in group or individual activities, which require speaking in front of the class, team building exercises, and community service projects.

**Course Title: HS Leadership/Student Activities (5463)**

Length: 2 semesters

10 Electives credits, HS ONLY

**Prerequisite:** Minimum 2.5 GPA, follow rules & regulations set forth by the ASB Constitution, By Laws, and ASB Coach(es), attend and participate in all scheduled classes, as well as participate in after school activities, lunch activities, and fundraisers.

**Textbook/Materials:** "The 7 Habits of Highly Effective Teens," TBD

**Assessment:** Other

**Availability:** Workshop

**Course Description:** The mission of Excelsior ASB is to promote school spirit while providing quality events and activities for our student body. The focus of our Student Council is "teaching to lead and inspiring others." We set a positive school atmosphere by recognizing outstanding participation, scholarship, citizenship, and sportsmanship. We honor and reward our school staff that plays a key role in helping to prepare students to be successful adults. Our goal is to enrich the lives of every Excelsior student by sponsoring social, academic, seasonal, and charitable events. As an ASB, our Student Council builds communication with all student groups, and serves as the voice of the students, both on campus and within the community. We utilize the text "The 7 Habits of Highly Effective Teens," as a tool to develop student leadership skills and positive life-long habits. Through our hard work and dedication, we hope to make a positive, lasting impact on Excelsior school culture. **CP, UC**

**Course Title: Mythology (2110)**

Length: 2 semesters

10 Elective credits, HS ONLY

**Prerequisite:** None

**Textbook/Materials:** Canvas, text: Classical and World Mythology, Assignment sheet

**Assessment:** Other

**Availability:** Independent study

**Course Description:** This course explores the body of stories belonging to the ancient Greeks concerning their gods and heroes, the nature of the world and the origins and significance of their own cult and ritual practices. The primary emphasis is studying the myths to understand the religious and political institutions of Ancient Greece and on the Ancient Greek civilization, and to gain understanding of the nature of mythmaking itself.

**Course Title: Child Development (6896)**

Length: 2 semesters

10 Elective credits, HS

**Prerequisite:** None

**Textbook/Materials:** Canvas, Glencoe, The Developing Child

**Assessment:** Other

**Availability:** Independent study

**Course Description:** This course explores the various changes that occur for humans between birth and adulthood. The course will explore the early years of life and how childhood impacts and shapes who we become as adults.

**Course Title: Reading Development (1925A/1085)**

Length: 1-2 semesters

5-10 Elective credits, HS and JH

**Prerequisite:** Reading assessment

**Textbook/Materials:** Reading Plus account, TBD

**Assessment:** Other

**Availability:** Independent study

**Course Description:** This course is designed for students who need reading/reading comprehension support. Students will work on a computer-based reading program designed to increase the students' comprehension and vocabulary. Students will receive one on one intervention as needed.

**Course Title: Foods I (6905A)**

Length: 2 semesters

10 Elective credits, HS

**Prerequisite:** None

**Textbook/Materials:** Canvas, Guide to Food

**Assessment:** Other

**Availability:** Independent study

**Course Description:** Students learn nutrition, cooking techniques, food preparation and proper food storage.

**Course Title: Psychology (5903)**

Length: 2 semesters

10 Elective credits, HS ONLY

**Prerequisite:** None

**Textbook/Materials:** Canvas

**Assessment:** Other

**Availability:** Independent study

**Course Description:** This course will introduce students to the content, terminology, methodology, and application of Psychology. Students will investigate individual human behavior and experience through the exploration of psychological, cognitive, behavioral,

and affective domain of psychology. This course stresses the application of academic content to the students' lives. **CP, UC**

**Course Title: Service Learning (0900)**

Length: 1 semester

5 Elective credits, HS

**Prerequisite:** None

**Textbook/Materials:** Canvas

**Assessment:** Other

**Availability:** Independent study

**Course Description:** Service Learning is a non-paying job performed by a student for the benefit of the community or its institutions. Assuming both for-profit or non-profit institutions or businesses could qualify for Service Learning. Five high school credits are earned for each 30 hours of verified community service performed by a student. Students will be required to have a Service-Learning supervisor who will sign off on their verified hours of participation. The course also requires a student to reflect on the services they have provided, and who they have benefited, at the end of the semester. Personal benefits may be realized as well, as students donate their time and energy towards jobs that have a relevance towards civic duties or contribute towards potential job training without pay.

**Course Title: Drivers Education (4002)**

Length: 1 semester

5 Elective credits, HS

**Prerequisite:** Must be 15 ½ to enroll

**Textbook/Materials:** Online program, Canvas

**Assessment:** Other

**Availability:** Independent study

**Course Description:** Students can only complete this course once. This is designed to prepare students to take and pass their learner's permit test. This satisfies all requirements to obtain a permit. Students are responsible to obtain and keep their certificate of completion and process with the DMV.

**Course Title: JH Art (7805)**

Length: 1 semester

5 Elective credits, JH

**Prerequisite:** None

**Textbook/Materials:** Canvas, Glencoe: Exploring Art

**Assessment:** Other

**Availability:** Independent study

**Course Description:** Students are introduced to art fundamentals in order to inspire a love for art.

## Campus Catalog Signature Page

I have read and reviewed with my child the following topics from the North Victorville Campus Catalog:

- ✓ Hours of operation
- ✓ On campus guidelines
- ✓ Campus safety
- ✓ Mobile device/technology guidelines
- ✓ Activities
- ✓ Academics
- ✓ Dual enrollment
- ✓ Course offerings

**By signing this page, you are acknowledging and verifying that you have received and take the responsibility that you have reviewed all the content in this North Victorville Campus Catalog, which includes but is not limited to the checked items above.**

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**This signature page must be returned to each child's school within 10 days of the first day of school.**