



2021-2022 School Year
Dunsmuir High School
Syllabus Collection

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General Information

**DUNSMUIR HIGH SCHOOL
PAVING THE WAY TO RESPONSIBLE CITIZENSHIP**

**TIGER TRAITS OF CHARACTER
RESPECT RESPONSIBILITY CITIZENSHIP**

- ❖ **Demonstrating respectful interactions with others**
- ❖ **Demonstrating responsibility for our education, environment and community**
 - ❖ **Demonstrating exceptional citizenship**

Dunsmuir High School is fully accredited through the Western Association of Schools and Colleges (WASC)

Contents


Class Schedule

Graduation Requirements

Community Service

Syllabus collection for each academic discipline

Class Schedule

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
	8:20-9:20	9:35 – 10:35	10:40 – 11:40	12:20 – 1:20	1:25 – 2:25	2:30 – 3:30
Ms. Bodenhammer Wed & Thrus. only				Resource Specialist	Resource Specialist	Resource Specialist
Mr. Cannon	Prep	World Culture & Art	English 3 & 4	Music 1,2	Success 101	Academic Resilience
Mr. Capps	Food Service 1,2,3	Food Service 1,2,3	Food Service 1,2,3	Food Service 1,2,3	Culinary Arts I & II	Culinary Arts I & II
Mr. Champe	Math 1 & 1a	Math 2	Art 1,2	Art 1,2	Math 3I	Robotics
Ms. Garcia	Academic Resilience	Computer Applications/ Communication Arts	Prep	English 1	English 2	Drama 1 & 2 Desktop Publishing (Yearbook)
Ms. Howard	Human Physiology & Anatomy	Academic Resilience	Physics	Biology	Consumer Math	Prep
Mr. Kellar	Library Aide	Library Aide	Library Aide	Library Aide	Library Aide	Woodshop
Ms. Mock *	Academic Resilience	Prep	Academic Resilience	Academic Resilience	Academic Resilience	Academic Resilience
Mr. Mekeel	Western Civilization (World History)	US History	Academic Resilience	Spanish 1 & 2	Government / Economics	P.E. 1,2
Ms. Vardanega	Office Practices 1,2,3	Office Practices 1,2,3	Office Practices 1,2,3	Office Practices 1,2,3	Office Practices 1,2,3	Office Practices 1,2,3

Board Approved 5/12/21 Rev 8/9/21

High School Graduation Requirements

BP 6146.1 Instruction

High School Graduation Requirements

The Governing Board desires to prepare all students to obtain a high school diploma so that they can take advantage of opportunities for postsecondary education and employment.

(cf. [5127](#) - Graduation Ceremonies and Activities)

(cf. [5147](#) - Dropout Prevention)

(cf. [6011](#) - Academic Standards)

(cf. [6143](#) - Courses of Study)

(cf. [6146.3](#) - Reciprocity of Academic Credit)

Course Requirements

To obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Four (4) courses in English (Education Code [51225.3](#))

(cf. [6142.91](#) - Reading/Language Arts Instruction)

2. Three (3) courses in mathematics (Education Code [51225.3](#))

At least one mathematics course, or a combination of the two mathematics courses, shall meet or exceed state academic content standards for Algebra I or Mathematics I. Completion of such coursework prior to grade 9 shall satisfy the Algebra I or Mathematics I requirement, but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code [51224.5](#))

Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission. (Education Code [51225.3](#), 51225.35)

(cf. [6142.92](#) - Mathematics Instruction)

(cf. [6152.1](#) - Placement in Mathematics Courses)

3. Three (3) courses in science, including biological and physical sciences (Education Code [51225.3](#))

(cf. [6142.93](#) - Science Instruction)

4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code [51225.3](#))

(cf. [6142.3](#) - Civic Education)

(cf. [6142.94](#) - History-Social Science Instruction)

5. One course in visual or performing arts, world language, including American Sign Language, or career technical education (CTE) (Education Code [51225.3](#))

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education.

(cf. [6142.2](#) - World Language Instruction)

(cf. [6142.6](#) - Visual and Performing Arts Education)

(cf. [6178](#) - Career Technical Education)

(cf. [6178.2](#) - Regional Occupational Center/Program)

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code [51225.3](#))

(cf. [6142.7](#) - Physical Education and Activity)

7. Forty (40) hours Community Service.

(cf. [6142.1](#) - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. [6142.4](#) - Service Learning/Community Service Classes)

(cf. [6142.8](#) - Comprehensive Health Education)

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

(cf. [6146.11](#) - Alternative Credits Toward Graduation)

(cf. [6146.2](#) - Certificate of Proficiency/High School Equivalency)

(cf. [6146.4](#) - Differential Graduation and Competency Standards for Students with Disabilities)

Exemptions and Waivers

A foster youth, homeless student, former juvenile court school student, or child of a military family who transfers into the district any time after completing his/her second year of high school shall be required to complete all graduation requirements specified in Education Code [51225.3](#) but shall be exempt from any additional district-adopted graduation requirements, unless the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of his/her fourth year of high school. Within 30 days of the transfer, any such student shall be notified of the availability of the exemption and whether he/she qualifies for it. (Education Code [51225.1](#))

(cf. [1312.3](#) - Uniform Complaint Procedures)

(cf. [5145.6](#) - Parental Notifications)

(cf. [6173](#) - Education for Homeless Children)

(cf. [6173.1](#) - Education for Foster Youth)

(cf. [6173.2](#) - Education of Children of Military Families)

(cf. [6173.3](#) - Education for Juvenile Court School Students)

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code [51413](#))

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. A deceased former student who satisfies these conditions may be granted a retroactive diploma to be received by his/her next of kin. (Education Code [51430](#))

In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code [51440](#))

Legal Reference:

EDUCATION CODE

47612 Enrollment in charter school

48200 Compulsory attendance

48412 Certificate of proficiency

48430 Continuation education schools and classes

48645.5 Acceptance of coursework

48980 Required notification at beginning of term

49701 Interstate Compact on Educational Opportunity for Military Children

51224 Skills and knowledge required for adult life

51224.5 Algebra instruction

51225.1 Exemption from district graduation requirements

51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course

51225.3 High school graduation

51225.35 Mathematics course requirements; computer science

51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation

51225.5 Honorary diplomas; foreign exchange students

51225.6 Compression-only cardiopulmonary resuscitation

51228 Graduation requirements

51240-51246 Exemptions from requirements

51250-51251 Assistance to military dependents

51410-51413 Diplomas

51420-51427 High school equivalency certificates

51430 Retroactive high school diplomas

51440 Retroactive high school diplomas

51450-51455 Golden State Seal Merit Diploma

51745 Independent study restrictions

56390-56392 Recognition for educational achievement, special education

66204 Certification of high school courses as meeting university admissions criteria

67386 Student safety; affirmative consent standard

CODE OF REGULATIONS, TITLE 5

1600-1651 Graduation of students from grade 12 and credit toward graduation

4600-4687 Uniform complaint procedures

COURT DECISIONS

O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, High School: <http://www.cde.ca.gov/ci/gs/hs>

University of California, List of Approved a-g Courses:

<http://www.universityofcalifornia.edu/admissions/freshman/requirements>

Policy DUNSMUIR JOINT UNION HIGH SCHOOL DISTRICT

adopted: January 17, 2018 Dunsmuir, California

AR 6146.1

Course Requirements

For the chart below the number of semesters required for graduation is the number of semesters that a student must receive a passing grade, and at least one (1.0) unit. The number of units is the minimum number of units that must be accumulated during the required semesters of work.

Subject / Credits

English	40 Credits
History	20 Credits
Government and Economics	10 Credits
Math	30 Credits
Physical Education	20 Credits
Science	30 Credits
Vocational Arts	10 Credits
Computer Literacy/Communications	10 Credits
Fine Arts/Humanities	10 Credits
Success 101	10 Credits

Students must take additional 40 academic and vocational elective courses to meet the 230 unit graduation requirement.

Dunsmuir High School Graduation Requirements

Students who earn beyond the minimum for a subject area may use those units to satisfy the electives requirements.

1. History includes two semesters each of World History and U.S. History plus one Semester each of American Government and Economics.
2. All students must pass three mathematics courses with a minimal requirement of Integrated Math I
3. Three years of science coursework to include: Physics, Biology and Chemistry
4. Fine Arts/Humanities include Music, Desktop Publishing, Drama, World Language, Art, Music, and Work Cultures and the Arts.
5. Vocational Art includes: Computer Applications/Communications, Food Service, Culinary Arts, Wood Shop, Work Experience, Library Aide and Office Practices
6. Forty (40) hours of Community Service.

Certificates of Completion

Students not passing the Integrated Math I requirement but meeting all other graduation requirements will receive a Certificate of Completion. Those students who have met the requirements for a Certificate of Completion prior to the commencement ceremony qualify to participate in the commencement ceremony.

Notifications

Requirements for graduation and specified alternative means for completing the prescribed course of study shall be made available to students, parents/guardians, and the public. (Education Code [51225.3](#))

(cf. [6146.11](#) - Alternative Credits Toward Graduation)

(cf. [6145.6](#) - International Exchange)

(cf. [6146.2](#) - Certificate of Proficiency/High School Equivalency)

In the annual notification sent to parents/guardians pursuant to Education Code [48980](#), the Superintendent/Principal or designee shall include the following: (Education Code [48980](#))

1. Information about district high school graduation requirements and how each requirement satisfies or does not satisfy the subject matter requirements for admission to the California State University and the University of California

2. A complete list of career technical education courses offered by the district that satisfy the subject matter requirements for admission to the California State University and the University of California, and which of the specific college admission requirements these courses satisfy

(cf. [5145.6](#) - Parental Notifications)

(cf. [6143](#) - Courses of Study)

(cf. [6178](#) - Career Technical Education)

(cf. [6178.2](#) - Regional Occupational Center/Program)

Regulation DUNSMUIR JOINT UNION HIGH SCHOOL DISTRICT

approved: April 9, 2014 Dunsmuir, California

revised: January 13, 2016

COLLEGE ADMISSIONS REQUIREMENTS

To be considered for admission to either the California State University system or the University of California system, you must complete 15 yearlong high school courses with a grade of C or better — at least 11 of them prior to your senior year.

Keep in mind that taking approved high school ("a-g") courses isn't the only way to satisfy these requirements. You also may meet them by completing college courses or earning certain scores on SAT, Advanced Placement or International Baccalaureate exams.

A) History/Social Science

Two years of history/social science, including:

- One year of world history, cultures and geography (may be a single yearlong course or two one-

semester courses); and

- One year of U.S. history or one-half year of U.S. history and one-half year of civics or American government

B) English

Four years of college-preparatory English that include frequent writing, from brainstorming to final paper, as well as reading of classic and modern literature.

No more than one year of ESL-type courses can be used to meet this requirement.

C) Mathematics

Three years (four years recommended) of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades if the high school accepts them as equivalent to its own courses.

D) Laboratory science

Two years (three years recommended) of laboratory science providing fundamental knowledge in two of these three foundational subjects: biology, chemistry and physics. The final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects may be used to fulfill this requirement.

E) World Languages

Two years, or equivalent to the 2nd level of high school instruction, of the same language other than English are required. (Three years/3rd level of high school instruction recommended). Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. American Sign Language and classical languages, such as Latin and Greek, are acceptable. Courses taken in the seventh and eighth grades may be used to fulfill part or all of this requirement if the high school accepts them as equivalent to its own courses.

F) Visual and performing arts

One yearlong course of world cultures and the arts. Other courses, dance, drama/theater, music or visual art are considered electives.

G) College-preparatory elective

One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts (non-introductory-level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of

Community Service Requirements

Dunsmuir Joint Union High School District

14/15 Student/Parent/Guardian Guide and Forms packet

AR 5210

COMMUNITY SERVICE REQUIREMENT

All students will be required to complete forty (40) hours of documented community service prior to graduation. All community service must receive prior approval from an administrator and be documented on the student's community service record. It is the student's responsibility to make sure that all community service hours are properly recorded. There are specific forms that must be completed prior to and at the end of each service experience. Students must have all forms properly completed in order to earn credit.

Students who enroll in Dunsmuir High after they have begun their high school career will have the total number of community service hours prorated i.e. someone who enrolls after their 9th grade year will be required to complete thirty (30) hours of community service.

Examples of acceptable community service are helping with an event organized by a local service club, assisting the community resource center, volunteering in a local senior center or lending a hand with the local soup kitchen during school vacations.

Community service hours cannot occur during the regular school day nor can the student receive any kind of compensation for their service. Completing chores for a student's family or a business owned or operated by a member of the family are similarly not allowed. Activities such as being a manager for an athletic team at DHS or grading papers for a teacher do not qualify.

Students will complete forty (40) required hours spread-out over their entire high school career. Ten (10) hours per year – completed annually. It is suggested that students complete their community service requirement via a minimum of four (4) different types of activities in order to receive a more broad service experience. Students who fail to complete the community service requirement will not be allowed to participate in graduation ceremonies. *Board approved 4/9/14*



Career and Technology

The long range goals for students of the Dunsmuir Joint Union High School District Career and Technology programs are to provide continuing opportunities for students to develop competencies in the following ways:

For a strong Foundation*:

- Use Basic Skills
- Advance Thinking Skills
- Acquire Personal Skills

For Competency*:

- Be resourceful
- Possess interpersonal skills
- Retrieve and use information
- Understand systems
- Use technology

* SCANS Skills

Courses Offered:

Computer Applications & Communication

Culinary Arts 1 & 2

Food Services 1,2,3

Library Aide

Office Practices

Woodshop

Work Experience

Computer Applications & Communications

Instructor: Alysia. Garcia	E-Mail: agarcia@sisnet.ssku.k12.ca.us	Room 205
Units: 10	Prerequisites: None	A-G = G

Welcome to Mrs. Garcia's Freshman Computer and Communications Class!

Text:

Various computer programs

Various online source materials

“Learn By Doing” Microsoft textbooks

“Exploring Computer Science” by Joanna Goode and Gail Chapman

Course Description: The **goal** is for the students to learn and develop knowledge in many different areas in order to be successful in high school and beyond. Students will develop skills in: keyboarding, Microsoft office products, google products, film and editing, speech, debate, as well as the different types of communication and how we can communicate effectively. In this class, students will work with word processing (both online and offline), presentation (through PowerPoint and google slides), and spreadsheet software. The hope for the students to use their knowledge and skill in document processing, which will lead to confidence as they move on to post-secondary education and into life in the world of work outside of school. The current Global Economy and workplace expectations are for all students and peoples of the world to be able to function with technology. This class will provide students the opportunity to acquire a good foundation of technological knowledge as well as knowledge of presentation and communication that they will be able to use in their future endeavors.

In addition to these goals, I am beginning a new CS (computer science) curriculum this year. The curriculum is designed to give students the foundation of computer science concepts that are creative, collaborative, and interdisciplinary. Students will engage in culturally relevant tasks that show the real world applications of computing.

Materials:

Students must bring all required materials to class. About half of what we do is on a computer, but there will be weeks when pencils, pens, paper, and notebooks are required. DO NOT rely on me to supply these for you. If bringing supplies becomes a problem, then it will affect your grade.

Masks are to be worn at all times. All social distancing measures and protocols must be respected. This means no touching each other or other people's things. If you cannot abide by this, you will be asked to leave for the health and safety of everyone in the classroom.

Attendance:

Attendance in class is extremely important since many of the assignments we will be doing are in class. I do not believe in giving out tons of homework in the form of 'busywork', so please be here, in your seat, by the time the tardy bell rings. You get three free tardies, and then you will get a consequence. If you know you are going to be absent, just let me know! I am more than willing to work with you to get materials ahead of time. If you miss class, it is not my responsibility to make sure you get the work. Come and talk to me to get any work you may have missed.

Bathroom:

Only for emergencies. Due to cleaning and Covid-19 policies and procedures, you must only go during the passing period. If it is an emergency, let me know, but you should go before you get to class.

Food and/or drink:

Water only. This is a school-wide policy. No food or drink in the computer lab.

Seating:

Seating will be assigned. Each student will stay in the same seat in the computer lab. When we are in the classroom, seating will be arranged as students walk in single file. I reserve the right to change the seating arrangement at any point in time.

Grading/Assignments/Homework/Late Work:

When I give assignments, I expect them on the day that they are due. I, however, dock students 10% every day that it is late up to 50%. I do not accept work after it is two weeks late. Your grade will be made up of assignments, quizzes, tests, in class participation, and projects.

Standards for Grading:

A	100.00-92.00%		C	77.99-72.00%
A-	91.99-90.00%		C-	71.99-70.00%
B+	89.99-88.00%		D+	69.99-68.00%
B	87.99-82.00%		D	67.99-62.00%
B-	81.99-80.00%		D-	61.99-60.00%
C+	79.99-78.00%		F	59.99 and below

Major Rules:

Respect is the number one policy that I live and teach by. I expect all students, in and outside my classroom, to behave respectfully towards one another, no matter race, religion, beliefs, orientation, etc. Bullying will not be tolerated. If I discover disrespectful behavior, those students responsible will be asked to leave my class. Respect includes language as well as actions. This includes your behavior towards audience members and other staff and/or volunteers. Please be nice to each other!

Plagiarism/cheating:

If you plagiarize, I will contact your parent/guardian and give you an F on the assignment. If you do it again, I will set up a meeting with the Principal and your parent/guardian. You could also get a possible F in the class.

Cell phones/electronic device policy:

Cell phones are not to be used in my classroom. The first time it goes off or is out is a warning. After that, it goes to the office and it is an automatic detention.

Ethical Use of Technology:

The Internet provides invaluable resources and communications to Dunsmuir High School Students. Students accessing the Internet represent our school and therefore have a responsibility to use the Internet in a productive manner that meets the ethical and moral standards of an educational institution. Our goal is to provide Internet access to facilitate resource sharing, innovation, and communication as a tool to promote educational excellence.

Access to technology is a privilege, not a right. In order to maintain that privilege, each technology user is expected to act in a responsible, ethical, and legal manner, in accordance with the rules that are provided. Failure to comply with these rules may result in loss of that privilege.

I, _____ (parent name) have read and/or gone over these with my student.

_____ (parent signature)

_____ (date)

I, _____ (student name), agree to adhere by these rules.

_____ (student signature)

_____ (date)

Additionally, there may be times in this class that we watch movies related to our source material. These movies may be rated PG-13 or R. Most of the time, I get my movies from Netflix instant streaming so that parents are free to preview these movies. If you have any questions or concerns about the movies we will watch, feel free to email me at agarcia@sisnet.ssku.k12.ca.us

I, _____ (parent name), give my student _____
(student name) permission to watch PG-13 or R rated movies as part of the Communications curriculum.

_____ (parent signature)

_____ (date)

Culinary Arts 1 & 2

Instructor: Jeff Capps	E-Mail: jcapps@sisnet.ssku.k12.ca.us	Room 102
Units:10	Prerequisites: Foods I, II and III	CTE - Yes

Course Description:

Welcome to the advanced course designed to give you the opportunity to learn how to be self-proficient in the culinary work force. You will be provided with the advanced understanding of what it means to be in the kitchen and sources for additional information to foster a lifetime of culinary growth. Students will learn food safety and sanitation, how to use professional cooking equipment and will be working in a professional kitchen. We will discuss the opportunities available in the hospitality industry, as well as entrance into college programs with a culinary background.

Text:

Our text is "Introduction to Culinary Arts" from the Culinary Institute of America. Covering: Kitchen Basics, Culinary Basics, Culinary Applications, Breads & Desserts and Culinary Management. Multiple Videos and Class Discussions on the Opportunities Abroad in the Culinary Field.

Performance Objectives:

1. Students will gain knowledge of the career/educational opportunities available to them.
2. Students will demonstrate the personal and social responsibility skills needed to obtain and retain employment.
3. Students will be introduced to the food service and hospitality industry.
4. Students will learn the vital importance and proper applications of sanitation and safety standards, and Serve Safe training.
5. Students will learn proper procedures for purchasing and receiving quality products.
6. Students will learn to identify various products by appearance and taste.
7. Students will learn various methods of food preparation for a variety of products.
8. Students will continue to develop interpersonal skills by utilizing teamwork and exhibiting leadership in all aspects of the kitchen.
9. Students will display the ability to effectively manage their time in the kitchen and classroom.

Required Activities:

Students are required to read all recipes they will be using. They will be graded on attendance, participation, task completion, sanitation and comprehension of new concepts discussed in class.

Classwork Policy:

- Attendance- Be here on time each day, prepared to work, dressed appropriately
- Respect- Use appropriate language, be honest and truthful, be respectful of peers and adults
- Safety- Follow safety rules and procedures, keep work area orderly
- Responsibility- Complete work on time, follow directions, use resources to answer questions, ask for help when needed, contribute to class discussion
- Quality- Show determination to complete tasks, be consistent in quality, focus on the task at hand
- Team- Work as a productive team member in a variety of roles, communicate in a sensitive way

Standards for Grading:

Attendance is very important in this class. This class simulates a work environment: therefore your daily participation is a vital part of your grade. The grading is as follows:

Attendance	25%
Participation	25%
Task Completion	25%
Sanitation	15%
Comprehension	10%

Letter grades based on the following percentages:

- A = 100% - 90%
- B = 89% – 80%
- C = 79% - 70%
- D = 69% - 60%
- Fail = 59% or below

Discipline Plan:

Ten points are awarded each day, if student has an unexcused absence they lose all ten points for that day.

- Tardy to class is minus 2 pts.
- Cell phone use is minus 2 pts for first offense and phone to the office for the day.

Ethical Use of Technology:

The internet provides invaluable resources and communications to Dunsmuir High School students. Students accessing the Internet are representing our school and therefore have a responsibility to use the Internet in a productive manner that meets the ethical and moral standards of an educational institution. Our goal is to provide access to facilitate resource sharing, innovation, and communication as a tool to promote educational excellence.

Access to technology is a privilege, not a right. In order to maintain that privilege, each technology user is expected to act in a responsible, ethical and legal manner, in accordance with the rules that are provided. Failure to comply with these rules may result in loss of that privilege.

Food Services 1, 2 & 3

Instructor: Jeff Capps	E-Mail: jcapps@sisnet.ssku.k12.ca.us	Room 102
Units:10	Prerequisites: None	CTE - Yes

Course Description:

Welcome to the entry level courses designed to give you the opportunity to learn how to be self-proficient in the kitchen. You will be provided with the basic understanding of what it means to be in the kitchen and sources for additional information to foster a lifetime of culinary growth. Students will learn food safety and sanitation, how to use professional cooking equipment and will be working in a professional kitchen. Students will be preparing food for breakfast and lunches served daily at the school, serving fellow class mates and cleaning the facility. We will discuss the opportunities available in the hospitality industry, as well as entrance into college programs with a culinary background.

Text:

Our text is "Introduction to Culinary Arts" from the Culinary Institute of America. Covering: Kitchen Basics, Culinary Basics, Culinary Applications, Breads & Desserts and Culinary Management.

Performance Objectives:

1. Students will gain knowledge of the career/educational opportunities available to them.
2. Students will demonstrate the personal and social responsibility skills needed to obtain and retain employment.
3. Students will be introduced to the food service and hospitality industry.
4. Students will learn the vital importance and proper applications of sanitation and safety standards.
5. Students will learn proper procedures for purchasing and receiving quality products.
6. Students will learn to identify various products by appearance and taste.
7. Students will learn various methods of food preparation for a variety of products.
8. Students will continue to develop interpersonal skills by utilizing teamwork and exhibiting leadership in all aspects of the kitchen.
9. Students will display the ability to effectively manage their time in the kitchen and classroom.

Required Activities:

Students are required to read all recipes they will be using to make the daily lunch or breakfast. They will be graded on attendance, participation, task completion, sanitation and comprehension of new concepts discussed in class.

Classwork Policy:

- Attendance- Be here on time each day, prepared to work, dressed appropriately
- Respect- Use appropriate language, be honest and truthful, be respectful of peers and adults
- Safety- Follow safety rules and procedures, keep work area orderly
- Responsibility- Complete work on time, follow directions, use resources to answer questions, ask for help when needed, contribute to class discussion
- Quality- Show determination to complete tasks, be consistent in quality, focus on the task at hand
- Team- Work as a productive team member in a variety of roles, communicate in a sensitive way

Standards for Grading:

Attendance is very important in this class. This class simulates a work environment: therefore your daily participation is a vital part of your grade. The grading is as follows:

Attendance	25%
Participation	25%
Task Completion	25%
Sanitation	15%
Comprehension	10%

Letter grades based on the following percentages:

- A = 100% - 90%
- B = 89% – 80%
- C = 79% - 70%
- D = 69% - 60%
- Fail = 59% or below

Discipline Plan:

Ten points are awarded each day, if student has an unexcused absence they lose all ten points for that day.

- Tardy to class is minus 2 pts.
- Cell phone use is minus 2 pts for first offense and phone to the office for the day.

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Library Aide

Instructor: Ray Keller	E-Mail: rkeller@sisnet.ssku.k12.ca.us	Room 204
Paraprofessional: Arlene Dinges	Adinges@sisnet.ssku.k12.ca.us	
Units:10	Prerequisites: None	CTE: No

Text – None. There is a binder of information that will be used. Many lessons are completed on line. Cataloguing skills will be amended for distance learning.

Tools – Library World Software, laminator and copy machine.

Course Content –The course is directed toward learning about the Dewey Decimal Library System. In addition to learning the school library and the basics of the Dewey Decimal System, the student should learn proper techniques for preparing books for the shelf, adding books to the school catalog via Library World, returning and checking out books loaned to students and faculty, and researching digital library sources and links.

COMMUNICATION –Will be demonstrated by effectiveness of class projects.

CRITICAL THINKING – Will be demonstrated via written analysis of various websites used by other schools and offers from salespersons. The student will also create two displays during the course of the term.

SOCIAL RESPONSIBILITY – Will be demonstrated through interaction with others with regard to the Library Rules, and the Library Bill of Rights, with emphasis on **discretion and confidentiality**, as well as ability to assist with search for requested materials. The student will not falsify records of individual customers. The student will not forgive overdue fees without the consent of the librarian.

PERSONAL RESONSIBILITY - The individual will develop the ability to determine what can be done daily and complete that activity in a timely manner. The student will accept responsibility for their acts and actions relative to equipment, projects, and library property.

Assessment

GRADING ASSESSMENT TOOLS – Through project completion the student will have demonstrated clearly what has been learned. Written reviews covering class content are an ongoing process. Correct English usage will be displayed in completing the daily log of activities in their spiral notebook. The record of daily activities could well become a part of their portfolios.

Rules and procedures

Class rules and expectations for students are stated in writing including behavior, academic performances and student participation.

These expectations have been stated on handouts along with the Essential Class Outcomes. These rules state specifically what should and should not occur in the class. A person with good manners and proper attitude toward himself and others will not be affected in any way.

ESSENTIAL OUTCOMES

*****In order to receive a final grade of “C” or better, the student must be able to demonstrate proficiency in all of the following outcomes:**

The student will:

Demonstrate their abilities and knowledge by working on your own with minimal guidance after initial demonstration.

Solve the assigned problem project by defining what needs to be known for project completion.

Attend class on time with a spiral notebook, a pencil, pen, and a textbook each class period.

Develop a daily log of class work to be submitted weekly in the spiral notebook. All writing will be in full sentences using proper English.

Demonstrate an understanding of the value for and a need of confidentiality at all times.

Exhibit good listening skills and be able to follow a set of oral directions.

Demonstrate knowledge of and comply with all library standards as established for this facility.

Prepare two displays for inside the library and one display for the case in the student lounge.

Expected Outcomes

Identify Dewey system numbering and their basic categories.

Identify components required to catalog a book.

Identify supplies needed to make a book shelf-ready.

Identify a variety other library classification types.

Demonstrate the ability to use both the large and small laminator correctly.

Demonstrate proper use of catalog supplies.

Demonstrate an ability to print out and apply new catalog spine, pocket and card labels.

Demonstrate an ability to assist others with finding materials of interest.

GRADES

“C” GRADE: Complete all assigned work, notebook, and assignments consistently in a range of acceptability.

“B” GRADE: Complete all assigned work, notebook, and assignments consistently in a better than average range of acceptability or demonstrate the ability to self-correct and improve the work for a particular project or assignment.

“A” GRADE: Complete all assigned work, notebook, and assignments consistently in a highly efficient and professional manner and demonstrate the desire to learn and do more than the minimum required.

NOTE: Any assignment not completed with a “C” grade or better is unsatisfactory and must be repeated before the student obtains credit for the class.

Ethical use of technology

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Office Practices

Instructor: Ms. Vardanega	E-Mail: kim@sisnet.ssku.k12.ca.us	Room: Office
Units: 10	Prerequisites: open to Juniors and Seniors only	CTE - Yes

You are enrolled in Office Practices. You will spend that period helping the Superintendent, the office staff and learning general employability skills and concepts through a vocational-technical education curriculum. You will be exposed to job interview techniques and on-the-job interpersonal relationships in specific units of instruction in business education. Work ethics, such as punctuality, accuracy, neatness, and efficient and effective use of time will be reinforced during the daily activities of the course.

For those students intending to go to college, this course will provide you background to help you succeed in an introductory course in business. For the vocational student, this course will prepare you for successful participation in the community, home, life, and work. This will prepare you for entry level employment, job advancement, and more advanced training.

Five units of credit per semester are granted for successful completion of this course. Remember that when you are in the office you are representing Dunsmuir High School. There are 3 major requirements:

You must be completely trustworthy. Most things which happen in the office are open to the public, but can be misunderstood by some people. You will overhear conversations and see papers which are confidential. Please honor the trust placed in you and **DO NOT TALK TO OTHER STUDENTS OR ADULTS ABOUT INCIDENTS IN THE OFFICE.**

In any office work, appearance and attitude are as important as skill. **BE CHEERFUL, BE HELPFUL, and sometimes BE QUIET!**

Be prompt. If you are unable to attend a class period, let the office know as soon as possible, and see if you could make up the time before school or during lunch.

USE OF THE TELEPHONE

One of the most valuable communications skills you can possess is that of handling the telephone. Because the schools work with students can be emotional, they can easily be mishandled.

You will generally answer the phone and may be called on to handle the situation that arises. The office staff will help you in any way -- just ask.

Arrange your work area so that the materials necessary to receive incoming call are available. If you are taking a message, listen carefully and ask questions if you do not understand something. Record the information accurately and LEGIBLY. Get the phone number!

Answer the phone with a smile in your voice. Make that smile genuine. Insincerity is easily detected by the person on the other end of the line and he/she will be insulted immediately.

Identify your office, yourself and speak distinctly. "Dunsmuir High School - Student Speaking - may I help you?" The person calling is important; direct ALL of your attention to the telephone conversation. The callers only picture of you and the school is through your voice.

DO NOT use slang and never be abrupt. The office staff will demonstrate how to use the phone system at Dunsmuir High School. Please use the intercom on the phone and do not yell across the office.

Be careful to give accurate information. DO NOT say "I think". Explain to the caller that you will look up the information needed and ask them if they would like to wait. If not, be sure to get the phone number, the name, and what information they are requiring. If you get into trouble, tell the caller you will see if you can get someone to help them, put them on hold, and refer the caller to the office personnel.

If the person calling is angry transfer the call to an adult office person. (Hopefully, by identifying yourself as a student, they asked to speak to someone else first) If you are in a situation that you must deal with the caller, let him dissipate his anger by talking to you, always remembering that he is not angry at you, but in a situation not of your making; then transfer the call or take a message as needed. If you have angered the caller, offer an apology for having made him angry. Try to leave the impression that you regret the unhappiness. DO NOT offer agreement or additional information regarding the situation the caller is expressing to you.

If the call is for the Superintendent or office staff (he/she is in):

"I will check to see if he/she is available, may I ask who is calling please and what this is regarding?"

Tell _____ who is on line 1, 2, 3 or 4 and what it is regarding and ask if they want to take the call. He/she will inform you as to whether he/she wants to take the call or call the person back or refer the call to someone else.

If the call is for the Superintendent or office staff (he/she is out):

“I’m’ sorry, but _____ is (in a meeting) (off campus at this time but will return at _____) (out of the office today), may I take a message or can someone else help you?”

WRITE DOWN CLEARLY ALL CALLS, NUMBERS, REQUESTS. NEVER trust your memory, even though the call seems unimportant. No call is unimportant. If the person is out of the office for personal reasons (vacation, doctor), do not relay this to the caller. It is important not to tell people that someone is out of town. If you get into a bind check with the office personnel.

If the call is for a faculty or staff member:

Try to find out if the call is urgent. If the call is, get the caller’s name and reason, then go to their room and see if they are able to, or want to, take the call. Use the class schedule to determine where the teacher is. If the call comes during the persons prep period you may use the intercom - not the all-call. Never use the all-call during class time. You may also use the phone intercom to locate someone to see if they would like to take the call. If the call is not urgent, explain COURTEOUSLY that the teacher is in class and take the number and name, find out when it will be convenient for the teacher to return the call. Remember to use “PLEASE” and “THANK YOU”. The teacher should let the office know if they are expecting a call that they want to take.

9. If the call is for a student:

Except in extreme emergency, students are not called from class to accept a call. Explain to the caller that the student is in class, and if it is possible, could you take a message to the student to return the call during break or at lunch. Take the message to the student via the teacher. Do not give students directly the message when the student is involved in class.

If they explain that it is necessary and cannot wait, place them on hold and check the schedule sheets to locate the student. It is best to go to the class to get the student, but if that is not possible you may use the intercom. Always address the teacher, apologize for the interruption, and ask if you could have _____ come to the office for a few minutes.

STUDENT USE OF THE TELEPHONE

Students may only use the phone in the office for the following:

School business.

To call a parent when it is necessary for the student to have permission to leave school.

To obtain an excuse to an absence.

Or with direct approval from the office staff first.

All other calls are to be made on the payphone in the front hall.

ETHICAL USE OF TECHNOLOGY

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TELEPHONE EXCUSES

Permission to leave campus, and admits may be taken over the phone. An office personnel MUST VERIFY all telephone excuses and sign the admits or check-out sheets.

MONEY MATTERS

No office aide should accept any money from anyone, unless especially authorized to do so. All money must be accepted and receipted by the office personnel. If one is not readily available: If it is a student, ask them to come back at a later time to pay fines, etc. If it is an adult/parent find someone. The safe room is off limits to all students and is to be kept locked.

ATTENDANCE

COLLECTING DAILY ATTENDANCE: A daily attendance report is picked up from every teacher 15 minutes after class has begun. If there is no attendance report outside the classroom: Quietly and courteously step into the classroom and ask the instructor for the attendance report. Do not interrupt the teacher. Wait for him/her to acknowledge you. Do not forget band, woodshop, and P.E.

DAILY ATTENDANCE SHEETS ARE RUN EACH PERIOD. The Office Clerk will explain and direct all processing of attendance sheets and reports. Depending on what period you are assigned in the office, these duties will vary.

SPECIAL ASSIGNMENTS AND MISCELLANEOUS INFORMATION

These special jobs are only a sample of the varied experience in a school office:

Each office aide is expected to pick up and stack materials neatly and straighten shelves and drawers. She/he is expected to keep his/her work area neat and tidy at all times and at the end of the each period.

There will be certain typing assignments, i.e. typing envelopes, notices, labels, purchase orders, etc. Please work neatly, professionally, and be especially careful about proof reading your work. TRY READING YOUR COPY BACKWARDS TO BE SURE THERE ARE NO MISTAKES.

You will be needed to help fold and stack programs for special events and fold and stuff envelopes for mailing.

You will be assigned to put the mail in the boxes.

You may be asked to take any new students around the building. Indicate the lockers, library, auditorium, shop, gym, and classrooms. See if the student has any questions about the school; you are the emissary for the school; if you are friendly, DHS will seem friendly to a new comer.

Report any phone or address changes to the attendance clerk. Keeping those records up to date is vital.

Become familiar with the calendars and schedules. The class schedule will tell you exactly when and where a teacher is or is available.

Office general supplies are not available directly to individual students. Become familiar with where supplies are located in the office so you can efficiently and quickly responds to staff requests.

Only office staff may give out or loan a key to another adult. Students are not to have access to school keys.

You are in the office to learn and have a positive experience. If you find yourself without anything to do, ask the office staff if there is anything you might do. Be helpful, be on task, and at times, be a self starter if you see something that needs to be done. You have homework assignments that you can work on. You may also work on other class assignments if everything dealing with the office class has been completed.

Office ethics involves not expecting privileges – but respecting them.

Office aide meetings will be held periodically, if needed. You are expected to be present and notice will be given well in advance.

ALWAYS remember to ask questions if you don't understand something. Our directions may be clear to us, be sure they are clear to you.

FIRE DRILLS

Close the windows in the office, close the door to the office and leave them unlocked. Leave the building immediately by the FRONT DOOR and proceed to the designated gathering place. Do not take anything with you and do not wait in the office.

FIRST AID

Only the adult members of the staff are allowed to administer first aid. NEVER give any treatment or medication, even very minor. IN EMERGENCIES CONTACT AN ADULT EMPLOYEE OF THE DISTRICT IMMEDIATELY. No aspirin can be given out. Always remember 911 if needed.

INTERCOM USE

You may be asked to use the intercom for announcements or locating a student. Always use a pleasant tone of voice. NEVER YELL! This is not a toy. Only use the intercom when you are asked to do so. All-Calls during class time are ONLY done with special permission. The P.A. system can be as much of a distraction as a help if not used properly. ONLY make announcements during the first few minutes of the class period or the last few minutes. It is easier and sounds better if you write down and practice what you are going to say before using the intercom.

VISITORS

Please remember and do the following:

Go to the counter or window and greet any visitor, student or adult. Do not shout across the room or continue what you are doing. Say "May I help you?".

Give your full attention to each visitor and try to pay attention to each person in the order he/she arrives in the office.

Most people are ill at ease in the office for the first time. Try to make the person feel welcome and not "in the way".

When greeting a visitor, use the person's name if possible. Please use Mr. or Mrs. Do not refer to any adult by their last name alone.

When a visitor must wait, be courteous and pay some attention to the person, but do not chatter. **DO NOT VISIT OR GIGGLE WITH OTHER STUDENTS**, please.

The office may be the visitor's only picture of our school. Remember to be friendly—do not try to be officious or impressive – be yourself.

If a salesman visits the office, if possible, ask for a business card. Check with the person he/she wants to see, if they wish to see so-and-so. If the salesman wishes to see a teacher, check the schedule to see if they are on a prep period and follow the same procedure as if it were a phone call only letting the teacher know that the salesman/person is in the office. If they wish to see the salesman/person you can escort them to the teachers room and introduce them giving the teacher the card if he/she has given it to you. You may be asked to set up a better time to stop by or they may wish to call first to set an appointment.

If a parent visits the office. The Superintendent tries to see all parents if possible. He does prefer they set appointments, but sometimes emergencies or spur-of-the-moment drop bys happen. Notify the Superintendent that Mr. and Mrs. "Parent" (try to let him know the parent of who) would like to see him if he is available.

If a teacher needs to see the Superintendent or needs business in the office, they have priority over students, unless in case of an emergency. They need to be in class and are very busy people. Try to take care of them with accuracy and speed.

Students are people too. They should be treated courteously and with respect.

Visitors requesting visitor passes must all be cleared through the Vice Principal or Superintendent and given a badge. **NO VISITOR PASSES ARE ALLOWED WITHOUT SPECIAL PERMISSION.**

Students who are in the office for disciplinary purposes are there for a reason; for punishment. You should not visit with them or discuss their problems. Do your own work and ignore them. Report discourtesies of students in the office to the office personnel or administration immediately.

THE EFFECTIVE EDUCATIONAL SECRETARY

–Jean L. Priest

* Be Dignified

Preserve the dignity of every individual. Project an image of self-respect and be ever aware of the feelings of others. Never be guilty of tearing down another's self-respect.

* Be Gentle

Gentleness is a softness of disposition and is one of the secrets of success in interacting with others. Gentleness is not an evidence of weakness; indeed it is strength. Only the strong dare to be gentle.

* Be Tolerant

If it is not your nature to be tolerant of others, begin at once to try. One experience builds upon another until you gradually develop the tolerance so badly needed for your own peace of mind. Remember always that negative thoughts are more damaging to you than to others and tolerance of the actions of others is a positive experience.

* Be Understanding

Empathy develops with experience – with “happenings”. How many times have you said, “I know how you feel.” and after weathering a similar experience realizing that your well-meaning words of comfort were really empty? Seeing other people as fellow human beings with the same feelings as you have builds empathy.

Being able to understand – to empathize – with others is a valuable safety valve for you. Bad temper is a destructive force and it's much easier to hold it in check if you are able to mentally “take the place of another”. The saying that anger is one letter away from danger is true. Empathizing is a constructive force and one that contributes in a favorable way to your sound mental health.

* Be Generous

Giving of yourself, whether it be time, energy, or worldly possessions is another of the good forces and reaps many rewards for most of us. Remember always that you're involved in developing your character and brightening your world and not trying to change others.

*Be Interested in Others

A genuine interest in others is a form of generosity and can lift you from a mundane existence to a fun world. Explore your relationship with those around you. Have you really taken time to question them, to search beyond the casual greeting? There is a world beyond yours that bears examination. It's not always easy to find some things appealing in every individual but you can try. An honest effort makes a better person of you. You'll find to your surprise that your day will be filled with interesting anecdotes and experiences. People really are fun and have much to offer you if you approach them expectantly.

* Be Constructively Critical of Self

When you begin taking a look at yourself in terms of accomplishments refrain from falling into the trap of being overly critical. Your self-esteem can be easily damaged and you'll lose your self-confidence. Many of us are our most sever critics. It's imperative to be honest, but there's a danger in over analyzing. Treat yourself as you would others; be constructive when you criticize yourself. Be proud of your accomplishments and don't dwell on the things you've failed to do.

* Be Curious

Don't be curious in a gossipy sense, but be eager to learn and know as much as you can about everything. You'll be in demand if you have a reservoir of information to share with others on appropriate occasions. Everything that is put together can somehow be taken apart and you need to be curious about the whole process. For every question there is some kind of answer. Ask questions and find the answers. It's a fun process.

* Be Open to New Experiences

After you've entered the world of intellectual curiosity, don't fear to try something new. Although not everything new is good, you will find the perimeters of your world broadening as you test and "feel". You may be hurt at times, but hurting is a necessary character building block.

* Be Resilient

Work as quickly recovering your spirit – your good humor – when things do not go as you've planned. Bounce back twice as strong.

* Be Flexible

You should be able to reverse your whole routine without ensuing panic. Organization is the key to a productive existence but few things are important enough that they can't be done another way. Learn to compromise as life is full of compromises. Just do the whole thing differently if needed.

* Be Good to Look At

Beauty can be facial as everything you are shows in your face. People are inclined to say that the beauty of soul is more than the beauty of feature, forgetting that the eyes and facial contours reflect our souls. Pinched features are never seen on anyone who can laugh and give lovingly of self.

Love yourself and love your fellow man in the broad sense of the word and let your face be a reflection of the good things you feel. You'll be effective as an educational secretary, but most importantly you'll be effective in the business of living.

Woodshop

Instructor: Mr. Kellar	E-Mail: rkellar@sisnet.ssku.k12.ca.us	Room: Woodshop
Units:10	Prerequisites: None	CTE - yes

Dunsmuir Expected School wide Learning Results (ESLR's) covered by this course:

- I. Informed, ethical active citizen,
- II. Knowledgeable, self-directed worker,
- III. Discerning participant in the arts,
- IV. Lifelong learner,
- V. Effective, informed, ethical user of technology

Course Description: All woodshop tools, procedures and knowledge will be required for student usage. Timelines for project completion will be set and adhered to. The course is directed toward student learning about the use of tools used to complete the above mentioned projects. The student should learn proper design of projects, reading drawings, using mathematical skills for measurement and layout and practical skills for the actual performance and use of tools and implements necessary to complete projects. Throughout this class the student will demonstrate their abilities and knowledge's learned during project construction. They will be able to solve issues with project completion by defining what is needed to complete an assigned project. Students will be able develop a daily log of what has been completed during class time. This log will include plans and ideas for project completion. All logs must use full sentences and proper English formatting.

Students will also be expected to demonstrate the understanding and value of safety at all times! Students will exhibit good listening skills and be able to follow all directions. At times students will be expected to work in groups; cooperatively on projects. These interactions with other class members need to be positive at all times. Students will need to show their knowledge of safety by passing the safety test. No projects or tools will be started, or used without the passing of the safety exam.

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Student Evaluation:

Students will be evaluated on projects and class participation with regard to the following traits:

Communication- will be demonstrated by a daily log written in proper English. Oral communication of daily activities to instructor and peers will be discussed in the log, along with ideas, designs, and plans for projects.

Critical thinking: - will be demonstrated by design of projects with preparation of a bill of materials which will include a list of parts, drawings, tools used and building procedures.

Social Responsibility- will be demonstrated through interaction with others as projects are constructed. Responsibility for control of self in regard to tool usage by self and sharing with others will be important. Part of this task will be helping others as necessary when obvious need occurs during activities and projects.

Personal Responsibility- the individual will develop the ability to determine what can be done daily and complete that project or activity in a timely manner. The student will accept responsibility for their actions relative to equipment, projects, classroom property and behavior, for themselves and others.

“C” Grade- Students complete assigned work, projects and tests with a consistent average of 70%-79%. Completing a minimum of 3 projects or the equivalent with a “C” or better.

“B” Grade- Students complete 1 additional project, in addition to “C” requirements, performing consistently in the 80%-89% range.

“A” Grade- Students complete 2 additional projects, in addition to “C” requirements, performing consistently in the 90%-100% range.

Class Rules:

NO Electronic Devices NO Hats are Headwear NO Sunglasses

Be Respectful at all times

Be on time

Follow all safety procedures

NO Horse play

Take care of tools

Be considerate of others

I have read and understand that these classroom expectations for Woodshop are important and will comply with them at all times.

Student Signature

Date

I have read these class expectations for Woodshop and have talked them over with my student.

Parent Signature

Date

Work Experience

Instructor: Ray Keller	E-Mail: rkeller@sisnet.ssku.k12.ca.us	Room 210
Units:10	Prerequisites: None	

Dunsmuir Expected Schoolwide Learning Results (ESLR'S) covered by this course:

- I. Informed, ethical, active citizens
- II. Knowledgeable, self-directed worker
- III. Discerning participant in the arts
- IV. Lifelong Learner
- V. Effective, informed, ethical user of technology

Course Description: All students will complete a diverse set of projects, assignments, worksheet problems and critical thinking assignments to gain a better understanding of work outside of the high school environment. Students will learn and understand the basic principles of the workplace. They will be able to demonstrate knowledge of the concepts including but not limited to; the job application process, resume development, job acquisition skills, interviewing, and the traits of dependability, responsibility and timeliness. Through this process students will develop a positive attitude and appreciation fro the workplace and what it means to society. Students will develop independent work and study habits. They will also need to use collaborative skills in order to analyze and discuss situations and issues with other students and adults. These situational projects and discussions should allow them the necessary communication skill necessary to understand and analyze their jobs in preparation for future careers.

Behavior Performance:

- *Display positive attitudes
- *Participate to get job done
- *Follow directions positively
- *Stay on task in class/workplace
- *Show up on time
- *Show respect/consideration
- *Complete assignments on time

Academic Performance:

- *Show communication skill
- *Apply problem solving strategies
- *Analyze problems
- *Apply techniques learned
- *Contribute positively in class/workplace
- *Self motivated/explore beyond classroom
- *Respects self, co-workers and employer

Units of Instruction or Course Content: Throughout the year students will complete different projects and worksheet problems including the following topics:

- * Job market
- * Marketing yourself
- * Choosing an occupation
- * Interviewing
- * Create resume
- * Follow-up process
- * Job Place Safety

Assignments will proceed in a structured step-by-step order and will be completed both individually and in groups. All students receive the necessary and proper information to research and acquire a job/career. Students show dependability and responsibility by submitting weekly time sheets along with employer/teacher reviews.

CURRICULUM OUTLINE

Work Experience Education I

Class related Instruction

Curriculum Unit – Semester 1

Student Orientation

1. School expectations
2. Employer expectations
3. Laws pertaining to minors
4. Individualized student plan for training
5. Legal documents and forms

Career Awareness

1. Career Center orientation
2. Aptitude, attitude, interest surveys and interpretation
3. Projected job outlooks
4. Career research
6. Barriers to job possibilities
7. Pre employment tests
 - a) Reading skills
 - b) Writing skills
 - c) Computation skills
8. Student personal action plan
How to Get a Job- Job Search

1. Newspaper
 - a) Classified Ads
 - b) News Articles
2. Phone Book
 - a) Yellow Pages
 - b) White Pages
 - c) Telephone techniques
3. Placement agencies
 - a) Private
 - b) Public

4. Internet

Final Exam

Curriculum Unit

Semester 2

Student Orientation

1. School expectations
2. Employer expectations
3. Laws pertaining to minors
4. Individualized student plan of training
5. Legal documents and forms.

How to Get a Job-Applying for a job

1. The application
2. The resume
 - a) Self inventory
 - b) Chronological resume
 - c) Content resume
 - d) Effective reference objectives
 - e) Quality references
3. Cover letter
 - a) Business letter techniques
 - b) Sales techniques for getting a job
 1. Grammar
 2. Spelling
4. The interview
 - a) Preparation
 - b) Body language
 - c) Proper attire
 - d) Stress questions
 - e) Frequently asked questions
 - f) Closing the interview
 1. Rating an interview

Accepting constructive criticism

Teaching Strategies: The process of acquiring and keeping a job will be taught through hands on application and problem solving with an emphasis on relevance to real life situations. The lessons are put together in order to teach one aspect of the job acquisition process at a time. Students are responsible for completing assignments, with the teacher available to facilitate and direct the learning process through a challenging and safe environment.

Resources: Adopted Textbooks

1. The Job Hunting Handbook, Dahlstrom Company

Additional Course Resources:

1. Outside Interviews with Guest Speakers, Entrepreneurs, Accountants, Bankers, etc.
2. Outside Resources such as Employment Development Department along with other examples/information.

Evaluation: *Completion of worksheets/timesheets
*Class Participation/Question and Answers
*Business Simulations

Student Centered Practices: *Participation and Discussion
*Reading, Writing and Research
*Practice of Positive Work Ethics
*Apply Knowledge at work

On-Going Student Feedback Methods: *Daily Work Assessment
*Weekly Project Assessment
*Behavioral/Academic Review

DESKTOP PUBLISHING

Instructor: Alysia. Garcia	E-Mail: agarcia@sisnet.ssku.k12.ca.us	Room 205
Units: 10	Prerequisites: None	A-G = G

Welcome to Mrs. Garcia's Yearbook Class!

Text:

Treering.com, dunsmuirhigh.k12.ca.us, google, cameras

Materials:

Students must bring pens/pencils, paper, ect every day. DO NOT rely on me to supply these for you. If bringing supplies becomes a problem, then it will affect your grade.

Masks are to be worn at all times. All social distancing measures and protocols must be respected. This means no touching each other or other people's things. If you cannot abide by this, you will be asked to leave for the health and safety of everyone in the classroom

Attendance:

Attendance in class is extremely important since many of the assignments we will be doing are in class. This class is participation based, so being here and being on time are a huge part of your grade. If you refuse to do the work or goof off, your grade will go down.

Bathroom:

Only for emergencies. Due to cleaning and Covid-19 policies and procedures, you must only go during the passing period. If it is an emergency, let me know, but you should go before you get to class.

Food and/or drink:

Water only. This is a school-wide policy.

Seating:

Seating will be done single file as students walk into class to minimize crossing paths with each other. You will start at the front and file in. If there is a special circumstance, please see me. I reserve the right to change the seating arrangement at any time.

Grading/Assignments:

In this class, you will be expected to be available to take pictures at school events, sporting events, and/or anything else that goes in the yearbook. I understand that if you are on the team, you obviously cannot take pictures. I also understand that not everyone will be available at all times, including myself. I just need you to be willing and able to pitch in when needed.

This class will also be responsible for contributing an article to the Dunsmuir newspaper each week. Students will take turns on a rotating basis. This is part of your grade.

Additionally, this class will produce a newspaper for the school. This will be a weekly or bi-weekly newsletter to distribute to students at lunch. This will include not only coverage on events around the school, but written articles about issues that concern or interest students.

Lastly, this class will be trained and given the privilege to work on and improve the DHS website. Keeping the website up to date will also be part of your grade.

All changes to the yearbook will be a community decision. No one student gets to decide. Next term, minor decisions will be made in the yearbook class for spring, but any major decisions will need to be discussed with the fall yearbook class. Mr. Kellar and I will have vetoing or decision privileges.

Standards for Grading:

A	100.00-92.00%		C	77.99-72.00%
A-	91.99-90.00%		C-	71.99-70.00%
B+	89.99-88.00%		D+	69.99-68.00%
B	87.99-82.00%		D	67.99-62.00%

B-	81.99-80.00%		D-	61.99-60.00%
C+	79.99-78.00%		F	59.99 and below

Major Rules:

Respect is the number one policy that I live and teach by. I expect all students, in and outside my classroom, to behave respectfully towards one another, no matter race, religion, beliefs, orientation, etc. Bullying will not be tolerated. If I discover disrespectful behavior, those students responsible will be asked to leave my class. Respect includes language as well as actions. This includes your behavior towards audience members and other staff and/or volunteers. Please be nice to each other!

Plagiarism/cheating:

If you plagiarize, I will contact your parent/guardian and give you an F on the assignment. If you do it again, I will set up a meeting with the Principal and your parent/guardian. You could also get a possible F in the class.

Cell phones/electronic device policy:

Cell phones are not to be used in my classroom. The first time it goes off or is out is a warning. After that, it goes to the office and it is an automatic detention.

Ethical Use of Technology:

The Internet provides invaluable resources and communications to Dunsmuir High School Students. Students accessing the Internet represent our school and therefore have a responsibility to use the Internet in a productive manner that meets the ethical and moral standards of an educational institution. Our goal is to provide Internet access to facilitate resource sharing, innovation, and communication as a tool to promote educational excellence.

Access to technology is a privilege, not a right. In order to maintain that privilege, each technology user is expected to act in a responsible, ethical, and legal manner, in accordance with the rules that are provided. Failure to comply with these rules may result in loss of that privilege.

I, _____ (parent name) have read and/or gone over these rules with my student.

I, _____ (student name) agree to adhere to these rules.

_____ (parent signature)

_____ (date)

_____ (student signature)

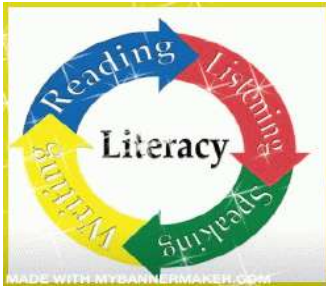
_____ (date)

Additionally, there may be times in this class that we watch movies related to our source material. These movies may be rated PG-13 or R. Most of the time, I get my movies from Netflix instant streaming so that parents are free to preview these movies. If you have any questions or concerns about the movies we will watch, feel free to email me at agarcia@sisnet.ssku.k12.ca.us

I, _____ (parent name), give my student _____
(student name) permission to watch PG-13 or R rated movies as part of the yearbook curriculum.

_____ (parent signature)

_____ (date)



English/Language Arts

The long range goals for students of the Dunsmuir Joint Union High School District English/Language Arts programs are to provide continuing opportunities for students to develop competencies in the ways:

- Speak effectively in a variety of personal, social and political situations
- Listen actively in a variety of personal, social and political situations
- Write for practical, creative and aesthetic purposes with clarity and precision
- Read for information with increasing proficiency
- Read fiction, nonfiction, and poetry with assurance and for pleasure
- Recognize the ways in which language shapes a view of the world
- Extend experience through responses to literature's power for reshaping one's habitual and unexamined view of the world and of the people in it
- Develop language skills to a degree enabling the formation of questions
- Develop language skills to enhance the ability to observe and examine new ideas and to respond to them
- Realize how language shapes the quality of interaction between and among human beings

Whether students work alone or as a member of a group, their talent and ability is further challenged by their involvement in activities within and outside of the regular classroom.

Courses Offered:

English 1

English 2

English 3 & 4

English 1

Instructor: Alysia. Garcia	E-Mail: agarcia@sisnet.ssku.k12.ca.us	Room 205
Units: 10	Prerequisites: No	A-G: B

Welcome to Mrs. Garcia's Freshman English Class!

Text:

Collections textbook and online resources

Holt Handbook

Of Mice and Men John Steinbeck

Turtles All the Way Down by John Green

Romeo and Juliet by William Shakespeare

Various short stories and poems

Materials:

Students must bring pens/pencils, paper, and a binder with three sections to class every day. Be prepared to write! DO NOT rely on me to supply materials or you. If bringing supplies becomes a problem, then it will affect your grade.

Masks are to be worn at all times. All social distancing measures and protocols must be respected. This means no touching each other or other people's things. If you cannot abide by this, you will be asked to leave for the health and safety of everyone in the classroom.

Attendance:

Attendance in class is extremely important since many of the assignments we will be doing are in class. I do not believe in giving out tons of homework in the form of 'busywork', so please be in your seat, by the time the tardy bell rings. If you miss class, it is not my responsibility to make sure you get the work. Come and talk to me to get any work you may have missed. Per school rules, you have one day for every excused absence to make up the work you have missed. If your absence is unexcused, I do not have to allow you to make up the work.

Bathroom:

Only for emergencies. Due to cleaning and Covid-19 policies and procedures, you must only go during the passing period. If it is an emergency, let me know, but you should go before you get to class.

Food and/or drink:

Water only. This is a school-wide policy.

Seating:

Seating will be done single file as students walk into class to minimize crossing paths with each other. You will start at the front and file in. If there is a special circumstance, please see me. I reserve the right to change the seating arrangement at any time.

Grading/Assignments/Homework/Late Work:

When I give assignments, I expect them on the day that they are due. Each day an assignment is late, it is docked 10% up to five days. After that, you may turn in an assignment, but the highest grade you can receive is 50%. If you have an excused absence the day an assignment was given, you have one extra day for each day you missed to turn in the assignment. If you have an unexcused absence, you must get the assignment the day you come back and the due date is the same as if you were present. Sporting events do not count as excused absences. If you miss the day an assignment was due, you must turn in the assignment BEFORE class begins on the following day to not be docked the 10%.

Your grade will be made up of assignments, quizzes, tests, in class reading of the textbooks, and your binder. Failure to keep and turn in a binder at the end of the semester will result in an F on the midterm and/or final.

Throughout the course of this year, we will cover:

Short stories and the elements that make them

Persuasive writing

Comparative writing

Memoir writing

Reading and analyzing literature

Reading and analyzing poetry and Shakespeare

Technical writing

Vocabulary

Journal Writing and discussing

Public speaking

Binder:

This binder is a portfolio of all your work for the whole semester. You are **REQUIRED** to have it for the final for each semester (midterm in December and final in June). The binder will make up **HALF OF YOUR GRADE ON THE MIDTERM/FINAL**. If you do not turn in a binder, the highest grade you can get on the midterm/final is 50% or an F.

The binder must have 3 sections. In addition to these sections, you will be given a notebook for journal writes and notes. This is required to stay in your binder at all times. The sections are as follows:

Journal Writes-starting with week 2, we will be doing daily journal writes. These are to be in the journal I provide to you.

Notes-for grammar notes. This will also be in the journal I provide to you.

Assignments-any assignment we do. This will be a section in your binder.

Grammar-This is where any and all grammar assignments (apart from notes) will be. This will be a section in your binder.

Vocabulary-this is where you will keep your vocabulary homework assignments, quizzes, and tests. This will be a section in your notebook.

We will keep work in these tabs all semester long. Usually, when I hand back an assignment, I will let you know which tab the paper goes in. If you have trouble getting a binder, let me know as I have binders. You must have a binder by Monday of week 2.

Standards for Grading:

A	100.00-92.00%		C	77.99-72.00%
A-	91.99-90.00%		C-	71.99-70.00%
B+	89.99-88.00%		D+	69.99-68.00%

B	87.99-82.00%		D	67.99-62.00%
B-	81.99-80.00%		D-	61.99-60.00%
C+	79.99-78.00%		F	59.99 and below

Major Rules:

Respect is the number one policy that I live and teach by. I expect all students, in and outside my classroom, to behave respectfully towards one another, no matter race, religion, beliefs, orientation, etc. Bullying will not be tolerated. If I discover disrespectful behavior, those students responsible will be asked to leave my class. Respect includes language as well as actions. This includes your behavior towards audience members and other staff and/or volunteers. Please be nice to each other!

Plagiarism/cheating:

If you plagiarize, I will contact your parent/guardian and give you an F on the assignment. If you do it again, I will set up a meeting with the Principal and your parent/guardian. You could also get a possible F in the class.

Cell phones/electronic device policy:

Cell phones are not to be used in my classroom. The first time it goes off or is out is a warning. After that, it goes to the office and it is an automatic detention.

Ethical Use of Technology:

The Internet provides invaluable resources and communications to Dunsmuir High School Students. Students accessing the Internet represent our school and therefore have a responsibility to use the Internet in a productive manner that meets the ethical and moral standards of an educational institution. Our goal is to provide Internet access to facilitate resource sharing, innovation, and communication as a tool to promote educational excellence.

Access to technology is a privilege, not a right. In order to maintain that privilege, each technology user is expected to act in a responsible, ethical, and legal manner, in accordance with the rules that are provided. Failure to comply with these rules may result in loss of that privilege.

I, _____ (parent name) have read and/or gone over these rules with my student.

I, _____ (student name) agree to adhere to these rules.

_____ (parent signature)

_____ (date)

_____ (student signature)

_____ (date)

Additionally, there may be times in this class that we watch movies related to our source material. These movies may be rated PG-13 or R. Most of the time, I get my movies from Netflix instant streaming so that parents are free to preview these movies. If you have any questions or concerns about the movies we will watch, feel free to email me at agarcia@sisnet.ssku.k12.ca.us

I, _____ (parent name), give my student _____
(student name) permission to watch PG-13 or R rated movies as part of the freshman English curriculum.

_____ (parent signature)

_____ (date)

English 2

Instructor: Alysia. Garcia	E-Mail: agarcia@sisnet.ssku.k12.ca.us	Room 205
Units: 10	Prerequisites: English 9	A-G: B

Welcome to Mrs. Garcia's Sophomore English Class!

Text:

Collections textbook and online material

Holt Handbook

The Enemy, Charlie Higson

Macbeth, William Shakespeare

Heroine by Mindy McGinnis

Night by Elie Weisel

The Great Gatsby by F. Scott Fitzgerald (if time)

Materials:

Students must bring pens/pencils, paper, and a binder with three tabs to class every day. Be prepared to write! DO NOT rely on me to supply materials for you. If bringing supplies becomes a problem, then it will affect your grade.

Masks are to be worn at all times. All social distancing measures and protocols must be respected. This means no touching each other or other people's things. If you cannot abide by this, you will be asked to leave for the health and safety of everyone in the classroom.

Attendance:

Attendance in class is extremely important since many of the assignments we will be doing are in class. I do not believe in giving out tons of homework in the form of 'busywork', so please be here, in your seat, by the time the tardy bell rings. You get three free tardies, and then you will get a consequence. If you know you are going to be absent, just let me know! I am more than willing to work with you to get materials ahead of time. If you miss class, it is not my responsibility to make sure you get the work. Come and talk to me to get any work you may have missed.

Bathroom:

Only for emergencies. Due to cleaning and Covid-19 policies and procedures, you must only go during the passing period. If it is an emergency, let me know, but you should go before you get to class.

Food and/or drink:

Water only. This is a school-wide policy.

Seating:

Seating will be done single file as students walk into class to minimize crossing paths with each other. You will start at the front and file in. If there is a special circumstance, please see me. I reserve the right to change the seating arrangement at any time.

Grading/Assignments/Homework/Late Work:

1. If you were absent (with an excused absence) on the day an assignment was given, you have as many days as you were gone to make up the assignment.
2. If you had an unexcused absence the day an assignment was given, you need to come get the assignment ASAP and it is due on the same due date.
3. If you turn in an assignment late, it is docked 10% for every day that it is late up to 5 days. After 5 days, you can still turn it in, but the highest grade you can get is 50%.
4. If you miss the day an assignment is due, you need to turn it in the next day you are back at school BEFORE first period starts or it is docked 10%.
5. Sporting events do not count as excused absences. You need to turn in any and all assignments due BEFORE you leave for games.

Your grade will be made up of assignments, quizzes, tests, in class reading of the textbooks, and your binder. Failure to keep and turn in a binder at the end of each semester will result in an F on the final.

Binder:

This binder is a portfolio of all your work for the whole semester. You are REQUIRED to have it for the final for each semester (midterm in December and final in June). The binder will make up HALF OF YOUR GRADE ON THE MIDTERM/FINAL. If you do not turn in a binder, the highest grade you can get on the midterm/final is 50% or an F.

The binder must have 3 sections. In addition to these sections, you will be given a notebook for journal writes and notes. This is required to stay in your binder at all times. The sections are as follows:

Journal Writes-starting with week 2, we will be doing daily journal writes. These are to be in the journal I provide to you.

Notes-for grammar notes. This will also be in the journal I provide to you.

Assignments-any assignment we do. This will be a section in your binder.

Grammar-This is where any and all grammar assignments (apart from notes) will be. This will be a section in your binder.

Vocabulary-this is where you will keep your vocabulary homework assignments, quizzes, and tests. This will be a section in your notebook.

Standards for Grading:

A	100.00-92.00%		C	77.99-72.00%
A-	91.99-90.00%		C-	71.99-70.00%
B+	89.99-88.00%		D+	69.99-68.00%
B	87.99-82.00%		D	67.99-62.00%
B-	81.99-80.00%		D-	61.99-60.00%
C+	79.99-78.00%		F	59.99 and below

Major Rules:

Respect is the number one policy that I live and teach by. I expect all students, in and outside my classroom, to behave respectfully towards one another, no matter race, religion, beliefs, orientation, etc.

Bullying will not be tolerated. If I discover disrespectful behavior, those students responsible will be asked to leave my class. Respect includes language as well as actions. This includes your behavior towards audience members and other staff and/or volunteers. Please be nice to each other!

Plagiarism/cheating:

If you plagiarize, I will contact your parent/guardian and give you an F on the assignment. If you do it again, I will set up a meeting with the Principal and your parent/guardian. You could also get a possible F in the class.

Cell phones/electronic device policy:

Cell phones are not to be used in my classroom. The first time it goes off or is out is a warning. After that, it goes to the office and it is an automatic detention.

Ethical Use of Technology:

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Access to technology is a privilege, not a right. In order to maintain that privilege, each technology user is expected to act in a responsible, ethical, and legal manner, in accordance with the rules that are provided. Failure to comply with these rules may result in loss of that privilege.

I, _____ (parent name) have read and/or gone over these rules with my student.

I, _____ (student name) agree to adhere to these rules.

_____ (parent signature)

_____ (date)

_____ (student signature)

_____ (date)

Additionally, there may be times in this class that we watch movies related to our source material. These movies may be rated PG-13 or R. Most of the time, I get my movies from Netflix instant streaming so that parents are free to preview these movies. If you have any questions or concerns about the movies we will watch, feel free to email me at agarcia@sisnet.ssku.k12.ca.us

I, _____ (parent name), give my student _____ (student name) permission to watch PG-13 or R rated movies as part of the sophomore English curriculum.

_____ (parent signature)

_____ (date)

English 3 & English 4

Instructor: Jeff Cannon	E-Mail: jcannon@dunsmuirhigh.k12.ca.us	Room 105
Units: 10	Prerequisites: English 10	A-G: B

(Junior & Seniors)

Instructor: Mr. Cannon

California Standards covered by this course:

- I. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- II. Determine a theme or central idea of a text and analyze its development over the course of the text
- III. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone
- IV. Compare and contrast the structure of two or more texts and analyze
- V. By the end of the year, read and comprehend literature, including stories, dramas, and poems
- VI. Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- VII. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)
- VIII. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- IX. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
- X. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- XI. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
- XII. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented
- XIII. Demonstrate command of the conventions of English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

***Note:** These are but some of the standards to be covered in this course.

Course Description:

Students will be exposed to, then identify and finally utilize the elements found in three areas of the subject: sentence structure and MLA formatting (grammatical structures and their functions), various literary works

throughout various genres (poetry, advertising, narratives, songs, short story and novel, articles, and speeches), and the literary devices/tools (poetic, narrative, and rhetorical) used by writers to affect an audience's ethos, pathos, and/or logos.

This course has been planned out to be a Sentence Structural Analysis, Literary Analysis, and a Writing Analysis **WORKSHOP**. It is our mission to provide an equal opportunity to all students for English development in the areas of reading, sentence structure and writing proficiency. Hopefully the program will allow students the opportunity to develop improved individual skills in reading comprehension and writing strategies and improved writing conventions.

Units Covered:

- I. English Conventions and MLA Notes/Unit—August thru June
- II. Journal Writes— August thru June
- III. Sentence Structure Notes/Unit—August thru June
- IV. Literary Devices Unit— September thru June
- V. Career Portfolio Unit—January thru February
- VI. Thematic Unit—May

*****Units may be modified, dropped and/or added; this list is not set in stone*****

Calendar of Due Dates:

- I. Tests and Quizzes To be Determined (TBD)
- II. Journal Write #1 (topic: Narrative Literary Devices [NLDs] found in Siddhartha) due on **9/11**)
- III. Journal Write #2 (topic: Poetic Literary Devices [PLDs] found in TBD due on **10/9**)
- IV. Journal Write #3 (topic: NLDs and PLDs found in TBD due on **11/6**)
- V. Career Portfolio (topics: Resume, Cover Letter, Personal Statement Letter, etc. due on 2/26)
- VI. March thru June Assignments are TBD

*****Due dates for assignments may be modified, dropped and/or added; this list is not set in stone*****

Student Expectations:

- I. **RESPECT IS DEMONSTRATED WITH EYES, EARS AND FOCUS ON THE INDIVIDUAL THAT HAS THE FLOOR; it is expected that students will demonstrate this definition of RESPECT to all**
- II. Students **must** be in their assigned seat prior to the tardy bell
- III. Students **must** adhere to the school dress code
- IV. Students are responsible for their possessions; the English Department will not be responsible for lost items
- V. **ELECTRONIC DEVICES USAGE IS NOT PERMITTED IN CLASS UNLESS SPECIFIED BY THE TEACHER AS NECESSARY FOR A GIVEN ASSIGNMENT; THEY WILL BE CONFISCATED BY TEACHER—NO EXCEPTIONS**

Medical Excuses and Excused Absences:

- I. Students are still required to make-up workloads for ALL excused absences
- II. In the event a student must miss or have class participation modified for 1 to 3 days due to a medical condition, a written note from a parent or legal guardian is required
- III. Dated notes, **written by the parent/guardian**, must include:

- The student's full name
- A phone number to reach the parent/guardian
- The specific limitations of the student
- A parent/guardian signature

***More than three days on a medical excuse will require a note from a physician, indicating the student's limitation and expected length of modification.**

****Student Athletes who miss class due to a Dunsmuir High School athletic event are still required to provide a make-up work assignment missed in class.**

Attendance:

All students with an excused absence have the opportunity to make up those days missed. Make-up assignments are chosen by the teacher. Make-up assignments are to be completed in a timely manner and decided upon by the teacher. Students with an unexcused absence may not have the opportunity for make-up assignments.

Grades:

- I. Grades will be based on a points system
- II. Participation/Attendance: 20 points weekly (4 points per day), 2 point deduction for being late, up to 4 points deducted for behavior/lack of participation
- III. Quizzes: Will vary from 5 to 50 points
- IV. Rough Drafts of Essays: **Will be worth up to 75 points just for getting thoughts on the page**
- V. Final Drafts of Papers: Will be 100 points
- VI. Test: Will vary from 50 to 100 points

***Assigned work will not be accepted if more than 3 days late; a 25% deduction per late day will be assessed for a potential point loss equaling 75%; any assigned work 4 or more days late will be allotted 25% of total point value but will not have the benefit of being edited**

****If students have (an) excused absence(s) the day/week an assignment is given, they will have that many additional days to turn in assignment, however, this ONLY APPLIES IF STUDENTS ARE NOT PRESENT ON THE DAY/WEEK THAT THE ASSIGNMENT WAS GIVEN**

*****If a student is out on the day an assignment is due, IT IS STILL THEIR RESPONSIBILITY TO HAVE THAT ASSIGNMENT TURNED IN ON THE DUE DATE; sporting/theatrical/extracurricular events are not excused days**

Classroom Boundaries and Expectations:

- I. Be **RESPECTFUL** throughout the class period
- II. NO Electronic Devices
- III. Sunglasses are outdoors only
- IV. Be Punctual; be on time
- V. Follow all school rules and safety procedures
- VI. NO HORSE PLAY; BE RESPECTFUL
- VII. Work as a unit, as a cohesive team; respectfully challenge one another; manager **yourself**
- VIII. HAVE FUN (after all, it's about self-expression)
- IX. New limits and expectations can be applied

*Periodically, students will be asked to write a report or research various issues. It is the expectation that all Dunsmuir High School students have pride, strength and will to adhere to high ethical and moral self-standards. It is believed that students will follow these acknowledgements and principles:

The Internet provides invaluable resources and communications to Dunsmuir High School students. Students accessing the Internet are representing our school and this classroom; therefore, they have a responsibility to use the Internet in a productive manner that meets the ethical and moral standards of an educational institution. Our goal is to provide Internet access to facilitate resource utilization, sharing, innovation, and communication; as a tool to promote educational excellence.

Access to this technology is a privilege at Dunsmuir High School, not a right. In order to maintain that privilege, each user is expected to act in a responsible, ethical and legal manner in accordance with the rules that are provided. Failure to comply with these rules may result in loss of that privilege.

**Periodically, we will be watching and analyzing films of a mature nature. Some of these films may be rated “R” and contain violence, nudity, and/or controversial issues. Unless requested by the parent/guardian, all students are expected to participate in the analysis and deconstruction of all films.

Signatures:

I have read and understand that the classroom expectations are for my safety/learning benefit and will comply with them at all times:

Student Signature

Date

I have read and understand these classroom expectations and have talked them over with my student child:

Parent/Guardian Signature

Date



Mathematics

The long range goals for students of the Dunsmuir Joint Union High School District Mathematics programs are to provide continuing opportunities for students to develop competencies in these ways:

- Address the requirement for graduation as specified by the State of California
- Learn to function smoothly in their everyday encounters with mathematical situations
- To advance to further study commensurately with their ability and desire to do so
- To engage in practical activities designed to generate enthusiastic learning and positive attitudes
- Programs are designed to progress from concrete experience to abstract experiences
- Provide for continuous academic growth in the skills of computation and measurement to ensure the functional competency of students as citizens in a complex society

Mathematics at Dunsmuir High School is more activity-oriented than theoretical.

Courses Offered:

Consumer Math

Math 1a

Math 1

Math 2

Math 3

Consumer Mathematics

Instructor: Alison Howard	E-Mail: ahoward@dunsmuirhigh.k12.ca.us	Room 207
Units: 5	Prerequisites: None	A-G: G

Office hours: every day 3:30-4:00

Email: ahoward@dunsmuirhigh.k12.ca.us

Book: various

Course description:

This Consumer Mathematics class is designed to help students/consumers understand mathematics as it relates to their everyday lives. The California State Content Standards, Common Core, are designed to encourage the highest achievement of K12 students by defining the knowledge, concepts and skills students should acquire in each grade level. Common Core does not dictate curricula, but it sets goals for K12 classrooms that emphasize depth over breadth. Common Core proponents hope to foster real-world problem solving skills. Common Core requires fewer topics which allow students to think more deeply.

Teacher Philosophy:

I will not try to fool the students. There will be no trick questions or assignments. Students will know what is expected of them for any given assignment and test. Projects are clearly outlined. Tests questions are given before the test as warm up questions or as a test review. This is a college preparatory class and I teach it as such.

Every single student can pass if they choose. The choice is up to them.

Supplies

The students will need to bring to every class and turn in every Friday

- folder
- Blue or Black pen or pencil (no fancy colors)

Class rules

- Be polite!!
- No electronic devices without permission
- Be to class on time
- Respect others and yourself
- Come prepared to learn every class

Tardy policy

As outlined in the Dunsmuir High student handbook

Behavioral policy

As outlined in the Dunsmuir High student handbook

Homework

The homework falls in to two main types:

Type 1

The student will complete unfinished work from class. If a student needs more than regular class time to finish an assignment the student can take home to complete and turn in at the next class time.

Type II

The student will often be given projects, about every four to six weeks. A student has the freedom to choose his or her grade. What the student needs to do to receive an "A", "B", "C", or "D" will be clearly outlined. The student essentially chooses their grade by completing their work to the grading standard. The only exception to the choice policy is group projects.

NO LATE WORK IS ACCEPTED!!!!

Class work

Class work will vary on any given day. Participation in these assignments is mandatory.

Test

There are four kinds of tests for this course

Type 1

Quizzes to be given every week to two weeks. The value of quizzes is approximately 15-30 points.

Type II

Tests to be given at the end of every unit. These are a compilation of the quizzes. The test value is between 50-100 points.

Type III

Mid terms will be given at the half point of each semester. They are counted as 10% of a students overall grade. The students will be given a detailed study guide. Please note, mid term questions make up half of the questions found on the final.

Type IV

Final will be given at the end of each semester. A student will not complete this course without taking the final. This is worth 20% of a student's comprehensive grade.

Grades

There are no curves in this course.

The favor

I make extraordinary effort to best help students learn. I do not accept late work however every student gets a favor every semester. If you have both at the end of the year you will get a letter grade bump on your final.

Make up work

- The student is responsible for make up work. I have the homework posted next to the door any worksheets will be in a box at the back of class.
- If a test is missed the student needs to make an appointment to make it up. The student has only one week to make up any missed work.

Ethical use of technology

The Internet provides invaluable resources and communications to Dunsmuir High School Students. Students accessing the Internet are representing our school and therefore have a responsibility to use the Internet in a productive manner that meets the ethical and moral standards of an educational institution. Our goal is to provide Internet access to facilitate resource sharing, innovation, and communication as a tool to promote educational excellence.

Access to technology is a privilege, not a right. In order to maintain that privilege, each technology user is expected to act in a responsible, ethical, and legal manner, in accordance with the rules that are provided. Failure to comply with these rules may result in loss of that privilege.

Course outline

Unit 1- basic arithmetic

Unit 2 - Earning Money

Unit 3 - Budgeting Money & Banking

Unit 4 - Credit Cards and Loans

Unit 5 – Transportation

Unit 6 - Starting Your Own Business - Employer Obligations

Unit 7 - Starting Your Own Business - Sales

Unit 8 - Travel and Leisure

I have read and understand the physics of the universe course syllabus. I understand the best way to help my students is to check with my students every Thursday, look in their composition books and quiz them for the upcoming quiz.

Student signature _____

Parent/ guardian signature _____

Please list anything I should know about your student. The more I know the more I can help your student learn.

Math 1a

Instructor: Mr. Champe	Email: kchampe@dunsmuirhigh.k12.ca.us Phone: (530) 945-6105	Room 200 8:20-9:20
Units: 10	Pre-requisite: None	A-G: No

Integrated Math 1a

Phone: (530) 945-6105

Students will need to sign up for Khan Academy and powerschool.

COURSE GOALS:

1. To lead each student to an understanding of the most important concepts of mathematics; giving a firm foundation for further study.
2. To give students the knowledge on how to use technological resources available to them.
3. To give practical exercises that students may use throughout their lives.
4. To respect the right of each person, to listen, to practice, and to learn without distraction.
5. To instill personal responsibility for one's own conduct and performance.

COURSE OBJECTIVES:

Upon completion of this course, students will be able to solve:

1. Foundations
2. Algebra expressions
3. Linear equations and inequalities
4. Graphing lines and slopes
5. Systems of equations
6. Expressions and exponents
7. Quadratics and polynomials
8. Equations and geometry
9. Solving equations with one unknown
10. Linear equations and functions
11. Geometry

12. Geometric transformations

13. Data and modeling

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DAILY REQUIREMENTS:

Students are expected to bring the following items to class **everyday** :

1. Chromebook

STUDENT RESPONSIBILITIES/CLASS EXPECTATIONS:

The student is expected to:

- Be prepared. Come to class prepared to work.
- Be present. Listen carefully and take notes. Work quietly in your assigned seat. Keep electronic devices put away. (If they are out during class I will confiscate them and turn the device in to the school office staff.)
- Be honest.
- Be respectful. Clean up after yourself. Remain seated during the entire class period. Remember the teacher dismisses you, not the bell.
- Be on time. Excessive tardies will be referred to administration.
- Ask questions right away if you do not understand something. **DO NOT WAIT UNTIL THE DAY BEFORE THE TEST OR QUIZ TO ASK FOR HELP.**
- Follow all school rules.

The rules and expectations apply at all times.

CONSEQUENCES:

1. Verbal warning
2. Removal from the classroom and a conference with me
3. Lunch or afterschool meeting (20 minutes minimum)
4. Continued discussion including a call home

5. Conference with an administrator and me Parents or Guardians may be called or emailed at any time during this process.

GRADING:

- 90-100% A - Superior. The student has demonstrated a quality of work and accomplishment far beyond the minimum requirements and shows originality of thought and mastery of material.
- 80-89% B Above average. The student's achievement exceeds the minimum requirements, showing a clear indication of initiative and grasp of the subject.
- 70-79% C Average. The student has met the minimum requirements and has demonstrated good comprehension of the subject and reasonable ability to handle ideas.
- 60-69% D Below Average. The student's accomplishment (while still passing) leaves much to be desired. Minimum requirements have been met but were inadequate.
- 59% F Failure. The student has not met the minimum requirements.

Quizzes:

- Quizzes are worth 10 points. Baseline scores will be based on the initial paper quiz. (WORK MUST BE SHOWN FOR CREDIT.) Half credit will be given for Khan Academy scores above initial quiz score. Khan Academy quizzes can be taken as many times as needed until the end of the grading period.

Tests:

- Tests are worth 100 points. Baseline scores will be based on the initial paper test. (WORK MUST BE SHOWN FOR CREDIT.) Half credit will be given for Khan Academy scores above initial test score. Khan Academy tests can be taken as many times as needed until the end of the grading period.

Classwork:

Classwork is worth 10 points and is dependent on mastery in each section of Khan Academy. You can retake assignments as many times as needed until the end of the grading period.

Projects:

Projects are graded and worth 20 points. 10 points for completion and 10 points for correctness.

Journals:

Journals are graded and posted at the end of each midterm and quarter. Journals are worth 50 points at the midterm and 50 points at the end of the quarter. Journals will have a note taking format and that format **must** be followed. Journals will be turned in everyday for inspection.

Class participation is a combination of in class assignments, homework and use of class time.

LATE WORK:

You will be given ample time to work on your projects. How you use your time is up to you. 1 day late you lose 25%, 2nd day late lose 50%, anytime after that lose 75%.

The last day to turn in the Khan Academy classwork, quizzes and makeup tests is one week before midterm and one week before the end of the quarter.

ATTENDANCE:

Students are expected to comply with all attendance and behavior policies.

MAKE-UP WORK:

It is the duty of THE STUDENT to make up material missed. Failure to comply will result in a zero.

AVAILABILITY:

If you have any questions please email me and we can make arrangements
kchampe@dunsmuirhigh.k12.ca.us

NOTE TO PARENT:

Thank you for taking an interest in your child's learning by reviewing this letter yourself and with your child. I look forward to sharing this semester with your child and challenging them to excel.

Sincerely,

Mr. Champe

By signing this you agree to the terms of the syllabus and understand the expectations for Math 3

Student signature

Parent/Guardian signature

Math 1

Instructor: Mr. Champe	Email: kchampe@dunsmuirhigh.k12.ca.us Phone: (530) 945-6105	Room 200 8:20-9:20
Units: 10	Pre-requisite: None	A-G: C

Instructor: Mr. Champe

Phone: (530) 945-6105

Email: kchampe@dunsmuirhigh.k12.ca.us

Students will need to sign up for Khan Academy and PowerSchool.

COURSE DESCRIPTION:

Integrated Math 1 is an introductory high school math course that integrates all practices of mathematics. Students will be exposed to algebra, statistics and probability, geometry, graphing and exponents. Throughout this course, students will develop learning strategies, critical thinking skills, and problem solving techniques to prepare for future math courses and college entrance exams.

COURSE GOALS:

1. To lead each student to an understanding of the most important concepts of mathematics; giving a firm foundation for further study.
2. To give students the knowledge on how to use technological resources available to them.
3. To give practical exercises that students may use throughout their lives.
4. To respect the right of each person, to listen, to practice, and to learn without distraction.
5. To instill personal responsibility for one's own conduct and performance.

COURSE OBJECTIVES:

Upon completion of this course, students will be able to understand:

1. Algebra Foundations
2. Solving equations and inequalities
3. Working with units
4. Linear equations and graphs

5. Forms of linear equations
6. Systems of equations
7. Inequalities (systems and graphs)
8. Functions
9. Scatterplots
10. Data distributions
11. Two-way tables
12. Sequences
13. Exponents and radicals
14. Exponential growth and decay
15. Performing transformations
16. Transformation properties and proofs
17. Congruence
18. Analytic geometry

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Access to technology is a privilege, not a right. In order to maintain that privilege, each technology user is expected to act in accordance with the rules that are provided. Failure to comply with these rules may result in loss of that privilege

DAILY REQUIREMENTS:

Students are expected to bring the following items to class **everyday** :

1. Chromebook
2. Journal

STUDENT RESPONSIBILITIES/CLASS EXPECTATIONS:

The student is expected to:

- Be prepared. Come to class prepared to work.

- Be present. Listen carefully and take notes. Work quietly in your assigned seat. Keep electronic devices put away. (If they are out during class I will confiscate them and turn the device in to the school office staff.)
- Be honest.
- Be respectful. Clean up after yourself. Remain seated during the entire class period. Remember the teacher dismisses you not the bell.
- Be on time. Excessive tardies will be referred to administration.
- Ask questions right away if you do not understand something. **DO NOT WAIT UNTIL THE DAY BEFORE THE TEST OR QUIZ TO ASK FOR HELP.**
- Follow all school rules.

The rules and expectations apply at all times.

CONSEQUENCES:

1. Verbal warning
2. Removal from the classroom and a conference with me
3. Lunch or afterschool meeting (20 minutes minimum)
4. Continued discussion including a call home
5. Conference with an administrator and me Parents or Guardians may be called or emailed at any time during this process.

GRADING:

- 90-100% A - Superior. The student has demonstrated a quality of work and accomplishment far beyond the minimum requirements and shows originality of thought and mastery of material.
- 80-89% B Above average. The student's achievement exceeds the minimum requirements, showing a clear indication of initiative and grasp of the subject.
- 70-79% C Average. The student has met the minimum requirements and has demonstrated good comprehension of the subject and reasonable ability to handle ideas.
- 60-69% D Below Average. The student's accomplishment (while still passing) leaves much to be desired. Minimum requirements have been met but were inadequate.
- 59% F Failure. The student has not met the minimum requirements.

Quizzes:

- Quizzes are worth 10 points. Baseline scores will be based on the initial paper quiz. (WORK MUST BE SHOWN FOR CREDIT.) Half credit will be given for Khan Academy scores above initial quiz score. Khan Academy quizzes can be taken as many times as needed until the end of the grading period.

Tests:

- Tests are worth 100 points. Baseline scores will be based on the initial paper test. (WORK MUST BE SHOWN FOR CREDIT.) Half credit will be given for Khan Academy scores above initial test score. Khan Academy tests can be taken as many times as needed until the end of the grading period.

Classwork:

Classwork is worth 10 points and is dependent on mastery in each section of Khan Academy. You can retake assignments as many times as needed until the end of the grading period.

Projects:

Projects are graded and worth 20 points. 10 points for completion and 10 points for correctness.

Journals:

Journals are graded and posted at the end of each midterm and quarter. Journals are worth 50 points at the midterm and 50 points at the end of the quarter. Journals will have a note taking format and that format **must** be followed. Journals will be turned in everyday for inspection.

Class participation is a combination of in class assignments, homework and use of class time.

LATE WORK:

You will be given ample time to work on your projects. How you use your time is up to you. 1 day late you lose 25%, 2nd day late lose 50%, anytime after that lose 75%.

The last day to turn in the Khan Academy classwork, quizzes and makeup tests is one week before midterm and one week before the end of the quarter.

ATTENDANCE:

Students are expected to comply with all attendance and behavior policies.

MAKE-UP WORK:

It is the duty of THE STUDENT to make up material missed. Failure to comply will result in a zero.

AVAILABILITY:

If you have any questions please email me and we can make arrangements
kchampe@dunsmuirhigh.k12.ca.us

NOTE TO PARENT:

Thank you for taking an interest in your child’s learning by reviewing this letter yourself and with your child. I look forward to sharing this semester with your child and challenging them to excel.

Sincerely,

Mr. Champe

By signing this you agree to the terms of the syllabus and understand the expectations for Math 1

Student signature

Parent/Guardian signature

Math 2

Instructor: Mr. Champe	Email: kchampe@dunsmuirhigh.k12.ca.us Phone: (530) 945-6105	Room 200 9:35 – 10:35
Units: 10	Pre-requisite: None	A-G: C

Instructor: Mr. Champe

Phone: (530) 945-6105

Email: kchampe@dunsmuirhigh.k12.ca.us

Students will need to sign up for Khan Academy and PowerSchool.

COURSE DESCRIPTION

Integrated Math 2 is a continuation of the Integrated Math Course 1 that integrates all practices of mathematics. Students will be exposed to algebra, statistics and probability, geometry, graphing and exponents. Throughout this course, students will develop learning strategies, critical thinking skills, and problem solving techniques to prepare for future math courses and college entrance exams.

COURSE GOALS:

Upon completion of this course, students will be able to understand:

1. To lead each student to an understanding of the most important concepts of mathematics; giving a firm foundation for further study.
2. To give students the knowledge on how to use technological resources available to them.
3. To give practical exercises that students may use throughout their lives.
4. To respect the right of each person, to listen, to practice, and to learn without distraction.
5. To instill personal responsibility for one's own conduct and performance.

COURSE OBJECTIVES:

Upon completion of this course, students will be able to solve:

1. Absolute value and piecewise functions
2. Quadratics: Multiplying and factoring

3. Quadratic functions and equations
4. Irrational numbers
5. Complex numbers
6. Rational exponents and radicals
7. Exponential models
8. Similarity
9. Right triangles and trigonometry
10. Solid geometry
11. Circles
12. Conic sections
13. Probability
14. Polynomial factorization
15. Polynomial division
16. Polynomial graphs
17. Logarithms

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DAILY REQUIREMENTS:

Students are expected to bring the following items to class **everyday** :

1. Chromebook

STUDENT RESPONSIBILITIES/CLASS EXPECTATIONS

The student is expected to:

- Be prepared. Come to class prepared to work.
- Be present. Listen carefully and take notes. Work quietly in your assigned seat. Keep electronic devices put away. (If they are out during class I will confiscate them and turn the device in to the school office staff.)
- Be honest.

- Be respectful. Clean up after yourself. Remain seated during the entire class period. Remember the teacher dismisses you not the bell.
- Be on time. Excessive tardies will be referred to administration.
- Ask questions right away if you do not understand something. **DO NOT WAIT UNTIL THE DAY BEFORE THE TEST OR QUIZ TO ASK FOR HELP.**
- Follow all school rules.

The rules and expectations apply at all times.

CONSEQUENCES:

1. Verbal warning
2. Removal from the classroom and a conference with me
3. Lunch or afterschool meeting (20 minutes minimum)
4. Continued discussion including a call home
5. Conference with an administrator and me Parents or Guardians may be called or emailed at any time during this process.

GRADING:

- 90-100% A - Superior. The student has demonstrated a quality of work and accomplishment far beyond the minimum requirements and shows originality of thought and mastery of material.
- 80-89% B Above average. The student's achievement exceeds the minimum requirements, showing a clear indication of initiative and grasp of the subject.
- 70-79% C Average. The student has met the minimum requirements and has demonstrated good comprehension of the subject and reasonable ability to handle ideas.
- 60-69% D Below Average. The student's accomplishment (while still passing) leaves much to be desired. Minimum requirements have been met but were inadequate.
- 59% F Failure. The student has not met the minimum requirements.

Quizzes:

- Quizzes are worth 10 points. Baseline scores will be based on the initial paper quiz. (WORK MUST

BE SHOWN FOR CREDIT.) Half credit will be given for Khan Academy scores above initial quiz score. Khan Academy quizzes can be taken as many times as needed until the end of the grading period.

Tests:

- Tests are worth 100 points. Baseline scores will be based on the initial paper test. (WORK MUST BE SHOWN FOR CREDIT.) Half credit will be given for Khan Academy scores above initial test score. Khan Academy tests can be taken as many times as needed until the end of the grading period.

Classwork:

Classwork is worth 10 points and is dependent on mastery in each section of Khan Academy. You can retake assignments as many times as needed until the end of the grading period.

Projects:

Projects are graded and worth 20 points. 10 points for completion and 10 points for correctness.

Journals:

Journals are graded and posted at the end of each midterm and quarter. Journals are worth 50 points at the midterm and 50 points at the end of the quarter. Journals will have a note taking format and that format **must** be followed. Journals will be turned in everyday for inspection.

Class participation is a combination of in class assignments, homework and use of class time.

LATE WORK:

You will be given ample time to work on your projects. How you use your time is up to you. 1 day late you lose 25%, 2nd day late lose 50%, anytime after that lose 75%.

The last day to turn in the Khan Academy classwork, quizzes and makeup tests is one week before midterm and one week before the end of the quarter.

ATTENDANCE:

Students are expected to comply with all attendance and behavior policies.

MAKE-UP WORK

It is the duty of THE STUDENT to make up material missed. Failure to comply will result in a zero.

AVAILABILITY:

If you have any questions please email me and we can make arrangements
kchampe@dunsmuirhigh.k12.ca.us

NOTE TO PARENT:

Thank you for taking an interest in your child’s learning by reviewing this letter yourself and with your child. I look forward to sharing this semester with your child and challenging them to excel.

Sincerely,
Mr. Champe

By signing this you agree to the terms of the syllabus and understand the expectations for Math 2

Student signature

Parent/Guardian signature

By signing this you agree to the terms of the syllabus and understand the expectations for Math 2

Student signature

Parent/Guardian signature

Math 3

Instructor: Mr. Champe	Email: kchampe@dunsmuirhigh.k12.ca.us Phone: (530) 945-6105	Room 200 12:20 – 1:20
Units: 10	Pre-requisite: None	A-G: C

Students will need to sign up for Khan Academy and PowerSchool.

Integrated Math 3 is a continuation of the Integrated Math Course 2 that integrates all practices of mathematics. Students will be exposed to algebra, statistics and probability, geometry, graphing and exponents. Throughout this course, students will develop learning strategies, critical thinking skills, and problem solving techniques to prepare for future math courses and college entrance exams.

COURSE GOALS:

1. To lead each student to an understanding of the most important concepts of mathematics; giving a firm foundation for further study.
2. To give students the knowledge on how to use technological resources available to them.
3. To give practical exercises that students may use throughout their lives.
4. To respect the right of each person, to listen, to practice, and to learn without distraction.
5. To instill personal responsibility for one's own conduct and performance.

COURSE OBJECTIVES

Upon completion of this course, students will be able to solve:

1. Polynomial arithmetic
2. Polynomial factorization
3. Polynomial division
4. Polynomial graphs
5. Logarithms
6. Transformation of functions
7. Equations
8. Trigonometry
9. Modeling
10. Study design

11. Binomial probability
12. Normal distribution
13. Probability and combinatorics
14. Rational functions
15. Vectors
16. Matrices

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DAILY REQUIREMENTS:

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- Be honest.
- Be respectful. Clean up after yourself. Remain seated during the entire class period. Remember the teacher dismisses you, not the bell.
- Be on time. Excessive tardies will be referred to administration.
- Ask questions right away if you do not understand something. **DO NOT WAIT UNTIL THE DAY BEFORE THE TEST OR QUIZ TO ASK FOR HELP.**
- Follow all school rules.

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- 80-89% B Above average. The student's achievement exceeds the minimum requirements, showing a clear indication of initiative and grasp of the subject.
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Quizzes:

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BE SHOWN FOR CREDIT.) Half credit will be given for Khan Academy scores above initial test score. Khan Academy tests can be taken as many times as needed until the end of the grading period.

Classwork:

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Projects:

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Journals:

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ATTENDANCE:

Students are expected to comply with all attendance and behavior policies.

MAKE-UP WORK:

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AVAILABILITY:

If you have any questions please email me and we can make arrangements
kchampe@dunsmuirhigh.k12.ca.us

NOTE TO PARENT:

Thank you for taking an interest in your child's learning by reviewing this letter yourself and with your child. I look forward to sharing this semester with your child and challenging them to excel.

Sincerely,
Mr. Champe

By signing this you agree to the terms of the syllabus and understand the expectations for Math 3

Student signature

Parent/Guardian signature



Physical Education

The long range goals for students of the Dunsmuir Joint Union High School District Physical Education programs are to provide continuing opportunities for students to develop competencies in the following ways:

- Address the requirement for graduation as specified by the State of California
- Gain skills in efficient and effective movement
- To develop attitudes and practices that contribute to maintaining physical fitness for life
- To move with ease and confidence
- To utilize physical activity as a satisfying means of expression
- To achieve and maintain a rewarding level of physical performance

Courses Offered:

9th Grade & 10th Grade PE -

Freshman and Sophomore P.E.

Fundamental Conditioning and Team Sports Course

Instructor: Jacob Mekeel	E-Mail: jmekeel@dunsmuirhigh.k12.ca.us	Room: Gym
Units: 10	Prerequisites: No	A-G: No

Fundamental Physical Education, Positive Prevention Plus, Project Toward No Drug Abuse, and First Aid Course

Instructor: Jacob Mekeel

California Standards Covered by this Course:

- I. The student will be competent in movement forms
- II. The student will understand how and why one moves in a variety of situations and will use this information to enhance his/her own skills
- III. The student will achieve and maintain a health-enhancing level of physical fitness
- IV. The student will exhibit a physical active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge and self-expression
- V. The student **will demonstrate respectful and responsible social behavior toward others while participating**
- VI. The student will demonstrate respectful and responsible personal behavior while participating
- VII. The student will understand the interrelationship between history, culture, sport, sport competition, dance, etc.

Course Description:

We believe that physical education is a vital component to the development of a student's physical, mental, and social well-being. It is our mission to provide an equal opportunity to our students, through planned activities,

for physical development in the areas of strength, flexibility, coordination, endurance, balance, agility, range of motion, and physical and mental fortitude. Our diverse program will allow students the opportunity to develop individual skills and introduce new enjoyable experiences to utilize throughout life.

Student Expectations:

- I. Students must be in the locker room prior to the tardy bell
- II. Students must wear PE uniforms: T-Shirt, any shorts or sweatpants (**appropriate length a must**), and required athletic footwear
- III. Students must lock all their belongings in **ONLY** their ASSIGNED LOCKER
- IV. Students **MAY NOT SHARE LOCKER SPACE WITH OTHER STUDENTS**
- V. Electronic devices are not permitted in class or in the locker rooms—**THEY WILL BE TAKEN BY THE TEACHER, NO EXCEPTIONS**
- VI. The Physical Education Department WILL NOT accept responsibility for lost items
- VII. All NON-SUITS are expected to comply with the classroom rules or will receive a disadvantageous consequence

Medical Excuses and Excused Absences:

- I. ALL excused medicals are required to dress for physical education
- II. In the event a student must miss or have class participation modified for 1 to 3 days due to a medical condition, a written note from a parent or legal guardian is required
- III. Dated notes, **written by the parent/guardian**, must include:
 - The student's full name
 - A phone number to reach the parent/guardian
 - The specific limitations of the student
 - A parent/guardian signature

*More than three days on a medical excuse will require a note from a physician, indicating the student's limitation and expected length of modification. All days missed will need make up packets completed for full credit to be given.

*Student Athletes that miss class due to a Dunsmuir High School athletic event are excused (for that day) from any make up work

Attendance:

All students with excused absences have the opportunity to make up the days they missed. A handwritten athletic, nutrition or health packet will need to be completed in order to be used to make-up the absence. Assignments are teacher dependent, aka teacher decided.

Units to be covered:

Outdoor Activities: Swimming Running/Walking Football Tennis Softball/Baseball Aerobics
P90X (body conditioning) Volleyball Golf Large Group Activities And More

Indoor Activities: Small Group Activities; Positive Prevention Plus; First Aid Project Towards Drug Abuse

Grade Policy:

- I. Each class period is worth 10 points to the student
 - II. If student is a non-dress, that student losses 3 points
 - III. If student is a non-participant, that student losses 6 points
 - IV. If student is a non-dress and a non-participant, that student will be unable to complete a make-up assignment
 - V. A = 100%--90%
- B = 89%--80%
- C = 79%--70%
- D = 69%--60%

*Assigned work will not be accepted if more than 3 days late; a 25% deduction per late day will be assessed for a potential point loss equaling 75%;

*If students have (an) excused absence(s) the day/week an assignment is given, they will have that many additional days to turn in assignment, however, this ONLY APPLIES IF STUDENTS ARE NOT PRESENT ON THE DAY/WEEK THAT THE ASSIGNMENT WAS GIVEN

*If a student is out on the day an assignment is due, IT IS **STILL** THEIR RESPONSIBILITY TO HAVE THAT ASSIGNMENT TURNED IN ON THE DUE DATE; sporting/theatrical/extracurricular events are not excused days

Class Rules:

- I. Be **RESPECTFUL** throughout the class period
- II. NO Electronic Devices

- III. NO Hats/Headwear Inside
- IV. Sunglasses are outdoors only
- V. Be Punctual; be on time
- VI. Follow all school rules and safety procedures
- VII. NO HORSE PLAY; BE RESPECTFUL
- VIII. Work as a unit, as a cohesive team; respectfully challenge one another

Ethical Use of Technology:

Access to technology is a privilege, not a right. In order to maintain that privilege, each student user is expected to act in a responsible, ethical, and legal manner, in accordance with the rules that are provided. Failure to comply with these rules may result in a consequence in which that student sees those privileges revoked.



Science

The long range goals for students of the Dunsmuir Joint Union High School District Science programs are to provide continuing opportunities for students to develop competencies in the following ways:

- Address the requirement for graduation as specified by the State of California
- Gain skills in efficient and effective science inquiry
- To learn the scientific processes of observing, comparing, classifying, hypothesizing, experimenting, inferring and predicting
- To learn the processes involved in making discoveries
- To provide practice of these processes to utilize the organizational relationships of knowledge and understanding

Dunsmuir Joint Union High School District attempts to bring its students to a fuller understanding of the environment through multi-leveled courses in the life and physical sciences.

Courses Offered:

Human Physiology & Anatomy

Biology

Physics

Robotics

Human Physiology & Anatomy

Instructor: Alison Howard	E-Mail: ahoward@dunsmuirhigh.k12.ca.us	Room 207
Units: 10	Prerequisites: None1`	A-G: G

Human physiology and anatomy

Mrs. Howard

Office hours every morning and 3:30-4:00

Book

Essentials of Human Anatomy and Physiology eighth edition

Course Expectations

Students will study the structure and function of the human body. Students will learn how various systems work together to accomplish life task. This is a fascinating subject that lead to a better understanding of both human body functions but of all animals as well.

Teacher Philosophy

I will not try to fool the students. There will be no trick questions or assignments. Students will know what is expected of them for any given assignment and test. Projects are clearly outlined. Tests questions are given before the test as warm up questions or as a test review. This is a college preparatory class and I teach it as such.

Every single student can pass if they choose. The choice is up to them.

Supplies

The students will need to bring to every class

A composition book

Blue or Black pen or pencil (no fancy colors)

Class rules

No gum

No electronic devices such as IPOD and cell phones

Be to class on time

Respect others and yourself

Come prepared to learn every class

Homework

The homework falls in to two main types:

Type 1

The student will complete unfinished work from class. If a student needs more than regular class time to finish an assignment the student can take home to complete and turn in at the next class time.

Type II

The student will often be given projects, about every four to six weeks. A student has the freedom to choose his or her grade. What the student needs to do to receive an "A", "B", "C", or "D" will be clearly outlined. The student essentially chooses their grade by completing their work to the grading standard. The only exception to the choice policy is group projects.

NO LATE WORK IS ACCEPTED!!!!

Class work

Class work will vary on any given day. Participation in these assignments is mandatory.

Test

There are four kinds of tests for this course

Type 1

Quizzes to be given every week to two weeks. The value of quizzes is approximately 15-30 points.

Type II

Tests to be given at the end of every unit. These are a compilation of the quizzes. The test value is between 50-100 points.

Type III

Mid terms will be given at the half point of each semester. They are counted as 10% of a students overall grade. The students will be given a detailed study guide. Please note, mid term questions make up half of the questions found on the final.

Type IV

Final will be given at the end of each semester. A student will not complete this course without taking the final. This is worth 20% of a student's comprehensive grade.

Laboratory

Students will have a lab exercise at least every week. To participate in the lab exercises the students must pass laboratory safety test. The students must closely adhere to laboratory rules and guidelines. Failure may result in a student being excluded from lab.

Grades

There are no curves in this course. The grading scale is as follows

- * Test will be weighted 25% of overall grade
- *Laboratory exercises 25% of overall grade
- *Participation 25% of overall grade
- *In class assignments 25% of overall grade

Make up work

The student is responsible for make up work. I have the homework posted next to the door any worksheets will be in a box at the back of class.

If a test is missed the student needs to make an appointment to make it up. The student has only one week to make up any missed work.

Behavior modification

In this class you are expected to show respect for yourselves and others

Basically follow all rules established in Kindergarten.

If you are asked to leave class for any reason you will not be allowed back until we can discuss a behavior plan for you.

Course outline

The course standard can be found at www.cde.ca.gov. Click on anatomy content standards and frameworks.

General

- 1) All student work is to be completed in the composition book due every Friday
- 2) Cheating will not be tolerated!
- 3) Students may request a copy of the lecture power point the day after the lecture is given
- 4) Textbook are required every Monday

Safety rules

class safety rules will be outlined on a separate document.

Parent/ Guardian signature_____

Student signature_____

Student email_____

Biology

Instructor: Alison Howard	E-Mail: ahoward@dunsmuirhigh.k12.ca.us	Room 207
Units: 10	Prerequisites: None1`	A-G: D

The Living Planet

Office hours: every day 3:30-4:00

Email: ahoward@dunsmuirhigh.k12.ca.us

Book: HMH CA Science dimensions

Course description:

This course is the scientific exploration of our unique and precious planet. We will be studying the distribution of nutrients and energy across the planet, including scientific skills, cellular processes, biochemistry, genetics, natural selection, ecology, human body systems, and how the planet interacts with life and the social implications of science on society.

This course will focus on the diversity of organisms from their chemical constituents through their ecological roles. In this class there will be an emphasis on activities and laboratory exercises that will promote problem solving, refine laboratory procedure, and strengthen reading, writing and math skills. In this course students will be involved in outdoor field studies and will be encouraged and rewarded for the exploration of personal avenues of interest in science.

Teacher Philosophy:

I will not try to fool the students. There will be no trick questions or assignments. Students will know what is expected of them for any given assignment and test. Projects are clearly outlined. Tests questions are given before the test as warm up questions or as a test review. This is a college preparatory class and I teach it as such.

Every single student can pass if they choose. The choice is up to them.

Supplies

The students will need to bring to every class and turn in every Friday

- A composition book
- Blue or Black pen or pencil (no fancy colors)

Class rules

- Be polite!!
- No electronic devices without permission
- Be to class on time

- Respect others and yourself
- Come prepared to learn every class

Tardy policy

As outlined in the Dunsmuir High student handbook

Behavioral policy

As outlined in the Dunsmuir High student handbook

Homework

The homework falls in to two main types:

Type 1

The student will complete unfinished work from class. If a student needs more than regular class time to finish an assignment the student can take home to complete and turn in at the next class time.

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The student will often be given projects, about every four to six weeks. A student has the freedom to choose his or her grade. What the student needs to do to receive an "A", "B", "C", or "D" will be clearly outlined. The student essentially chooses their grade by completing their work to the grading standard. The only exception to the choice policy is group projects.

NO LATE WORK IS ACCEPTED!!!!

Class work

Class work will vary on any given day. Participation in these assignments is mandatory.

Test

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Mid terms will be given at the half point of each semester. They are counted as 10% of a students overall grade. The students will be given a detailed study guide. Please note, mid term questions make up half of the questions found on the final.

Type IV

Final will be given at the end of each semester. A student will not complete this course without taking the final. This is worth 20% of a student's comprehensive grade.

Laboratory

Students will have a lab exercise at least every week. To participate in the lab exercises the students must pass laboratory safety test. The students must closely adhere to laboratory rules and guidelines. Failure may result in a student being excluded from lab.

Grades

There are no curves in this course.

The favor

I make extraordinary effort to best help students learn. I do not accept late work however every student gets a favor every semester. If you have both at the end of the year you will get a letter grade bump on your final.

Make up work

- The student is responsible for make up work. I have the homework posted next to the door any worksheets will be in a box at the back of class.
- If a test is missed the student needs to make an appointment to make it up. The student has only one week to make up any missed work.

Ethical use of technology

The Internet provides invaluable resources and communications to Dunsmuir High School Students. Students accessing the Internet are representing our school and therefore have a responsibility to use the Internet in a productive manner that meets the ethical and moral standards of an educational institution. Our goal is to provide Internet access to facilitate resource sharing, innovation, and communication as a tool to promote educational excellence.

Access to technology is a privilege, not a right. In order to maintain that privilege, each technology user is expected to act in a responsible, ethical, and legal manner, in accordance with the rules that are provided. Failure to comply with these rules may result in loss of that privilege.

Course outline

Unit 1- Earth

Unit 2 - Ecology

Unit 3- the cell

Unit 4- genetics

Unit 5 -History of the world

Unit 6- evolution and the diversity of life

Unit 7- the human body

I have read and understand the living earth course syllabus. I understand the best way to help my students is to check with my students every Thursday, look in their composition books and quiz them for the upcoming quiz.

Student signature_____

Parent/ guardian signature_____

Please list anything I should know about your student. The more I know the more I can help your student learn.

Physics

Instructor: Mrs. Howard	E-Mail: ahoward@dunsmuirhigh.k12.ca.us	Room 207
Units: 10	Prerequisites: None	A-G: D

Physics of the Universe

Office hours: every day 3:30-4:00

Book: HMH Physics in the Universe

Course description:

This is a fun science class, we will learn about the forces that underpin our entire universe. Students will connect the forces through our planet, galaxy and beyond. We will trace the forces from the big bang to cold out. We will use mathematics to investigate and explain phenomenon. We will apply math, observations and scientific skills to explain the universe.

Teacher Philosophy:

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Every single student can pass if they choose. The choice is up to them.

Supplies

The students will need to bring to every class and turn in every Friday

- A composition book
- Blue or Black pen or pencil (no fancy colors)

Class rules

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Type IV

Final will be given at the end of each semester. A student will not complete this course without taking the final. This is worth 20% of a student's comprehensive grade.

Laboratory

Students will have a lab exercise at least every week. To participate in the lab exercises the students must pass laboratory safety test. The students must closely adhere to laboratory rules and guidelines. Failure may result in a student being excluded from lab.

Grades

There are no curves in this course.

The favor

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Make up work

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Course outline

Unit 1- scientific method and sig figs

Unit 2 – mechanics in one dimension

Unit 3- mechanics in two dimensions

Unit 4- momentum and energy

Unit 5 -waves and light

Unit 6- electricity and magnetism

Unit 7- subatomic physics

Unit 8- space

I have read and understand the physics course syllabus. I understand the best way to help my students is to check with my students every Thursday, look in their composition books and quiz them for the upcoming quiz.

Student signature _____

Parent/ guardian signature _____

Please list anything I should know about your student. The more I know the more I can help your student learn.

Robotics

Instructor: Mr. Champe	Email: kchampe@dunsmuirhigh.k12.ca.us Phone: (530) 945-6105	Room 200 2:30 – 3:30
Units: 10	Pre-requisite: None	A-G: G

All classes will be zoomed from 2:30 - 3:30 participation is mandatory

Zoom ID: 953 5333 0404

Zoom Password: 741271

Students will need to sign up for Khan Academy, google classroom and powerschool.

Course Description/Objectives:

Space Science and Engineering (Robotics) is an integrated Physics and Engineering Technology program that will allow students to study physics and pre-engineering in a unique way that blends a traditional science course with the principles of engineering and technology. In addition to classroom activities, experiments and labs, students will investigate physics through the design and fabrication of robotic and automated systems. Students will design and program robots using the VEX robot design system. This system utilizes a programming language called C-programming where students will learn and implement programs that are designed via computers.

COURSE GOALS:

1. To lead each student to an understanding of the most important concepts of engineering, coding and physics.
2. To give students the knowledge on how to use technological resources available to them.
3. To give practical exercises that students may use throughout their lives.
4. To respect the right of each person, to listen, to practice, and to learn without distraction.
5. To instill personal responsibility for ones own conduct and performance.

COURSE OBJECTIVES:

Upon completion of this course, students will be able to:

1. Develop engineering journal
2. Code and program in many platforms
3. Design and engineer projects

4. Problem solve engineering issues
5. Program robots
6. Have working knowledge of drones

Ethical Use Of technology:

The Internet provides invaluable resources and communications to Dunsmuir High School students. Students accessing the Internet are representing our school and therefore have a responsibility to use the Internet in a productive manner that meets the ethical and moral standards of an educational institution. Our goal is to provide Internet access to facilitate resource sharing, innovation and communication as a tool to promote educational excellence.

Access to technology is a privilege, not a right. In order to maintain that privilege, each technology user is expected to act in accordance with the rules that are provided. Failure to comply with these rules may result in loss of that privilege.

DAILY REQUIREMENTS:

Students are expected to bring the following items to class **everyday** :

1. Chromebook
2. Engineering journal

STUDENT RESPONSIBILITIES/CLASS EXPECTATIONS:

The student is expected to:

- Be prepared. Come to class prepared to work.
- Be present. Listen carefully and take notes. Work quietly in your assigned seat. Keep electronic devices put away. (If they are out during class I will confiscate them and turn the device in to the school office staff.)
- Be honest.
- Be respectful. Clean up after yourself. Remain seated during the entire class period. Remember the teacher dismisses you not the bell.
- Be on time. Excessive tardies will be referred to administration.
- Ask questions right away if you do not understand something. **DO NOT WAIT UNTIL THE DAY BEFORE THE TEST OR QUIZ TO ASK FOR HELP.**
- Follow all school rules.

The rules and expectations apply at all times.

CONSEQUENCES:

1. Verbal warning
2. Removal from the classroom and a conference with me
3. Lunch or after school meeting (20 minutes minimum)
4. Continued discussion including a call home
5. Conference with an administrator and me Parents or Guardians may be called or emailed at any time during this process.

GRADING:

- 90-100% A - Superior. The student has demonstrated a quality of work and accomplishment far beyond the minimum requirements and shows originality of thought and mastery of material.
- 80-89% B Above average. The student's achievement exceeds the minimum requirements, showing a clear indication of initiative and grasp of the subject.
- 70-79% C Average. The student has met the minimum requirements and has demonstrated good comprehension of the subject and reasonable ability to handle ideas.
- 60-69% D Below Average. The student's accomplishment (while still passing) leaves much to be desired. Minimum requirements have been met but were inadequate.
- 59% F Failure. The student has not met the minimum requirements.

LATE WORK:

You will be given ample time to work on your assignments. How you use your time is up to you. 1 day late you lose 25%, 2nd day late lose 50%, anytime after that lose 75%.

Projects:

Quizzes:

- Quiz's are worth 10 points.

Tests:

- Tests are worth 100 points.

Homework:

Homework is graded and posted at the end of each quarter and is worth 100 points.

Class participation is a combination of in class assignments, homework and use of class time.

ATTENDANCE:

Students are expected to comply with all attendance and behavior policies.

MAKE-UP WORK:

It is the duty of THE STUDENT to make up material missed. Failure to comply will result in a zero.

AVAILABILITY:

If you have any questions please email me and we can make arrangements
kchampe@dunsmuirhigh.k12.ca.us

NOTE TO PARENT:

Thank you for taking an interest in your child's learning by reviewing this letter yourself and with your child. I look forward to sharing this semester with your child and challenging them to excel.

Sincerely,

Mr. Champe

By signing this you agree to the terms of the syllabus and understand the expectations for Robotics

Student signature

Parent/Guardian signature



Social Sciences

The long range goals for students of the Dunsmuir Joint Union High School District Social Science programs are to provide continuing opportunities for students to develop competencies in the following ways:

- Address the requirement for graduation as specified by the State of California
- Gain skills in efficient and effective social science inquiry

The Social Sciences program focuses on the development of effectively functioning human beings who choose to be active members of their communities and exercise their duties, right and obligations of citizenship. In part, the achievement of responsible citizenship will be shown in the student's respect and understanding of themselves and others.

Students must acquire concepts about human behavior in the context of human societies. Processes to be learned are: critical thinking, problem-solving, study skills, reading and interpreting charts, graphs and maps, self-direction and social participation. Students will learn about man's relationship to his human and natural environment including the wise use of natural resources, eastern and western cultures and civilizations and contemporary issues of global politics.

Instruction also provides the foundation for understanding the history, resources, development and government of California and the United States of America. Topics include the operation of the juvenile and criminal law of the State and Federal Constitutions and the development of the American economic system including the role of the entrepreneur and labor.

Courses Offered:

American Government/Economics
United States History
Western Civilization
World Cultures and Arts

American Government and Economics

Instructor: Jacob Mekeel	E-Mail: jmekeel@dunsmuirhigh.k12.ca.us	Room 203
Units: 10	Prerequisites: None	A-G: A

Course description:

Government: During the course of this class, we will study the system of American government, what it means to be a citizen in that system and current events involving our nation's political system. While doing so we will attempt to use analysis and discussion to further your critical thinking and logic skills while preparing you to be an informed and engaged citizen.

Economics: This course provides a non-technical introduction to the basic concepts in economics, with a focus on the United States. Using a small number of fundamental economic concepts, this course provides a foundation for informed decision making regarding current economic debates.

Rules/Behavior: In this classroom you will be respectful to the instructor and to your classmates; any act of disrespect will garner an appropriate consequence for the offense.

- **Cell phones:** There will be no cell phones out in class without permission. If there is a pressing matter in which you need your phone you must get permission to take it out, otherwise it will be taken away for the class period and repeat offenses will incur confiscation of the phone to the office and to be held until a parent retrieves it.

Attendance: Be here, be on time. Habitual absences will cause a difficult time for you and your learning process.

Late work/missing assignments: Assignments will be docked 25% of the total points possible for each day late. If you have an excused absence you have however many days you were excused to complete the work without penalty. You must show me your absent slip that says you received an excused absence (Leaving school for a sporting or other school event is not an excused absence; work must be completed and turned in ahead of time)

If you are absent it is your responsibility to find out what you missed and gather the appropriate materials to complete what you have missed.

Distance Learning Component: Distance learning component will be used for both the students who are attending class in person and students who have chosen to participate in the distance learning program. Doing this will help if a student decides at a later date they want to participate in the distance learning program. Khan Academy, ReadWorks, and Google Classroom will be required for you to sign up for in order to complete the work given throughout the class.

Grades: All points for each type of assignment will be given equal weight, letter grade to percentage ratio is as follows:

GRADING SCALE IN PERCENTAGES:

93-100%=A

90-92%=A-

86-90%=B+

83-86%=B

80-82%=B-

77-79%=C+

73-76%=C

70-72%=C-

67-69%=D+

63-66%=D

60_62%=D-

59% or below=F

U.S. History

Instructor: Jacob Mekeel	E-Mail: jmekeel@dunsmuirhigh.k12.ca.us	2019-20
Units: 10	Prerequisites: None	A-G: A

Course description: During the course of this class, we will study the history of the United States beginning with its conception and continue until modern issues. While doing so our learning will center around issues socially and culturally relevant to our world today and be taught through means indented to encourage critical thinking and enhance skills in language arts and logic with the intention of preparing you to be an informed and engaged citizen and to serve as a foundation for your courses next year.

Rules/Behavior: In this classroom you will be respectful to the instructor and to your classmates, any act of disrespect will garner an appropriate consequence for the offense.

- **Cell phones:** There will be no cell phones out in class without permission. If there is a pressing matter in which you need your phone you must get permission to take it out, otherwise it will be taken away for the class period and repeat offenses will incur confiscation of the phone to the office and to be held until a parent retrieves it.

Attendance: Be here, be on time. Habitual absences will cause a difficult time for you and your learning process.

Late work/missing assignments: Assignments will be docked 25% of the total points possible for each day late.

If you have an excused absence, you have however many days you were excused to complete the work without penalty. You must show me your absent slip that says you received an excused absence (Leaving school for a sporting or other school event is not an excused absence; work must be completed and turned in ahead of time)

If you are absent, it is your responsibility to find out what you missed and gather the appropriate materials to complete what you have missed.

Distance Learning Component: Distance learning component will be used for both the students who are attending class in person and students who have chosen to participate in the distance learning program. Doing this will help if a student decides at a later date, they want to participate in the distance learning program. Khan Academy, ReadWorks, and Google Classroom will be required for you to sign up for in order to complete the work given throughout the class.

Grades: All points for each type of assignment will be given equal weight, letter grade to percentage ratio is as follows:

GRADING SCALE IN PERCENTAGES:

93-100%=A

90-92%=A-

86-90%=B+

83-86%=B

80-82%=B-

77-79%=C+

73-76%=C

70-72%=C-

67-69%=D+

63-66%=D

60_62%=D-

59% or below=F

Western Civilization

Instructor: Jacob Mekeel	E-Mail: jmekeel@dunsmuirhigh.k12.ca.us	Room 203
Units: 10	Prerequisites: None	A-G: A

Course Description

This course will focus on the history of Western Civilization from its conception until the modern era. We will study various themes aimed at bringing students to a general idea of how and why the world is the way it is present day. While doing so we will focus heavily on several different skill sets which will become extremely useful outside the sphere of history, they include: Reading comprehension, writing proficiently, finding and using evidence, justifying opinions, and communicating effectively.

Rules/Behavior: In this classroom you will be respectful to the instructor and to your classmates; any act of disrespect will garner an appropriate consequence for the offense.

- **Cell phones:** There will be no cell phones out in class without permission. If there is a pressing matter in which you need your phone you must get permission to take it out, otherwise it will be taken away for the class period and repeat offenses will incur confiscation of the phone to the office and to be held until a parent retrieves it.

Attendance: Be here, be on time. Habitual absences will cause a difficult time for you and your learning process.

Late work/missing assignments: Assignments will be docked 25% of the total points possible for each day late. If you have an excused absence, you have however many days you were excused to complete the work without penalty. You must show me your absent slip that says you received an excused absence (Leaving school for a sporting or other school event is not an excused absence; work must be completed and turned in ahead of time)

If you are absent, it is your responsibility to find out what you missed and gather the appropriate materials to complete what you have missed.

Distance Learning Component: Distance learning component will be used for both the students who are attending class in person and students who have chosen to participate in the distance learning program. Doing this will help if a student decides at a later date, they want to participate in the distance learning program. Khan Academy, ReadWorks, and Google Classroom will be required for you to sign up for in order to complete the work given throughout the class.

Grades: All points for each type of assignment will be given equal weight, letter grade to percentage ratio is as follows:

GRADING SCALE IN PERCENTAGES:

93-100%=A

90-92%=A-

86-90%=B+

83-86%=B

80-82%=B-

77-79%=C+

73-76%=C

70-72%=C-

67-69%=D+

63-66%=D

60-62%=D-

59% or below=F

World Cultures & Art

Instructor: Jeff Cannon	E-Mail: jcannon@dunsmuirhigh.k12.ca.us	Room 105
Units: 10	Prerequisites: None	A-G: A

Syllabus for World Cultures and Art

Instruction Time:

- Monday-Friday from 9:35-10:35

Course Objective:

- The course objective is to historically broaden, stimulate, and generate thinking of students in the areas of today's science, faith, economics, politics and social issues/questions as based upon the writings, speeches, and art of such philosophers, politicians, and scientist as Lao-Tse, Niccolo Machiavelli, John Locke, John Adams, Karl Marx, Jean-Jacques Rousseau, Francois-Marie Arouet de Voltaire, Isaac Newton, Henry David Thoreau , Ralph Waldo Emerson, Margaret Fuller, and more, as well as the belief systems of the Islamic faith, the Tao Te Ching, and Christianity.
- Students will be able to demonstrate their comprehension, internalization, and application of the above source material through their own presentations, writings and debates conducted throughout the course.

Source Materials (May include but not limited to):

- The Holy Bible
- The Tao Te Ching, by Lao-Tse
- The Tao of Pooh, by Benjamin Hoff
- The Crisis of Islam, by Bernard Lewis
- The Communist Manifesto, by Karl Marx and Friedrich Engels
- Political Writings of John Locke, edited by David Wootton
- And the writings/essays found in: The Portable Conservative Reader, edited by Russell Kirk; The Portable Enlightenment Reader, edited by Isaac Kramnick
- And MORE

Course Assignments (Included but not limited to):

- Active and lively class discussions
- Student presentations based on source materials
- Student writings/documentaries which seek to answer questions and offer solutions to situations of the present day world
- Student individual and collective debates
- Test and quiz assessments

Grades:

- I. Grades will be based on a points system
- II. Class Participation 20 points weekly
- III. Quizzes: Will vary from 10 to 50 points
- IV. Presentations/Essays: Will be 75 points
- V. Final Drafts of Papers: Will be 100 points

Outline for

World Cultures and Arts (subject to change)

1. Taoism: How do you look at the world? (**August and September; Assignment TBD due 9/30**)
 - a. Tao Te Ching
 - b. Buddhism
 - c. Confucianism
2. Martin Luther King Jr. verses Malcolm X: Can't we all just get along? (**October; Assignment TBD due 10/30**)
 - a. Peaceful verses Violent protests
3. Transcendentalists: Who were they and do they still exist? (**November; Assignment TBD due 11/20**)
 - a. 1800 to 1900
4. Markets and Governing People: What a free market is and how should it be governed? (**December; Assignment TBD due 12/16**)
 - a. Adam Smith
 - b. Niccolo Machiavelli
 - c. John Locke
5. States of Control? Or Culture of Power? (**January; Assignment TBD due 1/29**)
 - a. Napoleon
 - b. Karl Marx
 - c. Adolf Hitler
6. Judaism: Can an old faith be relevant today? (**February; Assignment TBD due 2/26**)
 - a. The Kabala
7. Christianity: Is it a philosophy and a way of living? (**March; Assignment TBD due 3/26**)
 - a. New Testament (the Gospels)
8. Islam: What is it and has it always been the same? (**April; Assignment TBD due 4/30**)
 - a. Bernard Lewis
 - b. Muhammad's Teachings

Reading Standards for Informational Text (included but not limited to):**Key Ideas and Details**

1. Cite strong and thorough textual evidence to support analysis to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Writing Standards**Text Types and Purposes**

1. Write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introducing precise knowledge claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, counterclaims, reasons, and evidence.
 - b. Develop claims and counter claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counter claims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
 - f. Use specific rhetorical devices to support assertions (e.g., Appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA

Student Expectations:

- VI. RESPECT IS DEMONSTRATED WITH EYES, EARS AND FOCUS ON THE INDIVIDUAL THAT HAS THE FLOOR; it is expected that students will demonstrate this definition of RESPECT to all
- VII. Students **must** be in their assigned seat prior to the tardy bell
- VIII. Students **must** adhere to the school dress code
- IX. Students are responsible for their possessions; the English Department will not be responsible for lost items
- X. ELECTRONIC DEVICES USAGE IS NOT PERMITTED IN CLASS UNLESS SPECIFIED BY THE TEACHER AS NECESSARY FOR A GIVEN ASSIGNMENT; **THEY WILL BE CONFISCATED BY TEACHER—NO EXCEPTIONS**

Attendance:

All students with an excused absence have the opportunity to make up those days missed. Make-up assignments are chosen by the teacher. Make-up assignments are to be completed in a timely manner and decided upon by the teacher. Students with an unexcused absence may not have the opportunity for make-up assignments.

Classroom Boundaries and Expectations:

- IX. Be **RESPECTFUL** throughout the class period
- X. NO Electronic Devices
- XI. Sunglasses are outdoors only
- XII. Be Punctual; be on time
- XIII. Follow all school rules and safety procedures
- XIV. NO HORSE PLAY; BE RESPECTFUL
- XV. Work as a unit, as a cohesive team; respectfully challenge one another; manager **yourself**
- XVI. HAVE FUN (after all, it’s about self-expression)
- XVII. Knew limits and expectations can be applied

*Periodically, students will be asked to write a report or research various issues. It is the expectation that all Dunsmuir High School students have pride, strength and will to adhere to high ethical and moral self-standards. It is believed that students will follow these acknowledgements and principles:

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Signatures:

I have read and understand that the classroom expectations are for my safety and will comply with them at all times:

Student Signature Date

I have read and understand these classroom expectations and have talked them over with my student child:

Parent/Guardian Signature Date



Visual and Performing Arts

The long range goals for students of the Dunsmuir Joint Union High School District Visual and Performing Arts programs is to provide continuing opportunities for students to develop competencies in several ways, as follows:

- Arts education will promote literacy, citizenship and vocational skills.
- Through representative artwork students learn of their own and diverse world cultures.
- The Arts teaches the value of each culture and the importance of the unique individual contribution.
- As students develop skills to analyze, communicate and create in the arts, they learn the value of their own individual contribution to society.
- The Arts helps to humanize and instruct our young people to succeed in the global community.

There are a variety of routes to competency in the visual and performing arts, and students will achieve competency at different rates and in different ways. Arts education must provide learning experiences to accommodate a wide variety of talent, ability and interests. To be considered competent in the Arts, the secondary student must be able to communicate at a basic level in the visual and performing arts through the skilled use of basic vocabulary, materials, tools and techniques. They must also communicate proficiently in at least one art form showing their ability to define and solve artistic problems and express personal ideas and values.

Classes offered:

Art

Desktop Publishing (Yearbook)

Drama I & II

Music

Foreign Language – see World languages below

Art 1 & 2

Instructor: Mr. Champe	Email: kchampe@dunsmuirhigh.k12.ca.us	Room 104
	Phone: (530) 945-6105	1:25 – 2:25
Units: 10	Pre-requisite: None	A-G: F

Phone: (530) 945-6105

Students will need to sign up for Khan Academy, google classroom and PowerSchool.

COURSE DESCRIPTION:

Integrated Art 1/2 is a course that explores many forms, techniques and mediums of art. Students will be exposed to drawing, painting, sculpture and ceramics. Students will explore these techniques in many cultures and periods of art. Students will learn and apply the elements and principles of art to produce creative art projects that reflect their understanding of these concepts. Students will also evaluate their own work as well as the works of others.

COURSE GOALS:

1. To lead each student to an understanding of the elements and principles of art and giving them a firm foundation for further study.
2. To give students the knowledge on how to use tools, techniques and resources available to them.
3. To give practical exercises that students may use to enrich their lives in all creative ventures.
4. To respect the right of each person, to listen, to practice, and to learn without distraction.
5. To instill personal responsibility for one's own conduct and performance.

COURSE OBJECTIVES:

Upon completion of this course, students will be able to:

1. Understand and use the elements and principles of art in their works
2. Have an online student work portfolio of art projects created in class
3. Acquire the vocabulary necessary to discuss, interpret, analyze, and critique examples of visual expression that they create and work done by established designers and artists

Ethical Use Of technology:

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DAILY REQUIREMENTS:

Students are expected to bring the following items to class **everyday** :

1. Sketch Book

STUDENT RESPONSIBILITIES/CLASS EXPECTATIONS:

The student is expected to:

- Be prepared. Come to class prepared to work. This includes having your book, notebook, writing utensils and homework.
- Give 100% on every project, even if you do not care for it
- Be on time
- Clean up after yourself (Students will be assigned shifts to clean paint room)
- Do not waste
- Demonstrate respect

Cell Phone Use:

IN this class cell phones are for: photographing artwork and researching reference images. Cell phones should be placed in the pocket chart at the front of class. IN this class cell phones are not for: watching movies/shows/videos, texting, taking selfies, snapchats, social networking, or making calls. If devices become a distraction or a disruption to learning they will be confiscated and turned into the office.

CONSEQUENCES:

1. Confiscated
2. In House retention
3. Suspension

GRADING:

- 90-100% A - Superior. The student has demonstrated a quality of work and accomplishment far beyond the minimum requirements and shows originality of thought and mastery of material.
- 80-89% B Above average. The student's achievement exceeds the minimum requirements, showing a clear indication of initiative and grasp of the subject.
- 70-79% C Average. The student has met the minimum requirements and has

demonstrated good comprehension of the subject and reasonable ability to handle ideas.

60-69% D Below Average. The student's accomplishment (while still passing) leaves much to be desired. Minimum requirements have been met but were inadequate.

59% F Failure. The student has not met the minimum requirements.

Student's grade is a composite of Khan Academy completion, sketchbook, and portfolio.

Online portfolio:

- Online portfolios are graded 2 times in the term. Once at each progress reporting period and once at the end of each semester.
- Portfolio grades will be based on having,
 - * A photo of each work of art.
 - * A description of your artwork. (Process, what you learned, methods...)
 - * Slideshow accuracy and format.

LATE WORK

Late work will not be marked down, but will be recorded as a zero in the gradebook until turned in.

ATTENDANCE:

Students are expected to comply with all attendance and behavior policies.

It is the duty of THE STUDENT to make up material missed. Failure to comply will result in a zero.

AVAILABILITY:

If you have any questions please email me and we can make arrangements

kchampe@dunsmuirhigh.k12.ca.us

NOTE TO PARENT:

Thank you for taking an interest in your child's learning by reviewing this letter yourself and with your child. I look forward to sharing this semester with your child and challenging them to excel.

Sincerely,
Mr. Champe

By signing this you agree to the terms of the syllabus and understand the expectations for Art 1/2

Student signature

Parent/Guardian signature

Drama 1 & 2

Instructor: Alysia. Garcia	E-Mail: agarcia@sisnet.ssku.k12.ca.us	Room 205
Units: 10	Prerequisites: No	A-G: F

Welcome to Mrs. Garcia's Drama Class!

Text:

Various Scripts and Notes

Drama 1: The main focus of drama 1 is basic introductory skills one needs on stage. These include, but are not limited to: stage directions, vocalization, body language and movement, learning to evoke certain emotions, improvisational skills, script writing, monologue performances, and movie analysis.

Drama 2 is where we turn our focus to actually performing a play for the school. It is the real life application of the skills mastered in drama 1.

Materials:

Students must bring pens/pencils, paper, ect every day. Be prepared to write! DO NOT rely on me to supply these for you. If bringing supplies becomes a problem, then it will affect your grade.

Masks are to be worn at all times. All social distancing measures and protocols must be respected. This means no touching each other or other people's things. If you cannot abide by this, you will be asked to leave for the health and safety of everyone in the classroom.

Attendance:

Attendance to class is extremely important since many of the assignments we will be doing are in class. I do not believe in giving out tons of homework in the form of 'busywork', so please be in your seat, by the time the tardy bell rings. You get three free tardies, and then you will get a consequence. If you know you are going to be absent, just let me know! I am more than willing to work with you to get materials ahead of time. If you miss class, it is not my responsibility to make sure you get the work. Come and talk to me to get any work you may have missed.

Bathroom:

Only for emergencies. Due to cleaning and Covid-19 policies and procedures, you must only go during the passing period. If it is an emergency, let me know, but you should go before you get to class.

Food and/or drink:

Water only. This is a school-wide policy.

Seating:

Seating will be done single file as students walk into class to minimize crossing paths with each other. You will start at the front and file in. If there is a special circumstance, please see me. I reserve the right to change the seating arrangement at any time.

Grading/Assignments/Homework/Late Work:

When I give assignments, I expect them on the day that they are due. I dock 10% for each day that something is late up to 50%. If your absences are excused, as per school rules, you get 1 day per excused absence to make up the work. Much of the work in drama is group work, so being absent will not only affect your grade.

Your grade will be made up of assignments, quizzes, tests, in class performances, and participation in a production. Most of what we do in this class will require in class writing, practicing, and performing.

Rehearsal time will mostly be during class, but there will be times that we rehearse after school. Unless otherwise specified, you are required to attend all of these. If you miss more than three after school rehearsals without letting me know ahead of time, you will receive an F in the class.

Standards for Grading:

A	100.00-92.00%		C	77.99-72.00%
A-	91.99-90.00%		C-	71.99-70.00%
B+	89.99-88.00%		D+	69.99-68.00%
B	87.99-82.00%		D	67.99-62.00%
B-	81.99-80.00%		D-	61.99-60.00%

C+	79.99-78.00%		F	59.99 and below
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Major Rules:

Respect is the number one policy that I live and teach by. I expect all students, in and outside my classroom, to behave respectfully towards one another, no matter race, religion, beliefs, orientation, etc. Bullying will not be tolerated. If I discover disrespectful behavior, those students responsible will be asked to leave my class. Respect includes language as well as actions. This includes your behavior towards audience members and other staff and/or volunteers. Please be nice to each other!

Plagiarism/cheating:

If you plagiarize, I will contact your parent/guardian and give you an F on the assignment. If you do it again, I will set up a meeting with the Principal and your parent/guardian. You could also get a possible F in the class.

Cell phones/electronic device policy:

Cell phones are not to be used in my classroom. The first time it goes off or is out is a warning. After that, it goes to the office and it is an automatic detention.

Ethical Use of Technology:

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I, _____ (parent name) have read and/or gone over these with my student.

_____ (parent signature)

_____ (date)

I, _____ (student name), agree to adhere by these rules.

_____ (student signature)

_____ (date)

Additionally, there may be times in this class that we watch movies related to our source material. Usually, if we watch a movie, students will need to analyze some part of the film (characterization, emotion, vocals, etc). These movies may be rated PG-13 or R. Most of the time, I get my movies from Netflix instant streaming so that parents are free to preview these movies. If you have any questions or concerns about the movies we will watch, feel free to email me at agarcia@sisnet.ssku.k12.ca.us

I, _____ (parent name), give my student _____ (student name) permission to watch PG-13 or R rated movies as part of the Drama curriculum.

_____ (parent signature)

_____ (date)

Music

Instructor: Jeff Cannon	E-Mail: jcannon@dunsmuirhigh.k12.ca.us	Room 105
Units: 10	Prerequisites: None	A-G: F

Freshman thru Senior

Instruction Days:

- I. Monday, Wednesday and most Fridays

California Standards covered by this course:

This is an elective course, and while there may be California State Standards for a mandatory Fine Arts course, due to this course's nature and elective status, there are no standards.

Course Description:

We believe that music is a vital component in the development of the human experience. It is our mission to provide an equal opportunity to our students, throughout the semester's planned activities, for musical and instrument development in the areas of: Scales (knowledge and proficiency); Chords (knowledge and utilization); Beginning Music Theory; Music Appreciation. Our program will allow students the opportunity to develop individual beginning level playing skills.

Student Expectations:

- XI. RESPECT IS DEMONSTRATED WITH EYES, EARS AND FOCUS ON THE INDIVIDUAL THAT HAS THE FLOOR; it is expected that students will demonstrate this definition of RESPECT to all
- XII. Students **must** be in their assigned seat prior to the tardy bell
- XIII. Students **must** adhere to the school dress code
- XIV. Students are responsible for their possessions; the English Department will not be responsible for lost items
- XV. ELECTRONIC DEVICES USAGE IS NOT PERMITTED IN CLASS UNLESS SPECIFIED BY THE TEACHER AS NECESSARY FOR A GIVEN ASSIGNMENT; **THEY WILL BE CONFISCATED BY TEACHER—NO EXCEPTIONS**

Medical Excuses and Excused Absences:

- IV. Students are still required to make-up ALL excused absences
- V. In the event a student must miss or have class participation modified for 1 to 3 days due to a medical condition, a written note from a parent or legal guardian is required
- VI. Dated notes, **written by the parent/guardian**, must include:
 - The student's full name
 - A phone number to reach the parent/guardian
 - The specific limitations of the student
 - A parent/guardian signature

*More than three days on a medical excuse will require a note from a physician, indicating the student's limitation and expected length of modification.

**Student Athletes who miss class due to a Dunsmuir High School athletic event are still required to provide a make-up work assignment in place of the time missed in class.

Attendance:

All students with an excused absence have the opportunity to make up those days missed. Make-up assignments are chosen by the teacher. Make-up assignments are to be completed in a timely manner and decided upon by the teacher. Students with an unexcused absence may not have the opportunity for make-up assignments.

Grades:

- I. All assignments, test, etc will be on a points system; students will be graded on:
 - A. Participation/Attendance: 20 points weekly (4 points per day), 1 point deduction for being late, up to 4 points deducted for behavior/lack of participation/staying on task
 - B. Scales: 5-100 points per scale study
 - C. Chords: 5- 100 points per chord study
 - D. Research Projects/Songs/Quizzes/Test: 20-100 points each
 - E. Respectful Group-work
 - F. Song Presentations: 50-100 points
 1. Winter Student Showcase
 2. Spring Students Showcase

*Assigned work will not be accepted if more than 3 days late; a 25% deduction per late day will be assessed for a potential point loss equaling 75%; any assigned work 4 or more days late will be allotted 25% of total point value but will not have the benefit of being edited

**If students have (an) excused absence(s) the day/week an assignment is given, they will have that many additional days to turn in assignment, however, this ONLY APPLIES IF STUDENTS ARE NOT PRESENT ON THE DAY/WEEK THAT THE ASSIGNMENT WAS GIVEN

***If a student is out on the day an assignment is due, IT IS STILL THEIR RESPONSIBILITY TO HAVE THAT ASSIGNMENT TURNED IN ON THE DUE DATE; sporting/theatrical/extracurricular events are not excused days

Classroom Boundaries and Expectations:

- XVIII. Be **RESPECTFUL** throughout the class period
- XIX. NO Electronic Devices
- XX. Sunglasses are outdoors only
- XXI. Be Punctual; be on time
- XXII. Follow all school rules and safety procedures
- XXIII. NO HORSE PLAY; BE RESPECTFUL
- XXIV. Work as a unit, as a cohesive team; respectfully challenge one another; manager **yourself**
- XXV. HAVE FUN (after all, it's about self-expression)
- XXVI. Knew limits and expectations can be applied

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Signatures:

I have read and understand that the classroom expectations are for my safety and will comply with them at all times:

Student Signature

Date

I have read and understand these classroom expectations and have talked them over with my student child:

Parent/Guardian Signature

Date



The long range goals for students of the Dunsmuir Joint Union High School District World Languages programs is to provide continuing opportunities for students to develop competencies in several ways, as follows:

- Address the requirement for entering a 4-year state college upon graduation
- Gain understanding of international cultures and issues
- Prepare students for personal and professional goals
- Introduce students to some of the similarities and differences of other cultures

As students learn another language, they also gain insight into another culture. If they want to know how another person really thinks, feels, and views life, they must enter into communication with him/her. The ability to compete successfully in many careers often depends upon proficiency in another language. Someone who is competent in a second language can command a higher salary and increase their chances for professional success. The business world has truly become a worldwide community, and people who have the knowledge of a second language and culture are in great demand by employers. Students also realize that travel in foreign countries is more meaningful if they speak the native language.

Courses Offered:

Spanish 1 and 2

Spanish I & II

Instructor: Jacob Mekeel	E-Mail: jmekeel@dunsmuirhighk12.ca.us	Room 203
Units:10	Prerequisites: None	A-G: E

530-235-4835

Text & Support Materials: Chromebook**Required Materials:** Paper, 200 index cards, large zip-lock bag, pens, and pencils.

Course Description (Goals) for SPANISH VIA Internet): Students will be able to produce and recognize Spanish (in spoken and written form) in order to participate, at a beginner's level, in communication regarding selected topics. The accuracy/control of vocabulary, grammatical structures, and pronunciation patterns expected of students will reflect that within the Novice-Low range on the ACTFL (American Council on the Teaching of Foreign Languages) Scale. Students will also be able to discuss (in spoken and written English) some aspects of Hispanic cultures related to these themes.

Plans: Students will achieve these goals by regularly engaging in learning activities that reflect the ACTFL National Foreign Language Learning Standards (communication, cultures, comparisons, connections, and communities.) Comprehensible input will be provided by the instructor during video lessons and by audio recordings in other class sessions. Practice and evaluation of the student's control of lexical and structural items will be conducted in both written and spoken formats both on-site by the school's Teaching Partner (a school staff member certified in his or her subject area who takes the course along with the students,) and SVS staff members at the Educational Communications Center/ Kansas State University under the direction of the course instructor.

Area of Study	Chapter
Basic Information	00/PE
Favorite Activities	1A
Personalities	1B
School Schedules	2A

The Classroom	2B
Food & Drink	3A
Health & Exercise	3B
Leisure Activities	4A
Invitations	4B
Family	5A
Restaurant Dining	5B

Required Activities:

1. Student is responsible for individually reading from the text and other available resources and completing classroom activities.
2. Homework is the responsibility of the student. Expect a total of about 6 hours per week.
3. Quizzes and exams will be given covering reading assignments, class work, and other related assignments. Tests involve written and oral essay questions as well as multiple choice, true/false, and fill-in.
4. Students should review/study current materials on a daily basis. I recommend fifteen minutes per night, five nights each week as a minimum.

Classwork Policy: All class work that is assigned must be completed and turned in at the beginning of the period the day it is due. All returned work is to be kept by in a notebook for use in preparing for exams. Late work will be accepted with a 10 point deduction from grade for each day late up to 50 points for 5 days. Early work will be accepted with 10 points added to a bonus “bank” that you can redeem for a “free” 100 to replace low grades/missing assignments. Assignments may be revised to improve grades by a 20% reduction between the original and the make-up.

Standards for Grading: Grades will be determined based upon both achievement and effort. Daily grades, tests, and labs will account for your achievement grade (70% of final grade) while how you perform/ behave during learning will determine the other 30%. Daily grades will account for 20% of final grade, laboratory assignments for 30%, and tests and quizzes are worth 20% of final grade. All assignments, quizzes, and exams will be assessed and grades will be determined based on the following percentages:

A+	100	B-	82.99-80.00	D	66.99-63.00
A	99.99-93.00	C+	79.99-77.00	D-	62.99-60.00
A-	92.99-90.00	C	76.99-73.00	F	59.99 and below
B+	89.99-87.00	C-	72.99-70.00		
B	86.99-83.00	D+	69.99-67.00		

Discipline Plan: Because all students are individuals and each class is unique, discipline will be determined by the situation. All students will be held accountable to display respect for themselves, others, and school property. We will spend the necessary time to ensure every student understands the policies and procedures of the classroom which will govern behaviors. The consequences for behavior that is not conducive to a healthy learning environment will be included during all of these discussions.

1. *All school policies will be strictly enforced.*
2. *We will always strive to correct behavior within our classroom first.*
3. *Communication with the parent/adult guardian is an integral component of this discipline plan.*

Ethical Use of Technology: The Internet provides invaluable resources and communications to Dunsmuir High School students. Students accessing the Internet are representing our school and therefore have a responsibility to use the Internet in a productive manner that meets the ethical and moral standards of an educational institution. Our goal is to provide Internet access to facilitate resource sharing, innovation, and communication as a tool to promote educational excellence. Students will understand that information obtained from the internet is not necessarily accurate. Students will be required to site internet sources used in research and to verify the accuracy of information obtained.

Access to technology is a privilege, not a right. In order to maintain that privilege, students are expected to act in a responsible, ethical, and legal manner, in accordance with the rules provided. Failure to comply with these rules may result in loss of that privilege.



Support and Miscellaneous Programs

The long range goals for students of the Dunsmuir High School District Support Programs are to provide continuing opportunities for students to develop competencies in self-expression, to develop confidence, and to create the platform of support needed for as a post-secondary launch pad.

Whether students work alone or as a member of a group, their talents and abilities are further challenged by their involvement in activities within and outside of the regular classroom.

Support Programs Offered

Success 101 and Drivers Education- FRESHMAN REQUIREMENT

Academic Resilience – Time to catch up on credits. (Champe, MeKeel, Howard, Garcia and Cannon)

Athletics & clubs; College Options; Student Support Team, Career Café, Tutoring, Study Sessions, Help with Scholarships and Post-Secondary applications

Community Day School courses

As needed

College and Career Readiness

Instructor: Jeff Cannon	E-Mail: jcannon@dunsmuirhigh.k12.ca.us	2020-2021
Period: 5; 1:25 – 2:25	Prerequisites: None 3-4 days a week: Success 101; 1-2 days a week: Health and Nutrition Driver's Education	A-G: G

Course Objectives

This course is designed to help the students foster academic success in their high school careers, and to aid in successfully reaching life goals set by the individual student. Students will be introduced to strategies for identifying possible career interests, researching those interests, and end the semester with a working digital and paper career resource portfolio. The student's working portfolio will travel with him/her throughout his/her high school career, in order to build upon the foundational framework started as a freshman.

Objectives of the Career Choices curriculum are:

- To start students thinking about an ideal future.
- To help students begin to answer the question "Who am I?"
- To help students answer the question "What do I want?" by considering their ideal lifestyle.
- To instill an understanding of the costs of any given lifestyle—financial costs, as well as psychological costs and the costs in terms of commitment to a given career.
- To have students take a look at the general characteristics they hope to find in a job before they begin considering a specific career.
- To guide students in completing a three-step process in order to arrive at a career decision they will use for the remainder of the book.
- To help students understand two important points about decision making—that not making a decision is making a choice, and that most decisions can be changed.
- To help students make the plans, learn the skills, and acquire the tools they will need to realize their dreams.

- To help students learn that problems are a fact of life that must be faced head-on if they are to be overcome. Since they are responsible for their own lives, it is up to them to overcome any limitations they perceive.
- To instill the attitudes that lead to success, as defined by each individual.
- To introduce students to some of the most basic job hunting skills—writing resumes, locating jobs, researching the job, filling out applications, & job interviewing.
- Designed for students to use the information they gain and the skills they develop to write their own plan of action.
- To utilize community service as an introduction to service, civic responsibility and leadership.

Textbook/Workbook - Curriculum

The Career Choices curriculum involves students in a career and life planning process that will motivate them not only to stay in school, but also to strive for achievement. This will be accomplished by teaching decision making, problem solving and critical thinking skills, then providing students with the opportunity to practice their skills.

Late Assignments

Late work will be docked 25% each day it is late up to 75%.

Evaluation of Work

All work should be neat, complete, and submitted on time. Assignments will be graded on both content and completion. Effective writing skills should be demonstrated in all written assignments.

Rules, Procedures, Discipline Concerns

Classroom Rules

1. **Respect** your peers, your instructor and yourself. This is an essential key to your overall success in class, work and in life.
2. **Bring** all appropriate materials and supplies (workbook, writing tool & planner) with you and be seated when the bell rings.
3. **Follow** instructions/directions the first time they are given.
4. **Observe** all rules in the student handbook.
5. Come to class each and every day with an **eagerness** to learn.

- 6. You are **responsible** for cleaning up your personal area you have been assigned. In addition, you are expected to help in maintaining the overall clean/organized environment of the classroom. Students will not leave the classroom until the instructor has dismissed the class or individual student.
- 7. **No** food or drink is allowed except bottled water.
- 8. An iPod, iTouch, or MP3 player may only be used when the instructor has given **permission**.

Classroom Procedures

- 1. Sit in your assigned seat.
- 2. Wait quietly for instruction to begin. An agenda for the class instruction and requirements will be posted on the West wall white board.
- 3. You are dismissed from class when the instructor gives the verbal dismissal command, not when the bell rings.
- 4. Your agenda must be filled out with the time, location of destination before handing to the instructor, and only when instruction or an activity is not taking place, in the evident that you need to use the restroom, get a drink, go to your locker, or leave the room. However, time away from the classroom can be denied. Please come prepared to stay in the class during the allot class time period.

Discipline Concerns

- 1. A **Warning** will be given in the event that the instructor has evaluated that the learning environment has been impeded.
- 2. **Removal** from the classroom to the hallway will follow if the behavior concern initially addressed did not improve. Students will complete their Action Plan while removed from the classroom. A phone call to parent/guardian may follow within the day.
- 3. Continued poor behavioral choices will result in removal from the classroom with the student reporting to **the office**.
- 4. Severe Disruptions: A Student will be sent immediately to **the office**.
- 5. A student’s “job” is to conduct their behavior in a positive & respectable manner while in the building.

STUDENTS: I have read, understand and will honor Mr. Cannon’s classroom rules and procedures.

Signature _____ Date _____

PARENTS: My child has discussed Mr. Cannon’s classroom plan & procedures with me. I understand and will support the plan.

Signature _____ Date _____

Students may be given a copy of “My Action Plan” (see example below) to complete while reflecting on their behavior that led to their removal from class.

My Action Plan

1. I am writing this plan because I . . .
2. This behavior was not appropriate because . . .
3. To prevent this from happening again, I plan to . . .

Student’s signature _____ Today’s date _____

Academic Resilience

DUNSMUIR HIGH SCHOOL ACADEMIC RESILIENCE PROGRAM AGREEMENT

Provided by various teachers throughout the day

See Class Schedule

In addition to summer school, Dunsmuir Joint Union High School District has made a program available during the school year for students who are in need of earning required credits necessary for high school graduation. Academic Resilience is for students in a position where graduation from high school is in jeopardy. Teachers will be assigned dependent on the student’s schedule.

To participate in Academic Resilience, all coursework must be completed at a 70% accuracy level. All questions in each assignment must be completed for credits to be awarded. Assignments that are not passed with 70% or higher, will be issued a second time. Students who fail to satisfactorily complete coursework within the prescribed time, will exit this program. The teacher is available to assist all students enrolled in academic resilience with assigned coursework. Teachers may have diverse assessment tools.

Ethical Use of Technology: Students taking this class may use the internet for various projects or assignments. It is expected that they will adhere to the following policy:

The internet provides invaluable resources and communications to DHS students. Students accessing the internet are representing our school and therefore have a responsibility to use the internet in a productive manner that meets the ethical and moral standards of an educational institution. Our goal is provide internet access to facilitate resource sharing, innovation and communication as a tool to promote educational excellence. Access to technology is a privilege, not a right. In order to maintain that privilege, each technology user is expected to act in a responsible, ethical, and legal manner; in accordance with the rules that are provided. Failure to comply with these rules may result in loss of that privilege.

I have read this document and agree to comply with:

Completing all questions in every assignment given
all assignments with a 70% or higher
coursework within the prescribed time
assignments on the dates they are due

- * Completing
- * Completing all
- * Turning in all

Student Signature

Date

Signature

Date

Parent

Academic Resilience - Champe

Period 3 10:40 – 11:40 Room 200

All classes will be zoomed from 1:25 - 2:25 participation is mandatory

Zoom ID: 979 9107 9878

Zoom Password: 963170

Students will need to sign up for Khan Academy, google classroom and powerschool.

COURSE DESCRIPTION:

Integrated Art 1/2 is a course that explores many forms, techniques and mediums of art. Students will be exposed to drawing, painting, sculpture and ceramics. Students will explore these techniques in many cultures and periods of art. Students will learn and apply the elements and principles of art to produce creative art projects that reflect their understanding of these concepts. Students will also evaluate their own work as well as the works of others.

COURSE GOALS:

1. To lead each student to an understanding of the elements and principles of art and giving them a firm foundation for further study.
2. To give students the knowledge on how to use tools, techniques and resources available to them.
3. To give practical exercises that students may use to enrich their lives in all creative ventures.
4. To respect the right of each person, to listen, to practice, and to learn without distraction.
5. To instill personal responsibility for one's own conduct and performance.

COURSE OBJECTIVES:

Upon completion of this course, students will be able to:

1. Understand and use the elements and principles of art in their works
2. Have an online student work portfolio of art projects created in class
3. Acquire the vocabulary necessary to discuss, interpret, analyze, and critique examples of visual expression that they create and work done by established designers and artists
- 4.

Ethical Use Of technology:

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institution. Our goal is to provide Internet access to facilitate resource sharing, innovation and communication as a tool to promote educational excellence.

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DAILY REQUIREMENTS:

Students are expected to bring the following items to class **everyday** :

1. Sketch Book

STUDENT RESPONSIBILITIES/CLASS EXPECTATIONS:

The student is expected to:

- Be prepared. Come to class prepared to work. This includes having your book, notebook, writing utensils and homework.
- Give 100% on every project, even if you do not care for it
- Be on time
- Clean up after yourself (Students will be assigned shifts to clean paint room)
- Do not waste
- Demonstrate respect

Cell Phone Use:

IN this class cell phones are for: photographing artwork and researching reference images. Cell phones should be placed in the pocket chart at the front of class. IN this class cell phones are not for: watching movies/shows/videos, texting, taking selfies, snapchats, social networking, or making calls. If devices become a distraction or a disruption to learning they will be confiscated and turned into the office.

CONSEQUENCES:

1. Confiscated
2. In House retention
3. Suspension

GRADING:

90-100% A - Superior. The student has demonstrated a quality of work and

- accomplishment far beyond the minimum requirements and shows originality of thought and mastery of material.
- 80-89% B Above average. The student's achievement exceeds the minimum requirements, showing a clear indication of initiative and grasp of the subject.
- 70-79% C Average. The student has met the minimum requirements and has demonstrated good comprehension of the subject and reasonable ability to handle ideas.
- 60-69% D Below Average. The student's accomplishment (while still passing) leaves much to be desired. Minimum requirements have been met but were inadequate.
- 59% F Failure. The student has not met the minimum requirements.

Student's grade is a composite of Khan Academy completion, sketchbook, and portfolio.

Online portfolio:

- Online portfolios are graded 2 times in the term. Once at each progress reporting period and once at the end of each semester.
- Portfolio grades will be based on having,
 - * A photo of each work of art.
 - * A description of your artwork. (Process, what you learned, methods...)
 - * Slideshow accuracy and format.

LATE WORK

Late work will not be marked down, but will be recorded as a zero in the gradebook until turned in.

ATTENDANCE:

Students are expected to comply with all attendance and behavior policies.

It is the duty of THE STUDENT to make up material missed. Failure to comply will result in a zero.

AVAILABILITY:

If you have any questions please email me and we can make arrangements
kchampe@dunsmuirhigh.k12.ca.us

NOTE TO PARENT:

Thank you for taking an interest in your child's learning by reviewing this letter yourself and with your child. I look forward to sharing this semester with your child and challenging them to excel.

Sincerely,

Mr. Champe

By signing this you agree to the terms of the syllabus and understand the expectations for Art 1/2

Student signature

Parent/Guardian signature

Academic Resilience - Howard

Instructor: Mrs. Howard

Room: 207 Period 1 9:35 – 10:35

Office hours 3:30-4:00 daily

Email ahoward@dunsmuirhigh.k23.ca.us

Course description

This course is designed to allow students to make up credits independently. Students will have deadlines and may complete several courses during the year

Teacher Philosophy:

I will not try to fool the students. There will be no trick questions or assignments. Students will know what is expected of them for any given assignment and test. Projects are clearly outlined. Tests questions are given before the test as warm up questions or as a test review. This is a college preparatory class and I teach it as such.

Every single student can pass if they choose. The choice is up to them.

Supplies

The students will need to bring to every class and turn in every Friday

- folder
- Blue or Black pen or pencil (no fancy colors)

Class rules

- Be polite!!
- No electronic devices without permission
- Be to class on time
- Respect others and yourself
- Come prepared to learn every class

Tardy policy

As outlined in the Dunsmuir High student handbook

Behavioral policy

As outlined in the Dunsmuir High student handbook

Student expectations

Students are expected to work diligently the entire period. Students are working toward two different grades. One grade for the course you are making up and one grade in THIS course. Everyday students will earn ten points everyday. Points will be deducted as students are off task. Deadlines will be given but are flexible.

Covid/ distance learning

Students are always required to adhere to covid safety protocols . Distance learning students are required

- 1) to attend all zoom meetings
- 2) finish all work ON SCHEDULE
- 3) email me EVERYDAY to discuss work done.

I have read and understand the physics of the universe course syllabus. I understand the best way to help my students is to check with my students every Thursday, look in their composition books and quiz them for the upcoming quiz.

Student signature _____

Parent/ guardian signature _____

Please list anything I should know about your student. The more I know the more I can help your student learn.