

To review a section, click on the title which will then link to the page. The Course Description Headers link back to the Table of Contents.

# CHRISTIAN JR HIGH ACADEMICS

7TH GRADE COURSE DESCRIPTIONS

8TH GRADE COURSE DESCRIPTIONS

ELECTIVES

INTERNATIONAL COURSE DESCRIPTIONS AND ACADEMIC POLICY

ACADEMIC POLICIES

DISTRICT PHILOSOPHY STATEMENTS

# COURSE DESCRIPTIONS

## JUNIOR HIGH SCHOOL

### Seventh Grade

*(Note: All courses are year-long unless otherwise noted. To be placed in advanced classes students must be recommended and meet all academic criteria.)*

#### **Bible 7**

Students travel through the sixty-six books of the Bible in order to understand the “big picture” of how the books of the Bible fit together. The goal of this survey course is to familiarize students with the people and events in Scripture so that they can understand God’s sovereign activity in providing a way of redemption for His people. In addition, students are introduced to the basic principles of logic and critical thinking.

**Textbook:** *The Bible; Route 66: Travel Through the Bible by Mark Reed, 1993; The Art of Argument by Aaron Larsen and Joelle Hodge, 2010*

#### **English 7**

This course focuses on the time period covered in U.S. History from 1492 to Reconstruction and focuses on the “Quest” theme. Eight parts of speech, Schaffer’s 5-paragraph structure, the writing process (outline, pre-draft, edit, and publish), figurative language, vocabulary (context words) and spelling are included in this course.

**Textbooks:** *Timeless Voices, Timeless Themes: Bronze*, Prentice Hall, 2002, *Grammar for Writing: Level Purple*, Sadlier, 2009, *The Bible*

**Texts:** *The Hobbit* by J.R.R. Tolkien, *Dr. Jekyll and Mr. Hyde* by Robert Louis Stephenson, *The Time Machine* by H.G. Wells, *A Christmas Carole* by Charles Dickens, and *The Giver* by Lois Lowry.

**Summer Reading:** *Around the World in 80 Days*, by Jules Verne.

#### **7th Grade United States History, 1492-Reconstruction**

This course focuses on early American history through the Reconstruction era following the Civil War. Events are taught chronologically and include, but are not limited to, early exploration and colonization, the American Revolution, The Mexican American War, Manifest Destiny, the Civil War and Reconstruction, closing of the frontier, and beginnings of industrialization. Special emphases include civics and California history.

**Textbook:** *The American Journey*, Glencoe, 2012

#### **Pre-Algebra (Math 7)**

Students continue to review and develop the basic math skills introduced in elementary grades, forming a foundation for Algebra. They learn problem solving skills and concepts including number theory, fractions, geometry and measurement, ratio/proportions and applications, statistics and probability, integers, and coordinate graphing.

**Textbook:** *California Mathematics: Concepts, Skills, and Problem Solving 7*, Glencoe 2008

#### **Math Lab**

This course covers much of the same material as the Pre-Algebra (Math 7) course but adds more review materials and activities to meet remedial needs and prepare students for Algebra IA.

#### **Science 7**

This life science course encompasses the nature of science, ecology, plants, animal life, and human biology. Students learn problem solving techniques, experimental protocols, and biblical truths related to these subject areas. They are encouraged to think, question and research to find answers and solutions. Students participate in hands-on activities and projects including a science fair to reinforce the scientific information being taught.

**Textbooks:** 4 Life Science Books in the Prentice Hall Series, *Environmental Science; Chemical Building Blocks; Animals; From Bacteria to Plants; Human Biology and Health; and Forensic Science*, Prentice Hall, 2009

#### **Girls' Physical Education**

#### **Boys' Physical Education**

The physical education program provides instruction aimed at developing all physical fitness characteristics and fundamental skills, while teaching genuine Christian character and sportsmanship.

<b>Girls</b>	<b>Boys</b>
Basketball	Baseball
Cheer	Basketball
Cross Country	Cross Country
Golf Club	Flag Football
Soccer	Golf Club
Softball	Soccer
Track and Field	Track and Field
Volleyball	Volleyball

# COURSE DESCRIPTIONS

## JUNIOR HIGH SCHOOL

### Eighth Grade

(Note: All courses are year-long unless otherwise noted. To be placed in advanced classes students must be recommended and meet all academic criteria.)

#### **Bible 8**

Students study God's personal interaction in the lives of Old and New Testament characters. By first examining God's heart for people, student then apply this knowledge to their examination of missions, world religions, and basic Bible doctrine. As students continue to formulate their own worldview and deepen their understanding of God, they will be guided by biblical principles and wisdom. In addition, students continue their study of logic as they learn how to build persuasive arguments.

**Textbook:** *The Bible; The Argument Builder* by Shelly Johnson, 2008

#### **Advanced English 8**

This course parallels the time period covered in U.S. history from Reconstruction to present day and focuses on the "Warfare" theme. The eight parts of speech, Schaffer's 5 paragraph essay, the writing process (outline, pre-draft, writing, editing, and publish), figurative language, and emphasis on vocabulary and spelling are all part of this course. This class also moves at a faster pace with additional reading and writing assignments.

**Textbook:** *Prentice Hall Literature: Silver*, Prentice Hall, *Grammar for Writing: Level Yellow*, Sadlier, *The Bible*

**Texts:** *The Red Badge of Courage* by Stephen Crane, *Tom Sawyer* by Mark Twain, *The Diary of a Young Girl* by Anne Frank, *Silas Marner* by George Eliot, *Gifted Hands* by Ben Carson, and *Lord of the Flies* by William Golding.  
Summer Reading: *Around the World in 80 Days* by Jules Verne

#### **English 8**

The time period in U.S. history covered in this English class is from Reconstruction to present day and focuses on the "Warfare" theme. The eight parts of speech, Schaffer's 5-paragraph essay, the writing process (outline, pre-draft, writing, editing, and publish), figurative language, and emphasis on vocabulary and spelling are all part of this course.

**Textbook:** *Prentice Hall Literature: Silver*, Prentice Hall, *Grammar for Writing: Level Yellow*, Sadlier, Bible

**Texts:** *The Red Badge of Courage* by Stephen Crane, *Tom Sawyer* by Mark Twain, *The Diary of a Young Girl* by Anne Frank, *Silas Marner* by George Eliot, and *Gifted Hands* by Ben Carson

**Summer Reading:** *Around the World in 80 Days* by Jules Verne

#### **Math Lab**

This course covers Pre-Algebra with additional remedial materials and activities designed to prepare students for high school Algebra IA.

#### **Algebra I (Math 8)**

This course introduces the language and methods of algebra. It includes solving and graphing linear equations and inequalities, simplifying polynomials, working with rational numbers, and applying algebraic methods to practical situations. Students are introduced to probability, statistics, geometry, reasoning, and logic. *Successful completion of this course prepares students for Geometry.*

**Prerequisites:** 90% in Pre-Algebra

**Textbook:** *Algebra I, Concepts, Skills and Pattern Solving*, Glencoe/McGraw Hill, 2008

#### **Algebra IA**

This one-year course covers the first half of Algebra 1 concepts and skills. The course will cover Chapters 1-6 of the textbook as students explore a variety of algebraic topics and language. Students will study the vocabulary and tools of algebra, solving linear equations, functions and patterns, analyzing linear equations, solving systems of linear equations, and solving linear inequalities.

**Prerequisites:** 70 % in Pre Algebra

**Textbook:** *Algebra 1 Concepts, Skills and Pattern Solving*, Glencoe/McGraw Hill, 2008

#### **Science 8**

This course examines various earth science fields, including astronomy, geology, weather, oceans, origins, and science and research skills. Students will explore practical applications, scientific reasoning, and biblical truths in these subject areas through hands-on activities, projects, and labs.

**Textbooks:** 5 Physical Science Books in the Prentice-Hall Series, *Astronomy; Earth's Changing Surface; Inside Earth; Earth's Water;* and *Weather and Climate*. Prentice Hall, 2009

#### **8th Grade United States History, 1492-Reconstruction**

This course focuses on early American history through the Reconstruction era following the Civil War. Events are taught chronologically and include, but are not limited to, early exploration and colonization, the

# COURSE DESCRIPTIONS

## JUNIOR HIGH SCHOOL

American Revolution, The Mexican American War, Manifest Destiny, the Civil War and Reconstruction, closing of the frontier, and beginnings of industrialization. Special emphases include civics and California history.

**Textbook:** *American Nation: Beginnings through 1877*, Prentice Hall, 2000.

### Girls' Physical Education

### Boys' Physical Education

The physical education program provides instruction aimed at developing all physical fitness characteristics and fundamental skills, while teaching genuine Christian character and sportsmanship.

Christian Jr. High offers the following after school sports:

Girls	Boys
Basketball	Baseball
Cheer	Basketball
Cross Country	Cross Country
Golf Club	Flag Football
Soccer	Golf Club
Softball	Soccer
Track and Field	Track and Field
Volleyball	Volleyball

## Junior High Electives

### 7th and 8th grade 1 year electives:

**Band** This course is designed for the intermediate/advanced instrumentalist. It includes basic musical foundations, well-rounded band experience while expanding expertise on the individual instrument and exposure to various styles of music. This is a performing group.

### Choir

Choir is a performance-oriented class designed to provide the singer basic training in music theory, vocal production, and performance proficiency through concert experiences.

### Read 360

This class is designed to teach reading strategies, to increase reading comprehension, to practice a variety of reading skills, and to provide students the opportunity to improve their reading abilities. *(This course is an elective option only for students who have been tested and invited to join the class.)*

### 7th Grade Rotation Elective Classes - 9 weeks

#### Art

This class introduces students to the experience of art through hands-on projects, art appreciation, and problem solving. The basic skills of drawing, painting, sculpture, printmaking, and other media are explored.

**Textbook:** *Glencoe Introducing Art*, by Mittler, McGraw-Hill Glencoe, 2005

### Keyboarding

This course is an introduction to keyboard functions and Microsoft Word skills. It does not meet the high school Technology class requirements.

### Junior High Digital Video Production

In this class, students will learn the art of film production by way of DV (digital video). By studying script writing, cinematography, sound capturing, and video editing, students will gain an understanding of a professional work-flow. Students will also learn essential technical elements to film production.

### Speech

In this nine week class students will learn and practice basic speaking and listening skills, and strengthen their confidence in speaking in front of a group.

### 8th Grade Electives

#### Drama (semester)

This drama class is an introduction to the fundamentals of theatre. Focus is on basic acting skills and an overview of technical theater. Drama students produces a play each semester.

#### Home Arts (semester)

Fundamental home management skills: food preparation, home safety, early childhood development, and clothing are introduced in this class. Topics include home safety, nutrition, food planning and preparation, practical clothing construction, and fundamental consumerism relating to the home.

**Junior High Leadership** (Year)

Designed for elected Associated Student Body (ASB) officers, this leadership course provides the opportunity to develop leadership skills, work on ASB activities, and produce the yearbook.

**Spanish** (Year)

This introductory Spanish course emphasizes understanding and basic grammar. It is equivalent to high school Spanish I. As students gain a foundation in Spanish grammar and vocabulary, they begin to develop listening, speaking, reading, and writing skills. Spanish culture is also introduced.

**Textbook:** *Ven Conmigo Level 1*, Holt, Rinehart, Winston, 2002

**Technology Fundamentals** (Semester)

This course is an introduction to keyboard functions and *Windows* applications. It meets the high school Keyboarding class requirement.

**Textbook:** *Century 21 Keyboarding and Information Processing*, Int. Thomson Publishing

# INTERNATIONAL PROGRAM

## HIGH INTENSITY LANGUAGE TRAINING CLASSES (HILT)

### ESL - English as a Second Language

**High School English (ESL II)** This two-semester course is designed for beginner ESL students usually in grades 9 and 10. It covers listening, speaking, grammar, and vocabulary development. The course with one year of ESL Lab and one year of English American History is designed to fulfill one year college-prep English requirement. Students completing this course usually proceed to the intermediate level (ESL III)  
CREDITS: One each semester.

### High School English (ESL III)

This two-semester course is designed for intermediate students in grades 9-11. It covers listening, speaking, reading, and writing skills in the content area of English. The course with one year of English Lab is designed to fulfill one year, college-prep English requirement. Students completing this course should be able to succeed (in varying degrees) in regular English 9 and Advanced English.  
CREDITS: One each semester. This course may be used to meet the UC "B" or "F" requirement and the CSU English requirement.  
GRADE LEVELS: B = 9, F = 9, 10, 11, 12

### Content-Based English

#### English Reading, Writing and Advanced Grammar (ESL IV)

This two-semester course is designed for advanced students in grades 9-12. It covers listening, speaking, reading, and writing skills in the content area of English. This course is designed to fulfill one year, college-prep, English requirement. It is also designed to be used as an elective for students in mainstreamed English classes who need additional English as identified by the SLEP test. Students who complete this course should be able to succeed in most mainstreamed classes in grades 9-11.  
RECOMMENDED PREREQUISITES: ESL III  
CREDITS: One each semester. This course may be used to meet a UC "B" or "F" requirement and CSU English requirement.  
GRADE LEVELS: B = 10; F = 9, 10, 11, 12

**English American History for Content and Sheltered US History/Geography** (For students enrolled in English II and III) The lessons in these two levels of US History form the foundation for understanding US History and Government. The lessons include spiritual heritage interwoven throughout the text and activities. Students are challenged to compare world events, moral and ethical issues and historical decisions with Scripture.  
CREDITS: English American History - one each semester as an elective. Sheltered US one each semester as US History Credit (UC approved for college-prep credit).  
GRADE LEVELS: A = 9-12; F = 9-12

### Sheltered (Content Classes)

(Also includes English American History and United States History)

**Sheltered Bible I and Sheltered Bible II** - The Bible is the text, and these two classes lay the foundation for understanding the Way, the Truth and the Life. Old Testament survey is presented in Bible I. Students are taught God's promises and the fulfillment of prophecy in Christ's birth, death, and resurrection, including with creation, Jewish history, the prophets, the Exile and the Promised Land. Bible II challenges the thinking through topical studies, memory verses, and DICE exercises (Define, Inquire, Content and Emphasis) to analyze and make personal application of scripture. The teaching of the gospels with special emphasis in the book of Mark as well as discussion of issues is the focus of this class.  
CREDITS: One each semester as a Bible Credit.

### Individualized Instruction

**ESL Lab** The lab is an individualized, computer-enhanced approaches designed to improve basic skills and for SAT, ACT and TOEFL preparation.  
CREDITS: One each semester as an elective.

**University of California College-Prep A-G Class (All classes receive credit toward graduation)**

Also offer non-credit audit ~ Senior Tutor Class

# INTERNATIONAL PROGRAM

## TRANSCRIPT GUIDELINES AND CREDIT INFORMATION

### TRANSCRIPT GUIDELINES AND CREDIT INFORMATION

- A. Official transcripts are required of all students entering grades 9-12:
1. Grades 9-11: A copy of an officially STAMPED transcript will be accepted for initial screening
  2. **Official** Stamped transcripts must be included with the final application
    - a. a stamped original-language transcript
    - b. a stamped officially-translated English-language transcript
  3. **NO** reconsideration for past work will be given for **ALTERED or CHANGED** transcripts
  4. To play sports in 9-12, another **official** transcript must be submitted to CIF approved translators
  5. Grade 12 students are not presently being accepted. The following is for exceptional decisions:  
Officially STAMPED transcripts must be in with the application for initial screening
    - a. a stamped original-language transcript
    - b. a stamped officially-translated English-language transcriptIf exceptional acceptance is granted, senior must take a **full load** (14 credits) for a CHS diploma.  
**Minimal** college counseling/transcript assistance is available for senior transfer students.
  6. All students must be under age 20 at time of graduation to be accepted.
- B. Grades 9-11 Credits: (all subjects taken must be verified as to hours and content)
1. Out of Country Transcripts:
    - a. all **accepted** subjects will receive a “Credit” — not a letter or number grade \*
    - b. the maximum number of transfer credits for grade 9 is 7 classes (14 CHS credits) usually:
      - (i) EFL English
      - (ii) World History or a combination of at least 3 (usually geography, history and politics)
      - (iii) Math
      - (iv) Physical Science (combination of both physics and chemistry)
      - (v) ½ year credit Computer/Technology **OR** Fine Arts
      - (vi) Foreign Language II (if educated in 1<sup>st</sup> language for 2 semesters through grade 9)
      - (vii) ½ year credit Physical Education
    - c. the maximum number of transfer credits for grade 10-11 is 7 classes (14 CHS credits)
      - (i) only clearly defined course work will be accepted as equivalent
      - (ii) hours in class per week or units of credit must be equivalent to CHS
      - (iii) unmarked / undefined subjects will receive a credit only
      - (iv) honors or IB grades issued by accredited institution receive letter grades
    - d. all students must take a **full load** (14 CHS credits) to remain in SEVIS (I-20) status
    - e. second semester grade 11 transfer students must go to summer school for US History
  2. Out of State Transcripts:
    - a. all credits from regionally accredited schools will receive the letter grade issued
    - b. all credits from any non-accredited school will receive “Credit” – not a letter or number grade\*
    - c. the maximum number of credits for 9-11 is 7 classes (14 CHS credits)
    - d. all course work must be clearly defined to receive equivalent CHS credit
- C. Grade 12 Credits: (Grade 12 students not presently accepted) Exceptions only:
1. All Out of Country transfer rules above apply
  2. All Out of State transfer rules above apply
  3. All Official transcripts must be turned in with the application
- D. Grades 1-8
1. A copy of an officially STAMPED transcript will be accepted for initial screening
  2. Official transcripts must be included with the final application
  3. The past two years’ grades are required
- E. **Charges for Transcript Requests**
1. For presently enrolled students applying to college, no charge
  2. All other requests are \$10.00 each; must be paid for in advance. Special mailing charges apply.

# CHRISTIAN JUNIOR AND SENIOR HIGH

## ACADEMIC POLICIES

### **Non-Discrimination Policy**

Christian Unified Schools of San Diego admits students of any race, color, nationality, and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. CUSSD does not discriminate on the basis of race, color national and ethnic origin in administration of educational policies, admissions policies, scholarship and loan programs and athletic and other school-sponsored programs.

### **Hold Harmless Agreement**

Upon enrollment at CJHS/CHS parents, legal guardians, or Organizations, agree that they shall defend, indemnify and hold harmless Christian Unified Schools of San Diego (CUSSD) and its representatives from any and all claims, causes of action, demands, costs, damages including both direct and consequential damages, specifically including attorney's fees and costs, expert fees and cost and mediation and/or arbitration fees and costs incurred, arising in any way out of the actions of their student. They further agree at their own expense, to defend any suit or action brought against CJHS/CHS founded upon the claim of such damage to persons or property. This indemnity agreement applies to both active and passive negligence on the part of CJHS/CHS and its representatives to the fullest extent permissible under law. Choice of counsel remains solely that of CJHS/CHS.

### **Absence Policy**

Regular school attendance is required by law and is necessary for academic achievement. There are three types of absences at CHS:

- **Excused:** Due to (a) illness and (b) professional services in connection with student's health and welfare (medical, dental, optical) (c) approved absence in writing to the Attendance Clerk two days in advance for vacation, church retreats, college/university visits (d) emergencies with approval from the administration.
- **Unexcused:** Are all other absences. A student will not receive credit for work done or due the day of an unexcused absence(s).
- **Truancy:** Absence for reasons which are neither acceptable to the school or approved by the parents; or where evidence shows facts have been misrepresented regarding the absence or failure to bring a signed parent note. If a student is 10 minutes late to class without a pass, he/she is considered to be truant. A truancy will not be cleared after three days. Students will not receive credit for work due on day(s) he/she is truant. Truants are tracked by the semester.

**After an absence, a student returning to school** must report to the office with a signed excuse if a parent/guardian has not already notified the office. A student will not be re-admitted to a class if the office has not been notified by the parent. **NO ABSENCE WILL BE EXCUSED WITHOUT A NOTE SIGNED BY A PARENT/GUARDIAN OR DOCUMENTATION OF A PARENT/GUARDIAN PHONE CALL.** It is the student's responsibility to provide documentation of an excused absence before classes begin. A tardy will be given if the student is not in his/her first period class on time.

**Students can miss no more than two (2) periods in order to participate on his/her team, club, or performing arts groups, for any after-school practice or performance. Students who are sick with contagious diseases are not allowed to participate in any after-school performance/athletic event.**

## **Academic Integrity**

Honest behavior is expected for all students at Christian Unified Schools of San Diego. Our goal is to create and maintain an ethical academic atmosphere. All students and their parents are required to read, agree to, and sign the Plagiarism Contract each year.

Acts of academic dishonesty, which will not be tolerated at CUSSD, are listed below:

- Cheating on any classroom assignment, test or quiz
- Plagiarism: copying or representing another's ideas, words or work as one's own without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism.
- Fabrication (any falsification of or invention of date, citation, or other authority in an assignment)
- Theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

## **Academic Probation**

At the end of any semester, a student who has earned less than 2.0 GPA will be placed on academic probation. Students will be placed on contract and meet regularly with an administrator.

## **Class Placement**

### ***Requirements for AP Courses***

All AP summer work is due on the first day of the school year, unless previously approved by the administration. All students whose summer work is not turned in on the first day will be automatically dropped from the course.

Because the AP classes are at a college level, criteria for placement will be left to the teacher's discretion and will include evaluation of the following:

- Successful completion of prerequisite classes
- Previous teacher recommendation
- Score on an entry test at the beginning of the year.

At the end of 1<sup>st</sup> semester, students with less than an 83% will be given the option to drop the class or continue.

All students enrolled in an AP class are **REQUIRED** to take the AP test. Students will be required to pay for the test at a rate of \$100 per test taken. Students will be notified by March 31 as to whether or not a particular test will be offered in the current school year. If a student has an emergency situation, he/she must request to be excused from the test by the Vice Principal of Academics. If an AP student is excused by the administration from the test:

- There is a \$20 fee for the unused test
- No extra GPA point will be given for second semester grade.
- Student will be required to take a final exam in the AP subject and are not required to attend regularly scheduled classes on the day of the AP exam.

While CHS often proctors tests for courses not offered, the decisions to provide the extra testing opportunities are at

the discretion of the administration, taking into account the number of students requesting to take the test, space available for testing, and personnel available for proctoring.

### ***Definition of an Honors Class***

An honors class is one in which the atmosphere is further enhanced through additional materials, more depth in learning, extra labs, added opportunities for critical thinking, and a higher-level writing component, often culminating in an end-of-semester term paper or project.

### ***AP and Honors Requirements***

- For a student moving from an honors level to honors or AP class 83%  
*(Students must earn 93% in Algebra I to go to Honors Geometry.)*
- For student to continue in an honors class from 1st to 2nd semester. 83%
- For student moving from college prep to honors (2<sup>nd</sup> semester) 93%

### ***Department Academic Policies***

#### **Bible Department**

- Students who fail a Bible class must make up the course over the summer, after first having the summer course approved by the Vice Principal.
- Students who fail Bible class for two consecutive semesters may be expelled from this school for the following semester.

#### **English Department**

- Summer Reading is required to be complete the first day of school for all English classes.

#### **Foreign Language Department**

- A 90% average on the Spanish II entrance exam is required in order to take Spanish II without taking Spanish I
- Student must earn **63%+ on final exam and 73% each semester** in order to move to the next level or next semester.
- AP Spanish: Native speakers must pass the Entrance Exam with an 80% average
- To move to AP Spanish requires a **73%+** on the Spanish III final exam.

#### **History Department**

**All classes must be taken in the following progression.**

World History I

World History II or AP World History for class of 2015+

U.S. History (11th Grade)

Government (12th Grade)\*\*

Economics (12th Grade)\*\*

\*\*Note: Government and Economics must be taken in the senior year but may be taken in either semester, as offered.

Student in AP history classes must sign and turn in a *Contract to Pursue Academic Excellence*, complete summer work, and pass an entrance exam. Any break in the contract may cause the removal of the student by the teacher or administration.

## Mathematics Department

- Student must earn **63%+ on final exam and 73% each semester** in order to move to the next level or next semester.

## Science Department

### **Pre-requisites for courses and qualifying grades:**

- Honors Biology – 75%+ on Stanford Achievement Test in Science, ACT or SAT scores
- Honors Chemistry – 83%+ in Honors Geometry and/or Honors Algebra II or 93% in Geometry and/or Algebra II
- AP Chemistry – 93% in Chemistry, 83% in Honors Chemistry
- AP Biology – 83%+ in Honors Biology or 93% in Biology
- AP Physics – Completion of or concurrent enrollment in Pre-calculus
- Honors Anatomy – 83%+ in Honors Biology or 93% in Biology

## **Classroom Video Use**

The administration does not approve of the use of movies or videos that contain vulgar or profane language, nudity, sexually explicit scenes, and portrayal of drug use or violence which are educationally inappropriate for classroom purposes and for the particular student group. All video policies also apply to the classroom use of YouTube or other similar Internet-based video viewing sites. Teachers are instructed to also use caution related to the sidebar advertisements and videos showing while viewing an Internet-based video. The teacher must complete a Lesson Planning Guide for approval prior to showing the material in class.

- Movies and videos rated “PG-13” or “R” may only be shown to students in grades 9-12 for instructional purposes if found to be educationally suitable and with advance approval from the principal and the vice principal. Advance notification must be given to parents and guardians when such material will be used.
- Movies and videos rated “PG” may be shown for instructional purposes if found to be educationally suitable to students in grades 7-12 and require no advance administrative approval. Advance notification must be given to parents and guardians when such material is used. “PG” movies or videos may be shown for instructional purposes to students in grades 7-12.
- Movies and videos rated “G” may be shown for instructional purposes only to students in grades K-12. Advance administrative approval is not necessary, nor is advance notification to parents.
- Movies and videos that are not rated may also be considered unsuitable for particular student groups due to vulgar or profane language, nudity, sexually explicit scenes, portrayal of drug use or violence. In order to determine their suitability, such movies and videos shall be previewed by the principal and vice principal.
- Movies published and distributed as part of the curriculum do not require preapproval as long as they fall within the guidelines above. If a teacher is in doubt, he/she should verify the video with an administrator.

If necessary, final determination on the viewing of any movie will be made by the superintendent.

## **Controversial Issues**

CUSSD takes a strong stance on the essential issues of the Christian faith. Peripheral topics in controversial doctrine, on the other hand, are treated with care. Teachers are encouraged to explain both sides of any controversial issue, being careful not to put the other position down since we enroll students from a variety of denominations. We abide by the following statement: “In essentials, unity. In non-essentials, liberty. In all things, charity.”

## Credit for Late Assignments

(Subject to Absence Policy definitions for excused and unexcused absences)

Credit for daily homework assignments which are turned in late is at the discretion of the individual teacher. The teacher's classroom policy will be noted in his/her course syllabus, given to students at the beginning of the school year/semester.

Credit for major projects or essays which are late will be given according to the following scale. This is not the automatic grade for the assignment, but rather the maximum number of points that may be earned.

Project or essay turned in at the beginning of period on the due date (Day 1)	100%
Project or essay turned in from Day 1 through the next day/same class period (Day 2)	50%
Project or essay turned in from Day 2 through the next day/same class period (Day 3)	40%
Project or essay turned in from Day 3 through the next day/same class period (Day 4)	30%
Project or essay turned in from Day 4 through the next day/same class period (Day 5)	20%
Project or essay turned in from Day 5 through the next day/same class period (Day 6)	10%
Project or essay turned in after Day 6	0%

## Dropping Grades

Although not required, teachers have the authority to choose whether or not to allow students to drop a particular grade from the grade book once per semester, usually done at the end of the semester. The regulations for dropping grades are as follows:

- All students must be provided with equal access to drop grades.
- The teacher's policy on dropping grades should be noted in his/her syllabus, given to students at the beginning of the school year/semester.
- No test, exam, project, essay, or other major grade may ever be dropped from the grade book.
- If the teacher allows it, students may choose either one quiz or homework grade to be dropped per semester.

## Extra Credit

Extra credit is designed to assist students who, though generally progressing, have had a small number of assignments with which they have struggled. Teachers, at their discretion, have the option of providing extra credit for students. The regulations for extra credit are as follows:

- All students must be provided equal access to extra credit.
- The teacher's policy on extra credit should be noted in his/her syllabus, given to students at the beginning of the school year/semester.
- Extra credit assignments should be over and above the regular class assignments.
- At no point, should extra credit earned total more than 2% of a student's semester average.

## Final Exams

Finals will be given at the end of each semester in all classes. The exam will be comprehensive and will last approximately 90 minutes. While students may view a graded copy of their final exams, the exams themselves will not be returned to students for test security reasons. The weight of the exam is 20% of the semester grade in high school and 10% of the semester grade in junior high. There will be a charge of \$50 per final exam for rescheduling an exam for reasons other than verified illness.

### *Second Semester Senior Final Exams*

In the second semester of a student's senior year, he/she may be exempted from taking final exams if the following requirements have been met throughout the semester:

- The student may have no more than 5 absences in the class. This does not include absences related to school functions (i.e. sports, field trips, etc.). It does, however, include college visits, which CHS encourages seniors to make over one of the pre-scheduled breaks (i.e. Winter Break, Easter Break, etc.).

## Graduation Requirements – High School

A student must accumulate a minimum of 54 units of credit. One unit of credit is awarded upon successful completion of each course each semester.

Seniors can have no more than one semester of a course deficiency in order to walk at graduation. Students with any course deficiency will not receive a diploma.

### *College Preparatory Curriculum*

The College Preparatory Curriculum aligns with the requirements for entry into California state schools (i.e. University of California and California State University, etc.) and private colleges and universities.

English	4 years
Mathematics	3 years (Algebra I and II and Geometry, minimum)
Social Science	3 years (Class of 2015, 4 years)
Science	3 years (1 year of life science, 2 years of physical science)
Fine Art	1 year (same course)
Bible	Each semester at CHS
Health	1 semester (ends with Class of 2014)
P. E	3 semesters
Foreign Language	2 years (same language)
Technology Fundamentals	1 semester – student may test out
Extra academic class	1 year (Math, Foreign Language, or Science)
Electives	9 Semesters
Community Service	65 Hours (Freshman 10, Sophomore 15, Junior/Senior 20)

Students planning on attending a 2-year institution after high school complete the College Preparatory Curriculum with the following adjustments:

- No Foreign Language Requirement
- Three required elective classes included in the nine semester graduation requirement
- Take six semesters of Physical Education

## Graduation Requirements – Junior High

### 7<sup>th</sup> Grade

English 7  
Pre-Algebra Math 7/ Math Lab/  
Adv. Pre-Algebra  
United States History 7  
Science 7  
Bible 7  
Physical Education  
Elective

### 8<sup>th</sup> Grade

English 8/Advanced English 8  
Math 8/Advanced Math 8/Math Lab  
United States History 8  
Science 8  
Bible 8  
Physical Education  
Elective

Students may take Algebra 1 or Spanish 1 in 8<sup>th</sup> grade which will fulfill the High School requirement for that class. The Junior High Keyboarding elective class fulfills the High School technology requirement.

If a student fails two or more required classes and does not make up the classes in summer school, he/she will be required to repeat the grade.

## **Group Work**

In order to assure that work is distributed evenly among group members; all group projects must be done in-class, under the close supervision of a teacher or other qualified personnel.

## **Honor Roll**

Each semester, a Principal's Honor Roll and a regular Honor Roll are developed. Principal's Honor Roll requires the average score to be greater than or equal to a 3.6, with the lowest individual class grade greater than or equal to 3.6. To qualify for the Honor Roll, the student's average score must be greater than or equal to a 3.3 and the lowest individual class grade greater than or equal to a 2.6.

## **Honor Societies**

The California Scholarship Federation honors students who have achieved a high academic level of excellence. The Christian High School CSF chapter receives new members at the beginning of each semester. Students must apply for membership in CSF. A life membership pin is awarded to a senior who has been a member of CSF for four of the last six semesters (one qualifying semester must be in the senior year).

Eligibility requirements - earn 10 CSF points (A=3; B=1), 7 points must be earned in academic subjects while the remaining 3 may be earned from any other subjects which requires daily homework. A student is not eligible for

## **Make-up Work**

Students will be allowed time to make up work missed because of a pre-approved (excused) absence or an illness. The time will not exceed the number of days missed, plus one day. (e.g. 3 days absence may warrant 4 days to make up the work).

## **Make-Up Tests**

Make-up tests can be taken on campus. Teachers who have students needing to take make-up tests will deliver the test paper and all necessary documents (i.e. Scantron form, formula sheets, etc.) to the library no later than 12 noon on the day of the makeup testing. Any tests received after that time must be taken on the subsequent day. Once taken, the test will be returned to the teacher.

If a teacher gives a make-up test in his/her classroom, that is acceptable; however, the teacher is responsible for directly supervising the student who is testing. At no time will students be sent out of the classroom or be out of the presence of the teacher to take a make-up test.

## **Retesting**

While the bulk of categorical grade book decisions are left to the discretion of the individual teacher or each Academic Department, there are two categories which are regulated by policy. A teacher's grading policy should be noted in his/her syllabus, which is given to students at the beginning of each school year/semester.

In the Junior High, the grade book grade will count 90%, with the final exam counting the remaining 10% of the semester grade. In the High School, the grade book grade will count 80%, with the final exam counting the remaining 20% of the semester grade.

At no time should the category containing homework grades account for more than 15% of a student's average.

## **School Term**

The school term is divided into two eighteen-week semesters, with two semester grading periods, and two mid-semester progress reporting periods. There are seven fifty-minute classes per day, and an optional Bonus Period of 50 minutes.

## Standards/Format for Writing Papers

The standard format for all papers is MLA.

The Heading format is:

<i>Student name</i>	<i>Joseph Williams</i>
<i>Teacher name</i>	<i>Mrs. Johnson</i>
<i>Course name, period</i>	<i>English I, Period 3</i>
<i>Date</i>	<i>06 February 2011</i>

**Documentation Format:** All sources **must** be documented. All papers are submitted to SafeAssignment to check for plagiarism and to ensure that citations are formatted accurately. The Writing Lab link in Blackboard which is available in every course provides instruction in proper formatting. Students will be directed to this resource by their teachers.

## Summer Reading

Summer reading is an integral part of the academic program at CUSSD. Each summer, students are given a Summer Reading List. The books on this list have been selected by our English department and are correlated to the curriculum in the grade the student is entering. During the first week of school, students' knowledge of the book/s will be assessed. The Summer Reading List is available on the CUSSD website, beginning in mid-May each year.

## Take-Home Tests

In the interest of preserving the integrity of the testing environment, take-home tests are not allowed. Students must take all tests in a setting which is closely monitored by the instructor or other qualified personnel.

## Time on Tests

Unless a student has documented learning needs or meets criteria otherwise established by the administration, he/she, at no time, is to be given extra time in which to complete tests, quizzes or other assignments without permission from the administration.

## Transfer Credits

### **Currently Enrolled Students**

ALL courses taken outside of CHS must be pre-approved by the Vice Principal of Academics in order to receive credit towards a CHS College Preparatory Diploma. Courses must be WASC-approved (or from an equivalent accrediting body) in order to be considered for CHS credit. No online courses will be approved for credit towards a CHS College Preparatory Diploma without specific written pre-approval from the Principal. To replace a CHS required course, courses taken outside CHS must be comparable to the required CHS course.

In general, CHS will accept courses taken at a community college if the course is designated, by the community college, as a CSU/UC approved course. All courses which are sequential in nature (i.e. Foreign Languages and Mathematics) will require that the student pass the corresponding CHS final exam (with a 70% or better) in that subject in order to move into the next level class. College courses with a minimum of 3 units will be counted as a maximum of 2 semesters of high school credit per class. Extra GPA points will NOT be given for honors or AP courses taken outside of CHS which are not offered by CHS. Because of the uniqueness of the CHS Humanities program, courses in English, Bible and History must be taken at CHS each semester the student is enrolled. No outside courses will be approved.

### **Transfer Students**

Courses currently listed on the incoming student's transcript will be approved/denied upon review by the Vice Principal of Academics or the Director of Counseling. Upon entry to CHS, the beginning GPA, calculated using all approved incoming courses, will be noted on the student's record. Transfer courses which are non-WASC accredited (or from an equivalent accrediting body) will be noted as "Credit" only (CR) on the CHS transcript and will

not factor into a student's GPA. International Students should see the International Section of the catalog for transfer credits and guidelines

### **Valedictorian/Salutatorian and Top Ranking Juniors**

The **Valedictorian** is the student who, having attended CHS in 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades has academically achieved the highest overall ranking according to the following criteria:

- Highest grade point average (at the end of the third quarter)
- Number of semesters of high school credits earned
- Level of accomplishment in each academic area

The **Salutatorian** is the student who, having attended CHS in 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades has academically achieved the 2<sup>nd</sup> highest overall ranking according to the above criteria.

Students who are designated **Top Ranking Juniors** at the CHS graduation ceremony are students who, having attended CHS in 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades, have the 3 highest cumulative GPAs.

# CHRISTIAN UNIFIED SCHOOLS OF SAN DIEGO PHILOSOPHY STATEMENTS

## GENERAL PHILOSOPHY STATEMENT

Because we believe God's Word is the primary source of truth and meaning, Christian Unified Schools of San Diego (CUSSD) seeks to operate based on Biblical principles. From God's Word, perspective from the past, context for the present, and direction for the future is established.

Christian Unified Schools of San Diego believes that Jesus Christ is the Truth (John 14:6) and in Him as revealed in God's Word, lives can be sanctified (John 17:17) and set apart to glorify God (I Corinthians 6:20). In accordance with the Articles of Faith and Practice (attached), CUSSD seeks to integrate faith with life and learning from a Biblical point of view by providing a coherent academic foundation within a consistent method of thinking, which includes the concepts that all people are:

- Made in the image of God – physical and spiritual beings: creative, independent, thinking and capable of having a relationship with God and others
- Fallen and sinful
- Redeemable – saved by Jesus' crucifixion and resurrection
- Valuable – unique, having purpose and free will, able to pursue interests and love
- Flesh and blood – who possess physical, emotional, spiritual, intellectual, and social strengths and weaknesses

Our goal is to train students in the arts and sciences and to nurture them in the faith of Christ, so that they are challenged to think well and live well, and do both for the glory of God and in service to others. The Mission, Vision, Core Values, and Expected School-wide Learning Results (ESLRs) reflect this philosophy.

## CURRICULUM PHILOSOPHY STATEMENTS

### General Curricular Statement:

The curriculum is designed to produce rational, reasoning and responsible Christian citizens with a Biblical worldview as the foundations for thinking, doing, and being. With knowledge that God is the Giver of all Wisdom, Christian Unified Schools of San Diego seeks to:

- Incorporate a Biblical worldview into each unit, grade, class, and program in a purposeful, intentional, and pro-active manner
- Instill the Tools of Learning incrementally, by building on concepts one step at a time in ascending order
- Articulate, integrate, and align the content into the various disciplines and within each level
- Provide a balance of quality academic, arts, athletic, leadership, and service opportunities
- Meet educational needs so that the students will:
  - Have firm convictions based on a foundation of Biblical truth, sound thinking, and practical purpose
  - Be prepared to further their education
  - Become skilled, life-long, self-directed learners
  - Have a body of knowledge and skills
  - Be able to develop facts into logical arguments to solve problems
  - Be able to convey their critical thinking ability clearly, eloquently, and persuasively
  - Live well in two kingdoms simultaneously
  - Contribute to and influence the culture in which they live as salt and light
  - Lead with integrity
  - Serve with love

The **Curriculum** is rigorously developed, thoroughly documented, well-executed, and Biblically integrated. It is structured to provide interrelated disciplines. It incorporates the general philosophy, school-wide learning results, measurable objectives, instructional strategies, adequate resources, and appropriate assessments throughout. It is driven by policies and procedures. It includes a Biblical worldview and a Great Commission perspective.

The **Methodology** uses researched, best practices to incorporate knowledge with application through differentiated instruction aligned to cognitive development. It provides a dynamic, rich, creative, learning environment. It incorporates high-yield instructional strategies, technology, and activities to promote wisdom and understanding, essential skills and content knowledge, and critical and higher-level thinking ability.

The **Goal** is to provide for the educational needs of individual students while motivating them to attain to the best of their God-given ability within the framework of character development. It seeks to prepare students to live life from a Biblical worldview with strong moral and spiritual values. It hopes to see students who continue learning, leading, and serving with integrity and purpose. It desires that students glorify God by loving God and others with their whole hearts, minds, and souls.

### **Administration Philosophy Statement**

The administration is responsible to uphold the philosophy and foundational statements, provide a carefully developed curriculum, professionally support and serve the teachers, and work to ensure a God-honoring school where like-minded parents can expect their student to receive a quality Christian, college preparatory, liberal arts education.

### **Teacher Philosophy Statement**

The teachers are instruments of God in the redeeming and shaping process. As detailed in the Staff Code of Ethics, they model Christian behavior and strive to instill knowledge and the tools of learning in the student. The teachers are vital to the establishment of the spiritual and professional quality of the school. They are to be called by God to teach, train, discipline, and serve. They are to have a clear Christian testimony, be growing in their Christian faith, and be life-long learners. They are to model, integrate, and include a Biblical worldview and Great Commission perspective in lessons, activities, and assessments. They are to be professionally prepared and appropriately qualified. They are charged to:

- Support the school's philosophy, foundational statements, and school-wide policies
- Maintain professional conduct
- Possess and utilize effective classroom management skills
- Use developmentally appropriate, sufficiently challenging instructional strategies
- Be well-prepared for class
- Communicate clearly and effectively
- Assess learning accurately
- Reflect and improve continually
- Demonstrate God's character instructionally and relationally

### **Parental Philosophy Statement**

The parents and the church are the institutions charged with the education of children. Therefore, the parents are ultimately responsible for the physical, emotional, spiritual, mental, and social development of their child. The parents, by entrusting their students to the school, understand and support the philosophy, foundational statements, and school-wide policies. They strive to reinforce the school's values as ascribed in the Parental Agreement. They participate in activities, and they provide for the success of their student.

## **Student Philosophy Statement**

The students are uniquely created in the image of God and in need of discipleship to use their talents to full potential as they grow in grace, knowledge, and wisdom of the Lord and Savior Jesus Christ (II Peter 3:18). Students are to be prepared, principled, and creative life-long learners and well-educated, purposeful, Godly leaders and servants. They are to submit to the authority structure set in place by God not only while students but also as adults. They are to abide by the school-wide standards as outlined in the Student Agreement and handbook and strive to attain the Expected School-Wide learning Results by becoming:

Influential Christians who:

- Accept the Lord Jesus Christ as personal Savior.
- Apply Biblical principles as the foundation for moral and spiritual living.
- Develop and maintain an informed Biblical worldview that shapes their lifestyle choices.
- Demonstrate God's love through acts of service and sharing the gospel.

Investigative Learners who:

- Master a body of knowledge, vocabulary, and skills.
- Understand, analyze, and order relationships among facts.
- Assess their needs and apply appropriate strategies to learn concepts and skills.
- Actively use the tools of learning throughout their lifetime.

Perceptive Thinkers who:

- Identify, analyze, discriminate, prioritize, and apply information.
- Have the ability to solve problems by thinking independently and logically.
- Make responsible and well-reasoned decisions.
- Actively seek and apply absolute truths.

Effective Communicators who:

- Demonstrate the ability to accurately understand, interpret, and exchange information.
- Communicate with eloquence, creativity, and persuasion in writing and in speech.
- Develop and utilize artistic expression.
- Proclaim and defend the gospel with wisdom, wit and respect.

Quality Producers who:

- Demonstrate a growing knowledge of curriculum.
- Develop their God-given talents and abilities.
- Display standards of excellence in all pursuits.
- Work well with others toward a common goal.

Responsible Citizens who:

- Respect and submit to authority.
- Actively protect and promote freedom and democracy.
- Enjoy God's creation and live as good stewards within it.
- Recognize and contribute to meeting the needs of others.