



MIDDLE SCHOOL COURSE DIRECTORY 2022 – 2023

The Conejo Valley Unified School District provides a quality education in an environment where **every child matters.**

**Colina Middle School
Los Cerritos Middle School
Redwood Middle School
Sequoia Middle School
Sycamore Canyon School**

Conejo Valley Unified School District
Nondiscrimination Statement 2022-2023

The Conejo Valley Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics.

For questions or complaints, contact Equity Compliance Officer: Kenneth Loo, Assistant Superintendent of Instructional Services, 1400 East Janss Road, Thousand Oaks, CA, (805) 497-9511; Title IX Coordinator: Kenneth Loo, Assistant Superintendent of Instructional Services, kloo@conejousd.org, 1400 East Janss Road, Thousand Oaks, CA, (805) 497-9511; and Section 504 Coordinator: Shauna Ashmore, Director of Student Support Services, 1400 East Janss Road, Thousand Oaks, CA, (805) 497-9511.

Declaración de la Antidiscriminación para el año escolar 2022-2023

El Distrito Escolar Unificado de Conejo Valley prohíbe la discriminación, la intimidación, el acoso (incluido el acoso sexual) o bullying basado en la ascendencia real o percibida de una persona, el color, la discapacidad mental o física, género, identidad de género, expresión de género, estado de inmigración, nacionalidad, raza o el origen étnico, religión, sexo, orientación sexual o asociación con una persona o un grupo con una o más de estas características reales o percibidas.

Para preguntas o quejas, comuníquese con el Oficial de cumplimiento de equidad: Kenneth Loo, Asistente del superintendente de servicios de instrucción, 1400 East Janss Road, Thousand Oaks, CA, (805) 497-9511, Coordinador del Título IX: Kenneth Loo, Asistente del superintendente de servicios de Instrucción, kloo@conejousd.org, 1400 East Janss Road, Thousand Oaks, CA, (805) 497-9511; y Coordinadora de la Sección 504: Shauna Ashmore, Directora de servicios de apoyo estudiantil, 1400 East Janss Road, Thousand Oaks, CA, (805) 497-9511.

TABLE OF CONTENTS

| | <u>Page</u> |
|---|-------------|
| Welcome Letter..... | 2 |
| School Profiles | |
| Colina Middle School..... | 3 |
| Los Cerritos Middle School..... | 5 |
| Redwood Middle School..... | 7 |
| Sequoia Middle School..... | 9 |
| Discover Academy of Engineering and Applied Sciences..... | 10 |
| Sycamore Canyon School..... | 11 |
| Administration..... | 13 |
| ASB/Student Government..... | 13 |
| Parent Involvement..... | 13 |
| School Services..... | 13 |
| Counseling and Guidance..... | 13 |
| Health Services..... | 14 |
| Library and Career Materials..... | 14 |
| Transportation..... | 14 |
| Cafeteria..... | 14 |
| Insurance..... | 15 |
| Guidelines for Student Conduct..... | 14 |
| Introduction..... | 15 |
| Student Code of Conduct..... | 15 |
| Attendance..... | 15 |
| Truancy..... | 16 |
| Closed Campus..... | 16 |
| Unauthorized Items..... | 16 |
| Suspension..... | 16 |
| Expulsion..... | 16 |
| Parent Responsibility..... | 17 |
| Identification Cards..... | 17 |
| Bicycles..... | 17 |

TABLE OF CONTENTS

Guidelines for Student Conduct cont'd

| | |
|--|----|
| Lockers | 17 |
| Physical Education Uniform | 17 |
| Textbooks | 17 |
| Homework | 17 |
| Progress Reports/Report Cards | 17 |
| Promotion..... | 18 |
| Retention | 18 |
| Renaissance Program | 18 |
| High Requirements | 18 |
| Testing and Assessment..... | 18 |
| Program of Studies..... | 19 |
| 7 th Grade Academic Levels..... | 19 |
| 8 th Grade Academic Levels..... | 20 |
| English Pathways Chart..... | 21 |
| Course Descriptions | |
| English | 22 |
| Mathematics Pathways Chart | 25 |
| Mathematics | 26 |
| Science Pathways Chart..... | 29 |
| Science | 30 |
| Social Science Pathways Chart..... | 32 |
| Social Science | 33 |
| World Languages..... | 35 |
| Opportunity Program..... | 36 |
| Physical Education | 36 |
| Electives | 33 |
| 504 Compliance Notice..... | 40 |



WELCOME TO MIDDLE SCHOOL

Dear Student:

Welcome! You are about to enter into a new phase of your educational experience by leaving elementary school and entering middle school.

We are very proud of our middle schools. All five of them have been recognized as California Distinguished Secondary Schools. A primary purpose of the middle school is to provide a connecting link between elementary and high school. The educational program is designed to present you with the opportunity to explore new areas of learning, as well as to strengthen your basic skills. The maximum development of the full potential of each individual student in accordance with his or her unique physical, mental, and emotional needs is an important goal of the middle school experience.

This information handbook has been designed for you and your parents to help you prepare for middle school. Please read all the material carefully. If you have any questions, please call your middle school.

We urge you to take advantage of the educational opportunities, to make new and lasting friendships and to learn more about yourself during middle school. Good luck and enjoy your new experience as a middle school student.

BOARD OF EDUCATION

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**DIRECTOR, MIDDLE SCHOOL EDUCATION
& PROFESSIONAL LEARNING**
Sonia Wilson Ed. D



COLINA MIDDLE SCHOOL

1500 Hillcrest Drive
Thousand Oaks, CA 91362
Phone: (805) 495-7429
www.conejousd.org/colina

School Promise

Colina Middle School promises to be a school where students will build academic and social confidence. Teachers hold high expectations for student achievement and are dedicated to facilitating a safe learning environment. An emphasis on using current research-based educational strategies and offering a wide variety of co-curricular opportunities to support music, arts, athletics, and leadership creates a middle school experience where students and teachers are engaged, enriched, and empowered to perform. Colina is a school where student learning is the focus, and its staff is committed to supporting them in reaching their full potential with a climate that promotes working hard, making friends, and having fun.

Community/Our School

Bordering the community of Westlake and southeast Thousand Oaks, Colina Middle School (Colina) has a track record of success, displayed proudly on the banners in its gym and the faces of its students. Colina has a competitive edge with excellent school spirit from academics to sports, arts, and an academy of technology. When guided by Colina's winning team of parents, teachers, and staff, there are opportunities for every student to feel connected and successful. They start with a 6th-grade team that eases the transition from elementary to middle school. They leave well-prepared for the academic rigor, co-curricular opportunities, and high school social life to become well-rounded, responsible, and caring lifelong learners. This is accomplished by providing a challenging, enriching, safe, friendly, and engaging environment where students can experience the Colina motto: **"Work Hard, Make Friends, Have Fun."**

Curriculum

Nothing builds self-esteem and confidence more than successfully meeting challenging goals. Colina students **"Work Hard"** in a rigorous curriculum aligned with state standards. Teachers, counselors, and administrators regularly collaborate in professional learning communities to review student progress and plan instruction that supports student achievement. Colina's daily CORE program offers a multi-tiered system of support to accommodate the needs of each student by providing enrichment, intervention, and guided studies. Parents, staff, and students work together to maximize each student's potential. Teachers communicate with parents using the online student information system, phone, conferences, and email.

COLINA Honors/Accelerated Courses

English 7 H / 8H Math 6 A / 7A Geometry (HS Credit)
Spanish 1 CP (HS Credit) Math 7 A Social Science 7 H/8H
Physical Science 8 H Algebra1 CP/H Social Science 8 H

Special Programs

Colina is committed to providing every student, whether in regular, special education or EL programs, access to core curricular instruction, including physical education and an elective with flexible start and end times. Colina students can experience a myriad of enriching electives such as Spanish, Computers/Technology, Public Speaking/Debate, Drama, Art, Chorus, Strings, Concert and Jazz Bands, Leadership/ASB (Renaissance/Yearbook, Sports, Spirit), and Careers, such as Engineering, Economics, World Language, and the Arts. Students may also participate in many co-curricular, sports, leadership, community service, and intervention opportunities held before and after school, during lunch in classrooms and clubs, and at the on-campus Boys & Girls Club facility. These opportunities encourage students to expand their horizons, find others with similar interests and **“Make Friends”**. We emphasize five core character traits that help establish and maintain healthy relationships: Respect, Responsibility, Kindness, Perseverance, and Integrity. These character traits provide a catalyst for students to have an inclusive lens and interact with each other to build a positive school climate and culture.

Co-curricular activities

Advanced Band

Jazz Band

Beginning Band

Strings/Orchestra

Intermediate Band

Choir

ASB Sports

Volleyball (Boys, Girls, Co-Ed)

Basketball (Boys & Girls)

Soccer (Boys & Girls)

ASB Renaissance/Yearbook

ASB Spirit

Lunchtime Activities

Art

Game Design, Animation

Debate

WEB (Where Everybody Belongs)

Drama

Principles of Computer Science

Coding, Digital Art, CNC, Robotics

Climate

Recognizing that the achievement of goals may seem empty when there is no social context in which to celebrate, Colina students **“Have Fun.”** Led by the student government (ASB), students celebrate achievement with assemblies, rallies, and rewards and are inspired by motivational speakers. Students can be seen in the yearbook enjoying bee contests, sports, spirit activities, fashion and talent shows, and socials and dances, like the annual Carnival and Luau. All 6th graders are assigned to and meet regularly with their 8th-grade WEB (Where Everyone Belongs) mentors, who help them navigate through their first year of middle school, starting at Cougar Camp in August. Having fun is an integral part of the Colina experience. Colina is committed to providing experiences so that EVERY student can feel connected and successful.

Parents are kept in the loop on all of the great things happening on campus through weekly phone/email all-calls, the school website, Twitter, and Facebook page. Colina is THE place to **“Work Hard, Make Friends, and Have Fun.”**



LOS CERRITOS MIDDLE SCHOOL

2100 E. Avenida de las Flores
Thousand Oaks, CA 91362
Phone: (805) 492-3538
www.conejousd.org/loscerritos

Our School

The mission of Los Cerritos Middle School is to promote a safe, engaging, and academically demanding environment where all students challenge themselves to meet high personal and scholastic standards. Los Cerritos offers many campus-wide opportunities for school leadership and comprehensive performing arts programs to help engage and support our students. In addition to our activities on campus, our student leadership and performing art groups perform and serve our community. These community outreach opportunities have allowed Los Cerritos to be recognized for their excellence in the areas of leadership and performing arts. In addition to the various events that we have to create an engaging school for our students, we continually strive to improve the learning environment and ensure that all students are meeting the highest expectations. These points of focus have allowed Los Cerritos to be recognized as a National Blue Ribbon School and Distinguished School.

Accelerated/Honors Courses

| | |
|---|--|
| Algebra 1 (8 th Grade) | Math Accelerated (6 th & 7 th Grade) |
| English (7 th & 8 th Grade) | Science (8 th Grade) |
| Geometry (8 th Grade) | Social Science (7 th & 8 th Grade) |

Co-Curricular Activities

Athletics:

| | |
|---------------------------|-----------------------------------|
| Basketball (Boys & Girls) | Soccer (Boys & Girls) |
| Golf (Boys & Girls) | Volleyball (Boys, Girls, & Co-ed) |

Clubs:

| | |
|--------------------|------------------------------|
| Debate Club | Reading Club |
| Builders Club | Black Student Union |
| Chess Club | Games Club |
| Movie Club | WEB (Where Everyone Belongs) |
| Anime Drawing Club | WyldLife Club |

Leadership:

Associated Student Body (ASB) 6th Crew (Leadership)

Performing Arts:

| | | |
|-------------------|-----------------------------|-------------------|
| Beginning Band | 6 th Grade Choir | Beginning Strings |
| Intermediate Band | Men's Advanced Choir | Advanced Strings |
| Advanced Band | Women's Advanced Choir | Chamber Orchestra |
| Jazz Band I | | |

Culture

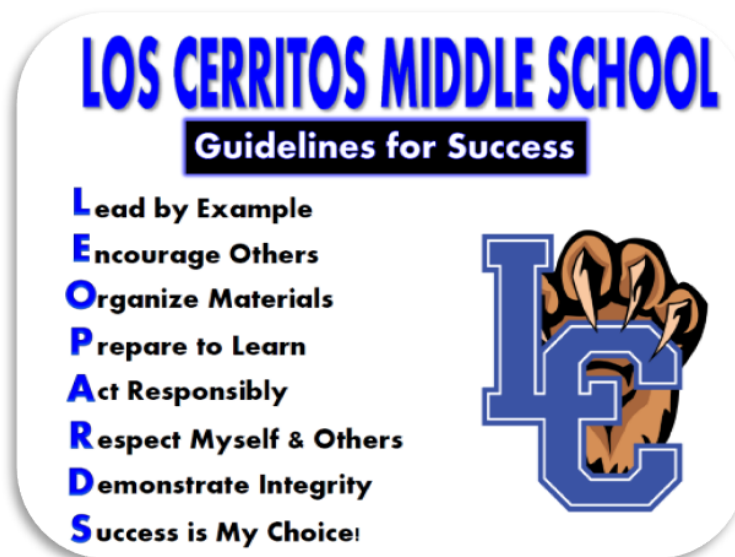
We understand, value, and address the complex social, emotional, and physical needs of middle school students. The Los Cerritos staff work in partnership with parents to provide all of our students a quality education through a varied, comprehensive, and rigorous curricular and extra-curricular programs. These programs are designed to develop and nurture the creation of ethical citizens and life-long learners. This developmental growth begins with a structured 6th grade program that connects students to the middle school setting through one-of-a-kind events (Sport-o-Rama & Greek Olympics). In addition to the connection that these events create, these offerings target both the academic and socio-emotional needs of our newest Leopards. The intent is to create a structured system for building relationships while also providing a theme-based academic event.

Curriculum

Our staff is committed to creating an educational environment that we would seek for our own children. We strive to know our students' strengths and areas for improvement and have formalized reporting mechanisms to address the needs of individual students. Students can begin advanced studies in 6th grade and continue an honors course of study through 8th grade, including high school courses. We have a variety of enrichment activities for our GATE student population, including a weekly chess club and collaborative offerings through our Professional Development School partnership with California Lutheran University. Los Cerritos Middle School intends to find a connection for every student. It is our desire to know every student and to offer a meaningful activity that connects to their natural tendencies. Our student groups include a competitive surf club, ski/snowboard club, peer service club and a student council club. Several peer programs, math tutoring, mentoring and activities provide students with a purposeful and positive learning environment.

Special Programs

We have a wide range of progress indicators to help us measure, monitor and achieve our goals ranging from annual systematic and standardized reporting systems and assessments to informal, classroom and school-wide measures. Our Response-to-Intervention (RtI) program offers targeted re-teaching of concepts while offering selective Enrichment opportunities to those who are meeting curricular expectations. Each method enables us to diagnose individual student progress and school-wide progress. These structures are embedded within our school staff leadership as well, with monthly Principal's Leadership Team meetings, department meetings and school-wide planning days for data analysis. In order to gather input from our larger educational community we have also a monthly 'Coffee with the Principal'. Our school is unique among middle schools because it offers innovative programs specifically designed for the changing needs of our middle school students and their families.





REDWOOD MIDDLE SCHOOL

233 W. Gainsborough Road
Thousand Oaks, CA 91362

Phone: (805) 497-7264

www.conejousd.org/redwood

School District

The Conejo Valley Unified School District (CVUSD) is located fifty miles northwest of downtown Los Angeles in Ventura County. Approximately 20,000 students are enrolled in grades K—12. The district consists of seventeen elementary schools, five middle schools, three comprehensive high schools, two alternative education schools, and an adult school.

Community

CVUSD includes the communities of Westlake Village, Thousand Oaks, and Newbury Park. The Thousand Oaks community holds high expectations for students in all domains. As a result, students hold themselves accountable for monitoring their own achievement and take responsibility for their behavior, choices, academic progress, achievement, and future plans. Thousand Oaks is composed mainly of middle/upper income families. Growth in the Conejo Valley in the past fifteen years has been among the fastest in the State of California. This rapid growth has changed the fabric of the community from agrarian to commuter residential. Employment opportunities available within the community are biotechnology, computer technology, light manufacturing, finance, professional interests, and recreation.

Our School

Redwood is committed to making sure that each student feels comfortable and safe before, during and after school each day. Our campus supervisors, administrators and counselors work together throughout the day to ensure the safety of each student. Student safety is and will continue to be a top priority at Redwood.

Redwood believes that the values that are essential to a school's success are mirrored in the school community, and that a strong school/community connection supports the standard of excellence that has been achieved at Redwood. We value our relationships with the community and with each Viking family. We encourage parents to communicate with staff via phone or email at any time. Parents are also encouraged to stay active in PTSA, SSC and the many volunteer opportunities that come up throughout the year. With the help and involvement of the entire Redwood community, we will continue with our longstanding tradition of excellence.

Academics and Activities

Maintaining high expectations, we at Redwood are committed to providing all students with access to relevant and rigorous academic curricula. Recognized as a California Gold Ribbon School (2017) and a California Distinguished School (2013), Redwood offers outstanding academic as well as extracurricular opportunities.

Honors Level Courses

Math 6A

Math 7A

Algebra

Geometry

English 7H

English 8H

Social Science 7H

Social Science 8H

Physical Science 8H

EDGE Program- Every Discovery Generates Empowerment

Mission Statement: To unite the rigorous academic disciplines of English, social studies, science, and innovative thinking by encouraging the exchange of ideas through collaboration and problem-based learning. The 7th- and 8th-grade EDGE Cohort classes will encourage students to innovate, create, collaborate, embrace challenges, explore through inquiry, see multiple perspectives, think critically and learn from failure while practicing a growth mindset.

R.E.A.L Academy- Is an entrepreneurial and career-based learning experience that includes a sequence of three semester career and self-exploration courses that build the skills and knowledge students need for post-secondary success both in college and career. Aligns with the ETHOS program at TOHS.

Additionally, Redwood has continued building programs that are effective in engaging students in meaningful activities of high interest. Included in these programs are Band, Chorus and Strings Orchestra, which have over 350 students involved collectively. A focus on school culture has led to increased participation in activities and the establishment of more than a dozen lunchtime Clubs creating connections for all students. The Redwood ASB (student government) program has more than doubled over time and we now offer the WEB (Where Everybody Belongs) mentoring program to create a seamless transition for our new 6th grade students.

Co-Curricular Activities

ASB Leadership 6th
ASB Leadership 7th/8th
Teen Center Sports
Dance Team

Band
Chorus
Strings Orchestra
Color Guard

Marching Band
Musical Theater

Our Mission

At Redwood Middle School, our mission is to develop lifelong learners who communicate, collaborate, and think critically, creatively, and independently. We encourage students to embrace the challenges that are necessary to become outstanding citizens and scholars. Redwood is a community that strives to maintain a safe, nurturing, and academic environment where there is a place for everyone.

**California Gold Ribbon School, 2017
California Distinguished School, 2013**



SEQUOIA MIDDLE SCHOOL
2855 Borchard Road, Newbury Park, CA 91320-3898
Phone (805) 498-3617



Community

Sequoia Middle School, “Home of the Bears” is located in Newbury Park, California, and is one of five middle schools in the Conejo Valley Unified School District. The student population is derived primarily from six elementary schools, but also includes school-choice families from neighboring communities. Approximately 850 sixth, seventh and eighth grade students attend Sequoia Middle School. Our three-year comprehensive program serves a rich diverse student population that is 1% African American, 9% Asian, 29% Hispanic, 59% White, and 2% Other. With both an ethnically and socio-economically diverse student population, Sequoia is home to a wide variety of programs and activities that were developed to meet the expanding educational needs and interests of our students in a district that educates nearly 20,000 students.

The Sequoia facility was built in increments over a period of several years. The first students attended Sequoia in 1969 and the school was completed in 1974 with the addition of physical education and elective facilities. A 10,000 square foot gym was added in the spring of 2002. Sequoia received 9 permanent modular buildings to replace portable buildings on campus in the fall of 2003. Sequoia also received a facelift on the exterior of the buildings and had the wood exteriors replaced by stucco and brick. A new lunch shelter was added in 2004 and, in the summer of 2005, Sequoia had all the restrooms modernized and a wheelchair lift added in the multi-purpose room. During the summer of 2007 the Sequoia quad received an update with new drainage along with extensive new landscaping. Sequoia’s DISCOVER Academy, a science-based academy, opened in the fall of 2010. In spring of 2022/Fall 2022 Sequoia’s Visual and Performing Arts, Science, and Library buildings will be undergoing modernization.

Curriculum

Current essential standards are adopted and disseminated in a block-schedule format (2-day cycles of 3 classes per day) with input from all stakeholders, which are derived and aligned with state and district content and performance standards. Students are heterogeneously grouped in English, math, science and social science with the exception of Honors level courses in 7th and 8th grade (Honors Science is only offered in the 8th grade.) A variety of exploratory courses enriches and supplements the core curriculum. Non-English Proficient and Limited-English Proficient students are offered courses to assist them with the middle school curriculum. In addition, Sequoia offers several special education programs including special education classes for English, math, social science, science and adaptive physical education as well as two Specialized Programs. The goals of the school are pursued within an atmosphere that supports and fosters the self-discipline and independent judgment necessary from grade level to grade level with the ultimate goal of a smooth transition to high school. In alignment with our feeder high school, Newbury Park High School, we strive for our future promoting students to begin the process and/or engage in critical thinking, effective communicating, problem solving, and active community membership; in short, students who possess core knowledge and are understanding and respectful of others.

Culture

Historically, Sequoia students perform outstanding in academics and behavior. Counselors and teachers provide personal assistance to families with questions about courses, high school and college preparation, and private issues on a daily basis. We work particularly hard to meet student needs, especially those who are at-risk and/or are not meeting their full potential. We continuously identify obstacles to student achievement, implement action plans to address them, and work with the community to overcome them. Community support takes many forms: input from all stakeholders, open School Site Council meetings, active PTA as well as a variety of parent representatives on advisory councils at the district level. As we look to the future, we are planning facilities and program expansions, but we want to make sure growth does not mean the loss of personalized services and relationships that have become central to our identity. As a result of parent, community, staff, and student collaboration, our students continue to embody the school motto: “Take Care of Yourself, Take Care of Each Other, and Take Care of This Place.”

Special Programs

Sequoia’s CREW program is focused on Social Emotional Learning (SEL). CREW stands for Compassion, Responsibility, Empowerment, and Well-Being. Sequoia has 30 minutes twice a week dedicated to SEL topics and activities; we also house a middle school academy program (DISCOVER-A Science-based Academy), a school within a school that provides 21st century science skills, focus and academic preparation for selected students, as well as other programs and courses that challenge and support students to achieve at high levels.

DISCOVER

Academy of Applied Sciences and Engineering Exploration
*WHERE THE FOCUS IS INTERGRATION OF CURRICULAR CONTENT AREAS
TO PROMOTE INQUIRY-BASED LEARNING*

The DISCOVER Academy is a structured academic program within Sequoia that offers the advantages of both large and small learning communities. Using social sciences, applied sciences, and engineering exploration as interdisciplinary themes, the academy stresses hand-on, innovative, and inquiry-based education to encourage a lifelong love of learning in students.

DISCOVER's students are afforded the opportunity to take full advantage of Sequoia's diverse offering of electives, highly regarded physical education curriculum, varied educational programs, and social activities. Simultaneously, the academy students will cultivate their critical thinking and creative skills in Sequoia's intensive and pioneering DISCOVER Academy.

The DISCOVER Academy's rigorous three year program design provides students the opportunity to enrich their learning via content-specific, thematic units.

| | |
|--------------------------|--|
| 6 th Grade | <ul style="list-style-type: none">• Power of Water• Hierarchies and Structure• Causes of Failure• Man-Made/Natural Architecture |
|--------------------------|--|

| | |
|--------------------------|--|
| 7 th Grade | <ul style="list-style-type: none">• Innovation and Inventions• Structure and Function• Survival and Adaptation |
|--------------------------|--|

| | |
|--------------------------|--|
| 8 th Grade | <ul style="list-style-type: none">• Growth and Formation• Liberation and Laws• Progression and Advancement |
|--------------------------|--|

TECHNOLOGY – Multimedia/Web-Based Learning/Research Projects/Targeted Computer Skills

REAL-LIFE SCIENCE – Guest Speakers/Field Excursions/Community Service Projects

SYNTHESIS AND MASTERY – Semester Projects/8th Grade Culminating Project

Students apply for the school district's choice program.

Information regarding the school choice program is available at www.conejousd.org.

Information on DISCOVER is available at <http://www.conejousd.org/sequoia/Academic/Discover>

SYCAMORE CANYON SCHOOL

4601 Via Rio
Newbury Park, CA 91320
Phone: (805) 498-1573

www.conejousd.org/sycamorecanyon



Community:

Sycamore Canyon School serves 996 TK-8 students in southeast Ventura County in the green lush Santa Monica Mountains and valleys of Dos Vientos, Newbury Park. Our campus offers two distinct yet integrated instructional programs in TK-5 and 6-8. Our contemporary campus boasts state-of-the-art classrooms, libraries, labs, play areas, a multipurpose room and a modern gymnasium. Our culture parallels a smaller school with meaningful relationships, a strong sense of community, and exemplary teaching coupled with high student achievement.

Curriculum:

Our vision for Sycamore Canyon School is to continue as a California Distinguished School, designated in 2007, 2014, & 2020. Sycamore Canyon is a premier provider of quality inclusive education that meets the needs of all students grades K-8 and has been named as an Honor School by the California Business Partnership. Our school benefits from dedicated community loyalty and strong academic success. Sycamore Canyon has consistently earned an Academic Performance Index in the top 10% of schools in California. In partnership with families and the community, Sycamore Canyon School provides a safe and engaging environment that cultivates the fundamental skills of thinking, learning, problem solving, and communication.

Culture:

Sycamore Canyon School supports the District's mission by providing a comprehensive, rigorous, balanced, and enjoyable educational program that enables all students to grow academically and socially in a positive setting of mutual respect and good citizenship. It is our goal to develop lifelong learners with unlimited potential. We demonstrate daily a culture of unparalleled individualized success and support. Counselors are on campus daily to help students and families navigate their way through school. It is common to find open classrooms and teachers engaged in professional learning communities that focus on improving instruction through a Growth Mindset lens. We celebrate learning, literacy and community outreach.

Mission:

Sycamore Canyon School fosters a safe, collaborative, and innovative TK-8 learning community that enables its students and staff to strive for excellence in academics, citizenship, creative expression, and physical fitness.

Vision:

"Always Striving for the Success of Every Student"

For detailed examples of our Vision through Core Values and our Vision through Student Goals, namely "What will I learn at Sycamore Canyon?", please visit our school's website, or call us at 805-498-1573.

Special Programs:

Sycamore middle school students have the unique opportunity to work directly with elementary age students in a mentor role as cross-age tutors. This middle school elective course offers students in 7th and 8th grade the opportunity of supporting students in the TK-5 grades as a daily period in their schedule. Our unique K-8 environment allows students opportunities to support one another through various stages of development, while providing a rigorous curriculum of academics in preparation for high school. We offer two high school credit classes for our 8th grade students: Geometry Honors for students who qualify to skip 6th grade Accelerated Math and Spanish 1 CP. Based on Master Scheduling, Sycamore Canyon offers Guided Studies classes that are taught by exemplary teachers with the support of peer Tutors.

Climate:

At Sycamore Canyon, we understand that a well-rounded student stretches themselves beyond the classroom setting to connect with peers and staff members. Sycamore Canyon's ASB organizes lunchtime activities, dances, spirit days and community service projects. All students are encouraged to participate in these activities. Our Cross-Age tutors work in the elementary classrooms as mentors, and students participate in various other activities on campus. Extra-curricular programs include Coyote Peer Program, Jazz Band, Builders Club, Math Counts, Speech and Debate, and intermural sports leagues are other opportunities for students to connect outside of the traditional classroom.

Please visit our website at www.conejousd.org/sycamorecanyon for more details and helpful information.





CONEJO VALLEY UNIFIED SCHOOL DISTRICT

1400 E. Janss Road, Thousand Oaks, CA 91362 Phone: (805) 497-9511

ADMINISTRATION

Each CVUSD middle school has a principal, an assistant principal, and a dean. The principal, who serves as the educational leader, is responsible for the direction of the instructional program and operation of the school plant, is a participant in student and staff activities, and is a community leader. The assistant principal helps the principal in all activities necessary to manage the instructional program and the physical plant and is also responsible for student activities and student discipline. The dean is responsible for the enforcement of state laws, district policies, and rules for student discipline and activities.

ASB/STUDENT GOVERNMENT

Students are encouraged to take part in the Associated Student Body (ASB)/Student Government program. Applications are required for this program, and academic, citizenship, and work habits criteria are maintained as well. The application and criteria are set by each school site and can be found on school websites, or by contacting administration or counseling. Elections for officers in the program will be held each year. ASB/Student Government classes help plan carnivals, dances, and special activities throughout the year, while also participating in local community service projects.

PARENT INVOLVEMENT

Each middle school has an active Parent-Teacher-Student Association (PTSA) and a School Site Council (SSC). Parents are encouraged to become involved with these organizations and take part in making the school a better place for all students.

SCHOOL SERVICES

Counseling and Guidance

There are counselors at each middle school, and counseling services are available to every student at each middle school. Counselors will help with program planning and classroom, school, and personal concerns. Counselors also visit classrooms to assist with an individual career exploration unit and high school planning. A student may request an appointment with his or her counselor at any time. Parents wishing information or advice about the educational progress of their children are also urged to contact the counseling office. Counselors will routinely establish student, teacher, and counselor meetings to review and discuss a student's academic progress when appropriate. Additionally, seventh grade students that are earning grades below a "C" in English/Language Arts and/or Mathematics will be identified as at risk of not promoting to high school with their class. Counselors will meet individually with the student and parent, if practicable, to discuss: 1) programs, courses, and career technical education options available to the student that are needed for satisfactory completion of middle school, 2) the student's cumulative record and transcripts, 3) the student's performance on standardized and diagnostic assessments 4) remediation strategies, high school courses, and alternative education options available to the student, 5) information on post-secondary education and training, 6) the student's score on the ELA and Math portions of the SBAC/CASSP exam and 7) interventions and supports available to the student including: a) before or after-school help from teachers, b) homework help clubs, c) academic skills/intervention classes, d) student study team meetings, e) individual/group counseling, f) study skills classes, g) summer school, and h) retention.

Health Services

The health office at each school offers health clerk services as well as a district nurse who coordinates and manages services. If a student becomes ill during the school day, he/she should report the problem to their teacher or another staff member, who will send the student to the health office. If the student is too ill to remain in school, the clerk or nurse will contact his/her parent to take him/her home.

All prescription medication and over-the-counter medication to be administered during school hours must be brought to the health office and left there with written instructions from the student's doctor and written permission from his or her parent.

Students are required to have an Emergency Card on file in the school office. If an injury should occur while a student is at school, an adult on duty will administer any necessary first aid and will contact the student's parent. If the parent is not available, the school will contact another responsible adult listed on the Emergency Card. The school district does not assume financial responsibility for ambulance services or for treatment given by a physician. It is important that the information on the Emergency Card be kept up to date. If there is any change in what is listed - emergency contacts, phone numbers, addresses, or doctor's name, then parents are to report the changes in writing to the health office.

Library and Career Materials

The library houses a wealth of resources for student use: computers or tablets, fiction and non-fiction books, magazines, reference materials, and other items. Students have the opportunity to check out books for home study, to use the computers/tablets or encyclopedias and other references for research while in the library, to explore areas of career interest, or to read and study quietly. In addition, teachers may hold class in the library on certain days of the school year.

Transportation

Transportation may be provided in your neighborhood, but all transportation is provided on a cost basis. All students being transported are under the authority of the bus driver and must obey his or her requests. Riding the school bus is a privilege that can be revoked at any time for disruptive and unsatisfactory conduct. All students riding the bus will:

1. Enter the bus quietly and quickly.
2. Seat belts must be fastened, if provided.
3. Remain seated while the bus is moving.
4. Keep all parts of the body inside the bus.
5. Remain seated until the bus is stopped, and the door is opened.
6. When crossing the street, do so in front of the bus.

Cafeteria

The Child Nutrition Department provides a variety of breakfast, lunch and ala carte items daily in our cafeterias. Meals are healthy and nutritious featuring as many as possible locally sourced ingredients. Breakfast includes an entrée, fruit, milk and 100% fruit juice. Lunch choices include an entrée, fruit, vegetable, salad bar, milk and 100% fruit juice. Recently introduced were our Grab and Go Lunches that make it easy and quick to pick up lunch and avoid lines. These are complete meals featuring freshly made sandwiches and salads with fruit, chips, cookie or brownie and a choice of milk or 100% fruit juice.

Breakfast is served before school begins, ala carte items are available at nutrition break and lunch is ready to serve during the scheduled lunchtime.

Meals can be prepaid online through Parent Connect and, when payments are made online, the student receives a bonus meal for every \$40.00 deposited. Payments can also be paid in the cafeteria. Students use their school identification card to access their cafeteria account. Parents are encouraged to apply for free or reduced-price meals anytime during the school year. All information furnished remains completely confidential. There is no charge for breakfast or lunch, including the Grab and Go Lunches, for any student who is approved for free or reduced meals. Please feel free to contact your cafeteria manager if you have any questions regarding the meal program.

Insurance

There is no student medical, accident, or health insurance provided by the school district. However, the school will send home information regarding a commercial student accident insurance policy. Parents may wish to purchase this moderately priced insurance if they do not have a family policy.

GUIDELINES FOR STUDENT CONDUCT

Introduction

Your middle school is large, probably much larger than the schools you have attended in the past. Because of the size and our interest in your safety, success, and well-being, policies and rules must be carefully followed. If you understand and follow these rules carefully, your stay at middle school will be a pleasant one.

Student Code of Conduct

As a middle school student, you will be expected to:

1. Be considerate of the rights, safety, property and feelings of others.
2. Be courteous and respectful to all teachers, adults and students on campus.
3. Be responsible and accountable for all materials issued to you (textbooks, library books, locks, lockers, etc.).
4. Be on time to all of your classes.
5. Bring proper materials for all classes each day.

All students have the right to be free from violence and abuse, and have the responsibility not to subject others to violence or abuse, through verbal or written communication of any kind, including social media, email, etc. Acts of intimidation, extortion, bullying, cyberbullying, harassment (of any kind) or physical attacks on students, school personnel, or other authorized persons on campus will not be tolerated or excused. Immediate and appropriate action will be taken against any person involved in such behavior.

Attendance

EC §46014, EC §48205, EC §48260

CVUSD Board Policy 5113 & CVUSD Administrative Regulation 5113

Parents or legal guardians, unless exempted, are required to enroll their children between the ages of 6 and 18 in the school district in which they reside. They are compelled to ensure that the minor is in school regularly and on time each day. Parents may be requested to appear before the School Attendance Review Board (SARB) and subsequently be referred to the District Attorney for legal action when attendance, tardiness, and/or behavior problems occur. For additional information regarding truancy, review the attendance section on the District's website located at conejourd.org.

Notwithstanding Section 48200, a pupil shall be excused from school for any of the following reasons:

- (1) Personal illness
- (2) Quarantine under the direction of a county or city health officer
- (3) Medical, dental, optometrical, or chiropractic appointment
- (4) Attendance at funeral services for a member of the immediate family, which shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. Immediate family shall be defined a smother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister, or any relative living in the student's immediate household.
- (5) Jury duty in the manner provided by law
- (6) The illness or medical appointment of a child to whom the student is the custodial parent
- (7) Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons, including but not limited to:
 - a) Appearance in court
 - b) Attendance at a funeral service
 - c) Observation of a holiday or ceremony of his/her religion
 - d) Attendance at religious retreats for no more than four hours per semester

- e) Attendance at an employment conference
- f) Attendance at an educational conference offered by a nonprofit organization on the legislative or judicial process

(8) Service as a member of a precinct board for an election pursuant to Elections Code 12302

(9) To spend time with an immediate family member who is an active-duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment

10) To attend his/her naturalization ceremony to become a United States citizen

No pupil shall have his or her grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

The school must receive appropriate verification (i.e., written note, doctor's note, telephone call) of an absence by the end of the third day (72 hours) after the student returns for it to be considered excused. Otherwise, the absence will be recorded as a truancy.

Truancy

Any individual subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse for three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on more than three days in one school year, or any combination thereof, and a concerted effort has been made to meet with the family, is a truant and shall be reported to the attendance supervisor. The pupil shall also be referred immediately to the School Attendance Review Board (SARB).

Closed Campus

Every middle school has a closed campus. You are to remain in school all day unless you become ill and/or your parent requests that you be excused. Your parents are welcome to visit your school; however, state law requires that arrangements be made with the principal before visiting. You are not allowed to bring other young people to school.

Unauthorized Items

Skateboards, scooters, rollerblades, laser pens or pointers, radios, CD/DVD players, iPods/MP3 players, and video game devices, are not permitted. iPads, e-readers, cell phones, or any other electronic devices not in use per school/teacher direction are not permitted. Please refer to the student handbook for a complete list of unauthorized items. It is recommended that valuable items be left at home. It is also recommended that students carry only enough money for lunch and/or school supplies. Schools cannot be responsible for the security of valuable items.

Suspension

A teacher may, for a specified cause, suspend a student from his or her class for the remainder of the day and the day following. The teacher must report the suspension to the parent/guardian and administration and must send the student to the office for appropriate action. The principal has the authority to suspend a student for specified cause (EC 48900).

Expulsion

"Expulsion" means removal of the pupil from (1) the immediate supervision and control, or (2) the general supervision of school personnel. Expulsions are the most severe disciplinary consequence prescribed by State law. Principals are mandated (E.C. 48915) to recommend expulsion for the following offenses: possessing, selling or otherwise furnishing a firearm, brandishing a knife at another person, unlawful sale of any controlled substance, committing or attempting to commit a sexual assault or sexual battery and possession of an explosive / destructive device. Students may be recommended for expulsion for additional misconduct such as causing serious physical injury to another person, possession a knife or other dangerous object, unlawful possession of any controlled substance, robbery or extortion, assault or battery on any school employee.

Parent Responsibility

It is the obligation of parents or guardians of any pupil to respond without delay to requests from school officials to attend conferences regarding their child's behavior while on school grounds or during an activity off school grounds related to school attendance. For more specific information, refer to the Conejo Valley Unified School District Discipline Policies and Procedures Handbook which is provided online and in print upon request.

Identification Cards

Students will be issued an identification card and should carry it at all times. Students will need the ID card for admission to after-school and evening activities, to ride any school bus, to check out library materials, and to purchase a student lunch.

Bicycles

A parking area is provided for bicycles on the campus. All bicycles should be locked and registered as required by law. The school and district are not responsible for bicycles parked on the campus. All students who ride a bicycle are required by law to wear a bicycle helmet. These helmets should be attached/locked to the bicycle or kept in the student's locker.

Lockers

A locker is available for each student at Colina, Los Cerritos, Redwood and Sequoia, but Sycamore Canyon does not have lockers. Lockers must not be shared. The school and district are not responsible for items missing from lockers, and therefore valuable items should not be placed in them.

Physical Education Uniforms

All students are to wear the regulation physical education uniform. Lack of proper attire for Physical Education will affect a student's grade. Procedures regarding uniforms will be explained at orientation and in all physical education classes during the first week of school.

Textbooks

Textbooks will be issued for classes in which they are needed. You are required to take care of your books by covering them, and should you damage or lose one, you must pay the replacement cost.

Homework

Homework is assigned on a regular basis in every class. According to our District Homework Policy, students in 6th, 7th, and 8th grade should receive approximately 60 to 90 minutes of homework each night. Activities such as independent and recreational reading, practicing musical instruments and practice for extracurricular activities are generally expected to be completed in addition to study time and content homework. To help students manage their time and achieve at a higher level, students will be given instruction in study skills. Students should take their homework assignments seriously, because through the completion of these assignments, students enhance their skills in and knowledge and understanding of the instruction they received during the school day. Teachers may use the grades on these assignments, along with class work and participation, to determine final grades. Students are responsible for the timely completion of all homework assigned during absences.

Progress Reports/Report Cards:

Colina, Los Cerritos, Redwood, Sequoia, and Sycamore Canyon report cards are issued three times a year on a Semester schedule. Progress Reports are distributed mid-way between the grading periods and serve as a warning of unsatisfactory achievement. The grades become part of the student's permanent school record. Citizenship and work habits are also noted on all report cards. Grading periods will be available at your school site when school begins in the fall.

Promotion and Ceremony Criteria for Eighth (8th) Grade Students:

In an effort to encourage middle school students to be successful, to help them develop and maintain strong study habits and focus, and to provide a more structured transition from elementary school to high school, the requirements for promotion and end-of-year activities are listed below.

To attend and participate in the end-of-year activities **and** the promotion ceremony an 8th grade student must:

1. Pass English **and** math **each** semester
2. Pass 5 of 6 classes **each** semester
3. Satisfy school requirements for citizenship/points, school fines, detentions, lost textbooks, etc.

Please contact your child's counselor if you have any questions regarding 8th grade promotion.

Retention:

Assembly Bill 1626, Education Code 48070, 48070.5, and Board policy 5123 state that **students in grade 6 and grade 8 will be retained if they fail both English and Math. Other considerations for retention are poor student attendance and multiple discipline violations, combined with failing both English and Math.**

Students who fail, or are in danger of failing, either English or math, must participate in an school site intervention program in order to be considered for promotion.

Students retained in the 6th grade may not be assigned to the school they attended at the end of the school year.

Renaissance Program

The Renaissance Program at the middle schools encourages all students to achieve at their highest level, maintain positive citizenship, and exhibit strong work habits. Each school site provides periodic incentives, recognizing positive effort and rewarding not only achievement, but also improvement. Students earn Gold, Silver, or Bronze Renaissance cards by performing at various levels of expectation for a quarter or Semester.

- **Gold Card:** Recipients have earned all A's and E's/S's in citizenship and work habits.
- **Silver Card:** Recipients have earned all A's and B's, and E's/S's in citizenship and work habits.
- **Bronze Card:** Recipients have earned all A's, B's, C's and E's/S's in citizenship and work habits, or recipients have shown a .5 GPA improvement from Semester grading period to Semester grading period, to the 2.0 level or above.

A mark of an "N" or "U" in citizenship or work habits disqualifies a student from earning a Renaissance Card for a specified grading period.

High School Requirements

Students also must meet the District's course and credit requirements for graduation, including but not limited to, the passing of two semesters of Algebra.

Testing and Assessment

Assessment is an integral part of the middle school program and is designed to evaluate scholastic programs and student achievement. In the spring, all students take a statewide battery of tests to measure individual progress in basic skills areas. It is important that students do their very best on these standardized tests as the scores are often used as prerequisites to enroll in higher-level courses in middle school and high school.

PROGRAM OF STUDIES

As a middle school student, you will be enrolled in a minimum of six classes. In addition to academic classes, you will be offered choices from a balanced curriculum of elective courses. This curriculum is designed to give you the opportunity to explore areas such as computers, visual and performing arts, career and vocational education, foreign language, Skills for Adolescence, and other special interest areas. The middle school program of studies is as follows:

| <u>6th Grade</u> | | <u>7th Grade</u> | | <u>8th Grade</u> | |
|-----------------------------|--------------------|-----------------------------|--------------------|-----------------------------|--------------------|
| English | Social Science | English | Social Science | English | Social Science |
| Math | Physical Education | Math | Physical Education | Math | Physical Education |
| Earth Science | Elective | Life Science | Elective | Physical Science | Elective |

You are placed in academic classes according to your learning needs; that is, according to how much you have achieved in each subject. Listed below are the levels of academic classes and an explanation of each:

6 The sixth grade is organized to promote a connectedness between students and their teachers. The teachers “team” in order to present core classes of English/social science (ancient civilizations) and science/ math. The students also take physical education and exploratory elective classes.

6/7 Accelerated (This applies to math only) These courses are designed for students that are exceptionally high achievers and are capable of learning more than one year of mathematics each year. In 6th grade the students learn all of the current year standards and half of 7th grade, and in 7th grade the students finish the 7th grade concepts then learn all of the 8th grade standards. The classes are fast paced and require maturity to process the advanced, abstract concepts.

7/8 CP These courses are designed to strengthen subject skills to prepare students for College Preparatory (CP) classes or Standard (S) courses in high school.

7/8 H These courses are for Honors (H) students who have been recognized for exceptionally high achievement (test scores and grades). The courses offer in-depth coverage of various subject areas, providing an added challenge and enrichment to students. Initial placement depends on a combination of the following recommendations and availability of space.

7th Grade Academic Levels

| Course | Recommendation |
|---------------------------|---|
| English 7H | <ul style="list-style-type: none"> • A's in Grade 6 English for all 3 Semesters • Requisite score on District benchmark exam |
| Social Science 7H | <ul style="list-style-type: none"> • A's in Grade 6 Social Science for all 3 Semesters • Requisite score on District benchmark exam |
| Math 7 Accelerated | <ul style="list-style-type: none"> • A's or B's in Math 6 Accelerated for all 3 Semesters <p>OR</p> <ul style="list-style-type: none"> • 83% or higher on District Benchmark Exam <p>AND</p> <ul style="list-style-type: none"> • 70% or higher on the Boost Camp Exam |

8th Grade Academic Levels

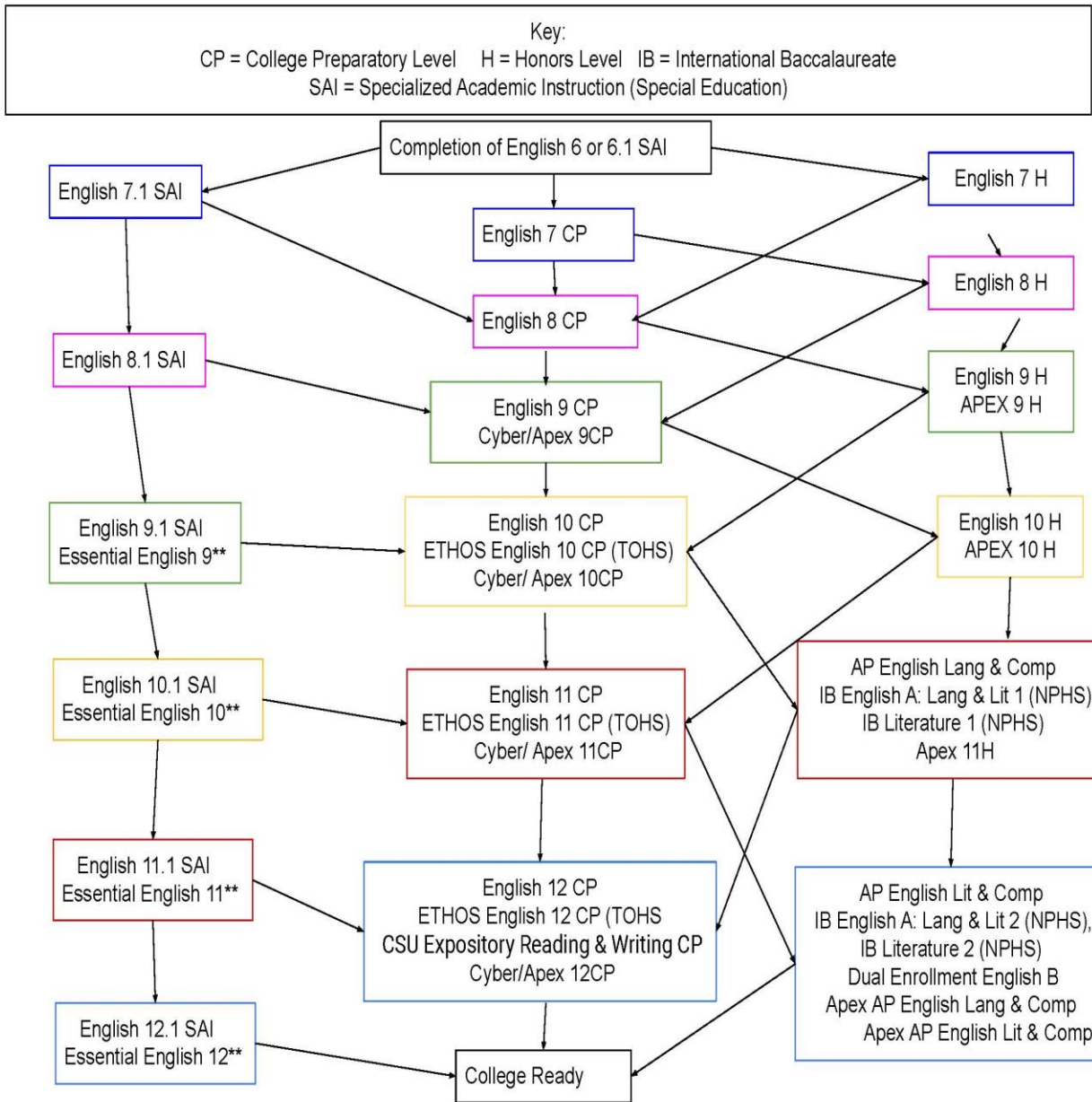
| Course | Recommendation |
|----------------------------|---|
| English 8H | <ul style="list-style-type: none"> • A's or B's in English 7H for all 3 Semesters; or A's in English 7CP for all 3 Semesters • Requisite score on District benchmark exam |
| Social Science 8H | <ul style="list-style-type: none"> • A's or B's in Social Science 7H for all 3 Semesters; or A's in Social Science 7CP for all 3 Semesters • Requisite score on District benchmark exam |
| Physical Science 8H | <ul style="list-style-type: none"> • A's in Life Science 7CP for all 3 Semesters <p style="text-align: center;"><i>Student must be concurrently enrolled in Algebra 1CP or Algebra 1 H, Sycamore Canyon students must be enrolled in Algebra 1H</i></p> |
| Algebra 1CP | <ul style="list-style-type: none"> • A's in Math 7CP for all 3 Semesters <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • 83% or higher on District Benchmark Exam • 70% or higher on the Boost Camp Exam |
| Algebra 1H | <ul style="list-style-type: none"> • A's and B's in Math 7 Accelerated for all 3 Semesters <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • 83% or higher on District Benchmark Exam |
| Spanish 1CP | <ul style="list-style-type: none"> • A's or B's in English 7H or 7CP for all 3 Semesters • No grade lower than a C in other classes <p style="text-align: center;"><i>High School Credit is earned- grade received is part of the HS GPA</i></p> |
| Chinese 1CP | <ul style="list-style-type: none"> • A's or B's in English 7H or 7CP for all 3 Semesters • No grade lower than a C in other classes <p style="text-align: center;"><i>High School Credit is earned- grade received is part of the HS GPA</i></p> |

NOTE: Grades given in courses taken at the eighth-grade level for high school credit (e.g. World Language) will be placed permanently on the high school transcript for each semester and figured into the student's cumulative high school grade point average.



Conejo Valley Unified School District

English Language Arts Pathways
Grades 6-12



UC A-G approved high school electives that are not English credit:

Advanced Public Speaking, AP Seminar, Composition CP, Creative Writing CP, Great Authors Honors, Journalism 1CP, Journalism Advanced, Screenwriting CP, Apex Creative Writing

**Classes with the “Essential” designation meet the qualifications for a Certificate of Completion where students are eligible to enroll in a Community College or institution of higher learning based on entrance requirements.

Students have the ability to petition into classes at the next or higher level Updated 1.20.2022

ENGLISH

| Essential English – 660010 | | *Placement is determined by a student's IEP team. |
|----------------------------|--|---|
| Prerequisite: | None | |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy | |
| Length | Annual | |

Designed specifically to support students with IEPs who are on track to receive a certificate of completion at the end of high school. Provides instruction in essential English skills through a modified curriculum that emphasizes life skills and engages the students in appropriate practice in listening, reading, speaking, writing, and related thinking.

| English 6.1 – 660031 | | *Placement in SAI courses is determined by a student's IEP team. |
|----------------------|--|--|
| Prerequisite: | None | |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy | |
| Length | Annual | |

Designed specifically to provide supports for students with disabilities so that they meet the academic English requirements in accordance with the California State Standards for 6th grade. This course provides a balanced, unified program of instruction in language, literature, and composition, engaging the students in appropriate practice in listening, reading, speaking, writing, and related thinking.

| English 6 - 170000 | |
|----------------------|--|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

This course is designed to focus on vocabulary development, literary analysis, reading comprehension, writing for a purpose, and speaking and listening in accordance with the California State Standards for 6th grade.

| English 6 ACE (Academy for Civic Engagement) – 170001 | |
|---|---|
| Prerequisite: | CAASPP, Interviews, Teacher Recommendation |
| School: | COL |
| Length | Annual |

The Academy for Civic Engagement (“ACE”) will supplement and enhance existing CVUSD English and History Social Science Courses of Study by providing sixth-grade students with rich, meaningful opportunities designed to increase civic engagement: participating in healthy, respectful, and reasoned civil discourse, including academic and peer-critical discussions, public speaking, constructive listening, and debate; participating in student directed service-learning projects that tie the study of ELA academic objectives to community service; and actively taking part in thought-provoking role plays and simulations to research and explore current issues and democratic processes. To accomplish these objectives, students will learn to read text critically and analytically; research engaging and relevant topics; substantiate opinions, rationales, and thoughts with evidence; communicate effectively to an audience; and listen respectfully to alternative viewpoints. The course will seek to provide an atmosphere of security, reassurance, and acceptance so that students can freely generate ideas, learn from other perspectives, and cultivate understanding, tolerance, communication skills, and strategies that will enhance the knowledge, skills, and motivation to engage students in the life of their communities. Designed to meet academic English requirements of community colleges, the University of California, and the California State University system, this course fulfills communication needs of college-bound students.

| English 7.1 – 660061 | | *Placement in SAI courses is determined by a student's IEP team |
|----------------------|--|---|
| Prerequisite: | None | |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy | |
| Length | Annual | |

Designed specifically to provide supports for students with disabilities so that they meet the academic English requirements in accordance with the California State Standards for 7th grade. This course provides a balanced, unified program of instruction in language, literature, and composition, engaging the students in appropriate practice in listening, reading, speaking, writing, and related thinking.

English 7CP – 170020

| | |
|----------------------|--|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

This course is designed to focus on vocabulary development, literary analysis, reading comprehension writing for a purpose, and speaking and listening in accordance with the California State Standards for 7th grade.

English 7H – 170010

| | |
|----------------------|---|
| Prerequisite: | See 7th Grade Academic Levels Chart – Page 18 |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

This course is designed to focus on vocabulary development, literary analysis, reading comprehension, writing for a purpose, and speaking and listening in accordance with the California State Standards. English 7H standards are explored with greater depth and complexity to meet the learning needs of honors level students.

English 7 EDGE – 170023

| | |
|----------------------|---|
| Prerequisite: | <ul style="list-style-type: none"> • Teacher recommendation • Interview • CAASPP Scores |
| School: | RED |
| Length | Annual |

The 7th-grade EDGE cohort English and science classes will supplement and enhance the existing CVUSD English and Science courses of study by providing opportunities for students to innovate, create, collaborate, embrace challenges, explore through inquiry, see multiple perspectives, think critically and learn from failure while practicing a growth mindset. Public speaking and scholarly writing for a real-world audience within an intellectual, innovative and nurturing environment enhance the units of study. Self-selected research projects will encourage students to enter academic conversations by collecting and analyzing data based upon an inter-disciplinary English and science curriculum.

English 8.1 – 660091 *Placement in SAI courses is determined by a student's IEP team

| | |
|----------------------|--|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

Designed specifically to provide supports for students with disabilities so that they meet the academic English requirements in accordance with the California State Standards for 8th grade. This course provides a balanced, unified program of instruction in language, literature, and composition, engaging the students in appropriate practice in listening, reading, speaking, writing, and related thinking.

English 8CP – 170050

| | |
|----------------------|--|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

This course is designed to focus on vocabulary development, literary analysis, reading comprehension, writing for a purpose, and speaking and listening in accordance with the California State Standards for 8th grade.

English 8H – 170040

| | |
|----------------------|---|
| Prerequisite: | See 8th Grade Academic Levels Chart – Page 19 |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

This course is designed to focus on vocabulary development, literary analysis, reading comprehension, writing for a purpose, and speaking and listening in accordance with the California State Standards. English 8H standards are explored with greater depth and complexity to meet the learning needs of honors level students.

| English 8 EDGE – 170051 | |
|-------------------------|---|
| Prerequisite: | <ul style="list-style-type: none"> • Teacher recommendation • Interview • CAASPP Scores |
| School: | RED |
| Length | Annual |

The 8th grade EDGE Cohort English and social studies classes will supplement and enhance the existing CVUSD English and Social Studies Courses of Study by providing opportunities for students to innovate, create, collaborate, embrace challenges, explore through inquiry, see multiple perspectives, think critically and learn from failure while practicing a growth mindset. Public speaking and scholarly writing for a real- world audience within an intellectual, innovative and nurturing environment will be emphasized. Self-selected research projects will encourage students to enter academic conversations by collecting and analyzing data based upon an inter-disciplinary English and social studies curriculum. Designed to meet academic English requirements of community colleges, the University of California, and the California State University system, this course fulfills communication needs of college bound eighth grade students.

| ELD 1-2 Integrated Literacy – 170061 | |
|--------------------------------------|------------------------------|
| Prerequisite: | Test Placement |
| School: | COL – LCR – RED – SEQ |
| Length | Annual |

Designed to teach a limited or non-English speaking student with a proficiency level of beginning to early intermediate, to speak English as soon as possible in order to facilitate their success in other core courses. The class is individualized to aid the student in proficiency in: listening, speaking, reading, and writing.

| ELD 3 Integrated Literacy – 170063 | |
|------------------------------------|------------------------------|
| Prerequisite: | Test Placement |
| School: | COL – LCR – RED – SEQ |
| Length | Annual |

Designed to teach a limited or non-English speaking student with a proficiency level of intermediate to early advanced, to speak English as soon as possible in order to facilitate their success in other core courses. The class is individualized to aid the student in proficiency in: listening, speaking, reading, and writing.

| ELD 1-2 Designated ELD Standards – Middle School – 170401 | |
|---|------------------------------|
| Prerequisite: | Test Placement |
| School: | COL – LCR – RED – SEQ |
| Length | Annual |

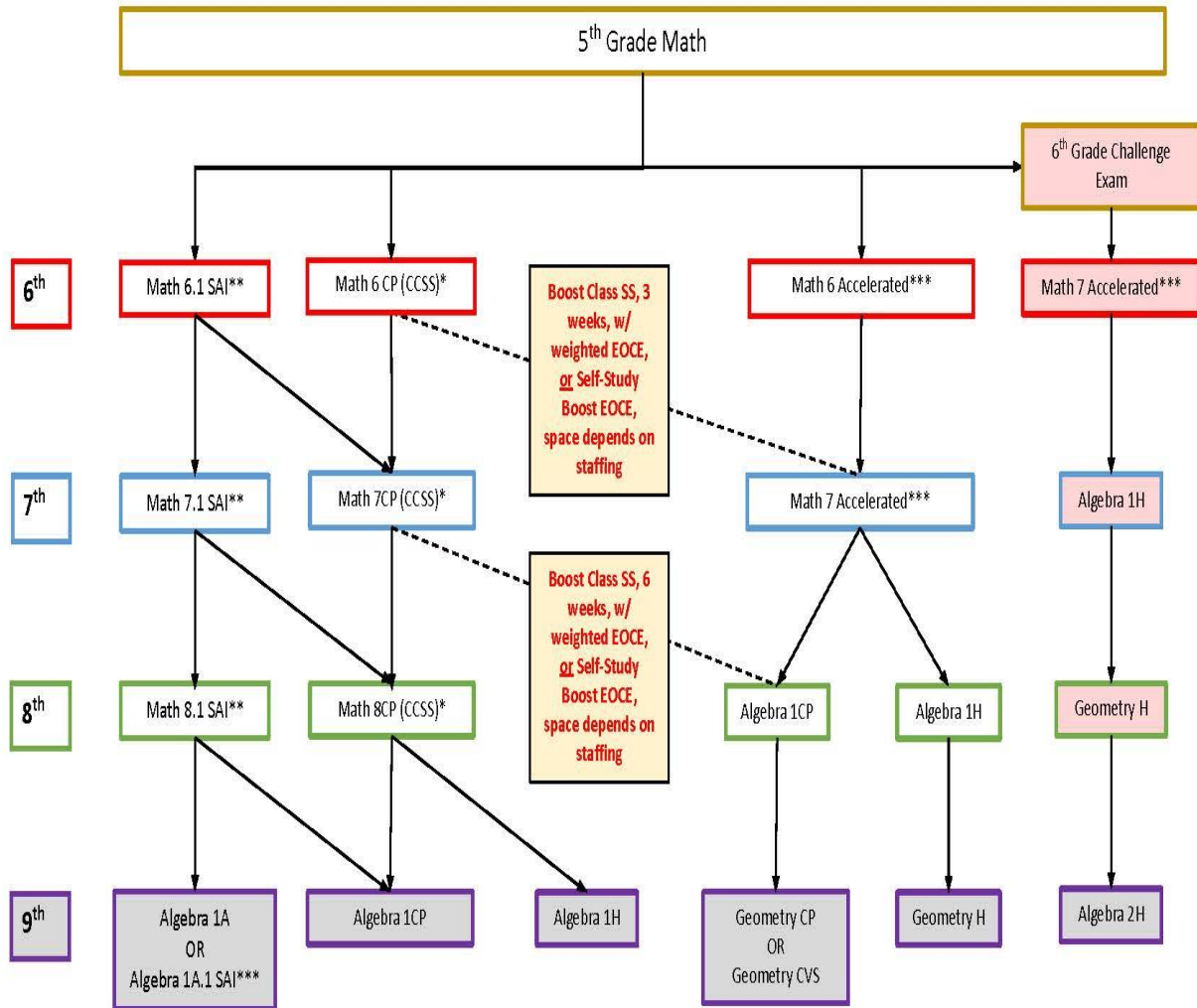
Provides an additional period to teach a limited or non-English speaking student with a proficiency level of beginning to early intermediate, to speak English as soon as possible in order to facilitate their success in other core courses. The class is individualized to aid the student in proficiency in: listening, speaking, reading, and writing.

| ELD 3 Designated ELD Standards – 170403 | |
|---|------------------------------|
| Prerequisite: | Test Placement |
| School: | COL – LCR – RED – SEQ |
| Length | Annual |

Provides an additional period to teach a limited or non-English speaking student with a proficiency level intermediate to early advanced, to speak English as soon as possible in order to facilitate their success in other core courses. The class is individualized to aid the student in proficiency in: listening, speaking, reading, and writing.

Conejo Valley Unified School District

Math Pathways
Grades 5-9



*CCSS denotes courses aligned to the CA Common Core State Standards

**SAI denotes courses that are considered Specialized Academic Instruction. Placement in SAI courses is determined by a student's IEP team.

***Math 6 Accelerated / Math 7 Accelerated are courses that each include instruction in 1.5 years of CA Common Core State Standards.

This flow chart is designed to guide students along common academic pathways. The paths shown are typical routes taken by students. Transferring between paths is possible from year to year based on student performance, teacher recommendation and counselor review. In our school district we strongly believe four (4) years of high school math is a good predictor of success in college.

Updated 1/20/2022

MATHEMATICS

| Essential Math - 520110 | | *Placement in SAI courses is determined by a student's IEP team. |
|-------------------------|---|--|
| Prerequisite: | None | |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy | |
| Length | Annual | |

This course is designed specifically to provide supports for students with IEPs who are on track to receive a certificate of completion at the end of high school. Provides instruction in essential mathematics skills through a modified curriculum that emphasizes life skills and engages the students in appropriate practice in number sense, computation, and math applications. Care is taken to draw connections between concepts for students to support long term retention.

| Math 6.1 - 520131 | | *Placement in SAI courses is determined by a student's IEP team. |
|----------------------|---|--|
| Prerequisite: | None | |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy | |
| Length | Annual | |

This course is specifically designed to provide supports for students with disabilities and provides students with the pre-algebraic skills and concepts in the California State Standards for 6th grade. Students focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

| Math 6CP - 520005 | |
|----------------------|---|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

Students focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

| Math 6 Accelerated - 520025 | |
|-----------------------------|--|
| Prerequisite: | A's and B's in 5 th grade math for all three Semesters and 83% or higher on District Benchmark Exam |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

Students will learn all of the Math 6CP standards listed above and half of the 7CP standards, specifically they will analyze proportional relationships and use them to solve real-world and mathematical problems; apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers; use properties of operations to generate equivalent expressions and solve real-life and mathematical problems using numerical and algebraic expressions and equations.

| Math 7.1 – 520161 | | *Placement in SAI courses is determined by a student's IEP team. |
|----------------------|---|--|
| Prerequisite: | None | |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy | |
| Length | Annual | |

This course is specifically designed to provide supports for students with disabilities and provides students with the pre-algebraic skills and concepts in the California State Standards for 7th grade. Emphasis is on basic skills in number sense, algebraic functions, measurement, geometry, statistics, data analysis, probability, and mathematical reasoning.

| Math 7CP - 520038 | |
|--------------------------|--|
| Prerequisite: | C's or better in Math 6CP for all three Semesters |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

Students focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

| Math 7 Accelerated - 520045 | |
|------------------------------------|--|
| Prerequisite: | A's in Math 6CP for all three Semesters or A's and B's in Math 6 Accelerated for all three Semesters AND 83% or higher on District Benchmark Exam |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

Students will resume learning the Math 7CP standards not taught in Math 6 Advanced, specifically they will draw, construct and describe geometrical figures and describe the relationships between them; solve real-life and mathematical problems involving angle measure, area, surface area, and volume; use random sampling to draw inferences about a population; draw informal comparative inferences about two populations and investigate chance processes and develop, use, and evaluate probability models. Then students will learn the Math 8CP standards listed below. At the end of this year students will be prepared to take Algebra Honors in the 8th grade.

| Math 7 - 520035 | |
|------------------------|--|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

Designed to help 7th grade students that score below basic on the 6th grade CA Standards Test to strengthen basic and pre-algebra skills. Emphasis is on basic skills in number sense, algebraic functions, measurement, geometry, statistics, data analysis, probability, and mathematical reasoning.

| Math 8CP - 520068 | |
|--------------------------|--|
| Prerequisite: | C's or better in Math 7CP for all three Semesters |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

Students focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

| Algebra 1CP - 520050 | |
|-----------------------------|--|
| Prerequisite: | A's in Math 7CP for all three Semesters and 83% or higher on District Benchmark Exam and 70% or higher on the Boost Camp Exam |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy Length Annual |
| Length | Annual |

Algebra 1CP is an accelerated course where students will learn Math 8CP and Algebra standards, including (1) interpreting functions given graphically, numerically, symbolically, and verbally; translating between representations, and understanding the limitations of various representations including exponential functions; (2) extending the laws of exponents to rational exponents and creating quadratic and exponential expressions as well as creating and solving quadratic equations; (3) comparing the key characteristics of quadratic functions to those of linear and exponential functions.

| Algebra 1H - 520043 | |
|----------------------------|---|
| Prerequisite: | A's in Math 7 Accelerated for all three Semesters and 83% or higher on District Benchmark Exam |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

Students focus on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) interpret functions given graphically, numerically, symbolically and verbally, translate between representations and understand the limitations of various representations including exponential functions; compare and contrast linear and exponential relationships with each other and engage in methods for analyzing, solving and using quadratic functions; (3) extend the laws of exponents to rational exponents and create and solve quadratic and exponential expressions, inequalities and systems of equations involving quadratics; and (4) expand their function experience to specialized functions including absolute value, step, and piecewise define, and apply linear models to data that exhibit a linear trend.

| Math 8.1 – 520191 | | *Placement in SAI courses is determined by a student's IEP team. |
|--------------------------|------------------------------|---|
| Prerequisite: | None | |
| School: | COL – LCR – RED – SEQ | |
| Length | Annual | |

This course is specifically designed to provide supports for students with disabilities and provides students with the pre-algebraic skills and concepts in the California State Standards for 8th grade. Students focus on three critical areas: (1) formulating and reason about expressions and equations, including modeling an association in bivariate data and solving linear equations; (2) using functions to describe quantitative relationships and (3) analyzing two- and three-dimensional figures for volume, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

| Math 8 - 520063 | |
|------------------------|------------------------------|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ |
| Length | Annual |

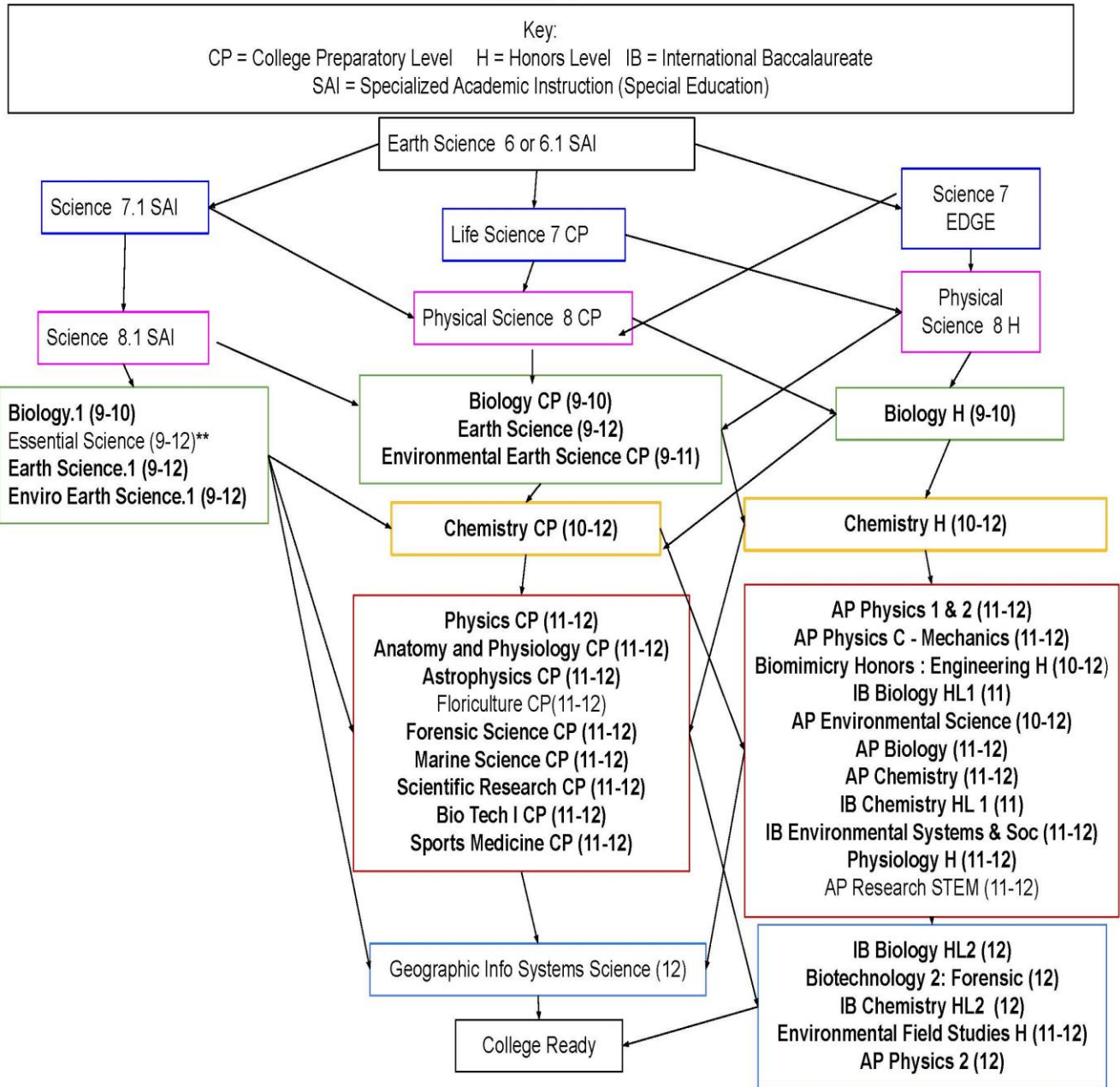
Students focus on three critical areas: (1) formulating and reason about expressions and equations, including modeling an association in bivariate data and solving linear equations; (2) using functions to describe quantitative relationships and (3) analyzing two and three dimensional figures for volume, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

| Geometry H - 520070 | |
|----------------------------|---|
| Prerequisite: | A's or B's in Algebra 1H for all three Semesters |
| School: | COL – LCR – RED – SEQ – SCS |
| Length | Annual Elective |

This course is the first course offered in the high school honors sequence. Students focus on six critical areas; (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilations and proportional reasoning; (3) informally develop explanations of circumference area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; (5) prove basic geometric theorems; and (6) extend work with probability. This course receives high school credit and will be calculated in the high school GPA.

Conejo Valley Unified School District

Science Pathways
Grades 6-12



UC A-G approved high school electives that are not Science credit:

**Classes with the "Essential" designation meet the qualifications for a Certificate of Completion where students are eligible to enroll in a Community College or institution of higher learning based on entrance requirements. Placement in Essential Science classes is determined by a student's IEP team.

This flowchart is designed to guide students along common academic pathways. Transferring between paths is possible from year to year based on student performance, teacher recommendation and counselor review. Numbers in parenthesis "(" indicate the most common grade level of courses taken by students.

BOLD indicates UC A-G requirement "D". Non-Bold indicates A-G requirement "G" (for high school only)

Students have the ability to petition into classes at the next or higher level

Updated 01.20.2022

SCIENCE

| Essential Science 6 – 600210 | | *Placement in SAI courses is determined by a student's IEP team. |
|------------------------------|---|--|
| Prerequisite: | None | |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy | |
| Length | Annual | |

This course is designed specifically to provide supports for students with IEPs who are on track to receive a certificate of completion at the end of high school. Provides instruction in essential science skills through a modified curriculum that focuses on learning about the world around them. Care is taken to draw connections between concepts for students to support long term retention.

| Science 6 - 600010 | |
|----------------------|---|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

This class is an introductory standards-based science course designed to teach sixth grade students the essential content standards per the California Department of Education. The curriculum encourages student participation throughout the book. Students are given the opportunity to demonstrate their knowledge in many ways – including, but not limited to reading and note taking guides, performance assessments, lab activities and interactive, web-based activities. Lab activities are embedded throughout the curriculum; thus providing the students with opportunities to meet the investigation and experimentation standards.

| Science 6.1 – 600231 | | *Placement in SAI courses is determined by a student's IEP team. |
|----------------------|---|--|
| Prerequisite: | None | |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy | |
| Length | Annual | |

This course is designed specifically to provide supports for students with IEPs and is an introductory standards-based science course designed to teach sixth grade students the essential content standards per the California Department of Education. The curriculum encourages student participation throughout the book. Students are given the opportunity to demonstrate their knowledge in many ways – including, but not limited to reading and note taking guides, performance assessments, lab activities and interactive, web-based activities. Lab activities are embedded throughout the curriculum; thus providing the students with opportunities to meet the investigation and experimentation standards.

| Life Science 7CP - 600030 | |
|---------------------------|---|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

This course is designed to introduce students to life science. The study of life science provides a knowledge base on which adolescents can make well-informed and wise decisions about their health and behavior. Students expand their knowledge of living systems to include the study of the structure and function of plants and animals, their similarities, differences and interdependence. The topics will be presented and developed through considerable reading, class discussion, laboratory exercises, use of the internet, research using texts and the internet, and the process of inquiry.

| Life Science 7.1 – 600261 | | *Placement in SAI courses is determined by a student's IEP team. |
|---------------------------|---|--|
| Prerequisite: | None | |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy | |
| Length | Annual | |

This course is designed specifically to provide supports for students with IEPs and will introduce students to life science. The study of life science provides a knowledge base on which adolescents can make well-informed and wise decisions about their health and behavior. Students expand their knowledge of living systems to include the study of the structure and function of plants and animals, their similarities, differences and interdependence. The topics will be presented and developed through considerable reading, class discussion, laboratory exercises, use of the internet, research using texts and the internet, and the process of inquiry.

| Science 7 EDGE – 600021 | |
|-------------------------|---|
| Prerequisite: | <ul style="list-style-type: none"> • Teacher recommendation • Interview • CAASPP Scores |
| School: | RED |
| Length | Annual |

The 7th-grade EDGE cohort English and science classes will supplement and enhance the existing CVUSD English and science courses of study by providing opportunities for students to innovate, create, collaborate, embrace challenges, explore through inquiry, see multiple perspectives, think critically and learn from failure while practicing a growth mindset. Public speaking and scholarly writing for a real-world audience within an intellectual, innovative and nurturing environment enhance the units of study. Self-selected research projects will encourage students to enter academic conversations by collecting and analyzing data based upon an inter-disciplinary English and science curriculum.

| Physical Science 8.1 – 600291 | |
|--|--|
| *Placement in SAI courses is determined by a student’s IEP team. | |
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

This course is designed specifically to provide supports for students with IEPs and allows students to expand their knowledge of physical science. Their study of chemistry focuses on the nature of matter, states of matter, elements and the periodic table, chemical reactions, and the chemistry of biological processes. The study of physics focuses on motion, energy, and forces, as well as density and buoyancy. Finally, the study of astronomy focuses on solar systems, stars, galaxies and the universe.

| Physical Science 8CP - 600055 | |
|-------------------------------|--|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

In grade eight, students expand their knowledge of physical science. Their study of chemistry focuses on the nature of matter, states of matter, elements and the periodic table, chemical reactions, and the chemistry of biological processes. The study of physics focuses on motion, energy, and forces, as well as density and buoyancy. Finally, the study of astronomy focuses on solar systems, stars, galaxies and the universe.

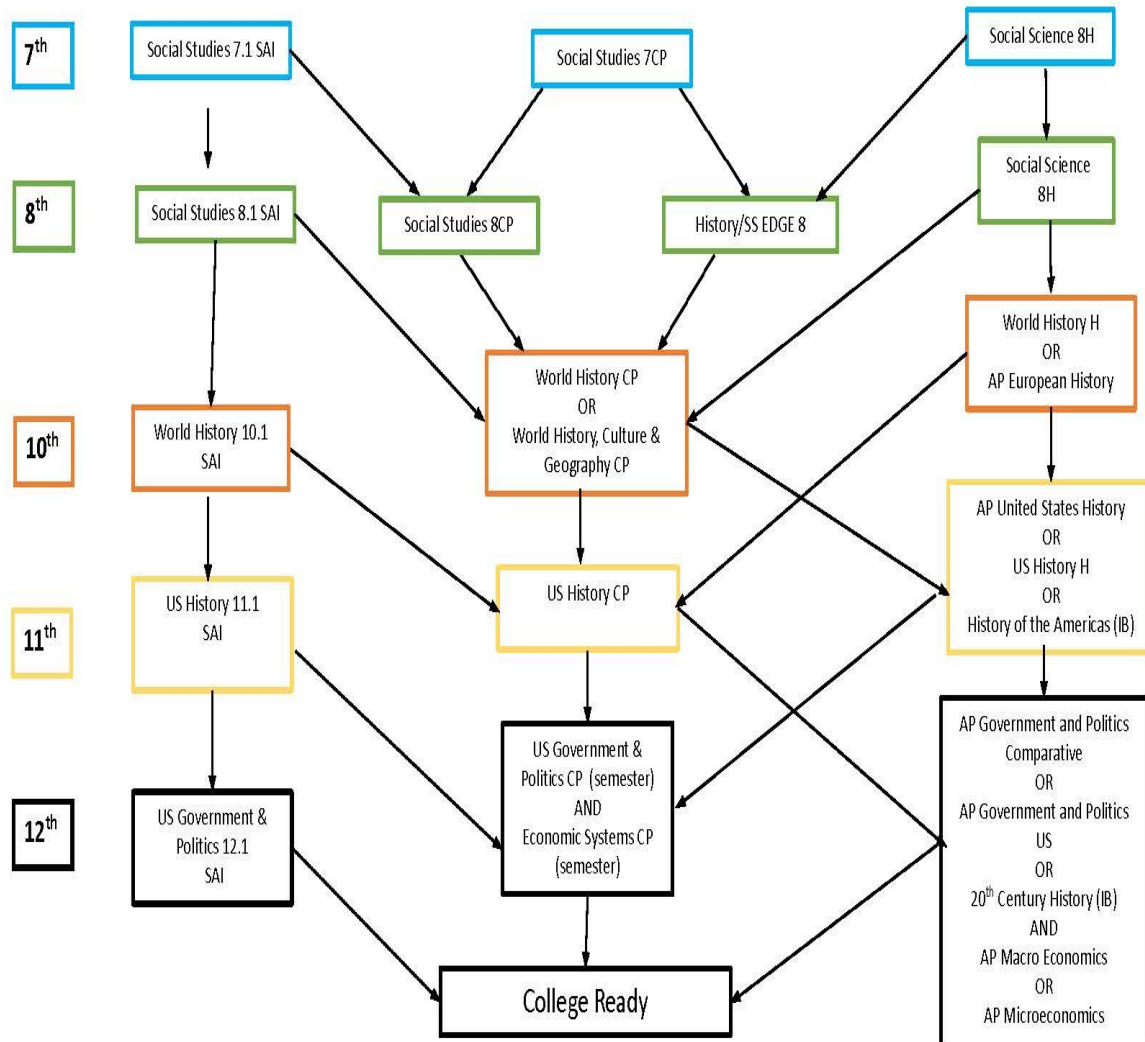
| Physical Science 8H - 600045 | |
|------------------------------|---|
| Prerequisite: | See 8th Grade Academic Levels Chart – Page 19 |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

This course provides an advanced and enriched curriculum for selected students with an emphasis on physical science, chemistry and earth science. Development of problem solving, critical thinking, and mathematical skills are stressed. Students achieving a grade of “A” or “B” in this course advance to the high school honors science program.

This course does not receive high school credit.

Conejo Valley Unified School District

Social Science Pathways Grades 7-12



There is no required H/SS courses for 9th grade. Students can choose to take an elective course (listed below) during the 9th grade year.

Intro to Geography (9th), AP Human Geography (9th), Anthropology CP, Comparative Religion CP, Comparative Religions H, Contemporary World Issues Honors, Psychology CP, AP Psychology, IB Psychology 2, Psychology IB HL 1, 20th Century History IB, Sociology, Social Psychology CP, Philosophy CP,

All courses listed are UC A-G approved

¹This flowchart is designed to guide students along common academic pathways. Transferring between paths is possible from year to year based on student performance, teacher recommendation and counselor review.

²Placement in Essential Social Science is determined by a student's IEP team.

Students have the ability to petition into classes at the next or higher level

Updated 1.20.2022

SOCIAL SCIENCE

| Essential Social Science 6 – 630310 *Placement in SAI courses is determined by a student’s IEP team. | |
|--|--|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

Designed specifically to support students with IEPs who are on track to receive a certificate of completion at the end of high school. This course is a survey of selected topics with an emphasis on contemporary issues and problems facing individuals in society. Topics will include values, marriage, family, education, economics, religion, government, crime and deviancy, social inequalities, and social change.

| Social Science 6.1 – 630331 *Placement in SAI courses is determined by a student’s IEP team. | |
|--|--|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

This course is designed specifically to provide supports for students with IEPs and provides all students knowledge about the people and events that ushered in the dawn of major Western and non-Western civilizations. The early societies of the Near East and Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and China are included. Students will learn about the major figures that helped to establish those early societies. Their major contributions, achievements, and influences in Western and non-Western thought.

| Social Science 6 – 630000 | |
|---------------------------|--|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

This course is designed to provide all students knowledge about the people and events that ushered in the dawn of major Western and non-Western civilizations. The early societies of the Near East and Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and China are included. Students will learn about the major figures that helped to establish those early societies. Their major contributions, achievements, and influences in Western and non-Western thought.

| Social Science 7.1 – 630361 *Placement in SAI courses is determined by a student’s IEP team. | |
|--|--|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

This course is designed specifically to provide supports for students with IEPs and is structured to familiarize the student with world history and geography during both medieval and early modern times. The focus is on the rise of Empires from the Fall of Rome to the enlightenment in Europe, Asia, Africa, and Americas. Communication skills, map and globe studies, research, vocabulary enrichment, critical thinking, and interpretation of pictures, graphs and charts are emphasized.

| Social Science 7CP – 630020 | |
|-----------------------------|--|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

This course is structured to familiarize the student with world history and geography during both medieval and early modern times. The focus is on the rise of Empires from the Fall of Rome to the enlightenment in Europe, Asia, Africa, and Americas. Communication skills, map and globe studies, research, vocabulary enrichment, critical thinking, and interpretation of pictures, graphs and charts are emphasized.

| Social Science 7H – 630010 | |
|-----------------------------------|---|
| Prerequisite: | See 7th Grade Academic Levels Chart – Page 18 |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

This course of study provides an advanced and enriched curriculum to qualified students. The course objectives will be met by fulfilling the California State Social Science Standards with an emphasis on critical thinking, creativity, and research. The course covers the social, political, economic, geographic, and religious influences of empires in Europe, Asia, Africa, and Americas.

| Social Science 8.1 – 360391 | |
|---|--|
| *Placement in SAI courses is determined by a student’s IEP team. | |
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

This course is designed specifically to provide supports for students with IEPs and includes the ideas, issues, and events Pre-Revolution to the end of the reconstruction era. It includes United States history, government, and geography from that period. The American heritage is explored through its people, ideas and events. Students examine the responsibilities of citizens in a democratic society and the development of the United States into a world power.

| Social Science 8CP – 630050 | |
|------------------------------------|--|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

This course includes the ideas, issues, and events Pre-Revolution to the end of the reconstruction era. It includes United States history, government, and geography from that period. The American heritage is explored through its people, ideas and events. Students examine the responsibilities of citizens in a democratic society and the development of the United States into a world power.

| Social Science 8H – 630040 | |
|-----------------------------------|---|
| Prerequisite: | See 8th Grade Academic Levels Chart – Page 19 |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

This course of study provides an advanced and enriched curriculum to qualified students. The course objectives will be met by fulfilling the California State Social Science Standards with emphasis on critical thinking, creativity, and research. The course covers the social, political, economic, geographic, and religious influences of United States History from Pre-Revolution to Reconstruction.

| History/SS 8 EDGE – 630051 | |
|-----------------------------------|---|
| Prerequisite: | <ul style="list-style-type: none"> • Teacher Recommendation • Interview • CAASPP Scores |
| School: | RED |
| Length | Annual |

The 8th grade EDGE Cohort English and social studies classes will supplement and enhance the existing CVUSD English and Social Studies Courses of Study by providing opportunities for students to innovate, create, collaborate, embrace challenges, explore through inquiry, see multiple perspectives, think critically and learn from failure while practicing a growth mindset. Public speaking and scholarly writing for a real- world audience within an intellectual, innovative and nurturing environment will be emphasized. Self-selected research projects will encourage students to enter academic conversations by collecting and analyzing data based upon an inter-disciplinary English and social studies curriculum. Designed to meet academic English requirements of community colleges, the University of California, and the California State University system, this course fulfills communication needs of college bound eighth grade students.

WORLD LANGUAGE

| Introductory Spanish – 290040 | |
|-------------------------------|------------------|
| Prerequisite: | None |
| School: | COL – SCS |
| Length | Semester |

This course will stress conversation, simple grammar, and Hispanic customs. Instruction is student-centered and includes listening, reading, and writing about useful content.

| Spanish 1CP – 290050 | |
|----------------------|---|
| Prerequisite: | See 8th Grade Academic Levels Chart - Page 19 |
| School: | COL – LCR – RED – SEQ – SCS |
| Length | Annual |

Students will receive training in speaking, understanding, reading, writing, grammar and an introduction to the culture of the people who speak the language. A grade of C or better must be received in the course to be eligible to take Spanish 2 in the 9th grade. Ten high school credits are earned by passing (A-D) this class. The grade received is part of the high school GPA (grade point average) and counts for valedictorian.

| Chinese 1CP – 290090 | |
|----------------------|---|
| Prerequisite: | See 8th Grade Academic Levels Chart - Page 19 |
| School: | RED |
| Length | Annual |

Students will receive training in speaking, understanding, reading, writing, grammar and an introduction to the culture of the people who speak the language. A grade of C or better must be received in the course to be eligible to take Chinese 2 in the 9th grade. Ten high school credits are earned by passing (A-D) this class. The grade received is part of the high school GPA (grade point average) and counts for valedictorian.

OPPORTUNITY

| English Opportunity – 170080 | |
|------------------------------|-----------------------------|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS |
| Length | Semester |

This course is designed to provide additional instructional minutes and support to students struggling in English.

| Math Opportunity – 520080 | |
|---------------------------|-----------------------------|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS |
| Length | Semester |

This course is designed to provide additional instructional minutes and support to students struggling in Math.

| Science Opportunity – 600080 | |
|------------------------------|-----------------------------|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS |
| Length | Semester |

This course is designed to provide additional instructional minutes and support to students struggling in Science.

| Social Science Opportunity – 630080 | |
|-------------------------------------|-----------------------------|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS |
| Length | Semester |

This course is designed to provide additional instructional minutes and support to students struggling in Social Science.

PHYSICAL EDUCATION

| Physical Education 6 – 580000 | |
|-------------------------------|---|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

This course focuses on developing and combining various skills in cooperative learning experiences including physical fitness activities, lead-up games and activities, physical education regulations and safety instruction.

| Physical Education 7 – 580100 | |
|-------------------------------|---|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

This course will include physical fitness activities, beginning instruction in formal sports and games, physical education regulations and safety instruction. The Fitnessgram will be administered.

| Physical Education 8 – 580200 | |
|-------------------------------|---|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS – Century Academy |
| Length | Annual |

The continued emphasis will be on physical fitness and refinement of beginning skills in formal sports and activities. Introduction of team concepts. Physical education regulations and safety practices will continue to be enforced.

ELECTIVES

| | |
|--|-----------------|
| Art – 050080 (materials cost for projects students create & retain) | |
| Prerequisite: | None |
| School: | LCR |
| Length | Semester |

This is an introductory course that provides students with basic art skills and an overview of various art media and techniques. This class includes projects in line, form, color, texture, and design.

| | |
|--|------------------------------|
| Art 7 – 050060 (materials cost for projects students create & retain) | |
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ |
| Length | Semester |

This is an introductory course that provides students with basic art skills and an overview of various art media and techniques. This class includes projects in line, form, color, texture, and design.

| | |
|--|------------------------------|
| Art 8 – 050070 (materials cost for projects students create & retain) | |
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ |
| Length | Semester |

This is a general introductory course to a variety of art experiences through the use of many different materials. Emphasis is on participation and understanding rather than on artistic skills.

| | |
|---|------------------------------|
| Art Advanced – 050190 (grade 8) (materials cost for projects students create & retain) | |
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ |
| Length | Semester |

This 8th grade course is focuses on artistic skills with an overview of various art techniques.

| | |
|----------------------------------|------------------------------------|
| Band - Beginning – 550100 | |
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS |
| Length | Annual |

A course in beginning instrumental music. Wind and percussion instruments are introduced in one class. No previous musical experience is necessary. The student is taught to read music, to play the instrument of his choice and is also introduced to ensemble playing. Students will participate in public performances. An effort is made to broaden and elevate the student's concept of musicianship.

| | |
|-------------------------------------|---|
| Band - Intermediate – 550110 | |
| Prerequisite: | 1 year or more of band instrument instruction in a classroom or private instruction. Demonstration of appropriate level as determined by Instructor. |
| School: | COL – LCR – RED – SEQ – SCS |
| Length | Annual |

A course in intermediate-level instrumental music, excluding string instruments. Concepts of instrumentation balance and the opportunity for switching to related instruments will be introduced. Concepts of commitment and responsibilities inherent in band membership will be introduced. Concepts of intonation, musicology and sight-reading will be addressed in daily rehearsals. Opportunities for public performance may include marching band.

| Band - Advanced – 550040 | |
|---------------------------------|---|
| Prerequisite: | 1 year or more of band instrument instruction in a classroom or private instruction. |
| School: | COL – LCR – RED – SEQ – SCS |
| Length | Annual |

A course in advanced-level instrumental music. Students will accept responsibility for the creation of a total band sound that aligns with criteria as outlined by the Southern California Band and Orchestra Association (SCSBOA). Public performance opportunities may include competition marching, solo and ensemble festival concert rating festival, honor band participation, recruitment assemblies and school-site performances. Concepts of seating according to skill level.

| Band - Jazz – 550230 | |
|-----------------------------|--|
| Prerequisite: | Ability to play an instrument used in a standard Jazz Ensemble, and teacher recommendation. |
| School: | LCR |
| Length | Annual |

Jazz Ensemble is designed for the instrumental music student to become more aware of the American music art form known as jazz. This course gives the student an opportunity to explore the elements that make up this style of music (improvisation, articulation, concepts, ensemble playing and rhythmic interpretation). Students will create, perform and participate at various public concerts and jazz festivals.

| Careers 6 – 140005 | |
|---------------------------|------------------------------------|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS |
| Length | Semester |

This middle school course is designed to provide a well-rounded orientation to the world of work. Experiences are designed to introduce students to the technical nature of today's world and the role of productive workers in our society. Work-based learning strategies appropriate for this course include: field trips, simulated interviews and a career aptitude test. Moreover, this course is designed to give students an understanding of the job seeking process, interpersonal skills, necessary format of workplace documents and a vision of future job possibilities. Students have the opportunity to assess their abilities, aptitudes, and career interests. Students will write resumes, maintain portfolios and other workplace documents which will help them learn how to secure and keep a job in the world of work. This course is based upon the National Career Development Guidelines and California's Career Performance Standards. Academic vocabulary and content vocabulary will be introduced into each unit of instruction.

| Chorus Middle School – 550140 | |
|--------------------------------------|------------------------------------|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS |
| Length | Annual |

This is a class for students with a desire to develop their singing voices. Several public performances are held.

| Chorus MS Advanced – 550160 | |
|------------------------------------|--|
| Prerequisite: | Demonstration of appropriate level as determined by Instructor. |
| School: | LCR |
| Length | Annual |

This is for a select group of singers who will learn the fundamentals of choral singing, vocal production and breath control. They will perform at their school, in neighboring elementary schools and in the community.

| Computers Advanced – 080210 (grade 8) | |
|--|-----------------|
| Prerequisite: | None |
| School: | COL |
| Length | Semester |

This course builds on the skills students learned in the Exploratory Technology course.

| Cross-Age Tutor – 140060 | |
|--------------------------|------------------------------------|
| Prerequisite: | Approval process |
| School: | COL – LCR – RED – SEQ – SCS |
| Length | Semester |

Students will be assigned to elementary or middle schools as classroom tutors/aides.

| Directed Study – 660000 | | * Placement in SAI courses is determined by a student's IEP team. |
|-------------------------|------------------------------------|---|
| Prerequisite: | Approval process | |
| School: | COL – LCR – RED – SEQ – SCS | |
| Length | Semester | |

Students will be assigned to elementary or middle schools as classroom tutors/aides.

| Functional Directed Studies – 664011 | | * Placement in SAI courses is determined by a student's IEP team. |
|--------------------------------------|------------------------------------|---|
| Prerequisite: | Approval process | |
| School: | COL – LCR – RED – SEQ – SCS | |
| Length | Semester | |

Students will be assigned to elementary or middle schools as classroom tutors/aides.

| Digital Production – 080020 | | (materials cost for projects students create & retain) |
|-----------------------------|------------------------|--|
| Prerequisite: | None | |
| School: | COL – LCR – SEQ | |
| Length | Semester | |

This course is designed to teach students how to operate and record footage using a digital video camcorder. Students will be introduced to digital photography, production techniques and editing software programs. Working in a small group setting, students will work through a preproduction phase using a variety of film strategies. Students will then import their digital footage into an editing software program (iMovie) and produce a finished digital piece.

| Drama – 230500 | |
|----------------------|------------------------|
| Prerequisite: | None |
| School: | COL – RED – SCS |
| Length | Semester |

This class includes fundamentals of various aspects of acting. Students write their own scripts and perform from scripted material.

| Engineering in Wood – 760700 | |
|------------------------------|-----------------|
| Prerequisite: | Wood 1 |
| School: | LCR |
| Length | Semester |

Engineering in Wood takes “woodshop” into the 21st Century. It will integrate engineering design, new computer and tool technologies, along with traditional woodworking applications to create innovative designs and products with wood. Students will learn and apply basic engineering design concepts through the application of mathematics and the examination of imperial evidence and scientific knowledge to design, build, and innovate. Course will utilize laptop computers, specialized drafting software, and a computerized numerical control (CNC) machine to produce integrated project parts for assembly. With the use of traditional and innovative woodworking skills and applications, students will build, refine, and complete their projects.

| Entrepreneurship – Middle School - 140960 | |
|---|-----------------|
| Prerequisite: | None |
| School: | SCS |
| Length | Semester |

Students will learn what entrepreneurs do; how they contribute to society; what key skills and characteristics are needed by entrepreneurs; how to self-assess these skills and characteristics; how to generate and evaluate ideas as potential business opportunities; how to identify and set business goals; how to market goods and services; how to prepare business financials and how these financials contribute to the success of businesses; and how to develop business plans as guides to business implementation.

| Environmental Science – 140090 (grade 8) | |
|--|-----------------|
| Prerequisite: | None |
| School: | SCS |
| Length | Semester |

Using field studies, computer game design, digital photography and robotics as a pathway to understanding our natural world. The class will use a 2D gaming program that incorporates digital photography. Students will study animals found on campus and incorporate them into a unique presentation platform. Lego robotics (Mindstorms NXT) may be used in the creation of environmental robots.

| EPIC Wellness – 140100 (grades 7-8) | |
|-------------------------------------|-----------------|
| Prerequisite: | None |
| School: | Redwood |
| Length | Semester |

EPIC (Educate, Practice, Implement, Connect) Wellness is a course that brings comprehensive health education to the middle school classroom giving students a positive and safe, educational environment to practice health behaviors so that they can implement these behaviors in real life scenarios and make thriving connections in their community. This course is designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Study will include personal and community health; mental, emotional, and social health; injury prevention and safety; nutrition and physical activity; and alcohol, tobacco and other drugs. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, and informed use of health-related information, products, and services.

This course is designed to assist students to build a strong foundation toward a safe and respectful environment and enhance harmony. It is designed to increase the students' level of social competence through empathy training, intrapersonal skills (self-control and decision making), interpersonal skills (refusal, communication, decision making, non-violent conflict resolution, mediation), and anger management. This course supports the 7/8 grade California Health Education Standards.

| Essential Exploratory - 660300 * Placement in SAI courses is determined by a student's IEP team. | |
|--|--|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS |
| Length | Semester except SCS which is Annual |

This course is designed specifically to provide supports for students with IEPs and surveys the use of computers as a tool in modern society. Students will learn how to operate a computer, keyboarding and word processing.

| Exploratory Technology – 080040 | |
|---------------------------------|--|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS |
| Length | Semester except SCS which is Annual |

This course surveys the use of computers as a tool in modern society. Students will learn how to operate a computer, keyboarding and word processing.

| Guided Studies – 660750 | |
|-------------------------|------------------------------------|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS |
| Length | Semester |

Designed for students struggling in academics due to unsatisfactory work habits, students assigned to this class receive support in developing organization and study skills. Admission to the class is based on school staff recommendations.

| Horticulture – 140080 | |
|-----------------------|-----------------|
| Prerequisite: | None |
| School: | SCS |
| Length | Semester |

A study in the growth and use of plants. Areas of study may include propagation growing and maintaining gardens, landscape, interiorscape, soil science, greenhouse production, maintenance, identification, ornamental horticulture, and botany. The entomology unit involves the use of live bugs and digital microscopes.

| Journalism – 140070 | |
|----------------------|--------|
| Prerequisite: | None |
| School: | LCR |
| Length | Annual |

Students learn the skills and techniques of gathering, writing, and editing specialized stories, such as features, columns, editorials, sports.

| Leadership/Student Government (MS) – 140170 | |
|---|-----------------------------|
| Prerequisite: | Approval process |
| School: | COL – LCR – RED – SEQ – SCS |
| Length | Annual |

Students in this class help to plan and coordinate school-wide activities. The class includes elected student government officers and other students who demonstrate leadership qualities.

| Essential Life Skills – 660254 | | * Placement in SAI courses is determined by a student's IEP team. |
|--------------------------------|-----------------------------|---|
| Prerequisite: | None | |
| School: | COL – LCR – RED – SEQ – SCS | |
| Length | Semester | |

This course is designed specifically to provide supports for students with IEPs who are on track to receive a certificate of completion at the end of high school. Provides instruction in essential life skills through a modified curriculum that emphasizes student independence. Care is taken to draw connections between concepts for students to support long term retention.

| Skills Application – 664050 | | * Placement in SAI courses is determined by a student's IEP team. |
|-----------------------------|-----------------------------|---|
| Prerequisite: | None | |
| School: | COL – LCR – RED – SEQ – SCS | |
| Length | Semester | |

This is a class in which the basic skills of sewing and cooking are presented. Students will be introduced to the sewing machine and hand sewing techniques. Instruction in cooking will include measuring, reading recipes, nutrition and making simple dishes.

| Life Skills 1 – 100030 | |
|------------------------|-----------|
| Prerequisite: | None |
| School: | RED – SCS |
| Length | Semester |

This is a class in which the basic skills of sewing and cooking are presented. Students will be introduced to the sewing machine and hand sewing techniques. Instruction in cooking will include measuring, reading recipes, nutrition and making simple dishes.

| Life Skills 2 – 100035 | |
|------------------------|----------|
| Prerequisite: | None |
| School: | RED |
| Length | Semester |

The foods unit will provide the students with a basic understanding of nutrition, food preparation, and consumer education. Kitchen organization and equipment, including the microwave, will be introduced. The sewing unit will afford the students the opportunity to choose their own sewing projects, using commercial patterns. The family skills unit will include information on utilizing the above-mentioned skills along with childcare, decorating, and interpersonal skills.

| Multimedia Application – 080050 (grade 8) | |
|--|-------------------------------|
| Prerequisite: | Exploratory Technology |
| School: | SCS |
| Length | Annual |

Students will explore artistic perception, creative expression, and aesthetic valuing within the historical and cultural context. Students will acquire skills and techniques to: create and edit animations; record, process, and edit digital still photography; and record/process digital video. Students will learn to use computer hardware, digital editing software, digital photographic equipment and lighting to express creative ideas and problem solve across the curriculum. Students will work from concept, through editing processes, to completion of finished products, at all times abiding by the district *Acceptable Use Policy*.

| Music Appreciation – 55035 | |
|-----------------------------------|------------------------------------|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS |
| Length | Semester |

This course is an introduction to instruments in the orchestra, including introductory experience in producing sounds on the instruments, and major aspects of American music.

| Office Practice – 140520 (grades 7 & 8) | |
|--|--|
| Prerequisite: | “B” average on last report card, satisfactory citizenship and counselor recommendation. |
| School: | COL – LCR – RED – SEQ – SCS |
| Length | Semester |

This course will provide training in a variety of business skills including several jobs, which are required in the daily operation of a business office.

| Peer Tutors – 140660 (grade 8) | |
|---------------------------------------|--|
| Prerequisite: | A/B+ grade in related academic classes. |
| School: | COL – LCR – RED – SEQ – SCS |
| Length | Semester |

Participants in this course will tutor classmates in academic classes who request assistance or are in the Opportunity Program. Tutoring may be in an academic subject (e.g. math, English, etc.) or in organizational or study skill areas.

| Principles of Computer Science – 140078 (grades 7 & 8) | |
|---|--------------------------------------|
| Prerequisite: | Careers 7 or teacher approval |
| School: | COL |
| Length | Annual |

Principles of Computer Science is an introductory course that empowers students to engage with Computer Science as a medium for creativity, communication, problem solving, and fun. Principles of Computer Science blends a mix of online, electronic projects, robotic projects and "unplugged" non-computer activities to cover many topics including teaching students computational thinking, problem solving, programming concepts and digital citizenship.

| Public Speaking Middle School – 170090 | |
|---|------------------------|
| Prerequisite: | None |
| School: | COL – LCR – SCS |
| Length | Annual |

The debate format helps students to develop an optimal mix of impromptu and extemporaneous speaking skills. Oral literacy is developed through informed practice and repetition. Students gain confidence in otherwise intimidating speaking situations by preparing in advance by learning speaking techniques and conducting research on issues. Students research in a variety of accessible media and learn to share their research with other teammates through synthesis and summary, thereby exercising writing skills as well.

| Strings – 550055 | |
|----------------------|-----------------------------|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS |
| Length | Annual |

Introduction in violin, viola, and cello at beginning, intermediate, and advanced levels. Placement in upper levels by teacher recommendation. Includes several performances during the year, some of which may be off campus.

| Strings – Beginning – 550240 | |
|------------------------------|-----------------------------|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS |
| Length | Annual |

Introduction in violin, viola, and cello at beginning, intermediate, and advanced levels. Placement in upper levels by teacher recommendation. Includes several performances during the year, some of which may be off campus.

| Teacher Aide – 140510 (grades 7 & 8) | |
|--------------------------------------|-----------------------------|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS |
| Length | Semester |

Students will be assigned as teacher aides.

| Technology Applications – 080000 | |
|----------------------------------|-----------------------------|
| Prerequisite: | None |
| School: | COL – LCR – RED – SEQ – SCS |
| Length | Semester |

This course introduces students to using the computer as a tool to solve problems. Keyboarding will be reviewed, and students will learn to use a word processor to write, format and print reports for different academic subjects. The uses of databases and spreadsheets will be presented, and students will use each to solve a variety of problems.

| WEB/Peer Mentoring – 140172 (grade 8) | |
|---------------------------------------|--------|
| Prerequisite: | None |
| School: | RED |
| Length | Annual |

The purpose of the WEB (Where Everybody Belongs) Class is to tap the potential and maximize the benefits of the WEB Program as well as develop the potential of WEB Leaders through four units of study: Personal and Character Development, Leadership, Anti-Bullying, and Service. The benefits for the school include increased sense of community, improved school climate and the successful transition of new students. Focus is on the sixth graders and new students' success, which gives it specific, therefore plausible and measurable goals. In order to accomplish the above focus, class members will experience a sense of personal growth and character development in order to better serve their school. It is proactive instead of reactive to challenges that students face. It is a resource for administration, counseling, and staff to use in support of students.

| Wood – 700800 (grades 7 & 8) (materials cost for projects students create & retain) | |
|--|-----------|
| Prerequisite: | None |
| School: | COL – LCR |
| Length | Semester |

This class will provide an introduction to woodworking, which includes safety, use and identification of hand tools, measuring, project planning, construction and finishing. Students will be required to pass a safety test.

| Wood 7 – 700100 (grade 7) (materials cost for projects students create & retain) | |
|---|-----------------|
| Prerequisite: | None |
| School: | COL – LCR – RED |
| Length | Semester |

This class will provide an introduction to woodworking, which includes safety, use and identification of hand tools, measuring, project planning, construction and finishing. Students will be required to pass a safety test.

| | |
|---|------------------------|
| Wood 8 – 700600 (grade 8) (materials cost for projects students create & retain) | |
| Prerequisite: | None |
| School: | COL – LCR – RED |
| Length | Semester |

This class goes into more depth than the 7th grade program and includes blueprint reading and use of hand-powered tools. These include the power saw, wood lathe, power drill, power sander and router. Project finishing techniques will be taught. Students will be required to pass safety tests.

| | |
|---|------------------|
| Wood Design - Advanced – 700240 (grade 8) (materials cost for projects students create & retain) | |
| Prerequisite: | Wood 7 |
| School: | COL – LCR |
| Length | Semester |

This class goes into more depth than the 7th grade program and includes blueprint reading and use of hand-powered tools. These include the power saw, wood lathe, power drill, power sander and router. Project finishing techniques will be taught. Students will be required to pass safety tests.

| | |
|--------------------------|---|
| Yearbook – 140580 | |
| Prerequisite: | “A” or “B” in English 7H or English 7CP and/or teacher recommendation. |
| School: | COL – LCR – RED – SEQ – SCS |
| Length | Annual |

Student will be responsible for designing and editing the school's photo publication(s) to include a yearbook.

CONEJO VALLEY UNIFIED SCHOOL DISTRICT INSTRUCTIONAL SERVICES DIVISION

504 COMPLIANCE NOTICE

Statement of Non-Discrimination

(CFR Title 34 104.8 (a) (b))

It is the policy of the Conejo Valley Unified School District to provide equal educational and employment opportunities, and to provide services and benefits to all students and employees without regard to race, color, religion, disability, national origin, gender, marital status, change in marital status, pregnancy, parenthood or other prohibitions. This policy is consistent with numerous laws, regulations and executive orders enforced by various federal, state and municipal agencies, including but not limited to Executive Order 11246, Title 41, part 60-1, 60-2, 60-3, 60-20, Title VI and VII of the 1964 Civil Rights Act, Title IX of the Education Amendments Act of 1972, and Section 504.

Questions or complaints regarding the existence and location of services, activities, and facilities should be addressed to:

Ms. Shauna Ashmore
Section 504 Compliance Officer
1400 East Janss Road
Thousand Oaks, CA 91362
(805) 497-9511 ext 233

A copy of the District's non-discrimination complaint procedures may be obtained from the CVUSD website at www.conejousd.org, and/or each school website.

TITLE IX COMPLIANCE NOTICE

Every school district that receives federal funding is required to designate and/or adequately train at least one employee to coordinate the recipient's Title IX responsibilities. Title IX regulations also require the name and contact information of each Title IX Coordinator be made public by the educational institution. The Conejo Valley Unified School District affirms its commitment to equality of opportunity for all individuals. This commitment requires that no discrimination shall occur regarding admission or access to, or treatment or employment in, any program and activity on the basis of age, race, color, national or ethnic origin, ancestry, citizenship, sex, gender, gender identity, sexual orientation, disability, medical condition, religion, or marital status.

Complaints alleging noncompliance with Title IX can be filed by utilizing the Uniform Complaint Procedures (UCP) as identified in *California Code of Regulations*, Title 5, Sections 4600 et. seq. and Conejo Valley Unified School District Board Policy and Administrative Regulation 1312.3 and should be directed to the Title IX Coordinators.

The Title IX Coordinator for the Conejo Valley Unified School District is:

Mr. Lou Lichtl
Assistant Superintendent of Instruction
1400 East Janss Road,
Thousand Oaks, CA 91362
(805) 497-9511, Ext. 239

A copy of the District's Title IX complaint procedures may be obtained from the CVUSD website at www.conejousd.org, and/or each school website.

